

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Leeds Jewish Free School Limited ██████████ Brodetsky Jewish Primary School ██████████ Leeds ██████████
3.	Email address: ██████████
4.	Telephone number: ██████████
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input checked="" type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
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>██████████ -Carr Manor High School. Advice of curriculum and exam structure Key Stages 3 – 4. He will not be involved in setting up or running the school.</p> <p>██████████ – Nidderdale High School. Advice linked to curriculum delivery in a small high school. He will not be involved in setting up or running the school.</p>

	<p>██████████ – Focus Education Consultants. Review of the educational model in relation to a full phase campus. Focus Education are likely to be involved as Educational Consultants in the early years of the project.</p>
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Details of company limited by guarantee

11.	Company name: The Leeds Jewish Free School Limited	
12.	Company address: ██████████ Leeds ██████████	
13.	Company registration number: 7647432	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	If Yes, please provide details:	

Company members

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

16.	Please confirm the total number of company members:	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	██████████
	2. Name:	██████████
	3. Name:	██████████
	4. Name:	██████████
	5. Name:	██████████
	6. Name:	██████████
	7. Name:	██████████

Company directors

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

18.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]
19.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • 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>Friends of Brodetsky. Charity Commission Number: XR33506</p> <p>Two of the directors/members of Leeds Jewish Free School Limited are</p>	

	<p>also directors of this charity. It is a charity engaged in fundraising for the Free School once it is operational. It is already engaged in this role with the Primary School, hence its current name.</p> <p>██████████.</p> <p>Three of the directors/members are directors of this commercial company. It will have no role in relation to the Free School.</p> <p>██████████.</p> <p>One of the directors/members is a director of this commercial consultancy company/firm of accountants. It will have no role in relation to Leeds Jewish Free School Limited.</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 (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>Chabad Lubavitch (Leeds Ltd). Company Number: 1123578 One of the directors/members of the Leeds Jewish Free School Limited is a director of this education and outreach organisation. It will have no role in relation to the Leeds Jewish Free School Limited.</p> <p>The school will operate under an Orthodox Jewish Ethos but will not be linked to any specific Synagogue.</p>
Existing providers	
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>
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</p> <p style="text-align: center;">N/A</p>

	and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: N/A	
30.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/A	

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: Chair of company / Member of company (please delete as appropriate).

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:	The Leeds Jewish Free School
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:	2019/2020
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	Orthodox Jewish
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Leeds Jewish Free School Vision Statement & Aims

Our vision is to offer secondary school provision in Leeds for children aged 11 to 18 (school years 7 to 13), that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This will be underpinned by a strong Jewish ethos and based in the national curriculum.

Every pupil will leave the school having enjoyed their education, achieved well and, if Jewish, proud of their faith, heritage and community. All pupils will see themselves as proud citizens or residents of Britain, respectful and understanding of all other members of its diverse community and contributing at all levels. These aspirations will be key drivers for our curriculum at all Key Stages and in all subjects. Our pupils will have access to education which meets these specific needs without family income being a barrier.

When our pupils apply to university their high academic achievement, matched with their unique educational experience, will ensure that they are always considered as strong applicants for their chosen course and are well prepared for the challenges of university life.

Jewish families relocating will see Leeds as a positive option because a full school life can be envisaged in Leeds, current families will stay for the same reason and all Leeds families, no matter their faith background, will see this school as a first choice for their child.

We aim to:

- ***Offer high quality education within a strong Orthodox Jewish ethos that is available locally, accessible to all irrespective of faith, specific needs or family financial capacity.***
- ***We will ensure that no pupil has to leave the city, county and region to access the education their families want, and have an entitlement to.***
- ***Ensure that underpinning all aspects of the educational planning will be the need to ensure our pupils are equipped for the world in which they will move into after education.***
- ***Ensure that our teaching methods will ensure that they develop the capacity to learn independently, adapt to changing technologies and the demands of a global work place.***
- ***Ensure that by operating in an innovative way, with secure partnerships across sectors and organisations the school will model to the pupils the world in which they will live and work.***

- ***Meet the needs and aspirations of a community that is committed to Leeds and secure this commitment by providing a full educational path within their home city.***

Our rationale for proposing to create this Free School.

We have a single clear driver for proposing to create this school. There is no Jewish high school provision in Leeds, North Yorkshire, Bradford or Wakefield despite Leeds having the third largest Jewish community in the country. This community is served by a successful Voluntary Aided Primary School & Nursery. However families have no choice within the city if they want to continue their secondary education in a Jewish setting. This choice is available to those of a Church of England or Catholic background.

Previous attempts to create a Jewish high school in Leeds have failed because the numbers from the Jewish community were not enough to sustain an average sized high school of 600 to 750 pupils. If such a school were to be created it would have to take pupils from other local schools which could endanger their viability. For this reason, in the past, the Local Authority and local high schools had not been in favour of the creation of a Jewish high school.

A local high school did start to offer some limited provision for Jewish pupils. This was not a viable option for the most observant families however offered a potential route for some families. Despite assurances of this school offering an admissions route for Jewish pupils this has never been written into their admissions policy and as a result Jewish pupils have been refused places at the only school offering Jewish provision.

The opening of a Jewish high school in Manchester (which also started off as a very small school) has shown that there is an increasing demand for such provision in Leeds with pupils travelling to Manchester for high school education despite the significant travelling. They should not have to make this journey and some cannot afford it.

This move is now undermining community cohesion because these pupils now spend almost no time in their city during term time, socialise only with Jewish pupils and engage in no inter-school activities with Leeds schools

Through this application we intend to evidence that:

- Jewish families want secondary education in a Jewish setting.
- They have an entitlement to this being provided locally.
- They have the right to be able to access this irrespective of family income or specific pupil educational need.
- A locally based Jewish high school can be an active partner in the local community with schools and extended services.
- Such a school can contribute to raising standards in the local area and the city, particularly through contributing to improved progress through transition points.
- It will ensure pupils have a more balanced life with reduced travelling times.

- A Jewish High School can be seen as a positive choice for any family in Leeds no matter what their background.

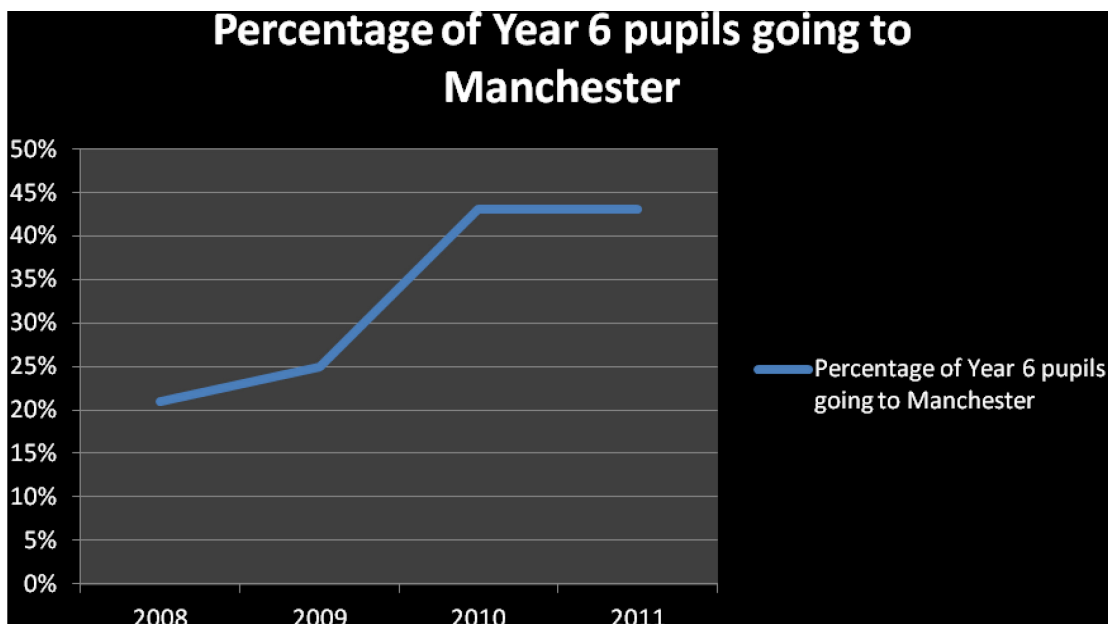
Detailed through this document is the evidence and analysis that supports this rational and this acts as a driver for our aims and our visions for the school.

Local Choice

Leeds has a Jewish population of approximately 9000 people. This is the third largest Jewish community in the UK. It is currently served by a 1.5 form entry primary school. However the nearest high school provision is in Manchester. Attending this school involves a 124 mile daily round trip, crossing the Pennines on the M62. If a pupil also takes part in extra-curricular activities they will often not return home until seven o'clock at night. The transport cost is high for both the LA and the families at about £1500 a year per family even with the LA meeting the cost of travel to the city boundary. Currently approximately 100 pupils travel by coach from Leeds every day to attend the Jewish high school in Manchester. This number has increased every year and for the first time in 2010 the largest group of pupils left Year 6 to go to this school. In 2011 the percentage going to Manchester was as high again.

A significant associated fact is that pupils travelling to Manchester for high school provision will spend the equivalent of an academic year travelling to and from school.

No matter how good the educational provision this cannot be ideal for any pupil. The chart below shows the trends over the last four years.



High School Preference Trends 2008 - 2010

It is clear that a significant number of parents are choosing a high school in Manchester, despite the journey involved, over some good local schools. The key reason for this is that the school is a Voluntary Aided Jewish High School. This choice is matched with a desire for continued high academic standards as evident in the primary school.

A Small School

A small high school is usually seen as less desirable model, often because of the limitations it places on the curriculum and the socialisation of the pupils. ***It could also be seen as financially insecure and offering poor value for money.*** However these issues are only the case when a school is seen as an island working in isolation not in partnership. This small school (similar in size to 18 other schools nationally) will:

- Work with a larger school or organisation, which will ensure it is able to offer a rich curriculum beyond its expected normal capacity including GCSEs and A-Levels.
- Access a larger teaching team, through its chosen provider, and as a result not have to rely on a smaller group of teachers with good general teaching skills but possibly not the range of specialisms needed.
- Be working alongside a primary school, sharing an existing campus, facilities and resources that will give it the financial security that similar size schools do not have.
- Access immediately leadership and governance experience that might not initially be affordable and is already involved in the planning of the school.
- ***By working in partnership with both the associated primary school, and a partner secondary school, the intrinsic risk of poor financial security and poor value for money is removed and replaced with financial security and excellent value for money.***

Having addressed the perceived barriers you must then consider the immense benefits of such a school. These benefits already exist in most primary schools but are harder to maintain in larger high schools.

- Pupils will never be an anonymous part of a large cohort of pupils, entering a school with six or more form groups.
- Pupils will be known, understood and supported from day one.
- Pupils with specific educational needs, low self-esteem, new to the country and/or English will know that they are known immediately and that staff will be able to work on meeting their needs from day one.
- Parents will speak to a member of staff that they can identify by name and face (common in primary schools but rarer in high schools) allowing them to have a closer relationship with the school and therefore support their child's education.
- They will undertake transition as a cohort together and not as an amalgam of numerous primary cohorts.

Religious Choice

A key factor in parental choice of a Jewish option in Manchester, over, equally good local provision, are the difficulties associated with Jewish observance, which impact on inclusion, attendance and curriculum continuity.

- Meeting Kosher food requirements is challenging and, for those with high levels of observance, almost impossible in a non-Kosher setting.

Maintaining kosher meal provision involves very specific kitchen facilities, ingredients, practice and varies for specific festivals and periods of observance.

- Religious observance can impact significantly on pupil's attendance in non-Jewish settings. In the 2010/2011 academic year there were 11 days that would have been lost on top of school holidays and bank holidays if the Leeds school calendar had been followed. In addition the primary school closes early every Friday between October and February half terms to ensure staff and pupils can be home before Shabbat starts. For more observant families the number of religious days observed would be even higher.
- Day to day religious observance has an impact on dress/uniform, levels of worship and specific prayers that need to be said before and after meals.
- Whilst non Jewish pupils can be, and are, successfully included within a Jewish setting it is very difficult for observant Jewish pupils to be included in a non-Jewish setting and maintain the level of observance they desire.

Raising Standards

The collaboration with Brodetsky Jewish Primary School, other local schools and local services will ensure that this school plays a key part in further raising standards and in meeting the needs of the local community. Key to this is the opportunity to create continuous provision from 2 to 18 in which transition is managed on a single campus and pupil progress is secured and enhanced. The transition between Key Stage 2 and Key Stage 3 is one in which many pupils nationally can plateau, or some cases, regress.

A Master of Research dissertation (██████████, Kings College London, 2007) was referenced in a DCSF document exploring the facts behind the Key Stage 3 dip. This focused on pupils who dipped more than one level in English or Maths. The table below shows the percentage of pupils who exhibit this significant dip by the end of Years 7 and Year 8.

Percentage of pupils who regress by one level in Years 7 and 8		
	ENGLISH	MATHS
YEAR 7	5%	2%
YEAR 8	11%	6%

Table 2

The document also shows the percentage of pupils who regress between one and two sub-levels by the end of Years 8 and 9. This shows then overall dip continues to the end of Year 8 and only in Year 9 does the trend begin to improve.

Percentage of pupils who regress between one and two sub-levels by the end of Years 8 and 9.		
	ENGLISH	MATHS
YEAR 8	21%	10%
YEAR 9	9%	3%

Table 3

The pupils most likely to exhibit this dip come from key groups:

- Black or Asian
- Have identified special educational needs
- Have lower socio-economic status

The report also identified that pupils were less likely to dip in Years 7 and 8 if they attended a middle school and therefore supports our belief that effective transition between Key Stage 2 and Key Stage 3 will ensure that this is addressed.

By working with the primary school on a single campus we will be able to ensure that all our pupils, including the most vulnerable, will continue to make good progress in Key Stage 3 and therefore contribute to improved overall standards in this area.

By working within the existing Family of Schools and Extended Services Clusters the Free School will contribute, alongside the other secondary schools, to curriculum development, provision and innovation. We will be able to offer our specialisms and skills as well as draw on these attributes in the other schools.

The Executive Headteacher already supports other schools as a School Improvement Partner and other related roles. His expertise with data, assessment, curriculum planning and provision will broaden further in this role and will allow him to offer support to a wider range of schools with a particular focus on Key Stage transition.

An additional potential benefit to standards will be the chance for Year 5 and 6 pupils to access high school facilities and, in the long run, secondary teaching specialism. This could be purchased from the high school and allow the school to offer quality Level 6 education in Year 6 as part of a continuous planned curriculum bridging Key Stages 2 and 3.

Inclusion

The feeder primary school serves a diverse community demographic with some families choosing independent secondary provision, whilst others do not have the financial capacity to make this choice. This diversity reflects both the Jewish and wider Leeds community. In addition it already has pupils who are not Jewish and whose parents have chosen the school because of the high educational standards and strong ethos.

In London the Jewish community is served by a large range of schools, each meeting very specific elements of the Jewish community. Those wanting an

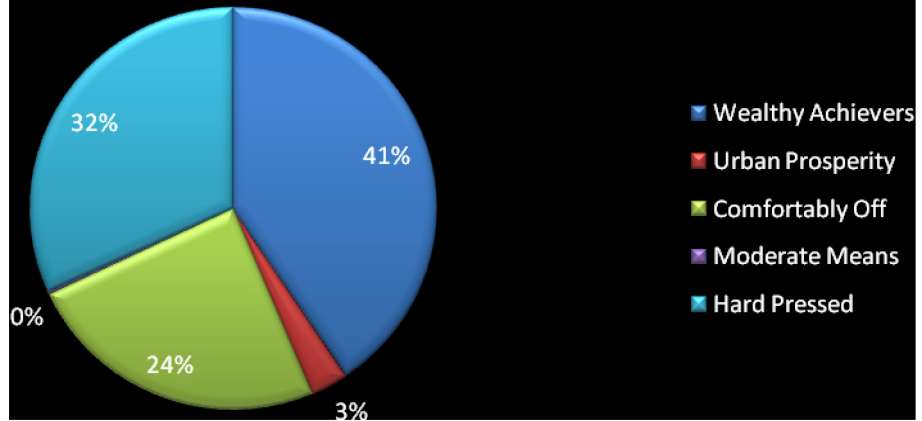
Orthodox setting have a choice of schools, as do those who are members of the Reform Jewish community. The newest high school in London is aligned to no specific section of the Jewish community and provides a clear choice for all those who are culturally Jewish but do not maintain significant levels of observance. This diversity is catered for by the single existing primary school and will have to be met by the new secondary school.

The nearest equivalent within LA models would be a Catholic school serving the entire Christian community (Minority Protestant churches such as The Plymouth Brethren, mainstream Church of England, Catholic and non-practising Christians) in an area. This is a challenging yet highly inclusive model and is already successfully operating within the primary school. The school community also reflects the ethnic and linguistic diversity of the wider Jewish community. Currently pupils attend the primary school from the following countries/regions:

- France
- Russia
- Germany
- Israel
- America
- North Africa
- South Africa
- Australia

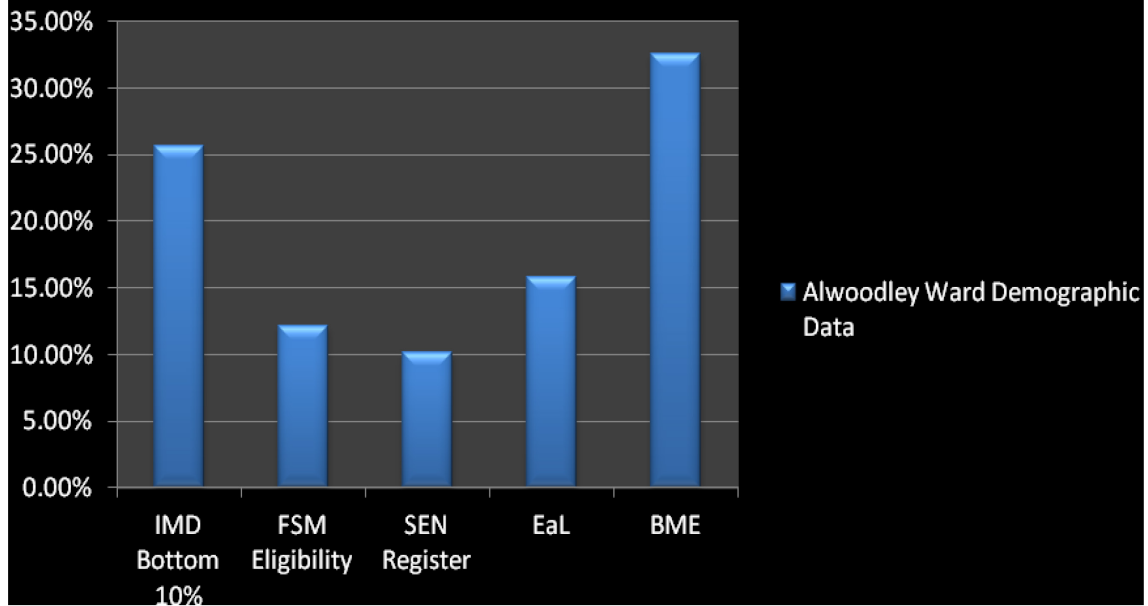
This diversity is also reflected in the ACORN data for the ward which shows higher than average `High Earner` families but also a significant minority (32%) of `Hard Pressed` families. These families will not always be reflected in FSM data but represent families with low incomes, likely to be in rented accommodation and parents less well equipped to support their child. Because of the relative affluence of the rest of the community (68% comfortably off or better) these families can feel isolated and struggle to access support. They certainly would not be able to afford to access provision in Manchester. This percentage reflects the proportion of Jewish pupils that choose the local high school over Manchester or private education. These are the families that currently being denied a local choice of Jewish high school education.

Alwoodley Ward ACORN categories January 2011 School Census



Other demographic data illustrates the levels of specific need within the Alwoodley area.

Alwoodley Ward Demographic Data



This demographic data illustrates that the school will serve an area with significant social need. The most significant indicator is the 25% of families who sit within the bottom 10% of Indices of Multiple Deprivation. This shows that a quarter of families are managing very challenging circumstances, matched to the 31% of families classified as Hard Pressed.

For Jewish families this is exacerbated by the fact that there is a significant transport cost involved with attending the Jewish secondary school in Manchester and this is therefore not a choice that they can make. A small and inclusive secondary school with a strong Jewish ethos will provide a clear local choice to **all** families, no matter their personal circumstances. For this reason the

██████████ has given her clear support to this application.

“I write in full support of your application to create a free high school on the Brodetsky Primary School site due to the enhanced benefits it would bring to the children and families within our locality.”

██████████, ██████████
Support has also been offered by the ██████████ who recognises the potential of this new high school, building on the existing contribution of Brodetsky Jewish Primary School.

“Since my appointment in September 2007, Brodetsky has played a significant part in the work of the cluster, engaging with many of its projects, hosting meetings and events and playing a considerable part in the “life” of the cluster. The work of the cluster has regarded community cohesion and effective transition to high school as two of its key priorities and as such has developed a number of cross-cluster projects where pupils from different schools and backgrounds are able to participate, make new friends, and learn about each other and their faiths. What has become clear over time is that the lack of a local Jewish High School has resulted in those friendships not being developed beyond primary school. For example, we have successfully run a Music Maker Club over the past two years which has targeted pupils in Year 6 from all our primary schools to attend an after school club, pupils from Brodetsky Primary attended. A post project evaluation highlighted that all the pupils from Brodetsky had enjoyed and wished to be included in future projects but would be unable to do so, as all the participating pupils will be attending King David High School in Manchester.”

██████████, ██████████
This matches exactly the aim of the Free School legislation to ensure small schools can be created to fill identified need within a local community through cost effective use of existing sites.

Our curriculum, based in the UK National Curriculum, will be planned in partnership with the primary school and external secondary specialists. It will result in a planned continuum from Year 5 to Year 8 bridging the transition gap and the dip in progress that often results between Key Stage 3 and Key Stage 4. This will also allow the Year 6 pupils to start the Key Stage 3 curriculum in the summer term of Year 6, thus further accelerating progress.

High Quality Education

The school will operate under the auspices of The Leeds Jewish Free School Limited, which has been created to work alongside Brodetsky Schools Limited (BSL). BSL is a company providing nursery and primary education in partnership with Brodetsky Jewish Primary School. Two of the ██████████ will be ██████████. Brodetsky Jewish Primary School is a voluntary aided state primary school with a nursery. It also has a private nursery on site and offers

Jewish Studies to all families, through BSL, but managed by the school. As a consequence the site already offers inclusive educational provision for 2 to 11 year olds. It is our aim to use the Free School model to provide a high school on the existing campus as part of a full phase strategy for the local community.

BSL is an existing organisation with a proven track of educational provision within the Leeds Jewish community. It has always been the long aim to establish a high school as part of the educational provision on the BSL campus.

The Free School legislation provides a logical facilitation of this aim. As a Free School it will meet identified and currently unmet needs within the local community. This will specifically provide high quality, local, secondary education, within a strong Jewish context. This will ensure there is a local choice for Jewish families offering excellent, inclusive education for all, no matter what their faith background or specific needs.

A strong admission policy, consistent with the Schools Admissions Code and Appeals Code, will ensure that 50% of places are secure for Jewish pupils (without reference to maternal lineage) but also ensure all members of the local community can include the school as a positive choice for their child's education. We expect the school to become the best placed school to meet the needs of any local child and it should be the first choice for any parent. Whilst it will be a Free School and sit outside the LA provision we will ensure it works in partnership with the LA, other local schools and extended services providers to ensure it is both contributing to the local community and its pupils are benefiting from the services and support available locally. This will match and extend the role already undertaken by Brodetsky Jewish Primary School.

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.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		25	25	25	25	25	25	25
Year 8			25	25	25	25	25	25
Year 9				25	25	25	25	25
Year 10					25	25	25	25
Year 11						25	25	25
Year 12							25	25
Year 13								25
Totals		25	50	75	100	125	150	175

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.

Quality Teaching & Learning

A small high school could find it difficult to recruit the best teachers as initially many of the roles available will be for a small number of hours every week for each subject. In addition capacity could limit the range of subjects that the school could offer at GCSE and A-Level. We have considered a number of options to address this including:

- Employ a small group of teachers with generalised skills along the primary model.
- Limit the range of subjects taught.
- Employ teachers on one year contracts, changing the staffing structure each year to match the changes in the curriculum.

We consider these to be unacceptable as they would result in poor education, instability and most likely poor learning. It must also be said that larger high schools face these same issues, primarily because they look only to their own capacity and not to what can be achieved in partnership with other schools.

We have therefore explored, and found, interest in a more innovative approach. We intend to put our teaching requirements (other than senior leadership, pastoral support and Jewish Studies) out to tender.

Any school, trust, federation could bid for the contract (irrespective of it being a faith or community based organisation) if they met these criteria:

- OFSTED have judged them to be at least good and ideally outstanding.
- Is not in direct competition with Leeds Jewish Free School.
- This must include good or better leadership, curriculum, standards, achievement, teaching and learning and inclusion.
- At least 2 of these areas must be judged to be outstanding.
- Offer a large range of examination subjects and alternative courses.
- Can evidence the teaching capacity to deliver our requirements.
- Have secure finances.
- Can evidence good staff stability.
- Are able to commit to staff teaching on our campus.
- Are able to offer access to our pupils for specific examination teaching where option numbers are low.
- Manage the performance management and CPD of staff teaching in our school.

The monitoring and evaluation of this provision will be undertaken by the head teacher and deputy head teacher, supported by identified members of the providers staff who will have TLR posts. We will fund our portion of these TLR posts.

To ensure the provision meets our quality requirements the following measures will be used:

- Termly observed teaching is consistently good or better.
- Termly pupil progress reviews show pupils are at least on track for the targets set for them.
- Work scrutiny shows consistently good marking, quality of work and progress.
- Self-evaluation surveys show that the pupils feel happy, challenged and supported.

Any individual teacher not meeting these expectations would be replaced by the provider organisation following joint monitoring by our staff and staff from the provider organisation.

The proposed executive Headteacher is an accredited School Improvement Partner and has experience as a School Improvement Adviser. To his role he will undertake specific Secondary school improvement training during 2011-2012 before the school opens in September 2012.

Two of our key partners will offer consultancy support which will moderate and support school improvement strategies. Focus Education will support the monitoring and evaluation of the secular curriculum and UJIA will provide the same function for the Jewish Studies curriculum.

We intend to employ a secondary trained and experienced deputy head teacher who will also play a key part in this as well as managing timetabling and acting as an exemplar teacher.

The service provider will be offered an initial 5 year contract. This will have a built in clause to end the contract if the following conditions are not maintained:

- All the initial requirements of the tender process.
- The agreed quality indicators.

There would be specific notice period to terminate the service provider's contract. If we intended to end the contract we would have to give six months notice. Prior to this there would be a warning given three months before hand to allow remedial action to be taken. Built into this would be final penalty clauses if the quality of provision further deteriorated over the last six month period.

The provider could also give notice although 12 months notice would have to be given and the service could not be ended mid academic year.

Training

Secular curriculum training will be provided by the provider organisation.

We would provide on-going training for our staff in the following areas.

- Secondary school improvement strategies.
- Secondary OFSTED inspections.
- Intervention strategies.
- Jewish Studies teaching.
- Health & Safety

- Inclusion
- Care & Control

The Curriculum and Organisation of Learning

“Our vision is to offer provision in Leeds that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This will be underpinned by a strong Jewish ethos. Every pupil will leave the school having enjoyed their education, achieved well and, if Jewish, proud of their faith, heritage and community.”

From Leeds Jewish Free School Vision Statement

Teaching Staff and Organisation of Pupils

This will be a small high school working alongside an existing primary school. To ensure quality educational provision the school will draw on the expertise of the primary school and the secondary provider. Key to this will be inviting tenders from local high schools and other providers to provide the teaching using their existing staff. This will allow us to access high quality teachers from an organisation with an established track record and a full range of subjects. This team will be supplemented by current staff in the primary school with specialist skills and training. The current specialist teaching skills available within the primary school include:

- ▲ Secondary trained and experienced Head
- ▲ Leading Mathematics Teacher (Currently completing Masters Degree)
- ▲ Secondary trained and experienced Business Studies teacher.
- ▲ Secondary trained and experienced Ivrit (Modern Hebrew) teacher.
- ▲ Highly effective Year 5 and 6 teachers to work within a Year 5 – 8 partnered department.

The school will employ a Deputy Headteacher to provide strategic leadership alongside the Executive Headteacher. The Deputy Headteacher will have a significant teaching commitment initially and will therefore model the quality of teaching expected as well as play a key part in ensuring our provider delivers consistently good or better lessons.

The pupils will be grouped in tutor groups. Because it is likely that a significant portion of the teachers will be employed through an external provider they will not be able to provide the immediate pastoral support needed. In order to address this, the form tutors will be drawn from the Jewish Studies staff (who will all be employed by the school) and Learning Mentors employed for this purpose, as well as any staff employed directly by the school. This provision will be supported by The Zone youth club, which will operate on site and will offer lunchtime provision to the Free School pupils.

Pupils will be taught in ability groups. Where normal differentiation becomes difficult to maintain the school will, either provide access to lessons with different year groups or consider a child being taught completely out of their year group.

Where a pupil is capable of taking an examination early, such as a GCSE, this will be facilitated through access to exam group lessons.

With these existing resources, planned developments and strong partnerships we are confident in our ability and capacity to offer a full and diverse curriculum to all pupils that will allow for the maximum number of options at Key Stage 3 and at Key Stage 4 ensuring all pupils can be offered good GCSE options, or alternatives. A-Level provision will be offered both on site and, where needed, through partner providers; in line with the practice found in many other secondary schools nationally.

The process to identify a suitable provider has started with informal discussions with several local schools. The formal process will adhere to European legislation. If this application is approved in September we will need to move to tender immediately.

Specifics of Organisation of the Pupils

The pupils will be grouped in forms for registration with a form tutor who will remain their form tutor throughout Key Stage 3 and 4. ***This model will be significantly different in Key Stage 5 (Sixth Form). The pupils will spend a significant amount of time on the partner school site and as a result they will join the cohort structure of that school.*** This form tutor may not always be a teacher as our learning mentors may be asked to act in this role as well. The Form tutors will also include Jewish Studies teachers and any other school employed staff with suitable qualifications or experience. Form groups of up to 25 pupils will be used for all non-curriculum activities.

Form tutors will work with other pastoral and inclusions staff to ensure that a positive relationship is built between pupils, parents and the school. They will be the first point of contact for parents. Once the teaching commitment allows teaching staff from our provider organisation to be in school every day they could also act as a form tutor.

Teaching groups will be different to the form groups. A teaching ratio of 1:15 has been a key principle in the staff planning. However this does not mean that each teaching class will be made up of 15 pupils. Class size will be driven by a number of key factors including:

- Subject specific Health & Safety requirements
- Curriculum requirements
- Needs of specific pupils
- Availability of additional support
- Number of pupils in the cohort

Each subject will be taught based on the single cohort size but these will then be grouped based on the factors identified above. Specific subject arrangements are detailed below.

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Year 6 & 7	Years 5 & 6	Years 6 & 7	Years 6 & 7	Years 6 & 7
	Years 7 & 8	Years 8 & 9	Years 8 & 9	Years 8 & 9
			Year 10	Year 10
				Year 11

English	<p>Grouped by ability rather than by age. This reflects existing practice in the primary school. Initially Year 7 and Year 6 pupils will be grouped into three teaching groups using staff from both schools. This will create an average group size of twenty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
Maths	<p>Grouped by ability rather than by age. Initially Year 7 and Year 6 pupils will be grouped into three teaching groups using staff from both schools. This will create an average group size of twenty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
Science	<p>Grouped by ability rather than by age. Initially Year 7 and Year 6 pupils will be grouped into three teaching groups using staff from both schools. This will create an average group size of twenty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
PE	<p>This will be grouped by gender across two year groups. In the first year this will be Years 6 and 7. This will create PE groups large enough to engage in all PE activities including team games. This will be two groups of approximately thirty.</p> <p>This model will continue in Years 10 and 11.</p>
Humanities	<p>Grouped by ability rather than by age. The ability grouping will be based on English levels unless there are pupil specific reasons. Initially Year 7 and Year 6 pupils will be grouped into two teaching groups using staff from both schools. This will create an average group size of thirty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
Technologies	<p>Grouped by ability rather than by age. Initially Year 7 and Year 6 pupils will be grouped into three teaching groups using staff from both schools. This will create</p>

	<p>an average group size of twenty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
Languages	<p>Grouped by ability rather than by age. Initially Year 7 and Year 6 pupils will be grouped into three teaching groups using staff from both schools. This will create an average group size of twenty.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>
Arts	<p>Grouped by ability rather than by age. The ability grouping will be based on English levels unless there are pupil specific factors. Initially Year 7 and Year 6 pupils will be grouped into two teaching groups using staff from both schools. This will create an average group size of 30.</p> <p>In years 10 and 11 groups of ten to twenty are planned.</p>

In Key Stage 4 some class will be smaller as a result of option choices. However it is unlikely that classes will be smaller than 10. The process for assessing the viability of courses each year is detailed further on in this section.

In 6th Form teaching groups will normally be about ten pupils although this will be driven by overall demand at our partner school, who will deliver most of the teaching on their site. Where demand for a subject is over ten pupils then it may be possible to offer this taught subject on our site. This model is important to both ensure the viability of a course and also the quality of pupil interaction in lessons.

CLASS SIZES	
KEY STAGE 3	20 TO 30
KEY STAGE 4	10 TO 30
SIXTH FORM	5 to 15

The Curriculum

The curriculum offered will reflect most other high schools locally with the significant addition of Jewish & Hebrew studies. Jewish Studies is treated as a core subject and has therefore been allocated the same number of hours as Maths and Science. The amount of time expected to be given to each subject is detailed below.

RE in Key Stage 3 will primarily be based in Jewish Studies and this will be part of the core offer for all pupils, no matter what their faith background. Any pupil, Jewish or otherwise,

can opt out of this curriculum element. In this circumstance they would be offered self study time, with adult support if needed. They would complete work tasks linked to the key world religions. These would be set, and marked, by the Deputy Headteacher. All pupils will study the key world religions as part of the PSHCE curriculum time as detailed below.

Key Stage 3 Subject Time Allocations (Hours per week)			
English	4	Mathematics	3
Sciences	3	Jewish Studies (RE)	3 (12%)
Geography	1 (2)	History	2 (1)
MfL	2	PE	2
Art & Design	1	Music	1
ICT	1	Design Technology	1
Citizenship, World Religions, Sex & Relationships, Drug Education & Careers/Education Guidance.			1

(NB we intend to consult with parents before the languages to be studied are chosen)

Whilst ICT teaching will be only given a 1 hour dedicated lesson a week the ICT infrastructure will ensure that teachers will be expected to incorporate this into the planning of all lessons. The dedicated lessons should ensure that all pupils can access the curriculum using ICT.

The school will also have access to a dedicated media control room which will allow pupils to develop their use of ICT in the arts. Geography and History have been given additional time to ensure that pupils can aspire to the highest standards required through the English Baccalaureate.

The languages studied will be agreed with the prospective parents of the free school. Pupils will be able to use these languages as well as their study of Biblical Hebrew as the languages component. The same applies for Ancient Jewish History, which can count as one of the Baccalaureate subjects. The arts and technology subjects will be identified as key priorities for extra-curricular activities to supplement the curriculum provision.

Key to the design of the curriculum will be personalised learning paths beyond Key Stage 3. Whilst these paths will be primarily based in GCSEs and A Levels, the school will also ensure access to alternative educational routes for those pupils who require it. These will be provided on an individual basis and in conjunction with the existing partners or a college of further education focusing on vocational qualifications and the apprentice programme (or alternatives that replace these through changes in government policy). These are likely to be BTEC courses with GCSE equivalence.

Key Stage 4 Subject Time Allocations (Hours per two weeks) - GCSE			
English	2.5	Mathematics	3
English Literature	2.5	Jewish Studies	2.5
Additional Science (3 Sciences)	5	Combined Science (2 Sciences)	5
Geography	2.5	History	2.5
MfL 1	2.5	PE (Non Exam)	2
MfL 2	2.5	PE	2.5
Art	2.5	Music	2.5
Graphic Design	2.5	Media	2.5
Photography	2.5	Drama	2.5
ICT	2.5	Resistant Materials	2.5
Textiles	2.5	Graphic Design	2.5
Catering	2.5	Business Studies	2.5
RE	2.5		

All pupils will take their Jewish Studies GCSE in Year 9 and this will not be an option in Key Stage 4. Those pupils who to study for an A-Level in Jewish Studies will be able to study for this in KS4 alongside their GCSEs. The teaching for this will be offered outside the normal timetable.

In Key Stage 4 pupils will be expected to study for ten GCSE unless an individual educational path is agreed based on a pupil's individual aptitude or needs. This will be in addition to any GCSE studied for in Key Stage 3. This model includes the study of a pluralist RE GCSE. This is only included in one option block so that those families that are unable to undertake the study of other religions, or chose not to, have that choice.

In Year 9 pupils will make choices for Key Stage 4 study. To prepare for this process the pupils will complete a provisional form indicating which subjects they are interested in study. Each year at least one new subject will be included in this list to gauge interest in additional subjects.

Once pupils have completed this form they will be offered a 1:1 interview to review their preferred subjects and reasons for these preferences. The outcomes of both these steps will be used to review the options blocks.

Pupils will then select from one of two options blocks.

Block 1	Block 2
Compulsory Subjects (English Baccalaureate)	Compulsory Subjects (English Baccalaureate)
English	English
English Literature	Maths
Maths	Combined Science (2 GCSEs)
Applied Science (3 GCSEs)	MfL2
MfL1	Geography
History	
Options (Choose 3 and 3 reserve)	Options (Choose 4 and 4 reserve)
Art	Art
Graphic Design	Resistant Materials
Textiles	Catering
RE	PE
PE	ICT
ICT	Media
Photography	Drama
Music	Music

Table 11

In September of Year 11 each pupil will have an interview to discuss the sixth form (or alternative plans). This will review progress at the end of year 10, forecast GCSE grades and A-Level preferences. This will be used to plan the curriculum offer for that cohort and identify which subjects will be taught on site and which will be taught on the provider's site. This will be decided based on numbers. A viable group of 5 to 10 will be taught on site and smaller groups will join teaching groups on the provider site.

Key Stage 5 Subject Time Allocations (Hours) – A Level every two weeks.			
	Taught Time	Course Work Time	Total
Year 12	8 hours	0 hours	8
Year 13	8 hours	1 hour	9

These hours are average times. Subject specific requirements will result in a variation in these figures.

Our partner provider school will be expected to offer a full range of A Level courses. Detailed below is a provisional list of subjects that we would want to be offered and an indication of whether we expect that it could be taught on our campus or on our partner campus. When referring to A levels it is assumed that pupils will complete AS Level exams as long as these continue to be offered by exam boards.

It also includes some BTEC courses that could be offered in Key Stage 4 or 5. In the table below all courses are A Level courses unless it states otherwise.

Desired Key Stage 5 Subject Options			
Subject	Main Delivery Site	Subject	Main Delivery Site
Business Studies	Partner School Campus	Language 1 (based in initial consultation)	Partner School Campus
Computing	Partner School Campus	Language 2 (based in initial consultation)	Partner School Campus
ICT	Partner School Campus	Ivrit (Modern Hebrew)	Our campus
Art & Design (Graphics)	Partner School Campus	Mathematics	Our Campus
Art & Design (Fine Art)	Partner School Campus	Further Mathematics	Our Campus
Food Technology	Partner School Campus	Biology	Partner School Campus
3D Product Design	Partner School Campus	Chemistry	Partner School Campus
Music	Partner School Campus	Physics	Partner School Campus
Performing Arts BTEC	Partner School Campus	Psychology	Partner School Campus
Drama & Theatre Studies	Partner School Campus	Health & Social Care	Partner School Campus
Physical Education	Partner School Campus	History	Our Campus
Diploma in Sport BTEC	Partner School Campus	Geography	Our Campus
English Language	Our Campus	Geology	Partner School

			Campus
English Literature	Our Campus	Travel & Tourism	Partner School Campus
Media Studies BTEC	Partner School	Sociology	Partner School Campus
Jewish Studies	Our Campus	Philosophy	Partner School Campus

The initial choice of teaching site is based on a number of factors and assumptions:

- Anticipated level of interest would create a viable teaching group.
- Resources/facilities are available on site to deliver that subject.
- Specialist subject knowledge would only be available on our campus.
- The subject taught needs a specific group dynamic that can be achieved in small teaching groups.

Timetabling difficulties could provide a barrier to some subjects being taught on our campus, even if the resources are available on site and numbers are sufficient to justify teaching on our campus.

However it would also be possible for pupils from our partner school to opt for specialist subjects taught on our campus.

All our students will be able to use our campus as a base for completing course work, tutorial support, revision and for study periods.

Part of the week for every Sixth Former will be a pastoral role in upper Key Stage 2 and Key Stage 3. These roles will include:

- Curriculum Mentors
- Study Support
- Social and Emotional Mentors

The school will foster links beyond Leeds and the UK creating opportunities for the pupils to visit and other countries and work alongside pupils from a range of cultural backgrounds and nationalities. The Free School will also work towards International School status through the British Council.

The arts will be promoted both within the curriculum and beyond. Pupils will be able to voluntarily work towards the National Arts Award from Year 7. This will support them in developing skills in any visual or performing art and to grow as a leader in their chosen art form, teaching their skills to others and producing shows and exhibitions.

Sports will be offered both within the curriculum and voluntarily as extra-curricular activity. Where a pupil demonstrates they have a sporting talent that is not being developed the school will help the pupil access coaching. Where a pupil is already involved in high level or elite sporting activities the school will ensure appropriate school based guidance is offered to ensure they meet the demands of school and their chosen sporting discipline. The school has identified a key partner who will support the development of the PE curriculum and will offer some coaching. This is Maccabi GB who

promotes access to sports within the Jewish community. They will also help develop inter-schools sports activities and extra-curricular activities.

All pupils will be encouraged through the curriculum and the ethos of the school to aspire to a healthy life style. The curriculum will ensure that they have the knowledge to make informed life choices, the provision and facilities will ensure that these choices are modelled by the school and the pastoral support offered will support this by ensuring the pupils develop strong mental health, resilience and confidence.

We will also expect our pupils, in collaboration with the primary school, to take on leading roles with the primary age pupils. They will act as mentors, coaches, reading partners as well as role models. Whilst they will have separate social areas and lessons we also intend that they will play a positive and active part in the life of the primary school.

Special Educational Needs

The SEN Code of Practice will guide and direct provision for all pupils on the SEN register. The school will ensure that as the Code of Practice is reviewed and amended policies and systems will be reviewed to reflect these changes. As an inclusive school it will welcome all pupils, irrespective of their specific needs, and will ensure that it works closely with outside agencies and the Local Authority to ensure that individual needs are well met.

Policy Statement:

We are committed to the inclusion of all pupils.

We therefore intend to :

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

Basic information about the schools' special educational policy

Our policy will follow the SEN Code of Practice (2001).

All pupils are entitled to access a broad, balanced and relevant curriculum whatever their individual needs.

All staff will be responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with specific needs as an integral part of raising standards.

All pupils with specific needs will be fully included in the educational and social life of the school

Parents will be involved as partners.

All pupils with specific needs will be actively involved in their own learning.

The school will work in partnership with outside agencies/schools.

Responsibility for co-ordination of Inclusive provision

The governing body, in co-operation with the head teacher, will be responsible for the school's general policy and approach to provision for pupils with specific needs.

The SENCo, working closely with the head teacher, will have responsibility for the day to day operation of the school's Inclusion policy and for co-ordinating provision for pupils with specific needs.

Arrangements for co-ordinating inclusive provision

The SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/ behaviour/support plans (e.g. IEPs, IBPs etc)
- Oversee the records of all pupils with specific needs
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with specific needs
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with specific needs
- Liaise with external agencies in matters relating to pupils with specific needs
- Liaise with the Inclusion Governor
- Take responsibility for the management of the Inclusions staff.

Allocation of resources for pupils with Specific Needs

Support will be allocated through use of available funding (both the Local Authority, as holder of SEN funding and the school budget) to meet the needs of pupils.

Identification and review of pupils needs.

The Inclusion Manager will co-ordinate the identification, assessment and monitoring of pupils with specific needs, enhanced by effective use of ICT systems.

There will be clear, well communicated criteria for placing pupils on School Action or School Action + and removing them from this graduated response.

Pupils who are identified as having specific needs and are receiving support that is 'additional to or otherwise different from the educational provision made generally for children of their age' will be recorded on the school SEN Register.

IEPs, IBPs etc. will be used to plan programmes and monitor and review progress for those on the SEN Register in line with the guidance in the SEN COP, 2001.

There will be administrative time set aside for the SENCo to effectively co-ordinate the tracking, recording and communication of high quality pupil information. This will be

evaluated and used to inform inclusive policy and practice across the school.

Staff will be kept informed and updated about all inclusion issues and pupils on the SEN Register through meetings with the SENCo.

Access to curriculum

We are committed to the principles within the National Inclusion Statement in that we will always strive to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with specific needs will be flexible and will be differentiated according to need.

Inclusion of pupils with Specific Needs

It will be the responsibility of all teachers to include pupils with specific needs within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights Commission 'A Guide for Schools', 2002), we will endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

Evaluating the success of provision for pupils with specific needs.

The Governing Body, in partnership with the SENCo and other colleagues, will monitor and report on the success of inclusive provision for pupils with specific needs in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with specific needs
- Analyse attendance and exclusion data for pupils with specific needs
- Monitor progress against inclusion priorities in the School Improvement Plan

Links to support services

The school will make good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships will be developed with Local Authority Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Working in partnership with parents

We will welcome and encourage all parents to participate in their child's educational progress from the outset, seeing them as equal partners.

We will endeavour to foster effective partnerships, valuing parents' views and contributions

and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

Links with other schools

We expect to benefit from partnership links with other schools and institutions in our neighbouring area and in our cluster of schools.

We will particularly endeavour to facilitate a smooth transition for any pupil with specific needs joining or leaving the school.

Links with other agencies and voluntary organisations

We will collaboratively work with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

Our staffing model includes the employment of teaching assistants and Learning Mentors. These staff, under the direction of the Inclusion Manager and the subject teachers, will support the implementation of Individual Education Plans and Individual Behaviour Plans alongside form tutors and subject teachers. If additional funding is secured this will be used to provide support when the school budget is unable to meet this cost.

Gifted & Talented

The school will use evidence from school and out of school activities to identify if a pupil has a specific gift or talent. To be identified as being gifted or talented they must exhibit skills, aptitudes or proficiencies in a subject or area that are not evident in the general student body.

The national benchmark guidance is set at the top 10% in a school. We will not use this measure as this will reflect who we will describe as our 'more able pupils'. They will be catered for as part of our planned curriculum and challenged accordingly.

Any pupil who exhibits cohort unique skills in a subject, participate in elite sports, elite arts or has developed a technical or media skill not exhibited by others may be identified. This will be discussed with the pupils and their parents and an individual plan will be agreed that allows home and school to support the pupil develop further and broaden their skills.

Homework schedules and other activities might be adjusted to ensure the pupil can take part in activities out of school. In the case of sporting activities specific arrangements for food consumption in school may be agreed as well as storage for equipment and musicians could be offered space at school to practice during the school day. The school will seek external partners to support provision for these pupils and help pupils access out of school activities. This may include helping a parent make bids for access funding.

At all times the school will ensure that the pupil also accesses a broad and balanced curriculum and is encouraged to develop strong skills in other areas.

Disabilities

The school will maintain facilities and an infrastructure that will ensure all pupils can access the building and the curriculum. A care suite will be maintained to meet the specific needs of pupil hygiene and personal care. This already exists on the site.

Access to all areas of the building and site will be possible for wheelchair users, the

visually impaired and those with a hearing impairment. The site has no external steps with appropriate ramped or flat access available to all areas.

The site already has portable speakers and a microphone to improve acoustics for a pupil with a hearing impairment but not using a hearing aid. It also has portable hearing loop facilities.

English as an Additional Language

When a pupil joins the school and is either new to English or not a fluent user the school will undertake an assessment to ascertain their level of fluency in their first language and the levels of achievement in other subjects.

This will ensure that special educational needs are not mixed up with EaL development.

When first joining the school, the pupil will be given access to English access classes in small groups or 1:1 to help the speedy acquisition of core English components. This will likely last at least half a term and be offered a specifically trained teaching assistant. This will be based in the Read Write Inc. Fresh Start materials aimed at Years 5 to 8. If a pupil is older, then a more personalised and age appropriate programme will be developed.

If there are also special educational needs these will be planned alongside the EaL programme.

Teaching rooms and school areas will be labelled to reflect the languages spoken in the school to help access to the curriculum and the site.

Looked After Children

Any child identified as being Looked After will be supported through a Pupil Support Plan. This will be written with contributions from the school, legal guardians/foster carers and social services.

Each plan will lay out the specific needs of the pupils as well as set clear educational targets to ensure the pupil makes clear progress. If a pupil transfers into the school or transfer to another school a review meeting will take place within 1 week to ensure the receiving school is able to act on this plan immediately.

These pupils will be offered support from our Learning Mentor as well as educational support from Teaching Assistants.

Financial and social barriers to learning

Pupils from economically deprived homes can face additional barriers including access to ICT resources, participation in extra activities, completing homework and access to school uniform and sports equipment and clothing.

The school will ensure that no pupil is unable to participate in activities because of cost. Any school trip or extra-curricular activity will be costed based on the known capacity to pay (using our knowledge of the pupils and their families) to ensure its viability.

Any pupil eligible for Free School Meals will be eligible for financial support for activities and equipment. This will be agreed individually with each family. Where the school does not have the finance to fund an activity or resource it will contact bodies such as the Jewish Welfare Board or Alwoodley Extended Services to seek additional support.

The school will signpost families to grants and funding and help them apply for these.

After school and lunchtime access to school computers will be available so that those without a computer at home will be able to complete homework using ICT.

Where individual needs are identified, additional modifications can be examined. Given the existing campus facilities the barriers to learning for those with disabilities are greatly reduced. Our SEN staff, teaching staff and learning mentors will work closely with other agencies to ensure that individual pupils' needs are well met.

The Daily Timetable

The timetable is expected to operate on a one or two week model depending on pupil numbers and staffing ratios. At this point it is hoped that that a two week timetable model will be adopted to ensure subject teaching can be efficiently allocated and teaching time efficiently used whilst allowing for smaller classes. This timetable ensures that at least five hours a day of teaching time is delivered in addition to worship and prayers which will take place within other parts of a seven hour school day.

Key Stage 3 and 4 School Day						
		Monday	Tuesday	Wednesday	Thursday	Friday
Form Registration	8.30 – 8.45	This will take place in their designated form base which will also serve as a subject teaching base. This is an earlier start than the primary school in order to stagger the school run and to allow for enough teaching time. Will also include morning prayers.				
Period 1	8.45 – 9.45	Each teaching session is 1 hour.				
Period 2	9.50 – 10.50	A second teaching session will start five minutes after a previous session has ended to allow for transition time.				
Morning Break	10.50 – 11.10	Break times will be coordinated with the primary school to ensure that free school pupils have access to a dedicated break area.				
Period 3	11.15 – 12.15	There will be three teaching sessions in every morning.				
Assembly	12.15 – 12.40	This will include blessings before lunch.				
Lunchtime	12.40 – 1.20	Break times will be coordinated with the primary school to ensure that free school pupils have a dedicated area and time to eat/use outdoor spaces.				
Form Registration	1.20 – 1.35	This will include Bensching (Grace after meals).				
Period 5	1.35 – 2.35	There will be two teaching sessions each afternoon.				
Period 6	2.40 – 3.40	The school day ends after the primary to school to again stagger the school run and allow for enough teaching time. This period will not happen on Fridays between October and February half terms to allow staff and pupils to get home for Shabbat.				

Timetabling will be used to ensure that teaching time is maximised and subject teaching time is grouped together. Jewish and Hebrew studies will be offered by staff employed

directly by the school and these will be timetabled so that pluralist faith education can be offered to those who opt out of Jewish and Hebrew studies. However all pupils will be offered inclusive Jewish & Hebrew studies of the highest standard that will lead to study at GCSE and A Level. These subjects will generally meet some of the requirements of the English Baccalaureate. We have identified a key partner (UJIA) to support the development of this curriculum, building on the successful provision in the primary school.

The School Year

The school year will reflect other schools nationally with 190 teaching days organised into 3 terms with 5 INSET days. The annual calendar will not always match the local Leeds calendar as we will endeavour to place days with religious observance inside school holidays. Where this is not possible school term dates will be adjusted to make up teaching days lost.

This model may present some initial logistical difficulties for some potential partner schools as it will most likely be operating to the locally agreed term dates. This factor would be an important part of any tendering process and their agreed solution would be one reached between both schools. Currently pupils attending LA schools in Leeds miss these days without any other option being made available. Any solution to this will be an improvement therefore on the current position.

Initial discussions with potential partners have indicated that this is unlikely to present an issue.

Pupil Development & Achievement

“These aspirations will be key drivers for our curriculum at all Key Stages and in all subjects. Our pupils will have access to education which meets these specific needs without family income being a barrier”.

Extract from the Leeds Jewish Free School Vision Statement

Our use of assessment will be a key indicator of success and pupil progress. We will be in the fortunate position, working with the primary school, to be educating children from two to eighteen. Our assessment policy will build on the existing practice within the primary school using the Foundation Stage Profile, Assessing Pupil Progress (APP) materials and annual testing.

In Year 6 the school will undertake Cognitive Ability Tests. These will be used alongside the Year 6 SATs outcomes to ability group pupils in Year 7. These will be repeated at the end of Year 8 to moderate assessed pupil progress. These tests will ensure that all pupils are offered challenge and their potential capacity is catered for, and not just those pupils who respond well to traditional assessment methods. Where this indicates a pupil is ready to access GCSE courses earlier than normal this will be facilitated. Modular testing, mock examinations and final examinations will then measure progress throughout Key Stage 4.

These assessment tools are all currently available, produced by external bodies, are used in many schools nationally and have a proven track record. By relying on a mixture of tools we are ensuring that assessments are moderated, consistent and verifiable. They provide measurable evidence that can be used to effectively set challenging targets and measure progress against these.

Target setting will be undertaken in partnership with the primary school. Targets will be set when pupils are in Year 5 for progress and attainment by the end of Year 8. This will be a key driver to ensure accelerated progress and prevent any potential dip between key stages. Assessments in Year 6 will be used to measure progress against these targets as well as meet any statutory requirements for Key Stage 2 target setting. Further targets will be set, moderated by Cognitive Ability Testing in Year 8, for progress by the end of Year 9 and potential GCSE performance in the compulsory subjects.

Target Setting Principles		
Key Stage 2 Outcomes	Key Stage 3 Target	Key Stage 4 Target
L4c+ English & Mathematics (Cognitive Ability tests will be used to identify any pupils who failed to achieve L4c+ who are capable of making greater progress and they will be targeted to achieve at least a C at GCSE in the English Baccalaureate subjects.)	L6b+ English Baccalaureate Subjects This will be a greater challenge in relation to MfL	A* – C in all English Baccalaureate Subjects
L5c+ English & Mathematics	L7b+ English Baccalaureate Subjects.	A* - B in all English Baccalaureate Subjects
L4+ in each Foundation Subject and Cognitive Ability Test outcome Indicators show potential greater progress than end of Key Stage 2 indicators.	L6b+ in specific subjects.	A* – C in each specific subject.
Below L4 in each Foundation Subject supported by Cognitive Ability Test outcomes.	At least 2 levels progress.	C + in each subject unless there is an identified special educational need or specific barrier to learning that will slow progress in a specific subject.
L5+ in each Foundation Subject	L7B+ in specific subjects.	A* - B in each specific subject.

English Baccalaureate Targets based in current primary cohort performance.	
Year 7 Cohort	Key Stage 4 Target
2013-2014	91%
2014-2015	100%
2015-2016	93%

Data tracking will build on existing practice in the primary school. Pupils are assessed on entry at 2 years, and whenever they enter the school in year.

Annual targets are set for all pupils with half termly target steps included. These targets are set against Fischer family Trust D progress. The targets proposed in this document would be verified and adjusted using a similar system.

Half termly teacher assessments, moderated by the regular formal assessments outlined earlier in this section, will be entered into an electronic data tracking system. The primary school uses a package called the Primary Progress Toolkit. An appropriate secondary package will be sourced. The Specialist Schools and Academies Trust offer a package that will be considered.

The data generated will be used in a variety of ways.

- Form tutors will monitor progress of their pupils in core subjects ensuring that any issues are raised with subject teachers.
- Subject leaders will monitor progress in their specific subjects and agree strategies to improve progress, or build on the progress of identified Gifted and Talented Pupils.
- The SENCO and Deputy Headteacher will work with subject staff to identify areas for improvement in the progress of vulnerable pupils.
- The Leadership Team will monitor the overall progress of key groups within the school with reference to external data measures. Each subject leader will generate a brief report for the leadership team to inform these discussions.
- The Headteacher, with the support of the Deputy Headteacher, will produce a report for the Teaching & Learning Committee of the Governing Body which will include features within the data including areas of strength and areas for development. Strategies to develop these areas will be included in the SDP. These will be produced in collaboration with the partner school senior staff.
- Parents will receive termly short reports as well as a detailed end of year report. These will be shared using a Virtual Learning Platform.

The final measure of the impact of the school will be the percentage of pupils achieving the first choice route when leaving the school. Pupils will be asked to identify, as part of their pastoral support at the start of sixth form, their preferred choice including university education, employment and a gap year followed by university education.

We aim to give our pupils an education that ensures they have a range of choices when they leave school based in the high academic standards, strong personal confidence, high level communication skills and strong sense of self identity that allows them to make informed decisions from a full range of options as they leave compulsory education. This

may include adjusting study schedules to facilitate the time that many Jewish young people spend in Israel between the ages of 16 and 18.

Accountability

The school, its staff, the Governing Body, directors and members will hold themselves accountable to the stakeholder parents, the community and the Department for Education for:

- The quality of education
- The progress of the pupils
- Inclusion of pupils with specific needs
- Access to the wider community
- maintenance of its ethos
- Management of the resources and funding.

This accountability will include, and be in line with, all the requirements of the Free School legislation and aims as further set out in the model Free School Funding Agreement.

Behaviour and Attendance

“...to offer provision in Leeds that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community. This will be underpinned by a strong Jewish ethos.”

Extract from the Leeds Jewish Free School Vision Statement

A key part of ensuring they can develop these skills and achieve academic success is that we recognise the benefits expounded by Maslow that to achieve personal success and set personal aspirational goals a pupil needs to feel safe, belong, have their material needs met and positive self-esteem. The school will ensure the highest possible safe guarded environment through both physical safety, confidence in the highest professional standards from CRB checked staff and an environment and ethos that tolerates no bullying and fosters the expectation that everyone is valued for who they are.

Behaviour Policy

This will be overseen and monitored by the deputy head teacher. Learning Mentors will support it through their pastoral role. All staff from our teaching provider will be expected to adhere to this policy.

This will be based in the principles of the existing Behaviour Policy used by Brodetsky Jewish Primary School/

Behaviour will be managed within this context. For the vast majority of pupils consistent, constructive behaviour management systems will ensure high levels of behaviour are maintained. These will include:

- High quality and engaging teaching.
- House system (as exists within the primary school) with house points coded for

different school aspects.

- Peer leader roles.
- Detentions.
- Half termly short reports to parents.

REWARDS

Stage 1 Reward	Specific recorded merits (with house points) recorded in Pupil Planner	B plus = Good Behaviour W plus = Good Work E plus = Good Effort
Stage 2 Reward	Termly certificates for overall merits. Letter home from the form tutor.	Bronze – 30+ merits Silver - 60+ merits Gold - 100+ merits
Stage 3 reward	All pupils with a certificate each term invited to annual reward activity day. Attendance award winners will also take part in this activity.	All will have this trip subsidised by the school but all those with three gold certificates will go for free. Those with 100% attendance for the year will also attend for free.

SANCTIONS

Stage 1 sanction	Specific recorded negative comments recorded in Pupil planner	B minus: Behaviour warning W minus = Standard of work warning E minus = Low effort warning
Stage 2 sanction	Negative comments reach specific threshold and result in detention and a letter home	Thresholds: 3 in one week 6 in total (repeated for groups of six)
Stage 3 sanction	A formal meeting between pupil, parent and form tutor.	Threshold: 3 detentions
Stage 4 sanction	Internal exclusion.	Thresholds:

		<p>6 detentions</p> <p>One off violent, threatening or abusive behaviour</p> <p>One off disruption of lessons</p> <p>One off damage to property</p>
Stage 5 sanction	<p>Fixed term exclusion</p> <p>No looked after, Statemeted or pupil on the Child protection register will be excluded unless the school has agreed with the appropriate authority that it is safe to do so.</p>	<p>Thresholds:</p> <p>One off extreme violence or aggression.</p> <p>Repeated disruption of lessons.</p> <p>Repeated violence or aggression.</p> <p>Drug use/sale on school site.</p> <p>Bringing a weapon onto the school site.</p> <p>Repeated damage of property.</p>
Stage 6 sanction	<p>Permanent exclusion</p> <p>No looked after, Statemeted or pupil on the Child protection register will be excluded unless the school has agreed with the appropriate authority that it is safe to do so.</p>	<p>Thresholds:</p> <p>One off violent, abusive, threatening or other behaviour that results in prosecution.</p> <p>Failure of a parent to support the school at Stage 5.</p>

Where a pupil has specific needs that have an impact on their behaviour an individual plan will be put in place that will have to be adhered to by all adults. This plan will incorporate their learning needs (if applicable) and their specific emotional and/or behavioural needs in a combined Individual Education and Individual Behaviour Plan. Strategic oversight for these will sit with the primary school Inclusion Manager initially and then with our Inclusion Manager employed once we have been open three years. These plans will include:

- Support levels and roles.
- Clear reward and sanction agreements.
- Access to a time out area.
- Scheduled reviews with the pupil and their parents/carers.
- Agreed staff/adult responses to behaviours.

- Use of internal exclusions.
- Care and Control policy.
- Role of external services.

Where a family needs support in meeting their child's needs the school will work with them to access this support through both the local authority and the well-established Jewish community provision. The school will work as an active member of the existing local Extended Services cluster ensuring its pupils are able to access services and activities on offer as well as the provision provided through the school. Where the school has concerns for the welfare of a pupil it will not fail to involve the appropriate local agencies.

The school will not use fixed term or permanent exclusions unless:

- Parents/carers have consistently failed to support the school with serious behavioural issues.
- Continued long term behavioural issues where external support has failed to have an impact.
- A single serious incident in which the safety of pupils and staff has been placed at significant risk.
- A criminal offence has taken place linked to drugs, weapons, theft or assault.

No Looked After pupil or pupil on the Child Protection Register will be excluded unless the allocated social worker or duty manager has been consulted first.

Anti-Bullying Policy

Our Anti-Bullying Policy will be based in a proactive approach that will seek to educate pupils and staff, respond to reported cases of bullying and to seek out unreported or realised issues linked to bullying.

The deputy head teacher will have responsibility for managing this aspect of school life.

Every form base will have a 'confidentiality' box that will allow pupils to submit a note on any matter including bullying issues.

One form period a half term will be used to highlight any behavioural or social issues that maybe having a negative impact on school life.

An annual pupil, parent and staff survey will include questions linked to bullying, both in school and out of school.

The outcome of all of these information gathering systems will be used to review current policy and practice

Responding to alleged bullying:

1. Any pupil, parent or member of staff can report suspected bullying. Whichever member of staff receives the first report it must be passed to the form tutor first.
2. The form tutor will meet with the alleged victim to gather their view of what is happening and what they would like to see happen next.
3. In most cases this will be followed by a 1 or 2 week monitoring period to establish

any further incidents. Key adults will be notified at this point to support the monitoring process. The exception to this is any incident that shows the pupil is at immediate risk of significant physical harm.

4. If following the monitoring period, or immediate serious risk, is identified then a resolution plan will be created drawing on a menu of options. This must be agreed with the victim:
 - Mediation
 - Mentoring
 - Coaching
 - Direct parental involvement
 - Sanctions

5. If this does not resolve the situation then the school behaviour policy is then applied.

Attendance Policy

Pupils will be registered at the beginning of the morning and afternoon session. Because the site has staffed security gates and secure fencing it is not necessary to register every teaching session.

No pupil will be able to leave unaccompanied during the school day without a signed and dated slip from the school office.

Absence will be authorised in the following circumstances:

1. Absence for medical reasons notified by a parent/carer. Repeated or long term medical absence must be supported by medical evidence and a care plan, if appropriate.
2. For religious observance (Bar and Bat Mitzvah are included in this). Specific guidance will be sought from the relevant religious authority to verify the legitimacy of these including rabbis, imams and priests.
3. For medical and dental appointments as long as it can be verified that this could not be scheduled during a holiday or out of school hours.
4. If snow prevents safe travel to school. A specific geographical area will be identified within which it is considered appropriate to be able to work to school when there is heavy snow.
5. Any other reason at the discretion of the head teacher.

Low Attendance and Persistent Absenteeism:

Attendance is considered low when it is below 95%.

Attendance is considered very low when it is below 90%.

Absence is considered persistent when it is greater than 15%

Rewards & Sanctions		
Reward Stage 1	Termly letter home if specific threshold met.	Outstanding 100% Very good 98-99% Good 96-97%
Reward Stage 2	Names of pupils achieving 100% each month added to termly prize draw.	Five names drawn from each year Prize trip or activity at the end of term. Most improved pupil (above 95%) will be included from each year group.
Reward Stage 3	Annual 100% attendance Awards	Each pupil will receive a prize at the end of year awards ceremony.
Sanction Stage 1	Letter home notifying attendance is judged to be low.	Attendance drops below 95%.
Sanction Stage 2	Meeting with parent, pupil and school. Signing of parent/pupil contract.	Attendance consistently below 95% without reasonable cause or drops below 90%.
Sanction Stage 3	Referral to Cluster Attendance Improvement Officer. Case specific action agreed.	Stage 2 thresholds have been met for at least one term with no significant improvement.

Where a CAF (Common Assessment Framework) is required this will be initiated through the school. It will be essential that the Learning Mentors are CAF trained so that this process can be effectively managed. This will be undertaken through the LA systems.

Safe Guarding

We believe:

- All staff and visitors have an important and unique role to play in child protection
- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support which matches their individual needs, including those who may have experienced abuse.

The following sets out how our school will try to fulfil local and national responsibilities as laid out in the following documents:-

- *Education Leeds composite file 'Child Protection: Information and Procedures for Schools' (2004)*
- *Working Together to Safeguard Children (DfES 2006)*
- *Safeguarding Children & Safer Recruitment in Education (DfES 2007)*
- *Leeds Safeguarding Children Board Procedures (2007)*
- *Children Act 1989 (as amended 2004 Section 52)*
- *Education Act 2002 s175*

Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work within the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupils and parental participation in practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work within the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing plans to meet needs

In-school procedures for protecting children

1. All staff and visitors should:

- be familiar with the school's child protection policy including issues of confidentiality.
- be alert to signs and indicators of possible abuse. See Appendix One for current definitions of abuse and examples of harm.
- record concerns on a "Cause for Concern" form. Staff will have blank copies of the "Cause for Concern" form, which, once completed, should be handed to the Designated Staff.
- deal with a disclosure of abuse from a child in line with the recommendations in
- These must be passed to one of the Designated Staff immediately, followed by a written account.
- be involved in ongoing monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans
- will be subject to Safe Recruitment processes and checks whether new staff, supply staff, contractors, volunteers etc..

2. The Designated Staff

There will be two designated staff.

Where the school has concerns about a child, the Designated Staff, in consultation with the Head teacher if appropriate, will decide what steps should be taken. See flowchart below.

Child Protection information needs to be dealt with in a confidential manner. A written record will be made of what information has been shared with who, and when. Staff will be informed of relevant details only when the Designated Staff feels their having knowledge of a situation will improve their ability to deal with an individual child and /or family.

Child Protection records will be stored securely in a central place separate from academic records. They should be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

Parents should be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents should be in line with any home school policies and give due regard to which adults have parental responsibility.

Do not disclose to a parent any information held on a child, if it would put the child at risk of significant harm.

If a pupil moves from our school, child protection records will be forwarded onto the new school, with due regard to their confidential nature. Contact between the two schools may be necessary, especially on transfer from primary to high schools. We will record where and to whom the records have been passed, and the date.

If a pupil is permanently excluded and moves to a Short stay School (Pupil Referral Unit), child protection records will be forwarded onto the relevant organisation.

When a designated member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files

3. The Governing Body

The governing body will ensure that the school:

- Has a Child Protection policy & procedures in accordance with Local Authority guidelines
- Operates safe recruitment procedures and ensures appropriate checks are carried out on all new staff and volunteers.
- Has at least one senior member of the school's leadership team designated to lead on Child Protection issues and at least one Designated person
- That the Designated staff have appropriate refresher training every two years
- The Head teacher and all other staff who work with children undertake training at school's arrangements for Child Protection and their responsibilities
- The governing body remedies any deficiencies or weaknesses brought to its attention without delay

- Has procedures for dealing with allegations of abuse against staff/volunteers
- A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LA/partner agencies in the event of allegations of abuse being made against the Head teacher
- The governing body reviews its policies/procedures annually and provides information to the LA about them.
- They are responsible for liaising with the Head teacher / Designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.
- The nominated governor should liaise with the Headteacher and designated Staff to produce an annual report for governors

4. Involving parents / carers

- In general, we will discuss concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Staff. However, there may be occasions when school will contact another agency before informing parents / carers, if the school decides that contacting them may increase the risk of significant harm to the child.

5. Multi-agency work

- We will work in partnership with other agencies in the best interests of the children. Therefore, school will, where necessary, liaise with the school nurse and doctor, and make referrals to Social Care. Referrals should be made, by the Designated Staff, to the central Local Authority Call Centre. Where a child already has a social worker, the referral should indicate that fact and the social worker should also be informed.
- We will co-operate with Social Care where they are conducting child protection enquiries. Furthermore, school will endeavour to attend appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings (section 17 procedures).
- We will provide written reports as required for these meetings (14 copies in the case of Initial and Review Child Protection Conferences). If school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan, school will contribute to the preparation implementation and review of the plan as appropriate.

6. The Curriculum

- Relevant issues will be addressed through the PSHCE curriculum. For example, self esteem, emotional literacy, assertiveness, power, sex and relationship education, bullying.
- Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, SRE, Art.

7. Other areas of work

- All our policies which address issues of power and potential harm, e.g. Bullying, Equal opportunities, Handling, Positive Behaviour, will be linked, to ensure a whole school approach.
- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that children are treated with respect and dignity, feel safe, and are listened to.

8. Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings.
- We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

9. A Safer School Culture

Safe Recruitment and Selection:

The school will pay full regard to 'Safeguarding Children and Safer Recruitment in Education' (DfES 1/1/07). Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checks of the ISA barring lists and Criminal Records Bureau checks.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

The Headteacher and Vice Chair of Governors will have undertaken Leeds City Council or NCSL Safe Recruitment training (www.ncsl.org.uk). One of the above will be involved in all staff / volunteer appointments.

10. Safe Practice

All staff and volunteers work within the guidance of the Leeds City Council guidance “Safe Working Practice in Education Settings” (April 2008) and “E-Safety Guidance for Schools and Services within Education Leeds” (August 09)

11. Staff training

- The Designated Staff will aim to have attended the Leeds City Council 3-day training course, and the inter-agency 2-day course *Working Together*. They will attend refresher training at least every two years.
- The school will aim to ensure all staff receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every three years. Access to training can be via the Leeds City Council Child Protection Team.
- The Head teacher will attend training at least every three years.
- Governors, including the Nominated Governor, will aim to have attended specific training on their role, updated at least every three years.

12. Procedures in the event of an allegation against a member of staff or person known in the school

These procedures should be used in any case in which it is alleged that a member of staff, visiting professional or volunteer has:-

- a. behaved in a way that has harmed a child or may have harmed a child
- b. possibly committed a criminal offence against or related to a child
- c. behaved in a way that indicates s/he is unsuitable to work with children.

(DfES 1/1/07)

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children. All potential allegations will be notified immediately to the school's Education Leeds HR business partner in line with 'Safeguarding Children and Safer Recruitment in Education' (DfES 1/1/07 chapter 5). We will follow the procedures laid out in Composite File Section 15, 'Safeguarding Children in Education' (DfES/0027/2004 p22 – 23). 'Working Together to Safeguard Children' (DfES 2006)

Community Engagement

“All pupils will see themselves as proud citizens or residents of Britain, respectful and understanding of all other members of its diverse community and contributing at all levels. “

Extract from the Leeds Jewish Free School Vision Statement

The school will operate through existing relationships that have been created by the primary school.

Examples of existing activities:

- The school featured in a BBC programme in 2010 debating the merits of faith schools versus community schools. The other schools involved were an independent Islamic School, a Roman Catholic High School and a Community High School. The head teacher and some pupils featured in this programme.
- Year 5 and 6 pupils from Brodetsky Jewish Primary School and St. Paul's RC Primary School taught together every Friday this year at The North East Leeds City Learning Centre.
- Year 6 School Council Representatives participation in Cluster Pupil Council Meetings.
- Representatives of all faith groups and other schools invited to attend key events including our annual Year 5 & 6 Pesach Seder. Representatives from churches, faith and community schools and independent schools have attended these.
- Participation in Alwoodley Cluster Music Makers project with pupils from all the cluster schools.
- Joint funded, with St Urban's RC Primary School, the participation of a pupil with Down's syndrome (attending a local special school) so that they could attend a summer play scheme.
- A senior member of staff sits on the Jewish Welfare Board management committee. This provides specific support for parents, adults and young people with mental health needs, support for the elderly and family financial support. This is a partner with Alwoodley Extended services.
- The school has participated in a multi-faith exhibition in which pupils took a photograph of something that is important to them. This was incorporated into a community exhibition hosted by St. John's Church, Alwoodley.

Wider Community Partnerships:

The Headteacher is the [REDACTED] with strategic responsibility for staff line management, finances and cluster policy.

[REDACTED] is now the elected representative on the Cluster Leadership Group.

- Alwoodley Extended Services Cluster: Allerton High School
 Cardinal Heenan RC High School
 Alwoodley Primary School
 Allerton C of E Primary School
 St Urban's RC Primary School
 St Paul's RC Primary School
 Highfield Community Primary School
 Brodetsky Jewish Primary School
 North East Leeds Youth Service
 Leeds PCT
 Alwoodley Children's Centre

Local Nurseries and Playgroup
Police
Leeds City Council Social Services

- Family of Schools:

Allerton High School
Cardinal Heenan RC High School
Alwoodley Primary School
Allerton C of E Primary School
St Urban's RC Primary School
St Paul's RC Primary School
Highfield Community Primary School
Brodetsky Jewish Primary School
Alwoodley Children's Centre.

- Inter-school sports.
- Alwoodley joint Pupil Council meetings.

Jewish Community Partnerships

- Local Synagogues.
- Jewish Welfare Board.
- The Zone Youth Club
- The Leeds Jewish Scouts & Guides Movement
- Donisthorpe Hall (Residential Home)
- Radio JCom

We will also participate in these partnerships to promote our school to the wider community as a means of encouraging applications from pupils of other faiths or none.

Significantly our teaching provider cannot be a Jewish school; otherwise we would not need to make this application. As a result we will have a strong relationship with a school or Trust that serves the wider community.

Having a strong, positive Jewish ethos is the final component in ensuring positive self-esteem and the valuing of others. Through the Jewish Studies curriculum, day to day Jewish practice and school ethos the pupils will continue to develop a strong sense of their Jewish identity and value all it brings them in life. This will not be at the expense of their relationships with non-Jewish pupils and the wider community. It will focus on self-understanding whilst recognising the right of others to value their own cultural and religious background.

We have identified UJIA as key partner to ensure that the secondary Jewish Studies curriculum builds on the current strong primary provision and allows pupils to access related GCSE and A-Level studies in these areas. The curriculum will be built on the existing strong practice within the primary school and be guided by the best existing

practice in Jewish high schools elsewhere in the UK. Given the primary school has its own, good, Jewish Studies curriculum (**The quality of the curriculum is now Outstanding** – Pikuach inspection 2009) and could be extended into Key Stage 3 and play a key part in pupils achieving the English Baccalaureate. It could then be easily extended further to ensure continued high standards through to A-Level.

If the provision is agreed we can ensure that our pupils are offered the best possible education, in the highest quality Jewish setting and in so doing give the Jewish community in Leeds a sustainable future. Leeds benefits from the contribution of the Jewish community and the Jewish community benefits from all that is uniquely Leeds.

“Underpinning all aspects of the educational planning will be the need to ensure our pupils are equipped for the world in which they will move into after education. Our teaching methods will ensure that they develop the capacity to learn independently, adapt to changing technologies and the demands of a global work place. By operating in an innovative way, with secure partnerships across sectors and organisations the school will model to the pupils the world in which they will live and work.”

Extract from the Leeds Jewish Free School Aims

The Admissions Policy

“We aim to offer high quality education within a strong Orthodox Jewish ethos that is available locally, accessible to all irrespective of faith, specific needs or family financial capacity.”

Extract From Leeds Jewish Free School Aims

The school will have an admission number of 25. This reflects current projected interest and a viable cohort size. This will result in the school being oversubscribed from 2015. In this instance this policy will be applied.

The Admissions policy will reflect the legal requirements of the Free School legislation and our practices and arrangements will be consistent with the School Admissions Code, the School Admission Appeal Code and admissions law as it applies to maintained school. Places will always be offered to pupils who:

- ***A Statement of Special Educational Need that names the Leeds Jewish Free School.***

Priority would be given to members of the Jewish Community with highest preference being given to those with evidenced observance and contribution to the community. This would reflect the current Brodetsky Jewish Primary School admission policy (as agreed by the School’s Adjudicator). Other admission criteria would include attendance at Brodetsky Primary School (The school is open to pupils of all faith backgrounds), living in the locality of the school, and where the school meets the specific needs of a pupils (e.g. physical access, sensory impairment). In addition any pupil whose statement lists the school as the chosen school will automatically be offered a place in line with educational guidelines. Looked After Children will also be given priority in line with other admission criteria. Where the school is over subscribed:

Priority 1: A Looked After child being cared for within a Jewish home.

Priority 2: 50% of places will be reserved for Jewish pupils, irrespective of what primary school they attended. Priority will be based in levels of observance and contribution within the community, which has been affirmed by a Rabbi.

Priority 3: Any Looked After Child not included in Priority 1.

Priority 4: Having a sibling currently attending the high school. (A sibling includes any child who lives in the family home for at least 1 day a week and is directly related through birth, marriage or adoption to other children in the home. A fostered child is covered in Priorities 1 and 3.)

Priority 5: Attended Brodetsky Jewish Primary School. This is irrespective of whether the pupil is Jewish or not. No priority will be given to pupils who have attended another Jewish primary school elsewhere in the UK.

Tie Break: Distance of travel to the school. This will be calculated by a direct measurement from the Primley Park Avenue entrance gate at the school to the front door of the home. This will be a 'as the crow flies' calculation rather than a measurement of walking/transport routes. Where residency is shared between parents the address used on the application form will be used to make this calculation and this may not be changed once the form has been submitted. The parents must decide which address they wish to use for the application. Other family addresses may not be used and the address used must be the main residence of the one of the parents.

Clearly if the school were to become oversubscribed it is possible that some Jewish pupils may not be offered a place.

As the only Jewish secondary provision in the locality it is likely that in these circumstances Jewish pupils would have a strong case for appeal based on their being no alternative Jewish provision.

If approval is gained for this school it will enter the 2013-2014 admissions cycle as part of the LA co-ordinated scheme. Our admission timetable is detailed below for this first year and in subsequent years it will be incorporated into the LA scheme.

Monday September 2012	9 th	Application forms and supplementary information forms (SIF) distributed to all local primary schools and to the LA. Application forms and SIF distributed to the Children's Centre. Application forms and SIF posted on Brodetsky Primary School website as well as the newly created Leeds Jewish Free School website (Live from 1 st September 2013)
Friday 25 th October 2012		Closing date for applications and receipt of SIF were appropriate.
Wednesday November 2012	6 th	Admissions Committee meets to review and prioritise applications.
Wednesday November 2012	20 th	Notify Leeds Admission Team of offers. Offer letters will be distributed by the LA along with all other pupils.

Table 20

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. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	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	25	16		64%	23	23		92%
Year 8					16	16		64%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								

Totals								
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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.

Evidence of demand

Supplement to Section E Part 1

Details to support this are given later in this section.

Current Evidenced Demand Per Intake Year			
2013	2014	2015	1016
16 (64%)	23 (92%)	28 (100% +)	27 (100% +)

Currently approximately 100 pupils leave Leeds each day by coach to attend King David High School in Manchester. This number has increased each year and is likely to rise even further as currently 43% of the Year 6 pupils transfer to Manchester. In addition we have identified a number of children who initially transfer to local state and private provision who then move to Manchester in Year 8.

There have been previous drives to create a Jewish High School in Leeds. These have always faced opposition because it was seen to endanger other local High Schools and would not have enough Jewish pupils to fill an average sized high school. Since the last attempt several years ago the number of pupils travelling to Manchester each day has increased to its current high level. Two thirds of pupils from Brodetsky Primary School now leave Leeds LA provision when they go to High School (Including independent schools).

Currently there is a significant increase in primary pupil numbers in Leeds. This is forecast to increase over the foreseeable future and will start to have a significant impact on the secondary schools within 4 years.

Brodetsky Primary School has moved from declining intake numbers four years ago to having its first full reception intake (45 pupils) in 2010 and having the nurseries full. The private nursery operated by Brodetsky Schools Limited has a waiting list.

Identifying potential future numbers from the Jewish community is more complex than with the general Leeds community. This is achieved by looking at a range of indicators including:

1. Brit Milah (Circumcision) rates.
2. Bar/Bat Mitzvah rates. (approximately fifty a year)
3. Jewish Nursery numbers. (52 children aged between 2 and 3)
4. Overall Leeds demographic figures.

All figures relating to the Jewish community show a steady and secure figure. Brit Milah figures vary each year depending on the number of boys born. However the

synagogues record a steady number of Bar/Bat Mitzvahs at about 50 a year.

The private nursery on the site offers up to 40 sessional places with a total of 52 children, aged between 2 and 3 currently attending. They also have a waiting list. Because of the organisation of funding this group covers two potential year groups and matches the planned intake number.

Overall Leeds demographic figures have shown a dramatic increase in primary pupils which is expected to keep increasing. This will manifest itself in matched increase in secondary numbers over the next few years and is likely to result in more non-Jewish families making the primary school a preference and therefore the proposed high school.

The initial canvassing of support has not been through a survey but through meetings where the proposal was put to prospective parents from the primary school as well as the wider community.

Initial Consultation Process	
Meeting 1	Prospective pupils from the current Year 5 cohort at Brodetsky Primary School.
Meeting 2	Prospective pupils from other year groups at Brodetsky Primary School.
Meeting 3	Prospective pupils from the wider community.
Online Petition.	██████████
Online documents	██████████
2012 Consultation Process	
Meeting 4	A public meeting was held that had been advertised via each local school, the synagogues and the local community and Jewish press.
Online Documents	Revised documents were again posted on the school website.
Direct Mailing	Letters were sent to the parents of all year 5, 4 and 3 pupils who had indicated a possible interest in the school in 2011, to reaffirm their interest in 2012 (see table 25).

After each meeting parents were given a form to complete in which they indicated whether they would include the school as one of their preferences. The outcome of this first approach to parents is shown below. This form stated:

Leeds Jewish Free School Support Petition (2011)

Dear Sirs,

We have been made aware of the details of Brodetsky Schools Limited's (BSL) plan for the establishment of a High School under the Government's new Free School Policy. As parents of children in the local area, we will fully support the Free School if established and we have signed this Petition to demonstrate our support for the project.

At present, the High School provision BSL proposes to offer does not exist locally. Therefore, current provision fails to meet all the educational needs of many children within the local community. In our view, the school proposed by BSL meets a real and urgent need within the area, and the proposed school will make a genuine difference to our children's lives and education.

We are aware that the information below may be shared with the Department for Education as part of the application for a new school, and consent to that happening.

(Since this questionnaire was created a new company has been created, Leeds Jewish Free Schools Ltd to operate the Free School)

Leeds Jewish Free School Support Petition (2012)

Dear Sirs,

We have been made aware of the details of Leeds Jewish Free School Limited's (LJFS) plan for the establishment of a High School under the Government's new Free School Policy. As parents of children of the relevant school age, we commit ourselves to considering sending our children to the Free School if established and we have signed this Petition to demonstrate our support for the project.

At present, the High School provision LJFS proposes to offer does not exist locally. Therefore, current provision fails to meet all the educational needs of our children. In our view, the school proposed by LJFS meets a real and urgent need within the area, and the proposed school will make a genuine difference to our children's lives and education.

We are aware that the information below may be shared with the Department for Education as part of the application for a new school, and consent to that happening.

Initial indicators of demand following the meetings.	
9 to 10 year olds	34
7 – 8 year olds	25
5 – 6 year olds	15
3 – 4 year olds	28
0 – 3 year olds	24
Postcode Analysis	
LS17	68
LS14	1
LS8	2
LS6	1
Families Represented	82

To further establish support for the proposal, from as wide a group as possible, a public on-line questionnaire has been established. This was an electronic version. It was promoted through local organisations, the Brodetsky Jewish Primary School website and local media who have carried stories linked to the application.

Currently there are 537 signatures on this petition that shows an increasing interest beyond that shown at the first meetings. In analysing this we acknowledge that:

- Families from the first petition will be replicated in this petition.
- Both parents may have signed this petition. (Numbers of children listed has been adjusted accordingly)
- We did not ask for ages in this survey and therefore only have children numbers.
- We have no way of knowing which of the families are Jewish or not, however we do know that not all the signatories have pupils who attend Brodetsky Primary School.
- A much wider range of postcodes is represented and it includes pupils from elsewhere and the UK and overseas. This reflects the regular admission of pupils from outside Leeds and from overseas when families relocate or return to the UK. It also reflects the wide and growing support for this school.

Final 2011 indicators of demand following the meetings.	
Number of children represented	439
Estimated number of families represented.	170
Postcode Analysis	
LS29	2
LS18	1
LS22	5
LS17 School Campus Postcode	432
LS16	4
LS14	16
LS11	1
LS10	1
LS8	26
LS7	5
LS6	1
LS2	1
LS1	1
London Postcodes	15
Manchester Postcodes	3
Other Postcodes	11
Outside the UK	1

The electronic survey asked those signing the petition to indicate why they were supporting the proposed Free school. Detailed below are some of the direct comments included in the responses.

Rather than show a small selection of comments from the petition you can see below a WORDLE composite of comments made so far. This highlights the passionate support for this project, including from parents whose children go to Manchester for high school education.

We are very positive about the proposal, and **would plan to send our daughter**. . . **Leeds needs a Jewish High School so that the children don't have to travel to Manchester** . . . When I tell people outside Leeds that there is no Jewish High School in the city and we send our children on the bus every day all the way to Manchester to go to a Jewish high school there, they cannot believe it and ask why a Jewish community of the size of Leeds has no Jewish high school. What can one say? There is so **clearly a need** for such a school. . . **The setting up of such a school will be an enormous benefit to the Community and in particular the children. Furthermore it will help prevent 100+ children having to be bussed daily to Manchester.** . . It has to make sense to have a Jewish high school in Leeds, rather than allow children to be sent to Manchester for education they could receive closer to home. . . **This school is essential for the survival of our small community in Leeds.** . . I currently live in London, moving to Leeds with my husband soon. I wish for my kids to go to a Jewish high school as I did. Leeds is missing this. . . **Such a school is of immense potential benefit to all parties concerned. We should grasp the opportunity. . . Desperately needed. . . This school will be enormously beneficial for the children of our community. . . My youngest travels to M/c every day** for a Jewish education. It would have been better for the community to have these children educated in Leeds. . . **Essential and vital to the future of Jewish life in this city. . . I wish my sons had benefited** from a Jewish high school and hope that future generations will not be similarly deprived. . . **Had a high school existed when my daughter was of school age we would have seriously considered sending.** . . I think it is an **amazing idea** to have a Jewish High School and my grandchildren would be privileged to go. . . **I would like my grandchildren to have the opportunity of attending a Jewish High school without having to go to Manchester.** . . This is the only way to go. . . **Really long overdue in Leeds. . . We left Leeds due to the lack of a Jewish high school.** . . **A Jewish State Secondary School should have been established 40 years but the principle of "very much better late than never" most certainly applies.** . . Once established a Jewish High School will encourage families to settle in Leeds. . . **High School needed as soon as possible . . . It is vital** for the Jewish community in Leeds to have a Jewish high school. **Catholic and Muslim schools have this facility. . . The Jewish community contributes much to the general community** by virtue of the Jewish background that it gives to its children, which is one of service and dedication, and will be able to continue such service with the help of a Jewish high school . . . We missed out 25 years ago and hope this need not

happen in the future . . . **A crucial facility to maintain a vibrant community . . . A necessary addition to the local and wider community. Vital for encouraging new Jewish families to Leeds.** . . This would be an amazing addition to the area. . . **This is critical for the future of our community and should have happened years ago.** . . Although my children are well beyond school age, I believe the Leeds Jewish Free School is absolutely vital to the community and the City. If only it had existed 15 years ago! . . **Long Overdue.** . . I am only a student at Leeds met university, but thought I would show my support for this as I attended Liverpool's only Jewish school KDHS and feel I have really benefited from the community atmosphere and spirit. I thought it would be important to show my support from an outside perspective having come from a smallish northern community like Leeds. . . **Definitely important and necessary!** . . When my first child went to Jewish high School in Manchester there was 1 other - Now am sending my fourth and **she goes with another 90 kids.** Clearly a need for one in Leeds. . . **A local Jewish High School is a priority.** . . Long Long Overdue. . . **As a Rabbi in Leeds I can say that this is one of the primary concerns for the local community. Jewish education starts at birth and cannot end in Year 6!** . . An excellent plan. . . **This neglected facility will enhance the Leeds Jewish community and contribute enormously to the education of its children.** . . This will be a wonderful and much needed benefit to the community. . . **We need this NOW for the community!** . . I will shortly be **sending my 2nd child to Manchester** every day - I wish that he and his brother could have had the option of a Jewish school in Leeds. . . **A Jewish High School is of VITAL importance to our community which is why we are 100% behind this application.** . . fully in favour - **should have happened years ago.** . . **This school is vital to the continuity our community, culture & religion. I urge you to approve the creation of this corner stone of our community.** . . **About time.** . . **This should be taken as high priority - thank you...** Please allow Leeds to have a Jewish free school we deserve it. . . **This is an absolute must for our community.** . . How can anyone not support this! . .

In the spring of 2012 we sought to reaffirm the levels on interest in the proposal. This focussed on those who had indicated that their child would attend the school and/or would consider sending their child to the school.

The letter and questions asked are detailed below with the results show afterward. These figures, without any embellishment due to the expected impact of marketing, have been used to structure the financial model.

We are writing to you directly to gather you likely choice of school if the Jewish High School in Leeds opens in 2013.

For the school to be viable we do show that we do have sufficient support from parents within the first three year groups that would come to the school.

Quite simply, this will determine whether we take forward the application to open a Leeds Jewish high school.

We have had some very positive feedback from many parents from rights across the school and right across the community.

We are also aware that a number of year 4 and 5 parents did not attend Tuesday's meeting, having attended meetings and presentations last year and now have a good grasp of the project on offer.

We do understand that being the first parents to consider a new school can be daunting – which is why we have put such weight on the importance of the provider of the High School Teaching and Curriculum, being a proven educator with a clear, transparent and unambiguous record of excellence.

To be quite clear, we are not asking you to apply for the school at this time. We are seeking to find out if there is enough firm interest in the initial years.

We have detailed below some key non-negotiable factors that we believe would have to be in place for any parent to pick this school as well as some other key factors. Please read these carefully before completing the return slip below.

It is important that every family return the slip. In most cases, we are obliged to consider a non-return as not being interested in the proposed Jewish high school for your children.

Some of the non-negotiable features that every parent will want in place before they apply for a place at the new school:

- 1. The name of the partner school and a meeting with the senior staff of that school.***
- 2. All remodelling of classrooms will have been planned or undertaken.***
- 3. A guarantee for ability based teaching.***
- 4. Access to a full range of taught subjects, similar to all other schools.***
- 5. Access to a full range of exam subjects.***
- 6. A strong Jewish ethos with clear collaboration/interaction with the wider Leeds community and schools.***

The form can be returned via school (or of course by post).

Should you wish to have an individual, private, meeting with us, before setting out your opinion, please contact [REDACTED] directly on [REDACTED] and he will arrange this.

We look forward to working with you to deliver what we believe will be an excellent school and one which will be of great benefit both to your children and the Leeds Jewish Community.

Family Name:	Yr3		Yr4		Yr5	
Child's Name	Other children and year group/s					
Option 1: I am certain that I wish my child to attend the Jewish High School in Leeds.						
Option 2: If all of the non-negotiable features are achieved I will send my child to the Jewish High School in Leeds,						
Option 3: I believe there should be a Jewish High School in Leeds but I would not currently consider sending my child to the school.						
Option 4: I am certain that I will not be sending my child to the Jewish High School in Leeds.						

2012 Re-affirming of demand and specific analysis

This has been important as the current Year 5 cohort (and expected first cohort into Year 7) is the smallest in the primary school, and the next two years, although larger, are smaller than the cohort expected to have joined the school if it had opened in 2012 as originally planned.

This is evidence of confirmed demand from existing Brodetsky families.

Responses 1, 2 and 3 are deemed as supportive.

Responses 1 and 2 are deemed as certain.

Year 5 parents support the opening of a Jewish High School.	22 from 24 16 are certain to apply
Year 4 parents support the opening of a Jewish High School.	28 from 30 23 are certain to apply
Year 3 parents support the opening of a Jewish High School.	27 from 29 27 are certain to apply

Evidence of Wider Community Support

We have also consulted and sought support from local schools. None has objected to the proposal. The following schools have given their direct support to the proposal, through their head teachers’.

- The Grammar School at Leeds
- St. Paul’s Roman Catholic Primary School
- St. Urban’s Roman Catholic Primary School
- Alwoodley Community Primary School

“...the Governors were very interested in your proposals and wish you well with your intent...”

██████████, ██████████ (██████████)

“As local voluntary aided faith school, we appreciate that a key principle of educational policy is that all families should have a choice of schools to attend. The vast majority our Catholic families choose to continue the Catholic education started here in our primary school in our local Catholic high school. It is a shame that currently parents wanting a Jewish high school education do not have that choice in Leeds.”

██████████, ██████████ (██████████).

“As a practising and committed Catholic I would have been distraught if my 2 children had not been able to attend a Catholic High School (after 7 years in a Catholic Primary School.) As a mother I think it is wonderful and only right, that the Jewish community should have their own Faith High School.

As a Headteacher of a Catholic Primary School obviously I am in favour of Faith Schools. I believe that parents/carers should be able to send their children to schools which support their own Faith from 4 - 18yrs.”

██████████, ██████████ (██████████).

In addition representatives of the Local Authority and its services have given their support to the proposal including:

- Leeds City Council (Through what was Education Leeds).
- Alwoodley Children’s Centre.
- Alwoodley Extended Services Cluster.

“The existence of the Jewish Community in North Leeds enriches the culture of our community. The continuation of a vibrant Jewish Community is essential not only to North Leeds but to the city of Leeds as a whole. The work undertaken by such organisations as the Leeds Jewish Welfare Board is valuable not only to

the Jewish Community but to the wider community. These organisations will only continue to prosper if they are supported by a large Jewish community which has access to both primary and secondary education locally, which supports Orthodox Jewish values and creates young people who are “proud to be Jewish” but also who have a sense of its local community and ultimately become “responsible” citizens.”

██████████, ██████████

These are of course in addition to the representatives of the Jewish and wider community both locally and nationally including.

- The Office of the Chief Rabbi.
- Ward Councillors
- The Jewish Leadership Council.
- The Leeds Jewish Rep. Council.
- All four synagogues.
- The Leeds Jewish Welfare Board.

"The Jewish Community has always been in the vanguard of providing the best facilities possible for Leeds Jewry. This has been so for every age group and every income range. For many years there has been the aspiration to have our own Jewish High School but until recently the funding formula from central government has made it impossible for Leeds City Council to help without undermining other local schools. Now that the coalition government has changed those rules, for the first time in a generation the prospect of Leeds having its own Jewish High School is very real. I have always respected and supported the principle of denominational education so that wherever possible parents could choose to have their children taught in a religious environment of their choosing. Leeds has both C of E, Roman Catholic and an Islamic High School. Now Leeds Jewish Community has the opportunity along with all other faiths to establish its own High School. An aspiration that has my full support"

Cllr Mark Harris - Former Liberal Democratic Leader of Leeds City Council
(██████████)

"Having fought hard for a number of years on behalf of parents to try to secure affordable transport for students to King David School in Manchester, this application meets with my full support. This is, in fact, a far superior proposal to providing subsidised transport, as it will allow children to reduce their daily travel by several hours so they may concentrate on their studies and spend more time with their families.

Brodetsky School has an excellent reputation and so I would suggest that 11-18 education run by the same dedicated team, and overseen by the supportive parents, is highly likely to succeed.

Good luck with your application and I hope that this excellent new 'free schools' policy provides education sought for many years by constituents of mine and across the rest of Leeds. This will be a huge boost to Leeds and prevent some of the migration of families across the Pennines which has been a great loss to the city in the past."

Matthew Lobley -Roundhay Ward Councillor. Conservative Group Whip, Leeds City Council

"We, the [REDACTED] ([REDACTED]), wholeheartedly endorse and actively encourage the establishment of the Leeds Jewish Free School as a vital institution for the Leeds Jewish Community. It is our fervent hope that the clearly strong case for this school, along with the staunch determination of prospective parents and communal leaders to make it a reality, enables this essential and carefully thought out project to meet with the success it truly deserves."

[REDACTED] - [REDACTED], Leeds

[REDACTED] - [REDACTED], Leeds

[REDACTED] - [REDACTED], Leeds

"The [REDACTED] are delighted with the progress being made to start up a Jewish High School on the Brodetsky campus. At a recent (December 2010) Council meeting where [REDACTED] gave a detailed insight to all the delegates of the scheme, unanimous support was offered.

Such an institution would be another extremely important addition to the Leeds Jewish community and would sit side by side with other exciting projects that are being undertaken in the Community which will benefit all.

It will make Leeds an even better place to be Jewish filling the last piece in the jigsaw for Leeds Jewish education

We wish all those involved in bringing this to fruition, only success"

[REDACTED] - [REDACTED], [REDACTED]

Marketing Strategy

"...is available locally, accessible to all irrespective of faith, specific needs or family financial capacity."

Extract from the Leeds Jewish Free School Aims.

Promoting the school amongst for the most deprived families

The strategy has been focussed largely around the community linked to Brodetsky Primary School. This is drawn from three wards (Alwoodley, Moortown and Roundhay). This has now already moved into promoting the proposal to the wider community and has already ensured that pupils from deprived and disadvantaged families are aware of the proposals and have shown their interest in the school.

The Free School will also work with these key partners and this will be our key route to access the most deprived families in this area. Our Marketing strategy lays out a clear process for promoting the school in the wider community which involves all the local primary schools and extended service providers. This will ensure that the greatest range of families is aware of the school and what it offers.

The Jewish Welfare Board will be a key partner of the school and supports the neediest families within the Leeds Jewish Community. The Jewish Housing association will also work closely with the school supporting the process of ensuring the families they work with are able to join the school. Despite the relative affluence of the Leeds Jewish Community between 10% and 15% can be classified as Hard Pressed. Some do not feature on the FSM figures because they are not entitled to benefits and others have parents who work but still have a low family income level.

As Brodetsky Jewish Primary School will be a major feeder school its demographic profile will demonstrate how the school will immediately promote itself to the neediest families.

The school currently has over 9% of families from hard pressed families, even though its FSM profile is lower than this. Detailed below is the pupil profile for the current Year 5 at Brodetsky Jewish Primary School who will make a significant portion of the first cohort.

20% of the families live on three estates that have the highest numbers of Hard Pressed families. These are primarily made up of housing association homes and include three large tower blocks. These estates are:

- [REDACTED]
- [REDACTED]

[REDACTED]

If the proposal is accepted then a specific marketing strategy will start based in the following specific issues:

1. Ensuring that despite the late notice families include it as their preference when completing the LA admission form. This is likely to be required soon after approval is granted.

2. A further direct approach is made to the wider community.
3. The wider community, who may never considered using the school, are aware of the school and what it offers.

Key to this strategy is that we will build on the existing relationship between Brodetsky Primary School and the schools and services in the area. This school will not have to start from scratch in promoting itself.

The aim of the strategy will be to ensure that **“all Leeds families, no matter their faith background, will see this school as a potential first choice for their child.”** To achieve the main aim of the strategy will be to keep the school at the front of the collective community mind and to provide opportunities for prospective families to visit the school before they have visited other schools.

Marketing Strategy Schedule	
July 2012	<p>Write to all currently interested families to outline application process and its interaction with LA systems.</p> <p>Press release to Yorkshire Evening Post, Harrogate Advertiser, Jewish Chronicle and Jewish Telegraph. Including proposed name of the new Free School.</p> <p>High school website goes live with links to Brodetsky Primary School site and Alwoodley Extended Services site. Include interviews from families and pupils who will be attending the new school.</p>
July 2012	<p>Royal Mail delivered leaflet drop to all homes in the LS16 and LS17 postcode areas. This will include details of the website, how to apply and the open day.</p> <p>Leaflets will also be distributed to the Children’s Centre, Youth Centres and GP practices in the area.</p>
September 2012	<p>The Governing Body will call a meeting inviting representatives of all three Orthodox synagogues, the Reform synagogue, the two church Diocesan Boards, Leeds Grand Mosque, central Leeds Gurdwara and the Leeds Hindu Mandir to present the model for the school that has been agreed and to answer any questions about it.</p>
September 2012	<p>The Executive Headteacher will ask to visit the primary schools within the ward to speak to the Year 6 pupils</p>

	about the high school and the curriculum it offers. Pupils from the first cohort will also attend to speak about the school. This will included two RC primary schools and one C of E primary school.
September 2012	Prospectus placed on-line.
October 2012	<p>Open Day for pupils of primary schools within all three wards for prospective 2013 intake as well as any who are considering changing their first choice preference for 2012. This will ensure we can make a direct approach to a range of families from some of the most disadvantage communities in North Leeds.</p> <p>Drawings of proposed facilities as well as tour of the current primary provision and general site.</p> <p>Curriculum consultation with prospective parents included in Open Day and generally with families already planning to attend the school. (MfL choices).</p>
January 2013	<p>Recruitment meeting with 2013 intake Brodetsky Primary.</p> <p>Secondary provider announced in local media if the tendering process has been successful. School families.</p>
February 2013	School Uniform consultation with all families who have expressed an interest in the first three years admissions. A proposed uniform will be the basis of the consultation with choices of colour, some style elements and component parts.
June 2013	First cohort photograph included in press release, wearing new school uniform, with teaching team, Executive Headteacher and Trust Board Chairperson.

This strategy will evolve into an annual cycle for at least the first three years although not all elements can be repeated. This is particularly an issue for the consultation processes.

Statutory Consultation and Equality of Opportunity

If approval is gained for the proposal, the committee will undertake additional consultation over and beyond that already undertaken with local schools, services, parents and the community. This will adhere to the expectations of Section 10 of the Academies Act 2010.

Statutory Consultation

The consultations with the Local Authority and the Extended Services Cluster Group are seen as annual consultations. Consultation with parents is also part of an annual cycle although the consultation areas will change each year to reflect key priorities and the nature of the evolving school,

Leeds City Council Children's Services Department			
Timescale	Area for Consultation	Information Provided and method of Consultation	Response to Feedback
May 2012	Admissions	Before submitting our Admissions Policy to the LA we would meet with a representative of the Admissions Team and gather direct feedback and advice on its content and application.	Review policy and submit to the LA for their approval.
September to November 2012	Access to Services	Provide them a list of services that we will look to procure and identify which will be available as procured services and their cost. Also identify which services, if any, are available without cost to a Free School.	This will provide a benchmark for selecting service providers through a best value review. This will ensure that as our provision is finalised we have made initial contact with services such as

			Health and Connexions
October 2012	Inclusion	<p>The provision map for the first cohort and the likely subsequent two year groups.</p> <p>Existing LA funding for pupils in these three cohorts. As them if there will be any LA funding for these pupils.</p> <p>Planned purchasing of Educational Psychologist Support.</p>	<p>Use guidance received to ensure Provision Map will meet the needs of these pupils in a secondary context and all statemented Pupils have required provision using schools existing funding.</p> <p>Use overall funding figures to develop the best possible Provision map within the resources available to the school.</p> <p>Use the feedback to cost the LA provision and compare to alternative providers such as Specialist Inclusion Learning Centres (Special Schools) in the city.</p> <p>Review the</p>

			Inclusion model to ensure that the school is meeting its statutory obligations and also developing best practice.
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The Extended Services Cluster Group
(Including local schools and other service providers)

Time Scale	Area for Consultation	Information Provided and method of Consultation	Response to Feedback
July 2012	Admissions Policy	Share the draft policy before it is submitted to the LA for approval.	Review any concerns raised by the schools and if appropriate, without risking the agreed ethos of the school, consider whether changes can be made.
October 2012	Relationship with the Cluster	A formal request will be made for the Free school to join the cluster, what the financial requirements will be for participating and what the nature of the participation	Review the feedback and evaluate the viability of participating in cluster activity. Of it is not considered viable identify how the school will access the

		could be (associate or full)	services that the cluster provides or access on behalf of its schools.
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Parents and the Prospective Pupils for the School
(Identified through the `Identifying Demand` process)

Time Scale	Area for Consultation	Information Provided	Response to Feedback
March 2013	School Logo	Formal presentation to parents and pupils of three logo designs. Workshop discussions will be used to gather feedback and potential design ideas.	Produce final logo design
March 2013	Uniform	Present three distinct Uniform styles including: Key Stage 3 and 4 options Sixth Form Options PE kits. These will include a range of colours and styles whilst staying in keeping with the Orthodox ethos of the school. Proposed criteria for financial support when purchasing uniform and levels of support	Select a Uniform that reflects parental feedback, meets Health & safety requirements and is affordable for all parents. Identify 3 uniform providers who can provide any logo bearing items. Identify which elements will

		available.	not bear a logo and can therefore be purchased from any shop. Include a 'Financial Support for Uniform & Equipment' in the school Charging Policy.
January – June 2013	Policies	As each policy is drafted it will be shared on the school website. Parents will contact and asked to provide simple feedback on the policy. (This will not apply to policies relating to pay and conditions/performance management of school staff)	Review feedback, consider potential changes and then agree final policy.

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.

The school will be based on an existing school site, will be led by a head teacher with an existing successful track record as a head teacher and a School Improvement Partner and with teaching provided by a successful existing secondary education provider. The previous head teacher is supporting the development through his new consultancy role. The primary school has been judged as good with outstanding features by OFSTED and is now moving to ensure it is judged as an outstanding school when it is next inspected. It has well identified partners who will support its curriculum development, has the capacity to develop the site further with an architect to support the re-modelling of the site. The role of the primary head as executive head teacher ensures that the school has immediate and sustainable leadership capacity and at a significantly lower cost than would have been the case if the school had to employ its own head teacher. The support from the collective leadership on site enhances this and is well matched by the existing Governance capacity available through the current Governing Body of the primary school and the educational experience of Brodetsky Schools Limited (within Leeds Jewish free School Limited) which are comprised of many of the individuals who are leading this Free School Application, through Leeds Jewish Free School Limited.

The premises are already operating as a school. The community has already committed over £1 million to develop the campus. The new school will be a partner in a new trust with the primary school. Combined with the existing facilities, the remodelling and structural changes should be minimal when compared with any new build project and most other Free School proposals. The school will share the costs linked to premises such as utilities, rates, cleaning and catering. There is also the strong likelihood that SLAs for services such as HR and financial support can be purchased, as a package, with the primary school. The considerable benefit of this is that the Free School will have significantly lower costs than it would have had if it had been operating entirely on its own.

The [REDACTED] ([REDACTED]) will provide strategic oversight of the provision made through the partner secondary organisation and the senior member of staff employed by the school will undertake teaching and learning leadership with the head teacher and will also sit on a campus Leadership Team. This reflects the existing arrangement involving a private nursery owned by Brodetsky Schools Limited on the school site sharing facilities with the primary school, including its nursery. The Primary school offers strategic management for this nursery and the senior worker sits on the leadership team of the school.

It is important to note that the governors of Brodetsky Primary School appointed [REDACTED] [REDACTED] knowing he was not Jewish. The same applied to his predecessor. This shows their commitment to high

quality secular education as well as their confidence in the staff appointed to maintain the clear Jewish ethos and religious nature of the school. It also ensures that the planning for the Free School involves a wider educational experience and knowledge of the non-Jewish community including its needs and aspirations as well as a commitment to maintain, develop and promote the Jewish ethos of the school

The working group and hence likely initial Governing Body, have a significant range of experience. The [REDACTED] of [REDACTED] is one of the [REDACTED] and the new Leeds Jewish Free School Limited. He currently works ([REDACTED]) extensively with high school Academies and PFI builds operating at a national level. He will be a key contributor in ensuring the facility is well planned, meets the educational needs it is being created for, and is financially secure.

Within the team, alongside [REDACTED], everyone brings direct relevant experience including solicitors, doctors, teachers, businessmen and rabbis. The team is detailed below and brief resumes been included as well as the CV of the proposed Executive Headteacher.

The Team

The initial team who initiated the proposed application are:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

The other team members became involved as the proposal was initially formulated with skills, interests and expertise being sought to add to the collective capacity.

All team members have committed to (and have to date) ensuring that they have sufficient time available to properly discharge their responsibilities and duties as both team members and future governors of the Leeds Jewish Free School.

In addition all those who have attended the parental meetings have been added to the distribution list for progress updates to ensure that they have been kept updated and have the continued chance to contribute to the application.





No school that he leads will ever see itself as an island, isolated and cut off from those around it. It will see itself as an active participant in all elements of the community it serves using its strong Jewish Ethos as a guide to this interaction.

Executive Headteacher Roles and Responsibilities

Strategic Leadership of the Leeds Jewish Free School including:

1. Curriculum Provision
2. Quality of Teaching & Learning
3. Staffing and Performance Management
4. Premises and Resources
5. Finances
6. Relationship with the Partner School and Brodetsky Jewish Primary School
7. Relationship with the Jewish and wider community
8. Promoting the school and its provision

A nominal costing of 0.2fte has been included in the first year rising to 0.4fte once the school is full. However the intention is that from the day of opening the school will operate alongside the primary school as a coordinated entity.

The funding for this role will reflect salary but will also fund additional leadership capacity in the primary school, supported by the shared deputy Headteacher and other leadership and administrative roles.

The Headteacher will have direct daily involvement in the Leeds Jewish Free School which is expected to take up at least 15 hours a week initially.

The Governing Body Structure

Remit: The curriculum.
The quality of teaching and learning.
Resources.
Inclusion.
Discipline.

Membership: The 7 members of Leeds Jewish Free School Limited (Including 1 Rabbi)

2 Parent Governors (who are not members of the company)
2 Community Governors (Nominated for specific skills)
1 Staff Governor
The Executive Headteacher

All Governors will have a 4 year term of office.

The Chair of Governors will be elected by the full Governing Body.

The Trust Structure

Remit: Employment of the Executive Headteacher.
Employment of shared Business Manager
All shared estate and resource management that is shared between the two schools and other users.
Campus Ethos
Campus Health & Safety.

Members: 3 Governors of Leeds Jewish Free School
4 Governors of Brodetsky Jewish Primary School
2 Representatives of Community Site Users
The Executive Headteacher

The Directors and Members

██████████ – ██████████

██████████ is a ██████████ of both ██████████ and ██████████ and a

██████████

[REDACTED]

Time Commitment: 10 hours per week.

[REDACTED]

[REDACTED]

Time Commitment: 3 hours per week

[REDACTED]

Time Commitment: 3 hours per week

[REDACTED]

Time Commitment: 2 hours per week.

[REDACTED]

Time Commitment: 6 hours per week

[REDACTED]

Time Commitment: 6 hours per week

Potential Governors

[REDACTED]:

[REDACTED]:

[REDACTED]:

██████████:

██████████

██████████:

██████████:

██████████:

Accountability Relationships

All Governors and members will be required to declare at least annually any vested interest that could influence their role within the school.

The model below shows both the staffing and governance of the new secondary school and the interaction with the existing primary school. As part of this process the primary school is expected to apply for Academy status.

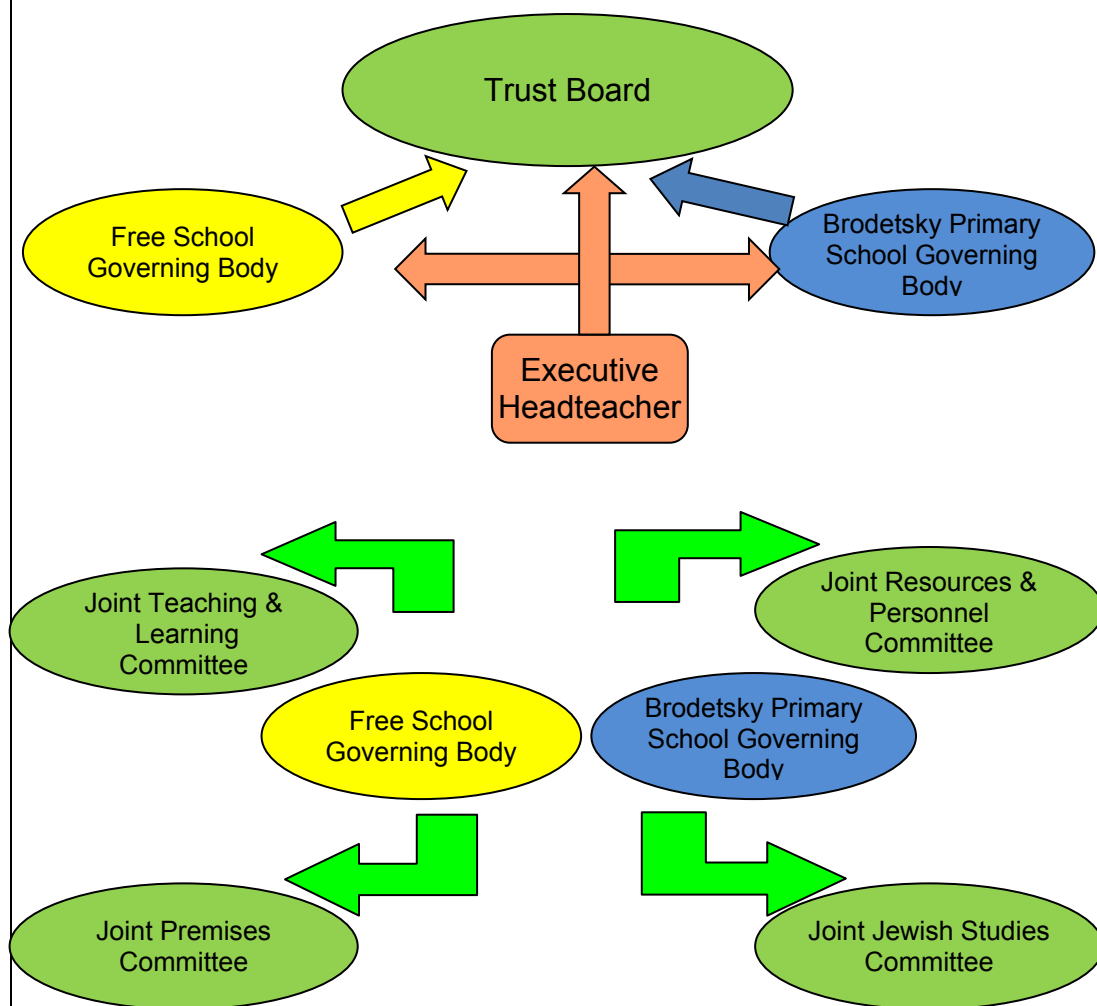
The Executive Headteacher will be accountable to both Governing Bodies and the Joint Trust. To facilitate this Joint Collaborative Committees of each Governing Body will be created. These will meet half termly and will have delegated responsibility for key aspects of the educational provision on site.

Each Governing Body will meet six times a year and the Trust will meet three times a year. This is an additional and specific demand on the Headteacher. However both Governing Bodies are expected to commit to developing collaborative work that is likely to result in them forming an Academy relationship with Brodetsky Jewish Primary School becoming an Academy.

It is important to note that all levels of staffing and governance must be

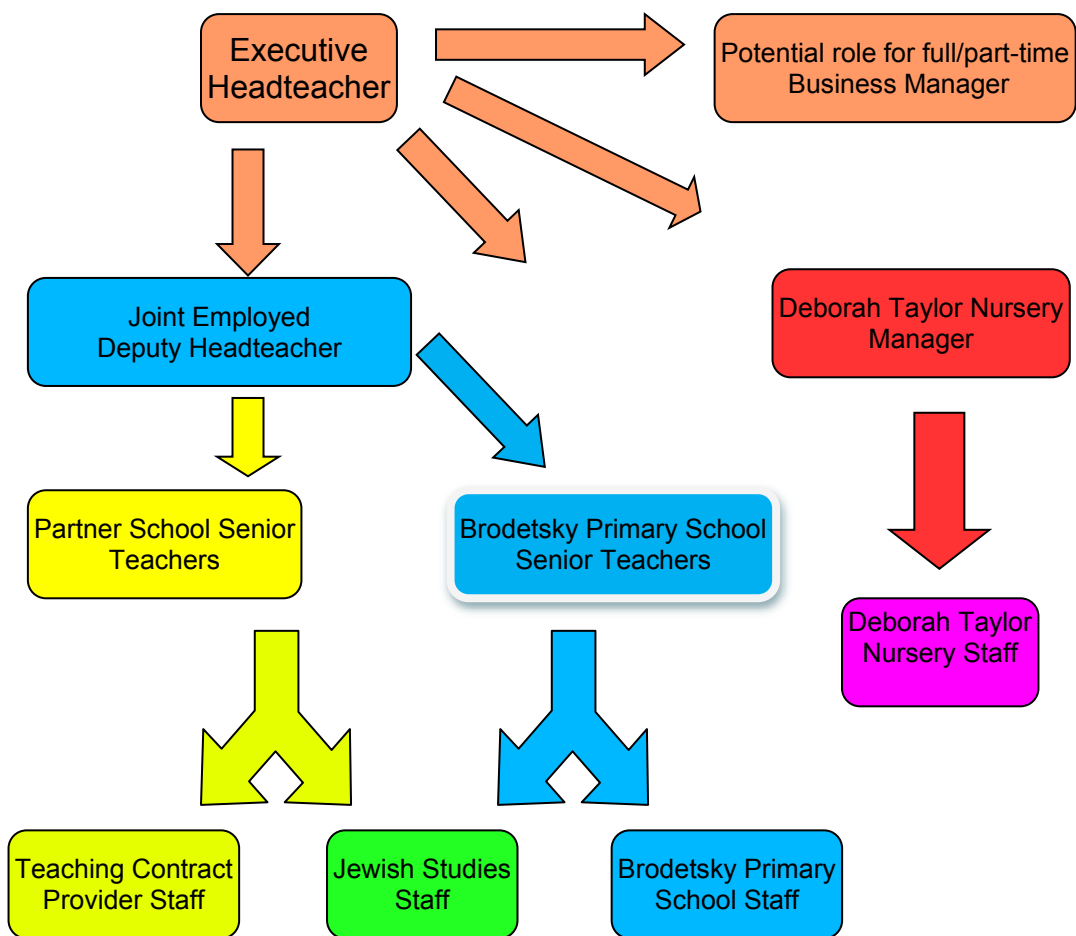
viewed in the context of the close partnership between the primary school and the high school. As a result all aspects include levels of joint responsibility, shared resources and shared staffing. This will ensure that we maximise the resources available to us and ensure the Free School is given the most secure start possible and provide the best possible value for money.

A Trust Board will be established that will offer shared governance oversight to the combined provision on site. Whilst initially there will be separate Governing Bodies we would like to access further guidance on the ideal governance/trust structure that will be established. This will be sought if the proposal is accepted.



This model will allow the new school to gain from the governance experience of the primary school whilst still introducing new governors that will represent the parents and key partners of the secondary school.

Structural Relationship between the Free School and the Primary School



Staffing will be considered with full reference to the current staffing levels in the primary school and through Brodetsky Schools Limited (Jewish Studies and Nursery) to ensure maximum benefit and saving is made from existing staff and capacity. This includes administrative staff, support/site staff and teaching staff. All SLAs will be reviewed based on achieving overall savings through shared contracts. This is an important contributory factor to the financial viability of the school and should ensure the maximum amount of the budget is dedicated to teaching and curriculum provision.

The staffing structure model in the financial planner is based in a number of key principles.

- To offer a full range of taught subjects.
- To offer two Modern Foreign Languages from Year 7.
- To have a teacher to pupil ratio of approximately 1:15
- To employ senior leaders and pastoral staff directly.
- To employ all Jewish Studies staff directly.
- To employ most teaching staff through an SLA with a secondary provider.

As a consequence the numbers of staff in each role have been calculated as a portion of a full time equivalent staff member with 0.1 matching a teacher providing three hours of teaching a week.

These figures will be used to structure the Service Level Agreement and help evaluate any tender documents received. In later years staffing numbers are linked to broad subject areas but this will be refined through the tendering process as the applications will be asked to indicate the range of subjects that they will be able to offer at both GCSE (or equivalent) and A-Level.

As previously mentioned, the process to identify a suitable provider has started with informal discussions with several local schools. The formal process will adhere to European legislation if this application has been approved in September as we will need to move to tender immediately if this application is approved. This will allow us the time to fully evaluate all potential providers as well as structure a contingency plan if no suitable provider is identified.

Staffing Structure

Role	FTE & Funded By	Employing Organisation
Executive Headteacher	0.2 rising to 0.4 for nominal cost of HT role. Joint funded between Leeds Jewish Free School (LJFS) and Brodetsky Jewish Primary School (BJPS).	Joint Trust
Deputy Headteacher	0.5 rising to full time. Joint Funded by LJFS and Brodetsky Primary School	Joint Trust
Inclusion Manager TLR 1a	0.5fte from September 2017 This will be provided by the primary school for the first three years as 0.1 ft Funded by LJFS	LJFS BJPS
Administrator	1 day a week	BJPS

	<p>equivalence, this role will be added to the capacity of the primary school administrative team and may not be a role in its own right. This should not need to increase in subsequent years because of this relationship with the primary school.</p> <p>Funded by LJFS</p>	
Finance Administrator	<p>1 day a week equivalence, this role will be added to the capacity of the primary school administrative team and may not be a role in its own right. This should not need to increase in subsequent years because of this relationship with the primary school.</p> <p>Funded by LJFS</p>	BJPS
Teaching Assistants	<p>0.5 full time equivalent in the first year. This would increase in subsequent years. This will normally be a 0.5 increase each year until the school is full.</p> <p>Funded by LJFS</p>	LJFS
Learning Mentors	<p>0.2 full time equivalent in the second year. This role may be second contract for a teaching assistant. They will act as form tutors, which the</p>	LJFS

	<p>deputy head teacher will offer in the first year. The role size will increase by 0.2 each year until the school is full. This reflects the additional form groups that are needed.</p> <p>Funded by LJFS</p>	
Technician Support	<p>0.1 fte initially, rising to 0.2 as the school enlarges.</p> <p>Funded by LJFS</p>	LJFS
Exams Officer	<p>0.2 fte from September 2015.</p> <p>Funded by LJFS</p>	LJFS
Site Manager	<p>Provided by the primary school and included in the costs.</p> <p>Joint funded by LJFS and BJPS</p>	BJPS
KS3 Teaching	<p>This will be provided by our chosen school or other organisation and so will not be employed by the school.</p> <p>Provisional teaching numbers have been calculated to ensure that the teaching time is sufficient</p> <p>Funded by LJFS</p>	Partner School
KS3 English/Maths/Science	<p>0.15 fte per week, increasing by this amount each year until the first Year 11 has started.</p> <p>Funded by LJFS</p>	Partner School
KS3 Jewish Studies	<p>0.12 fte per week, increasing by this amount each year until the first Year 11</p>	BJPS

	has started. Funded by LJFS	
PE, Geography, History	0.8 fte per week, increasing by this amount each year until the first Year 11 has started. Funded by LJFS	Partner School
MfL, Art, Music. ICT, DT	0.4 fte per week, increasing by this amount each year until the first Year 11 has started. Funded by LJFS	Partner School
KS4 Teaching	This has been calculated at 0.1fte per subject, raising to 0.2fte in subsequent years. We have allowed for 14 subjects to be taught each year drawn from a wider options range. Funded by LJFS	Partner School
Sixth Form Teaching	0.1 fte in Year 12 and 0.15fte in Year 13 As this will fund pupils joining cohorts at the partner school the full teaching level is not need. Funded by LJFS	Partner School

The Tender Process:

June 2012	Draft tender documents and identify initial potential provider tender list.
July – August 2012	Structure staff recruitment plan (including contingency arrangements if no suitable provider identified).
September 2012	If application successful review tender documents with external consultant and legal representatives.
October 2012	Tender advertised and documents distributed.
December 2012	Tender process closes.

January 2013

Evaluate Tender documents and award the contract.

Table 31

The high school provider must be able to offer teaching for all subjects including a full range of exams subjects. It is expected that teachers will come to our site to deliver the curriculum however, when this is not possible, students could attend a partner site, i.e. where using off-site provision would enhance the education experience and outcomes. These aspects will be built into a strong and comprehensive Service Level Agreement that will drive the tendering process.

Key Partners

Key partners have been identified to provide strategic support as the school is planned and opened. These are:

- A) Focus Education – This Company is a secular Teaching & Learning/Curriculum consultancy. They are able to offer contracted support and Project Management support during the school set up period. They work with both primary and secondary schools and currently work with a full phase school as well. **Role: Secular curriculum development and monitoring. Daily consultancy rate.**
- B) UJIA - This is a national charity that promotes Jewish education in the UK and both secular and religious education in Israel. The already currently support secondary schools developing their Jewish and Hebrew Studies Curriculum. This support is free with additional services such as advisor support available at a daily rate. **Role: Jewish Studies curriculum development and monitoring. Annual contract.**
- C) MACCABI GB – This is a national charity that works to promote sport within Jewish education and the community. They are able to offer coaching free of charge both as a curriculum activity and as extra-curricular activities. However for sustainability the school would aim to move to providing its own curriculum coaching as soon as possible. **Role: PE Coaching, curriculum development and extra-curricular activities. Free service funded through charitable donations.**
- D) [REDACTED] – This firm is already currently offering the architectural input into the extensive site developments being planned and will incorporate these into the secondary provision planning once approval has been gained. **Role: Building design and development. Voluntary initially. Costs to be covered.**
- E) [REDACTED] – This form offers an Estate Management Service Level Agreement to the primary school and specialise in both primary and secondary educational sites. They will work with the Governors and Michael Marks consultancy to ensure all necessary refurbishment

and works are undertaken cost effectively, on time and meet all local and national planning requirements. Any work not covered under the SLA with the primary school is charged on either a daily rate or a percentage commission for larger projects. **Role: Estates Management SLA.**

- F) [REDACTED] – This legal firm is already currently working with the primary school to create a local trust (The trust is currently London based through SCOPUS) as a precursor to applying for Academy status. Their advice is being considered with thought to a potential Free School on the site. **Role: Legal guidance and support during the creation of the school and its subsequent operation. Hourly rate.**

SLAs for Financial Management Support, HR, Payroll and other services will be sourced. These are currently provided by Leeds City Council to the primary school including HR support for all staff employed by Brodetsky Schools Limited.

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.



Section H: Premises

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

Proposed Site

We have only one site identified. This is the site currently used by Brodetsky Jewish Primary School. This is the only site that we are considering as the partnership with the primary school is essential to our educational plan and it already has enough capacity, with some additions and re-modelling to host our Free School.

Address:

Brodetsky Jewish Primary School, [REDACTED], Leeds [REDACTED].

A plan of the campus is available at the end of this document detailing proposed use.

Existing Facilities

The identified site was originally created, over a number of years, to host a private nursery (2 to 3 yrs), school nursery (3 to 4 years), primary school (4 to 9 years) and a middle school (9 – 13 years). For the past fifteen years the site has operated as a primary school with nursery provision using all the buildings and rooms included those originally catering for middle school education.

Existing Campus Facilities		
Curriculum	Admin/Other	Grounds
17 class bases	3 Administrative offices.	2 fields
1 art room	4 leadership offices	2 playgrounds
1 ICT suite	1 staffroom	4 Early Years play areas
1 food technology room	1 Care Suite	1 environmental area
2 halls	1 Archive Room	1 orchard
2 libraries	36 pupils toilets	
1 SEN support room	5 staff toilets	
1 music room	48 place car park	
1 Time Out room	2 permanently manned entrance gates	

Table 36

Campus Capacity	
Current Numbers	Potential Numbers
329	550

Table 37

The current buildings were designed and built to accommodate Nursery, Primary and Middle School Provision. The entire site has 18 class bases with a number of small group rooms. On current/projected nursery and primary numbers 12 classrooms are needed to maintain nursery and primary provision. This leaves six teaching bases, and 3 other teaching rooms, available for secondary classes and these will all be in a single dedicated area of the school attached to the larger of the two school halls. These rooms will provide ample initial space for a single form entry school. Most are large rooms and can be sub-divided to create at least 10 class bases, retaining larger rooms for the technology based facilities. An internal quad could also be incorporated into the building to make two class bases. Remodelling could therefore create at least 12 teaching bases

Community Support

The community has invested £70,000 pounds in developing the site over the last two years and have now committed a further £1.2 million pounds to add new specialist facilities and the youth centre. This investment is already planned and some of the investment will provide facilities available for use with the secondary pupils. This clearly demonstrates that any investment in the free school is already underpinned with a strong community investment in education and extended services provision on the site.

Community Funded Developments 2010 – 2012		
Date	Project	Cost
2010	Environmental Area	£10 000
2010	MUGA Pitch	£51 000
2012 - 2013	Youth Centre	£1 000 000
	New Class Base	
	New Media Control Room	
	New Food Technology Room	
	New Care and Welfare Suite	
2013	Re-laid sports fields for all year round use.	£200 000

The site is almost fully accessible to wheelchair users and has some facilities for those with a hearing impairment. The three remaining internal sets of steps in one part of the site could be eliminated as part of the remodelling needed to host the secondary provision, although currently access is available using external entrances.

To facilitate secondary provision existing facilities will need to be remodelled to supplement what is already available.

Proposed re-modelling

Specific facilities to be created on site.	
Specialist Science Lab	Remodelled class base
Specialist Technology (Wood/Metal) Room	Remodelled class base
Specialist Technology (Textiles/Fabric) Room	Remodelled class base.
Specialist Music Room	Remodelled class base.
Age appropriate toilets	Remodelled existing toilets
Changing Facilities & showers	Created within the current building.

Table 39

This site already operates as a school and has much of the infrastructure in place to provide secondary education. There is clear evidence that the community is already investing in the site. The site will become a community hub, offering wrap around care 6 days a week.

Because there is no major building needed, other than the possible creation of an additional classrooms through connecting external spaces within the existing building footprint, the development costs should be smaller than some projects and on-going costs will be minimised because of the collaboration with existing school. As a site it will offer the best and most effective use of both public and private funds in a unique collaboration that will enhance the community as a whole. Funding will be needed for the larger technology and science equipment.

The financial plan does include the addition of two modular classrooms when Key Stage 4 is operational and when the Sixth Form is operational. These will allow additional flexibility for timetabling as the range of subjects increases,

Attached to this document are plans for the current site, plans for the expected community funded developments and provisional plans incorporating provisional high school facilities. If approval for the Free School is gained the remodelling agreed with the DfE will be incorporated into the community funded developments so that a single coordinated construction timetable can be put in place.

One plan also shows an additional area of land that will hopefully be incorporated into the estate when the local trust is created. The access to

this area of land has already been agreed with one of the neighbours, if the land is acquired. It is currently owned by Leeds City Council. This land would allow for additional sports facilities to be created and therefore extended the sports on offer. This is reflected in the financial plan that includes a one off expenditure to upgrade PE facilities.

Annexes

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

Appendix 1: Curriculum Vitae – Proposed Executive Headteacher

[Redacted]
[Redacted]
Brodetsky Jewish Primary School
Tel: [Redacted]
e-mail: [Redacted]

Leadership Roles

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

Teaching Roles

[Redacted]
[Redacted]
[Redacted]

Qualifications & Training

[Redacted]

Ofsted Quotations

[Redacted]

[Redacted]

Appendix 2: Letter of Support – [REDACTED], [REDACTED]

Appendix 3: Letter of Support -Fabian Hamilton MP.



Appendix 4: Letter of Support – Leeds Beth Din



Appendix 5: Certificate of Incorporation – The Leeds Jewish Free School



**CERTIFICATE OF INCORPORATION
OF A
PRIVATE LIMITED COMPANY**

Company Number. 7647432

The Registrar of Companies for England and Wales, hereby certifies that

THE LEEDS JEWISH FREE SCHOOL

is this day incorporated under the Companies Act 2006 as a private company, that the company is limited by guarantee, and the situation of its registered office is in England and Wales.

Given at Companies House, Cardiff, on 25th May 2011.



Companies House

for the record

The above information was communicated by electronic means and authenticated by the Registrar of Companies under section 1115 of the Companies Act 2006

Appendix 6: Memorandum of Association – The Leeds Jewish Free School



Appendix 7: Proposed campus room layout.



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