



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

Barnet Free Primary School

Application from Bellevue Place Education Trust (BPET)

Route 1 Application

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget 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, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) 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 the Word and Excel templates 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

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<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 need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Member of company

Print name: [REDACTED] **Date: 7th May 2014**

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

We confirm we have included all items in the checklist.



Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Barnet Free Primary School (BFPS)

Mission

Barnet Free Primary School (BFPS) will admit pupils to the Reception class in September 2015 with a PAN of 60, growing organically to 420 on roll at steady state, and will provide a welcoming, safe and stimulating learning environment, fostering links between school, home and the wider community. Together with stakeholders we will optimise educational opportunities and outcomes for children of all abilities and backgrounds, enabling every pupil to achieve confidence and success through high quality educational experiences rich in core learning including ICT. We will raise pupils' and parents' sights and in so doing will raise standards. Our ambition is quickly to become an Ofsted 'Outstanding' school which all parents in the area want their child to attend.

Vision and Ethos

We will offer an inclusive, high quality 4-11 education with a focus on the core areas of literacy and numeracy and an emphasis on ICT/computing. It will combine the best aspects of education from the state and independent sectors to provide high quality academic and personal development.

Key elements of the vision, ethos and allied curriculum model as implemented in Rutherford House School (RHS, which opened in September 2013) are as follows:

Smaller group sizes – BFPS will provide pupils with access to smaller taught group sizes below 20 to allow teachers to get to know their pupils and target support to boost each child's learning. To do this we will continue as per our existing free school, RHS in Wandsworth, and schools currently in pre-opening (Braywick Court in Windsor and Maidenhead and Whitehall Park in Islington) to employ a SENCO with QTS who does not have fixed class responsibility and is therefore free to work across the school, also a Headteacher with no fixed class responsibility and appropriate HLTA support. In this way groups of 10 to 15 pupils can be created, each retaining a qualified teacher (the class teacher, or SENCO or Headteacher as required) with all pupils benefiting on a regular basis from the use of these group sizes which are similar to the position found in independent preparatory schools.

Excellent conduct – Good behaviour is vital to teaching and learning. Our teaching and support staff will set and demand high standards of behaviour, recognising and rewarding pupils who work well and let other pupils get on undisturbed by a variety of means including contact with parents and carers.

Pupil well-being – the Headteacher and school team will ensure that SEAL principles (Social and Emotional Aspects of Learning) are written in to schemes of work so that teachers and support staff provide the emotional support pupils need to take the risks needed to learn effectively in a

supportive social environment. BFPS will offer high standards of pastoral care and prioritise safeguarding and well-being considerations in everything we do, from safe recruitment of appropriate staff to the nature of every interaction between staff and pupils. We will provide and promote equality of opportunity as required by the Equality Act 2010. Our Bullying Policy will include Cyberbullying guidance and we will promote e-safety at school and at home.

Broad, balanced curriculum – From the Reception Class to Year 6 in Key Stage 2, Barnet Free Primary School will offer a curriculum suitable for our inclusive intake that meets the needs of all pupils and leads to high standards of academic and personal achievement. This will at times entail formal teaching of spelling, punctuation and grammar as part of our emphasis on literacy. It will also include the acclaimed ‘optimal instruction’ approach to teaching reading (Solity, 2009) starting with phonics. ICT/computing provision will be innovative and support all learners, including aims for an immersion learning centre which will be established at the earliest opportunity. We will teach RE and PSHE, and offer an exciting and varied enrichment programme. BPET as a Trust will also encourage the Headteacher of BFPS to make use of free school freedoms in the most appropriate way locally, as happened at RHS.

Meeting pupils’ needs – the SENCO will ensure we meet the SEN Code of Practice requirements (as recently revised) and support pupils to allow those with specific learning needs to participate fully, learn and succeed - from the least able to the most gifted and talented including those with English as an additional language given we anticipate that approximately 40% of our pupils will be EAL pupils.

Homework – we will expect homework to be completed in accordance with established national guidelines for pupils aged 4-11. Supervised opportunities after school will be set up.

Maximising attendance – BFPS will insist on and support the highest levels of attendance by pupils. We will operate a first day of absence contact procedure and follow up any absence patterns that occur as a result of close monitoring of attendance registers.

A competitive environment, both in academic and sporting endeavours –The ethos of BFPS aims to create hard-working, high-achieving pupils. We will acknowledge the effort pupils apply to their work and to cultural or sporting endeavours, while tracking participation rates. Success will be recognised through school awards where both personal best and high performance in wider terms will be recognised in whole-school assemblies and in communication with parents.

Encouraging parental involvement – Parents and carers of pupils will be encouraged to engage with the school in a number of ways. The school will make every effort to be open to parents, and will encourage them to use the school, integrating it into their routines. We aim to offer parent-friendly provision, and by building close relationships we will facilitate support for the school. Parents of our pupils will be consulted and informed about their children’s achievements. A secure area of the school website will be available to them, and BFPS will report to parents online.

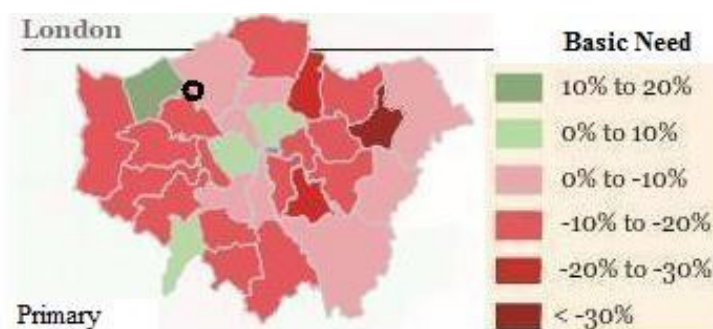
Genuinely supportive pastoral care – Pupils will receive pastoral care from their class teacher, SLT and support staff. We place a high priority on supporting pupil well-being.

Teachers – Good and outstanding teachers in BFPS will encourage and support pupils at every opportunity, this is vital as expectations of achievement are high. In the first year of operation we expect three-quarters of teaching to be judged at least Good using Ofsted criteria, with no teaching less than Good, and we will use external verification to support internal monitoring of quality of teaching

This vision is deliverable as confirmed by the positive progress reports from DfE monitoring visits to Rutherford House School in Wandsworth where pupils are progressing well. We are limiting the number of free school applications this round to one in order to ensure that the BPET group of free does not expand too quickly, to assure that quality of provision is maintained.

Rationale

- In Barnet there is an immediate shortage of Primary places with high levels of basic need forecast for the foreseeable future



Basic Need level in Barnet 2014 (FT article based on DfE and NSN data), location circled

- Barnet “is the fastest growing London borough; the number of children and young people is expected to grow rapidly to 102,978 over the next 5 years” (Barnet 2014 Report to Parents)
- Our preferred site is close to the boundary with Brent which also has high basic need
- DfE emergency basic need funding for Barnet in 2012/13 was £4.1m which has increased significantly from £1m in 2009/10
- Pupil place planning projections for Barnet show an increasing level of basic need which BFPS will help to meet, LA data shows at least 20 and as many as 26 new forms of entry will be needed by September 2015 when BFPS opens
- By 2021/22 when BFPS is at steady state, Barnet projections show that between 27 and 38 new forms of entry will be needed to meet demand for places in Primary schools (see table below)
- According to ‘Education Strategy for Barnet’ narrative, the neighbouring borough, Brent, currently has no plans in place to expand any schools near the border with Barnet, there

are schools that could expand or take a bulge but none close to the Barnet border – Barnet therefore projects continuing demand on the border with Brent, where the BFPS preferred site is located (Burnt Oak)

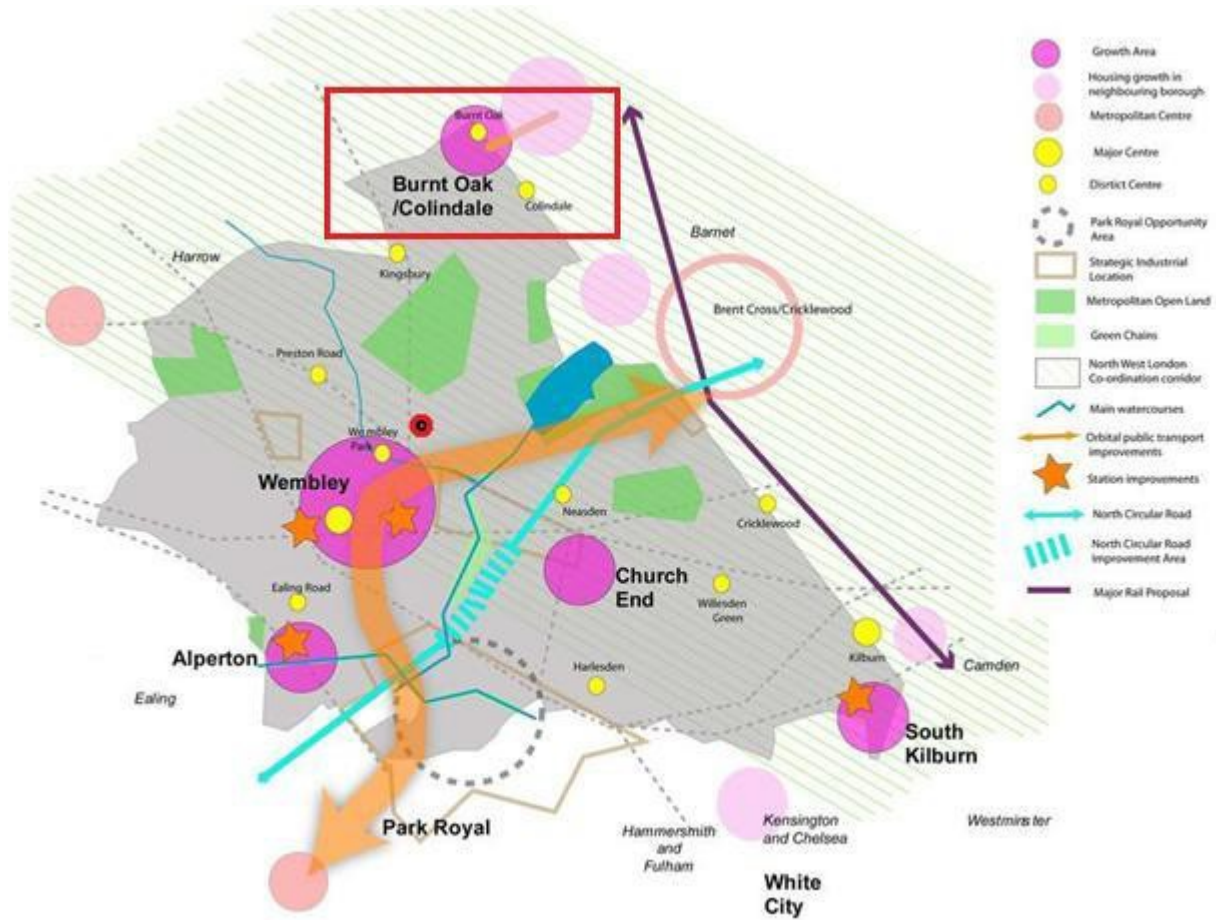
Barnet Pupil Place Planning Projections (using January Census 2012 data)

A Y	FE deficit GLA 2012 (new model, normal fertility)	FE deficit GLA 2012 (new model, high fertility)	FE deficit Birth projections	FE deficit GLA 2012 (new model, normal fertility) + 3%	FE deficit GLA 2012 (new model, high fertility) + 3%	Range of FE required
2012/13	-14.4	-14.4	-14.2	-18.6	-18.6	14 to 19
2013/14	-14.5	-14.5	-13.2	-18.7	-18.7	13 to 19
2014/15	-17.1	-17.2	-18.0	-21.4	-21.5	17 to 22
2015/16	-21.0	-21.3	-23.5	-25.4	-25.8	21 to 26
2016/17	-24.8	-27.0		-29.3	-31.6	25 to 32
2017/18	-27.0	-30.1		-31.6	-34.8	27 to 35
2018/19	-28.0	-32.0		-32.6	-36.8	28 to 37
2019/20	-27.9	-33.0		-32.5	-37.8	28 to 38
2020/21	-27.4	-33.1		-32.0	-37.9	28 to 38
2021/22	-26.9	-33.0		-31.5	-37.8	27 to 38

Barnet Projections use a minimum of the GLA model with a 3% margin. Around 30 Forms of Entry (FE) are required by 2021 when BFPS will reach steady state. From 'Education Strategy for Barnet, Briefing Note 1, School Place Planning in Barnet'.

- Locally, pupil place planning is being reviewed frequently due to the accelerating rise in demand for Reception places, as a result we expect the level of basic need to be at least that specified above
- From Barnet admissions information, 2012 was the first year that Barnet was not able to offer Reception places to 100% of pupils of school age
- There are some very good Primary schools in the Borough but with a wide range of performance, from Woodcroft Primary and Goldbeaters Primary (Good) to Edgware Junior school, postcode HA8 (Inadequate with improvement action plans needing to be rewritten)
- Popular oversubscribed local schools in this Borough with distance criteria in their admissions process have taken pupils at limits of as little as 300m according to research published online by London PrePrep
- Barnet has a local economy made up mainly of small and medium-sized businesses with VAT registration rates above average, but overall the workforce earns marginally below the average for London (London Borough of Barnet, barnet.gov.uk)
- The areas in Barnet with the highest levels of deprivation are in. Colindale, West Hendon and Burnt Oak (our preferred site), and we anticipate at least 20% of our intake will be FSM
- Areas of deprivation outlined above are also areas in which large scale regeneration projects are underway

- The graphic below, sourced from documentation published by neighbouring Brent, identifies Burnt Oak - which is on the boundary of the two Boroughs - as a site of significant future development, in this graphic the pink circles indicate growth areas



- Support from parents and carers for our planned provision is high and from this and the level of basic need we confidently expect to be over-subscribed on opening and beyond
- Our Proposer Group is ideally placed to plan for and open BFPS in 2015, as it combines local education knowledge and consultant leadership support with experience and expertise in setting up and running schools including Primary Free Schools in London
- The BFPS curriculum model and delivery approach are suited to an inclusive all-ability intake, meeting the needs of all pupils, and we will publish details on our website as required relating to use and planned use of Pupil Premium monies in appropriate support of our gap-narrowing strategies

Aims

BFPS as a 4-11 Primary school for 420 pupils will offer a welcoming, safe and stimulating learning environment, fostering links between school, home and the wider community. Place Group and Bellevue Education in partnership with stakeholders will optimise educational opportunities and outcomes for children of all abilities and backgrounds, enabling every pupil to achieve their

potential, gain confidence, experience success and build independence. We will achieve this through high quality educational experiences leading to high level pupil outcomes which will be realised through a personalised approach where each pupil will thrive via smaller taught group sizes and learning experiences which benefit from outstanding teaching and innovative tailored ICT/computing provision. BFPS will meet best practice standards in 4-11 education, and will be different to existing and planned provision in significant ways, exploiting free school freedoms. These differences will include ICT/computing in terms of establishing an immersion learning facility at the earliest opportunity, and will mirror current practice at RHS, all of which will allow our Headteacher Designate when appointed to build on the BFPS vision and meet local preferences.

The BFPS proposal is well-suited to meet the challenges of providing cost-effective pupil places, initially in Reception (PAN 60) in a part of London with severe and growing basic need, while improving choice and diversity for parents and carers, and contributing to raising standards to improve the life chances of children and young people. The school will also provide a boost to the local economy by creating jobs and producing pupils prepared to move on and succeed in their education within Barnet's mixed economy of secondary schools. These are the cornerstones of the free school movement and we fully support each of them.

- BFPS will use smaller taught group sizes to help meet each pupil's needs
- BFPS will provide caring challenge as well as stability and understanding
- BFPS will offer pupils high quality teaching and effective pastoral care
- BFPS will build children's self-esteem and safeguard their well-being
- BFPS will focus on core learning, encouraging pupils to be lifelong learners
- BFPS will ensure pupils make sound progress, maximising achievement
- BFPS will offer responsibility and rewards and demand high standards of all
- BFPS will provide an environment which is stimulating, welcoming and safe
- BFPS will listen to pupils' views, and show that we are listening
- BFPS will build bridges with the community while increasing parental choice
- BFPS will work in partnership with other schools, agencies and ITT/SCITT
- BFPS will communicate effectively with parents and carers including online
- BFPS will constantly evaluate and improve the education provision on offer
- BFPS will benefit from Bellevue Education expertise, and consultant leadership input
- BFPS will achieve and maintain Ofsted 'Outstanding' status

Our position as Proposer group is ideally suited to meeting these challenges as our numbers combine those working in education in London and in possession of detailed local knowledge, with colleagues who have experience and expertise in establishing new schools, running schools, and successfully supporting the opening and operation of free schools including Primary provision in London.

The broad and balanced BFPS curriculum summarised in Section D provides opportunities for pupils of all abilities and backgrounds to succeed, is well suited to the profile of our intake, and when implemented will represent improved opportunities for pupils aged 4-11. By offering smaller taught group sizes our teaching and support teams will quickly develop a detailed knowledge of

each pupil as they work and learn, helping pupils to achieve their full potential. Cost-effective places coupled to our curriculum model and delivered to an inclusive intake is what the area needs, and currently lacks sufficient places for, with variable school standards from schools that require improvement or have been placed in Special Measures.

Deprivation

Barnet is one of the less deprived boroughs in London, but it contains pockets of deprivation causing social polarisation. Particular issues that Barnet faces and where the Borough ranks more highly in London deprivation tables include inequality (pay inequality and inequality in life expectancy) and benefit polarisation. In addition, there are issues with residents in temporary accommodation and a higher than average rate of landlord repossessions, according to information published at londonpovertyprofile.org.uk where the problem of insufficient school places is also recognised. Unemployment statistics showed a greater than 100 per cent increase in 18-24 year olds in Barnet claiming JSA in 2012 alone.

Recent research confirms that private sector involvement has the power to raise standards for those most in need: "*Rigorous studies indicate that the non-state sector can improve learning outcomes*". This is taken from 'Impact Evaluation of Private Sector Participation in Education', CfBT Education Trust (2012) which points out that the most convincing evidence for this conclusion relates to effective targeting of disadvantaged pupils.

Our planned provision will add a much-needed boost to initiatives aimed at improving the prospects of children and young people and will provide a boost to local employment. We are passionate about providing opportunities that local parents want to see which will benefit the local community. In recognition of this, BFPS will target areas of deprivation in terms of marketing by postcode, and we will be closely monitoring the level of interest online and in other ways to assess how effective our approach is in reaching deprived and hard to reach families. The long-term marketing plan will take into account developments in Barnet and together with feedback from pupils (pupil voice, circle time), parents and the community and we will maintain a focus on continuous improvement supported by BPET central services and Bellevue Education.

High Quality Education

Our aims are high: the indicators of success for BFPS include not simply remaining above the recently proposed DfE Floor Targets for Primary schools at all times, but encompass a wide range of ambitious targets covering academic and non-academic aspects that will demand the very best from our staff and lead to high levels of achievement for our pupils. We are cognisant of the planned assessment reforms which will introduce more challenging tests that report a precise scaled score at the end of Key Stages (rather than a Level) with detailed performance descriptors available to inform teacher assessment at the end of Key Stage 1 and Key Stage 2, and that a primary school will fall below the new floor target only if pupils make poor progress and fewer than 85% of them achieve the new expected standards. For the purpose of this application in terms of

expectations and target setting - prior to further information being available - we have continued to use the existing KS1 and KS2 benchmarks which involve Levels.

Our curriculum model and delivery will be tailored to the needs of a diverse all-ability intake and make full use of ICT/computing to support all learners' needs. We aim to achieve the best pupil outcomes in Barnet at the end of Key Stage 2 by recruiting well-qualified, highly talented teachers and sustaining a high quality of teaching in lessons. By developing excellent working relationships with secondary schools and community groups we will help our pupils to go forward to enjoy future success. In terms of personal development we will cultivate responsibility, good conduct and pupil leadership, while embodying spiritual, moral, social and cultural learning experiences alongside personal learning and thinking skills (PLTS) to develop educated, confident pupils willing and capable of making a positive contribution to their school and to society. We will track attendance and punctuality as these are key aspects of school performance if pupils are to gain maximum benefit from the education available at BFPS.

In the first year we aim for at least 75% of teaching to be Good as measured using Ofsted criteria, with no teaching of lower quality, and we will aim quickly to increase the proportion of Outstanding teaching in future years. We will use internal monitoring and external verification from Ofsted-experienced personnel to track progress in terms of our quality of teaching targets. At the end of the first year, BFPS will be well above national expectation in terms of 75% of Reception pupils achieving a 'Good Level of Development' in EYFS, compared to the national picture where in 2013 52% of children achieved GLD, with Barnet achieving 60%. In keeping with a diverse all-ability intake we will work with the Headteacher Designate to set gap-closing ambitious targets for boys and girls, FSM, EAL, SEN, G&T and BME pupils.

Indicative targets for future years, as set out later in this application, include at least 80% of pupils in Y1 achieving the expected standard of phonic decoding compared to 69% nationally last year, with L2 targets for the end of KS1 set at 85% L2b in reading, writing and mathematics subject to review in terms of emerging national data, and the assessment reforms, and 97% of pupils achieving Level 4 in both English and mathematics at the end of KS2 (the Barnet average was 79% in 2013) which is also subject to review in terms of emerging benchmarks and the planned assessment changes. With regard to high achieving pupils we expect 75% to achieve Level 5 or equivalent at the end of KS2, also well above national and local expectation and appropriate to the progress our pupils will make. We aim to remain above the planned 85% floor targeting at all times. For attendance and behaviour we expect absence at 3% or below and 0% exclusions.

Location

Overall, the area is similar to those in which BPET has schools in pre-opening and already open. The preferred site is at [REDACTED] This site is suitable for development to accommodate a 2-form entry Primary school and access via public transport is excellent. Further information is provided in Section H.

How BFPS is Distinctive in its Vision and Ethos As Part of a BPET Family of Schools

In crystallising this vision, we wish to emphasise that the listing of key attributes does not exclude other features that will arise naturally from the experience, expertise and wisdom of our Headteacher Designate, whom we aim to recruit as soon as possible in order for them to assimilate and also contribute to our vision for BFPS, while providing a confidence boost for potential parents and carers. In keeping with other BPET schools, we will use the Solity 'optimal instruction' approach to teaching reading, and we will make an immersion learning facility available when the budget position allows. To the best of our knowledge no other Primary school in the area offers this type of facility which uses powerful learning technology to support the learning of all pupils in all major curriculum areas. [REDACTED] has developed its vision using free school freedoms with MFL teaching available from Reception (Spanish, as initially planned for KS2 and in keeping with the wishes of parents and carers) via additional p/t teaching expertise made possible due to robust financial planning.

Summary of Distinctive Features

- * Use of smaller taught group sizes with a qualified teacher always present
- * Welcoming, safe, secure and stimulating learning environment
- * Emphasis on literacy, numeracy, innovative ICT, and high standards of conduct
- * Broad and balanced curriculum with enrichment opportunities
- * Curriculum model and delivery suited to an inclusive all-ability diverse intake
- * Reading taught through acclaimed 'optimal instruction' approach (more in Section D)
- * Personalised learning to develop each pupil's strengths
- * Expert support provision assisting pupils at risk of falling behind
- * Wide range of enrichment activities including sporting and cultural events
- * State of the art ICT provision helping the school to meet the needs of all learners
- * Online real-time information access to parents and carers
- * Parent-friendly approach to school operations
- * Confident, outward facing collaborative culture

Planned Expansion Strategy

We aim to be operating 3 Primary schools from September 2014, made up from the 3 free schools in pre-opening or currently open (Rutherford House school in 2013 and Braywick Court plus Whitehall Park schools in September 2014). By September 2015, we aim to be operating 7 free schools, to include Dalston, Kilburn and Richmond Bridge (DfE decisions awaited) as well as Barnet Free Primary School represented by this application. We have applied to become an Academy Sponsor but have taken the strategic decision to review this position to ensure total focus on opening and running BPET free schools. It is not our intention to operate more than 24 schools in total within the Trust (2018 on). All future schools within the Trust will be established to ensure geographical proximity to other schools in the Trust with an appropriate span of control so that all schools can benefit fully from strategic planning and the collaboration opportunities on offer.

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60	60
Year 2				60	60	60	60	60	60
Year 3					60	60	60	60	60
Year 4						60	60	60	60
Year 5							60	60	60
Year 6								60	60
Year 7									
Year 8									
Year 9									
Year 10									
Year 11									
Year 12									
Year 13									
Totals			60	120	180	240	300	360	420

Section D: Education plan – part 2

The Curriculum

The BPET approach to curriculum, staffing and target setting will be the same or very similar in Barnet Free Primary School (BFPS) to that currently being delivered at Rutherford House School and planned for Braywick Court and Whitehall Park schools, which are due to open in September 2014, as well as applications (DfE decisions currently awaited) for 2fe Primary free schools in Richmond, Brent and Hackney. As such, Sections D1 and D2 are not required; D4 is n/a, while D3 is included below in keeping with rubric requirements. Although this is a Route 1 application where Sections D1 and D2 are not required, for reference purposes and to give additional context, including in terms of the financial planning in Section G, some key elements of the BPET curriculum offer for BFPS are set out below; there will be no significant differences compared to the current position in Rutherford House School (RHS) in Wandsworth, notwithstanding the opportunity we offer for our Headteachers to respond to local preferences, which has also happened at RHS. This similarity reflects the fact that the pupil intake profiles, as 2 f.e. London schools with diverse all-ability pupil cohorts, is similar. The model as implemented at Rutherford House School in Wandsworth has been operating for two complete terms and pupil data for Reception as presented to the Governing Body at the time was as follows: PAN 56, n.o.r. 56, 82% expected or exceeding in literacy and communication, 91% expected or exceeding in mathematics. A recent (December 2013) DfE visit had positive outcomes.

In EYFS we will incorporate a focus on core learning while addressing the 17 Early Learning Goal descriptors, 3 Prime and 4 Specific areas of learning, and 3 Characteristics of Effective Learning, including the acclaimed 'optimal instruction' approach to teaching reading (Solity, 2009) starting with phonics. BPET schools adopt the Solity methodology to the teaching of literacy skills - this combines the tried and tested synthetic phonics method with the use of real books under the decision making of the teaching professionals working closely with each child's personal learning plan. This approach involves teaching emerging readers an optimal number of core phonemes and sight vocabulary skills that are then applied to a wider range of books beyond a reading scheme, including e-books. Meeting the needs of reluctant readers is paramount in ensuring success for all and if these particular pupils are required to learn too many phonic skills they may unintentionally be held back from attaining the status of a 'free reader'. If this transition is delayed, for some pupils reading remains a chore with resulting loss of motivation, enjoyment and achievement. The key goal of the reading programme at BPET schools is to develop emerging readers using phonics and then immerse pupils in reading for pleasure. Through the optimal instruction approach described, they will gain confidence quickly and become engrossed in stories and good quality literature so that they become passionate readers who are interested and engaged by real books, and who read for their own enjoyment as well as to access information of all kinds across the curriculum.

In Key Stages 1 and 2 the curriculum offer at BFPS will once again mirror the position for Rutherford House, Braywick Court and Whitehall Park free schools where the National Curriculum is used as a platform to ensure breadth and balance while also exploiting free school freedoms. In parallel with our approach to literacy development, the proposed free school in Barnet will help pupils to become confident and competent young mathematicians, able to count, compare and order, to think mathematically in everyday situations, and to select and use the mathematics they need in problem solving and investigations. Mathematical experiences need to be practical and in particular enjoyable. Therefore at BPET schools the children will be given opportunities to develop and use their mathematical understanding in purposeful and enjoyable ways and to develop their confidence, ultimately perceiving themselves as emerging mathematicians. Pupils will be encouraged to evaluate their own work focusing initially on their early successes and by gradually helping them to appreciate things they need to work at and develop, we will preserve enthusiasm and enjoyment by avoiding the negative connotations often associated with maths and numeracy.

The learning needs of all pupils will be met including via a SENCO with no fixed class allocation who is free to teach across EYFS/Key Stages and can contribute with the Headteacher and HLTAs to the support of pupils and teachers where appropriate via use of smaller taught group sizes with between 10 and 15 pupils. There will always be a qualified teacher with each smaller group of pupils. In addition we will make flexible and full use of state-of-the-art ICT/computing provision including applications based around 3D Augmented Reality such as SciMorph (produced by the creative digital design studio Great Fridays in support of Primary school young scientists) to ensure that, for example, the needs of varying proportions of EAL pupils are met. In the same manner as Rutherford House School plus Braywick Court and Whitehall Park post-opening, cumulative surplus funds will be used to create an Immersion Learning Facility at an appropriate point in the development of the school, for the benefit of all pupils. Funding will be used to support pupil progress at all times, mindful of the need to retain financial viability and appropriate flexibility in terms of a reasonable annual surplus. Further details of our financial planning under full pupil recruitment and reduced income conditions are provided in Section G.

Free School freedoms will also be available to the Headteacher of BFPS in terms of language education via a robust approach to financial planning that will allow, within SLT judgement, the use of specialist language teaching and other p/t specialist input to the schools' curricula. This is currently happening at Rutherford House School.

As outlined above, our ICT/computing provision will continue to go beyond NC requirements. BPET schools foster e-champions and empower teachers via CPD to enhance their educational ICT/computing skills. We will promote in-house development of bespoke learning resources at BFPS using applications such as Flypaper and Articulate Presenter. As with all BPET schools BFPS will work to reduce the digital divide in the community via use of school resources for wider benefit, mindful also of the duties in place under the Equality Act 2010.

The planned Immersion Learning facilities go beyond state sector expectation and will offer our pupils experiences available at relatively few schools and colleges nationally. These would involve state of the art IT/computing and support learning across the ability and subject ranges. Areas within an Immersion Learning facility would be sensory-reactive, for example involving intelligent (electronic) scenery and props as well as physical items, particularly useful in science, including with the SciMorph application. For example when working on an introductory area of study in a the BPET KS2 target language, Spanish, a small group of pupils might enter an area where, on detection of an RF tag or similar actuation in a prop - which could be a travel ticket or tour guide issued earlier - the immediate learning environment would transform into a scene such as a transport hub e.g. a railway platform or airport arrival/departure lounge. Flat screen displays would activate, revealing information at an appropriate level in the target language, together with p.a. system announcements corresponding to the scenario of the educational activity. In addition to virtual and augmented reality characters, teachers could role-play the part of officials or help-desk staff.

Personalised language learning could be achieved using smart card or biodata activation of learning programmes tailored to each pupil's developmental position, with pupils taking advantage of smaller e-zones designed for autonomous or 1:1 learning situations. At the conclusion of such activities, which would be broadly similar in requirements for electronic and physical scenery and props required to support augmented reality engagement in group activities, smart interactive applications would save key elements of a pupil's learning outcomes in the manner of formative assessment. Together with a teacher's overview and input, this would enable the learning environment to pick up and respond to prior learning when a pupil next participates in a particular language and activity type. Interoperable systems would allow seamless information exchange between BPET schools, supporting a continuously updating personalised learning environment and providing data for analysis by SLT teams and the Trust including via our School Improvement Director in due course.

The facility would promote communication between one pupil and another, also between pupils and teachers, not forgetting between pupils and augmented reality characters. This would entail appropriate personal devices pre-configured to operate using the target language. SMS text messages, e-mails, tweets and use of a virtual graffiti wall would happen routinely in the appropriate language. In this way, everyday communications would continue the immersion learning experience.

Throughout, the very nature of daily activities and experiences will be organised to cultivate an atmosphere of friendly, inclusive and enjoyable participation, exploiting in full the metacognitive benefits of the strategies employed, in keeping with the approach of the fastest learners but available to all. Out of school, access to DVD and other servers and associated resources would facilitate learning on demand and permit pupils to retain contact with elements of the immersion environment in other locations, such as other schools and at home.

This facility will become available at a time when the cumulative surplus allows for the necessary expenditure without putting a school’s financial position at risk. We note the change to budget surplus treatment for academy category schools which removed the ceiling (Academies Financial Handbook, Statutory and Regulatory Guidance, EFA, September 2012, p16, removing the previous cap on surplus) and the remarks in that publication from the Secretary of State for Education the Rt Hon Michael Gove MP: *“I am particularly pleased that the Handbook allows, for the first time, academies to carry forward any surplus balances they may have, to invest in future years’ priorities for the children and young people they serve”*. Depending on the site eventually acquired for BFPS and how it can be developed, the introduction of an Immersion Learning facility may involve additional new-build works and we will explore all options at the relevant time to ensure value for money.

Setting and Achieving Targets

Our ambitious high-expectation targets are summarised in the table below. These targets are aspirational and indicative; if national averages increase during the intervening period then BPET will revise these targets for BFPS accordingly. Our aim is for our pupils’ academic achievement and personal development to remain significantly above national and local norms in order to contribute to raising educational standards. As set out above in Section C, we are cognisant of the planned assessment reforms, but for the purpose of this application we are using NC Levels as this provides relevant information in the current context. When the BFPS Headteacher Designate is appointed, BPET will work with them to set high expectation gap-narrowing targets for subgroups of pupils including b/g, SEN, G&T, EAL, FSM, BME and LAC, as we did when planning for, and which we are currently doing, at Rutherford House School in Wandsworth. Towards and beyond steady state operations, we will also work to eliminate any remaining gaps across BPET.

High Expectation Indicative Targets for BFPS

Target	Barnet Free Primary School
QoT overall EYFS Reception	75% Good, 0% RI or Inadequate 75% GLD
KS1 Y1 KS1 Y2	80% Y1 Phonics test 85% L2b+ RWM
KS2 Y6	97% L4 En/Ma, 75% L5
DfE Floor Targeting	85% and above at all times
Attendance 2015/16	97% minimum
Behaviour	0 exclusions

We will also set individual targets for pupils within IEPs and personalised learning approaches. Pupil progress will be reported to parents and carers including online/electronically. To promote attendance at school and attention in lessons we will continue to offer breakfast clubs, after-school activities and make available the provision of healthy snacks.

In terms of monitoring progress towards targets, BPET schools will consider the full range of data and metadata available on pupil performance, exploring best practice approaches to tracking including via MIS as outlined in the review publication “Management Information Systems (MIS) and Pupil Tracking, Users’ Guidance: Using MIS to Support Pupil Attainment Tracking” as published by National Strategies. We will analyse and act where required on the findings and outcomes from these activities and beyond as set out below.

For tracking progress towards annual targets, class teachers, MLT and SLT will not wait for a target to be missed before acting. The approach we use is to require informal but rigorously monitored termly milestone targets to be set, and any individual or group target at risk of being missed will result in a tailored early intervention strategy (EIS) being devised and implemented, based on a diagnosis of each individual situation, in order to secure and then maintain progress towards the target and ensure it is achieved.

More frequent monitoring will then be used to examine the effectiveness of the intervention(s) and to plot additional EIS course corrections where deemed necessary. For senior staff, our approach to performance management will follow key elements of the DfE model policy within the scope for free school freedoms in this area, and will include whole-school pupil level progress measures as part of the targets set. CPD will make use of the structures and expertise within the Bellevue group of outstanding preparatory schools in terms of shared CPD for school leaders, teachers and support staff. CPD will also support staff in the acquisition of high level ICT/computing skills.

Staffing Structure

The staffing structure for BFPS follows the approach adopted in Rutherford House School currently open in Wandsworth and mirrored in Whitehall Park and Braywick Court schools currently in pre-opening. We do not intend to use existing staff in Barnet Free Primary School.

BFPS will open in September 2015 with two Reception classes, 30 pupils in each class, PAN 60. We do not intend to have separate arrangements for the first term. Staffing build-up is shown in the table (see below) and is in line with increasing pupil numbers, our vision and ethos, curriculum delivery in terms of sufficient class teachers, MLT and SLT, and affordability as shown by Section G. We expect that all teachers will have QTS. As such our approach is wholly appropriate for the school and reflects the structure in place at Rutherford House School.

In keeping with our close attention to safeguarding requirements, advertisements will mention safeguarding aspects of the appointment process, we will follow Safer Recruitment guidance and best practice. In the first and second year of operation our approach to affordability and securing value for money includes dual roles for staff such as the learning resources manager who, whilst working part-time initially, will also operate as an assistant in the school office, together with the Headteacher’s PA who will also cover in the office and support reception duties.

In the first year of operation, we will also combine roles in sensible ways with regard to teaching and SLT positions. A second tier leadership post (Assistant Headteacher) will satisfy the important need for a suitably experienced school leadership, capable of deputising for the Headteacher in their absence, fulfilling the role capably by drawing on an appropriate level of leadership expertise. The position we have taken here is shown to be affordable in the financial planning spreadsheet.

By having the school appoint an Assistant Headteacher as one of the first Reception teachers, as a well-qualified and experienced professional with a relevant background in keeping with all aspects of their role, we will be able to operate successfully from the critical first year onwards. In this way we will successfully satisfy class teaching requirements, resolve line management issues, and be capable of operating BFPS in a highly effective manner should our Headteacher be absent for example due to illness.

With the large amount of forward planning needing to be done in the first term of the first year - providing high quality education provision while planning ahead for subsequent terms and the second year of operation including further recruitment - the availability of a SENCO (p/t) will not only satisfy the needs of pupils and staff in terms of the core duties of this role but also, together with the Headteacher taking classes from time to time and HLTA presence, will facilitate PPA time and support smaller taught group sizes as detailed below.

A key facet of our curriculum plan involves use of a SENCO with no attached class together with the Headteacher and HLTA support to allow smaller taught group sizes of between 10 and 15 pupils. By way of example in the first year a Reception class of 30 could be divided into three groups of 10 pupils, with the Headteacher and a TA taking one group, the QTS SENCO and a HLTA another group, and the class teacher working with the remaining group. This type of arrangement can and will be used flexibly across the year groups and classes as BFPS grows, in such a way that each group retains a qualified teacher presence while benefiting from the smaller group size and increased personal attention.

The support staff team includes all key roles the school will need to operate effectively, which will receive the CPD they need to maintain and enhance performance in role. ICT support allied to learning resources management will be available to assist all staff in meeting our high expectations for the role of ICT/computing in meeting the needs of all learners. Learning Mentors will have a specific flexible but targeted focus on the needs of subgroups of learners in narrowing and eliminating any achievement gaps.

Within BPET, Place Group has a high level of expertise in optimising school back-office functions including via outsourcing and the procurement of high quality services at lower than expected cost, allowing more resources to be committed to front line teaching and learning. BPET schools including BFPS will continue to make good use of this expertise.

We will outsource elements of the SBM and catering functions while re-examining the best solution locally in terms of cleaning and maintenance. Certain support staff roles, e.g. Site Managers, will be kept in-house.

Salaries will reflect standard pay scales, with flexibility for rewarding high performance levels. Our financial planning uses high salaries for all teachers in planning terms. The approach within financial planning is therefore not to assume that some teachers (for example) will be recruited at the lower end of the pay scale, but to take the salary of all teachers as at the top of the main scale, which makes for robust budgeting and allows greater flexibility when quality staff are recruited at lower salaries. This also accommodates incremental drift and, within an overall approach to budgeting that takes a conservative line and strong indicated parental support (Section E), fosters a high degree of confidence in the school's viability.

Staffing Growth Plan for Barnet Free Primary School

Year	Teaching staff	Support Staff
Year 1 (2015) R 60 pupils	Headteacher Assistant Headteacher (R) 1 Reception Class teacher 0.5 SENCO	1 Teaching Assistant tto 2 HLTA tto 1 Learning Mentor tto p/t at 0.4 1 Learning Resources ICT Support / office tto p/t at 0.4 1 Headteacher PA / Reception f/t 2 Lunchtime (midday) supervisors tto 0.5 Site Supervisor f/t
Year 2 (2016) R1 120 pupils	Headteacher Assistant Headteacher (Y1) 2 Reception Class teachers 1 Year 1 teacher 0.5 SENCO	2 Teaching Assistants tto 2 HLTA tto 1 Learning Mentor tto p/t at 0.4 1 Learning Resources ICT Support / tto p/t at 0.4 1 Headteacher PA

		1 Reception / Office tto p/t 0.4 2 Lunchtime supervisors tto 0.5 Site Supervisor f/t
Year 3 (2017) R12 180 pupils	Headteacher Assistant Headteacher (Y2) 2 Reception Class teachers 2 Year 1 class teachers (1HoKS1) 1 Year 2 class teacher 0.5 SENCO	3 Teaching Assistants tto 3 HLTA tto 1 Learning Mentor tto 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 0.4 4 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 4 (2018) R123 240 pupils	Headteacher Assistant Headteacher (Y3) 2 Reception Class teachers 2 Year 1 Class teachers 2 Year 2 Class teachers (1HoKS1) 1 Year 3 Class teacher (=HoKS2) 0.5 SENCO	4 Teaching Assistants tto 3 HLTA tto 1 Learning Mentor tto 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 4 Lunchtime supervisors to 1 Site Supervisor f/t
Year 5 (2019)	Headteacher Assistant Headteacher (Y4)	7 Teaching Assistants tto 3 HLTA tto

R1234 300 pupils	2 Reception Class teachers 2 Year 1 Class teachers 2 Year 2 Class teachers (1HoKS1) 2 Year 3 Class teachers 1 Year 4 Class teacher (=HoKS2) 1 SENCO	1 Learning Mentor tto 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 6 Lunchtime supervisors tto 1 Site Supervisor f/t
Year 6 (2020) R12345 360 pupils	Headteacher Assistant Headteacher (Y5) 2 Reception Class teachers 2 Year 1 teachers 2 Year 2 teachers (1HoKS1) 2 Year 3 teachers 2 Year 4 teachers 1 Year 5 teacher (= HoKS2) 1 SENCO	10 Teaching Assistants tto 3 HLTA tto 2 Learning Mentors tto 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto 1 Admin Assistant tto p/t 6 Lunchtime supervisors tto 1 Site Supervisor ft + 1 p/t 0.5
Year 7 (2021) R123456 420 pupils Steady State	Headteacher Assistant Headteacher (Y5) 2 Reception Class teachers 2 Year 1 Class teachers 2 Year 2 Class teachers (1HoKS1) 2 Year 3 Class teachers	14 Teaching Assistants tto 3 x HLTA tto 2 Learning Mentors 1 Learning Resources ICT Support tto 1 Headteacher PA f/t 1 Reception / Office tto

2 Year 4 Class teachers	1 Admin Assistant tto p/t
1 Year 5 Class teacher	7 Lunchtime supervisors tto
2 Year 6 Class teachers (1HoKS2)	1 Site Supervisor f/t + 1 p/t 0.5
1 SENCO	

Bearing in mind the demands of the post and the need to appoint high calibre school leaders capable of taking the proposers' vision forward, the Headteacher will be appointed at L23 on the leadership payscale, with the Assistant Headteacher at L16 (London salary scale as applicable). These posts will constitute the Senior Leadership Team (SLT). The salary of the Headteacher is appropriate and affordable.

Other school leaders with elements of whole-school responsibility will include the KS1 Coordinator and KS2 Coordinator who will oversee the two Key Stages and together with the SENCO will complete the Leadership Team. The SENCO will attend SLT meetings in order to advise and consult other senior leaders on matters within the remit of their role. MLT members will have the level of responsibility in each post reflected in their remuneration (TLRs) as shown in the financial spreadsheets.

Senior Leadership Team:	Middle Leadership Team:
Headteacher	Head of Key Stage 1 (HoKS1)
Assistant Headteacher	Head of Key Stage 2 (HoKS2)
SENCO will attend meetings	

The Headteacher will be responsible for the overall direction and performance of the school and will line manage the Assistant Headteacher, the Key Stage Coordinators and the SENCO. The Assistant Headteacher will have delegated responsibilities in keeping with their role including oversight of pastoral care, and will line manage the Head of EYFS who will take responsibility for Reception teachers. The AHT will teach their class through to Y5. Class teachers in the two Key Stages will report to the Key Stage Coordinators. All Teaching Assistants will report to the SENCO who will in turn report directly to the Headteacher. Two of the first three TAs appointed will be HLTAs with additional skills suited to supporting a diverse all-ability thus assisting the SENCO particularly with EBD pupils and gap narrowing, while offering a contribution to PPA time coverage.

As the school evolves to full capacity, this growth plan remains in line with the increase in pupil numbers, and the steady state picture represents an affordable staffing structure with sensible phasing that delivers the BPET curriculum plan as currently operational at Rutherford House School. Our financial plan confirms that these positions are affordable, and that the vision is deliverable at 70% pupil recruitment as demonstrated previously with Braywick Court and Whitehall Park schools as well as within financial planning for the three applications currently being considered by DfE (Richmond Bridge, Dalston and Kilburn Free Primaries). With smaller numbers of teachers as well as pupils the line management responsibilities of the AHT (100%) can pass to the HT (70%), with interim leadership cover in place. The full position for Barnet Free Primary School is set out in Section G3, where mention is made of the fact that we have compiled a full 70% income stress test budget which confirms viability in terms of annual and cumulative surplus figures from this budget which are provided in Section G as additional information.

There will be an appropriate balance of roles, as illustrated by the SLT/MLT diagrams (above) and the Staff tab in our financial planning spreadsheet, and we will recruit a staff complement of teachers and support team members reflecting an appropriate mix of experience and expertise, notwithstanding the fact that we have budgeted for all non-MLT class teachers to be paid at the top of the main scale as part of our approach to robust financial planning including accounting for incremental drift. As stated above, Section G shows how we will adapt our plans in the event of reduced funding caused by lower pupil numbers, retaining fidelity to the BPET vision and maintaining quality of provision.

Section E: Evidence of need – part 1

Please complete the table on the next page, 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.* $D = ((B+C)/A) \times 100$.

Section E: Evidence of need – part 1

Barnet Free Primary School

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60		82	137%	60		78	130%
Year 1								
Totals	60		82	137%	60		78	130%

Section E: Evidence of need – part 2

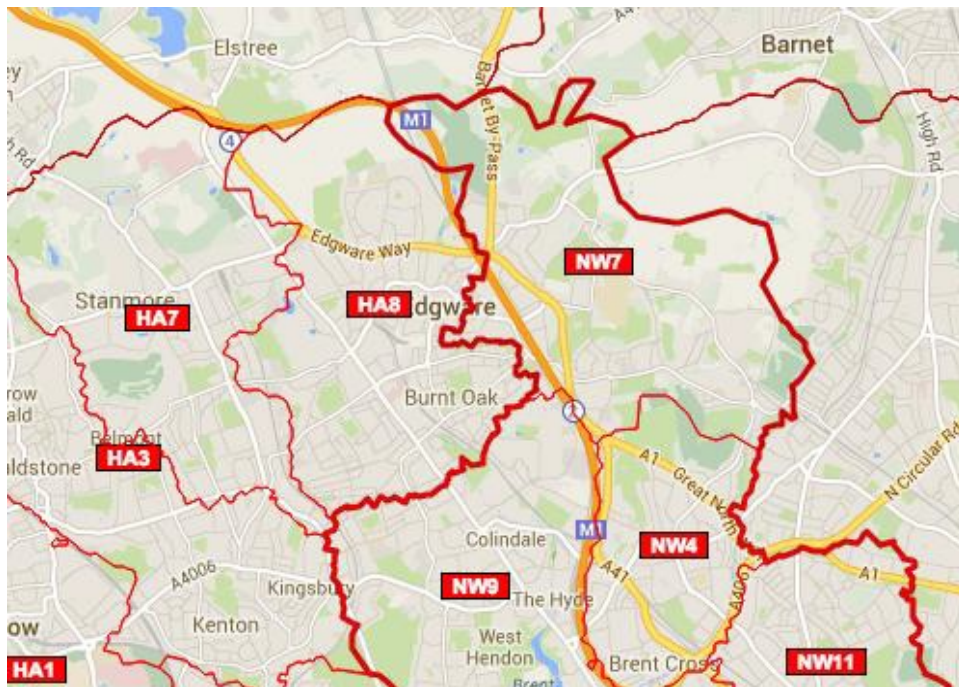
BPET has followed its tried and tested methodology for engaging with the community. This included a number of pre-arranged appointments with local nurseries and other childcare settings. In addition, we engaged with prospective parents in local areas of high footfall and parental presence with children of the target age range. These engagements included handing out leaflets and answering questions about the school, the Trust and free schools in general. As with all BPET schools, Barnet Free Primary School has a fully inclusive admissions policy and a corresponding approach to education which were set out for parents to consider and were well-received.

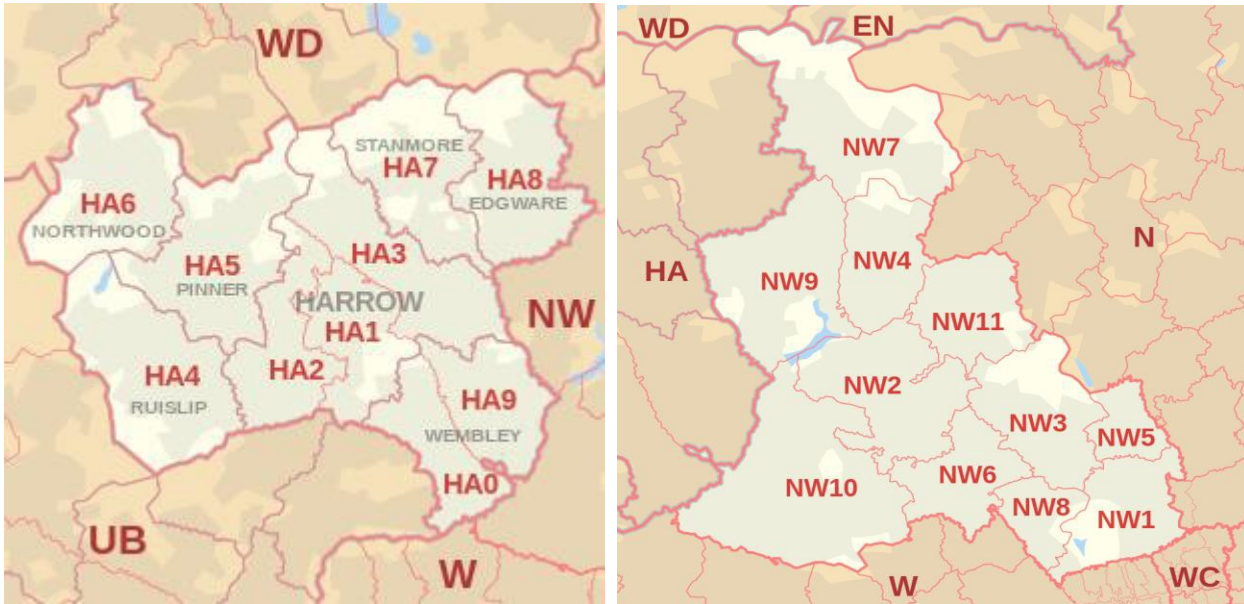
The above demand gathering activities brought us into direct contact with people of all backgrounds and all were interested in the plans we have for this new education provision in Barnet. As expected, there was some nervousness among parents around free schools considering recent publicity both locally and nationally. However we were able to provide re-assurance in terms of our proposals and the number of first choice pledges received and general positivity towards our plans is testament to this. To date we have not received a single negative parental comment on the proposal to establish BFPS. The table below details the number of children from each postcode whose parents have signed our Parental Support Survey to say that Barnet Free Primary School will be the first choice of school for their child. A copy of the Survey Form used is included below the table of pledges and the postcode maps.

Postcode Data for BFPS

Home Postcode of Child	Number of First Choices eligible for 2015 Admission	Number of First Choices eligible for 2016 Admission
HA8	62	60
HA7	13	10
HA3	3	4
NW7	3	-
NW9	1	2
Other	-	2
Totals	82	78

The maps below show this demand in terms of the postcodes nearest to our preferred site. As confirmed by information provided in Section C, these postcodes are home to significant levels of basic need with a shortage of Primary phase school places.





BFPS as First Choice: Survey Form

From the above map, it can be seen that demand is centred on the postcodes relevant and closest to the school site. The Evidence of Demand form we used showing the key ‘first choice pledge’ question, and from which data was obtained as shown against postcodes, is given below.


This proforma shows the information asked for as column headings, including the key question posed as a statement of confirmation highlighted by bold including border in the graphic below: “I would select BFPS as first choice for my child(ren)” after respondents were given specific information about our vision for the new school. Flyer details are given below the survey form.

Please register your interest in sending your child this school by completing the form below. *If you provide us with your contact details we will keep you updated on the progress of the campaign.*

Name	Postcode	Child's Date of Birth	I would select Barnet Free Primary School as first choice for my children Please sign	Email address

Parents responding to this question were initially given the informative flyer (below) which provides details specific to the type of education provision in BFPS. This sets out key features of the school for parents to consider, including:

- non-fee paying, non-selective, non-denominational
- coeducational and inclusive
- welcoming, safe and secure environment
- use of smaller taught group sizes
- a focus on core learning
- reading taught through the acclaimed optimal instruction technique
- state of the art ICT/computing provision
- parent-friendly approach including information provision online
- a community focus



Barnet Free Primary School

Barnet Free Primary School is a proposed free school which plans to open in September 2015 in the Burnt Oak area of Barnet.

A non-fee paying, non-selective, non-denominational, co-educational school, Barnet Free Primary School will welcome children from all backgrounds.

Initially opening in 2015 with two Reception classes of 30 children, the school will grow organically to its full capacity of 420 pupils by 2021.

To find out more about our ethos and to register your interest in this school, please visit www.barnetfreepriaryschool.co.uk or email: info@barnetfreepriaryschool.co.uk

Key Characteristics

- Smaller taught group sizes
- Welcoming, safe, secure and stimulating learning environment
- Broad and balanced curriculum with enrichment
- Reading taught through acclaimed 'optimal instruction' approach
- Personalised learning to develop each child's strengths
- Expert support provision for pupils at risk of falling behind
- State of the art ICT provision
- Online real-time information access to parents and carers
- Parent-friendly approach to the school day and year
- Confident, outward facing collaborative culture
- Community focused

Demand and Local School Standards

As set out with supporting evidence in Section C, there is a compelling basic need case for additional high quality education places for pupils aged 4-11 around Burnt Oak, Barnet. The information collated in Section C shows that projected shortfalls through to the scheduled opening date of September 2015 and beyond are severe, with over 20 new forms of entry needed in 2015 and over 30 by 2020. This data also shows that the demand for pupil places in Reception is accelerating with Barnet cited in online literature as the fastest growing London borough where the

number of children and young people is expected to grow to nearly 103,000 over the next 5 years (London Borough of Barnet 2014 Report to Parents). Under these circumstances it is not surprising that our proposed free school is oversubscribed in terms of parental first-choice pledges for both 2015 and 2016.

As reported in Section C, standards are variable in Barnet with good provision (Woodcroft Primary, Goldbeaters Primary) and weaker schools e.g. Menorah Foundation School. One example, Tudor Primary School (n.o.r. 222) was judged by Ofsted to Require Improvement in 2012 and again in 2014. Frith Manor Primary School (n.o.r. 728) previously Outstanding, was judged to Require Improvement in 2013 and remains in the same Ofsted category at the time of writing according to the Ofsted website. Edgware Junior School's literacy results in 2013 were in the bottom 40% of similar schools' results, and in the bottom 20% of all schools (Ofsted data dashboard). Edgware Junior School was placed in Special Measures in November 2013 and the most recent Section 8 re-inspection report, published in March 2014, shows that many shortcomings remain, with the school improvement plan not fit for purpose and no review of pupil premium funding, while the LA's statement of action is not fit for purpose. These three schools alone have more than three times the number of pupils on roll (1298) than the total number of pupils in school when Barnet Free Primary School is full with 420 pupils at steady state.

Online Presence

A dedicated website for the proposed BPET free school in Barnet was established in the planning phase as per the link below:

www.barnetfreeprimaryschool.co.uk

This website provides information for, and elicits support from, the local community. Interested parents and community members are able to respond online and again the responses received have been uniformly positive. We have answered all queries promptly. The site features a BPET contact telephone number, 0845 459 0113. We are already oversubscribed for 2015 and 2016 in terms of first choice pledges and if the school is approved to move into pre-opening we will also be focusing future marketing on the 2017 demand, and subsequent cohorts, which we also confidently expect to build to capacity and beyond. A series of further activities are envisaged post-submission of this application, to ensure that the high level of support is sustained and extended. This engagement will take place both online and within the local communities.

We intend that the proposed BPET school in Barnet will be a learning hub within its local community and that it will quickly become a confident outward-facing member of the local family of schools. Our intention is to explore active collaboration with other local primary schools as well as the secondary phase. This will be inclusive in terms of the category of primary and secondary schools in the area by including community schools and academies. In all aspects of school operations and wider community activities, all those responsible for the school and working within it will meet their obligations under the Equality Act 2010.

We have engaged with businesses including an approach to the local Barclays Bank team close to our preferred site (branch details: 126 High St, Edgware) in view of their expressed corporate intention to support Free Schools. Facilities at BFPS will be available for community use, and as such we have included site management to oversee premises related activities. When BFPS is established we anticipate receiving visitors to what will be a site of 4-11 curriculum excellence with a national reputation for high standards and creating bespoke resources, particularly ICT.

Section F: Capacity and capability

Section F: Capacity and capability

F1 The necessary experience and credentials to deliver the schools to opening

Table F1, as shown below, details the relevant education, finance, school leadership, project management, marketing plus HR experience and expertise within the BPET proposer team, together with wider skills. This demonstrates capability and necessary capacity in key areas (particularly education and finance) within our core group. CVs are included as Annexes to this application.

Core Proposer Group membership:

[Redacted], [Redacted], [Redacted], [Redacted], [Redacted], [Redacted],

Members of the wider Proposer Group:

[Redacted], [Redacted], [Redacted], [Redacted], [Redacted]

Table F1a is on the following page.

F1 (a) Pre-opening skills and experience

Table F1a

Name	Member core applicant group (Y or N)	Where live (town/city)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	█ █	██████████	██████████	██████████	15
██████████	█ █	██████████	██████████	██████████	15
██████████	█ █	██████████	██████████	██████████	15
██████████	█ █	██████████	██████████	██████████	15
██████████	█ █	██████████	██████████	██████████	37
██████████	█ █	██████████	██████████	██████████	7.5

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	3.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	7.5

There are no skills gaps in key areas of Education and Finance. The Trust has already appointed legal advisers and a marketing team to work with it on other projects and would expect to compliantly procure these services in a similar manner. The table below summarises this position.

F1 (b) Skills gap in pre-opening

Table F1b

Skills/experience missing	How we plan to fill the gap
Legal	Compliant procurement of legal advisers
Marketing	Compliant procurement of a marketing agency

Trust and Governance Structure

Members of the Trust have rights and powers under company law to change the constitution, remove directors, receive the annual accounts of the company, also to attend and vote at company meetings. The Directors of the company are responsible for the management and strategic direction of the company. In addition to their legal duties and responsibilities as company directors, they also have duties under charity law as charity Trustees. The BPET MAT Structure is set out in the diagram below. The diagram includes 2 Local Governing Bodies purely for reasons of available space.



The Trust has drafted a Scheme of Delegation which sets out how the remit of the Board is defined and which elements of operational decision making are delegated to Local Governing Bodies, as well as a separate document applicable to each school which describes the management and financial authority delegated to the Headteacher.

The role of BPET concerns strategic matters which influence operation at all BPET schools (see also Central Services below) and includes the following elements.

Education Performance – all Trust-wide school performance measures, curriculum scope and delivery within the BPET model, agreeing school targets with LGBs and HTs working with the BPET School Improvement Director when appointed.

Financial - income and expenditure across the Trust, including details and reasons for any variance from previous forecasts together with action plans to rectify any issues (if required)

Strategic Growth – sustainable plans for future schools, status and progress of applications, liaison with DfE and EFA

Marketing and management of demand for future places

Human Resources - recruitment, retention, terms and conditions of employment

Risk & Issue Management – maintenance of risk register, mitigation

Our arrangements will provide for a consistent, integrated approach to strategic governance arrangements across the BPET group of schools.

LGB Role

- Acting as a critical friend, holding the school to account
- Acting as the Admissions Authority for the school
- Ensuring that statutory requirements are met
- Agreeing targets for pupil achievement with the Headteacher
- Managing each school's finances including approving the first formal budget plan of the financial year
- Making sure the curriculum offer is balanced and broadly based
- Appointing staff below SLT level
- Carrying out performance review of the headteacher
- Reviewing staff performance and pay
- Appointing or removing a Chair and Vice Chair / appointing a Clerk
- Deciding which functions of the Governing Body will be delegated
- Establishing and reviewing committees
- Receiving reports from an individual or committee
- Pupil discipline, including pupil attendance
- Holding at least three meetings per year

LGBs will consist of no more than 11 persons to support efficient decision-making. This will include appropriate local representation, recruited via advertisement and interview.

Scrutiny and Early Intervention Strategy

As a result of the use of termly milestones targets as part of the tracking processes within the monitoring and evaluation approach in BPET schools, and regular termly communication between the Headteacher and the Trust, we will be aware of progress

towards targets in each school and can therefore judge whenever an early intervention strategy (EIS) is needed. Each EIS will be tailored to the situation as presented to us following continuous review of local remedial action led by the Headteacher.

Managing Conflicts of Interest and Maintaining Independent Challenge

Members, Governors on LGBs and SLT will be expected to declare any potential conflict of interest as soon as it becomes apparent. This type of situation will be managed by means of implementation of our Conflicts of Interest Policy. This embodies principles of openness, transparency and adheres to best practice guidelines. In terms of illustration, it will not be possible for any one party to have decision making powers or a deciding influence in a situation where they, a member of their family or a close friend would benefit in any way. We should point out that there are no familial relationships in the proposer group. In terms of service procurement, each school will follow open, approved and fully compliant procurement processes.

An individual may still be able to exercise part-functions depending on the nature of a conflict and its relationship with the duty to be discharged. By way of illustration, they may be required to withdraw from a meeting when a particular matter is being discussed, as happens with the Headteacher in the role of Governor when other Governors are reviewing and deciding on the Headteacher's pay.

In a similar way we will also maintain independent challenge involving those with executive functions. Governors on LGBs need to build a relationship of trust with their Headteacher and staff in order to discharge their duties but this must not be allowed to remove or limit independent challenge where a potential conflict of interest exists, for example if there are in future any family or friendship relations between Governors and SLT, which will be dealt with as specified above. Operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as described above which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Principals' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'.

Governance

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
██████████	██████████	██████████	██████████	██████████	15

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Additional members of Local Governing Bodies	BPET has a well-defined and proven strategy for Governance that has been deployed for Rutherford House School and is in operation for Braywick Court and Whitehall Park schools. This strategy is outlined below and will be deployed for all 2015 BPET schools.

The BPET approach as successfully deployed at Rutherford House School is to maintain the existing central BPET Board while recruiting highly capable local governors to a Local Governing Body, providing the required level of scrutiny and accountability at a local level. Vacancies with related skill sets are advertised and applicants are interviewed to determine the best individual for each of the roles. Sample application form content is given below.

Data Protection Act: This information is being collected for the purposes of the recruitment and selection procedures. When you complete this document you are providing your consent for the employer to hold and use personal information for these purposes. The information you provide may also be disclosed to relevant statutory bodies for their purposes. If you have a query or concern regarding this, please contact the Trustees of the school in the first instance.

1. **Name of School**

2. **Type of Governor**

3. **Personal Details**

Surname	<input type="text"/>	
Forenames	<input type="text"/>	
Previous/other names	<input type="text"/>	
Current address	<input type="text"/>	Email <input type="text"/>
	<input type="text"/>	Mobile <input type="text"/>
	<input type="text"/>	Home Tel <input type="text"/>
Postcode	<input type="text"/>	

4. **Skills and Knowledge**

Area of Expertise	Further details/comments
Education <input type="checkbox"/>	<input type="text"/>
School Improvement <input type="checkbox"/>	<input type="text"/>
Curriculum <input type="checkbox"/>	<input type="text"/>
HR / Recruitment <input type="checkbox"/>	<input type="text"/>
Marketing <input type="checkbox"/>	<input type="text"/>
Finance <input type="checkbox"/>	<input type="text"/>
Legal <input type="checkbox"/>	<input type="text"/>
ICT Hardware/Software <input type="checkbox"/>	<input type="text"/>

Headteacher Designate

The role of the Headteacher Designate in the pre-opening phase will be to become quickly engaged with the project, working with proposers on developing and implementing the vision, also further appointments particularly the Assistant Headteacher, SENCO and teachers in due course, and assisting with the implementation / pre-opening phase regarding education and other deliverables. They will be able to draw on the experience and expertise of existing BPET Headteachers in terms of Rutherford House, Whitehall Park and Braywick Court schools in addition to support from BPET and the wider proposer group.

The Headteacher Designate will also have a role in terms of communications with prospective parents and in establishing links within the school community. They will contribute to document development, such as the school development plan, also process formulation (e.g. local routines) together with project milestones following their appointment such as remaining checkpoints, registration as an independent school, and evidence collation for the pre-opening, pre-registration Ofsted visit. When the school is open they will be responsible for the day to day leadership and management of BFPS and will be accountable for school performance through the Local Governing Body and BPET.

The BPET approach is not to have a pre-identified Headteacher Designate but to advertise SLT vacancies nationally to attract the strongest possible field and appoint the best available candidate through open competition. This will use national

advertisement in print and online and will proceed through executive search if this proves to be necessary to attract applicants of the right quality in the first attempt. The Job Description and Person Specification are given below, and timescales follow.

Document: Job Description Post: Headteacher, Barnet Free Primary School

Role in establishing, planning and setting expectations:

Adopt, take forward and develop the BPET vision and ethos of the school

Set the tone of the school in keeping with its character as an all-ability free school within the Bellevue Place Education Trust group of schools

Lead and manage strategic planning, which identifies priorities and sets targets to ensure that pupils make progress and achieve high standards and that staff work to their maximum potential.

Carry out effective monitoring, evaluating and reviewing procedures to manage whole school improvement

Think creatively and imaginatively to anticipate and solve problems and identify opportunities within responsibility for day-to-day school leadership and management

Teaching and planning pupil learning:

Create and maintain a climate and code of conduct which promote and secure successful learning through effective teaching. Sustain high standards of achievement and promote positive behaviour through whole school behaviour management

Determine, organise and implement an appropriate curriculum to meet the needs of the twenty first century child in the context of the school

Operate and sustain monitoring and assessment procedures, acting upon any identified areas for development and improvement working with the School Improvement Director

Monitor and evaluate the quality of teaching and the standards of pupils' / subgroups' learning including those identified as being Gifted and Talented and those with Special Educational Needs, in order to set & meet challenging targets

Promote positive practices for developing good relations and dealing with all forms of prejudice and harassment as required by the Equality Act 2010

Ensure that improvements in literacy, numeracy and information and communication technology are priority targets for all pupils, including boys and girls and those identified as being Gifted and Talented, SEN, EAL, FSM, BME and LAC pupils

Ensure that pupils develop study skills in order to learn more effectively and with increasing independence

Assessment and evaluation

Monitor, evaluate and review the effects of policies, priorities and targets and take action as necessary

Ensure the use of comparative data, which is pupil specific in order to establish benchmarks and set targets for improvement

Pupil achievement:

Make explicit to pupils, parents, teachers and the wider community, the school's high expectations for all children

Ensure that resourcing and staffing are dedicated to achieve the highest standards for all pupils in terms of academic achievement and personal development

Ensure that effective pastoral systems are in place to support pupil achievement

Relations with parents / guardians and the wider community:

Account for the efficiency and effectiveness of the school to the governors and others including pupils, parents, staff, and the local community

Develop positive relationships with the community, including business and industry, to extend the curriculum and enhance learning and teaching.

Create and maintain a successful partnership with parents and the wider community to support and improve pupils' achievement and personal development

Maintain liaison with secondary schools, other primary schools, businesses, charities and relevant agencies related to pupil welfare and achievement

Present a coherent and accurate account of the school's performance in order to inform a range of audiences, including LGB, the local community, DfE, EFA and Ofsted

Ensure that parents and pupils are well-informed about the curriculum, progress and attainment and about their shared responsibilities

Managing own performance and development:

Participate in arrangements for Performance Management and take responsibility for own professional development

Prioritise and manage own time effectively

Work under pressure and to deadlines

Sustain their own motivation and that of other staff

Managing and developing staff and other adults:

Line manage the Assistant Headteacher, Key Stage Coordinators & SENCO

Implement and sustain effective performance management systems

Support and co-ordinate high quality professional development to enable staff to fulfil their roles to the best of their abilities

Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are sustained between staff and pupils

Plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks

Lead professional development of staff through example

Managing resources

Work with BPET, local governors and other colleagues to recruit high quality staff

Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided

Set appropriate priorities for expenditure, allocate funds and ensure effective administrative control

Manage and organise accommodation efficiently and appropriately to ensure that needs of the curriculum / health & safety regulations are met

Manage, monitor and review the range, quality, quantity and use of all resources in order to improve pupils' achievements and secure vfm

Leadership and Management:

Provide direction to secure the highest level of achievement for each pupil; sustain the growth of their spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of future life including secondary schooling

Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including governors, the DfE, EFA, the local community and Ofsted

Lead by example, provide inspiration and motivation, and embody for the pupils, staff, governors and parents the reality of the shared vision.

Ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short-term objectives to sustain school improvement

Ensure that the management, organisation and administration of the school support its vision and aims

Provide information, objective advice and support to the Governing Body to enable it to meet its statutory responsibilities to provide effective learning and teaching, improve standards of achievement and secure excellent vfm

Pre-opening Phase to September 2015

Work with Proposers to recruit teaching and support staff wherever possible

Liaise with contractors and EFA/DfE including in terms of site and buildings development, ICT procurement and ongoing financial planning

Participate in consultation and marketing activities involving prospective parents and carers, pupils, community members and all stakeholders

Develop pre-opening documentation including education planning

Assist fully with preparation for, and participation in, free school processes including Checkpoints, Registration as an Independent School, the Pre-opening Ofsted visit and the Readiness to Open meeting

Note: No job description can account fully for all tasks needing to be performed by a headteacher, and as such the contents of this document should not be seen as exhaustive. The Headteacher of Barnet Free Primary School will be required to carry

out any and all duties as may reasonably be required from time to time in the conscientious execution of their duties as Headteacher at a BPET free school.

Document: Person Specification

Role: Headteacher, BFPS

Category	Essential	Desirable
1. Qualifications	Honours degree from a recognised university	Qualified teacher status NPQH Masters or equivalent in relevant discipline
2. Experience	Experience of Senior Leadership in a 4-11 school as a Deputy Headteacher or equivalent Successful experience of leading one or more subject areas or equivalent Substantial, successful teaching experience with evidence of high quality teaching ability	Teaching experience in Foundation Stage, or KS1 or KS2 Experience of teaching in more than one 4-11 school with all-ability diverse intake
3. Professional Development and Experiential Learning	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning	Experience of working with other schools/organisations /agencies Experience of leading/ co-ordinating professional development opportunities Ability to identify own learning needs and to support others in identifying their learning needs

<p>4. Strategic Leadership</p>	<p>Evidence of having successfully translated vision into reality at whole-school level</p> <p>Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school</p> <p>Evidence of successful strategies for planning, implementing, monitoring and evaluating school performance</p> <p>Ability to analyse data, develop strategic plans, set targets and monitor/evaluate progress towards these</p> <p>Knowledge of what constitutes quality in educational provision, the characteristics of effective schools and strategies for raising standards</p> <p>Understanding of and commitment to safeguarding</p>	<p>Experience as an executive leader across institutions</p> <p>Experience of managing capital projects</p>
<p>5. Teaching and Learnign</p>	<p>Knowledge and experience of a range of successful teaching and learning to meet the needs of all pupils</p> <p>A secure understanding of assessment strategies and the use of assessment to inform progress in learning</p> <p>Experience of effective</p>	<p>Experience of e-learning including as a user of blended learning provision or scripting e-learning resources</p> <p>Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to pupil</p>

	<p>monitoring and evaluation of teaching and learning</p> <p>Understanding of the characteristics of an effective learning environment and the key elements of excellent pastoral care and successful behaviour management</p>	<p>personal development</p>
6. Leading and Managing Staff	<p>Experience of working in and leading staff teams</p> <p>Ability to delegate work and support colleagues in undertaking responsibilities</p> <p>Experience of performance management as reviewer and reviewee and supporting CPD needs of colleagues</p> <p>Understanding of effective budget planning and resource deployment</p>	<p>Experience of working with governors to enable them to fulfil their responsibilities</p> <p>Successful involvement in staff recruitment, appointment/induction, understanding the context of a Free School</p> <p>Understanding of how financial and resource management enable a school to achieve its educational priorities</p>
7. Accountability	<p>Ability to communicate on school performance effectively, orally and in writing to a range of audiences – e.g. staff, pupils, parents, governors</p> <p>Experience of whole-school self-evaluation and improvement strategies</p> <p>Ability to provide clear information</p>	<p>Experience of presenting reports to governors</p> <p>Leading sessions to inform</p>

	<p>and advice to staff and governors</p> <p>Secure understanding of effective performance management</p>	<p>parents</p> <p>Experience of offering challenge and support to improve performance e.g. SIP</p>
<p>8. Skills, Qualities & Abilities</p>	<p>High quality teaching skills</p> <p>Strong commitment to the vision and ethos of BFPS</p> <p>Commitment to their own personal development and that of pupils</p> <p>High expectations of pupils' learning and achievement, academic and non-academic</p>	<p>Ability to manage public relations</p>

<p>9. Skills, Qualities & Abilities</p>	<p>Strong commitment to school improvement and raising achievement for all</p> <p>Ability to build and maintain good relationships</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Ability to organise work, prioritise tasks, make decisions and manage time effectively</p> <p>Empathy with children</p> <p>Good communication skills</p> <p>Good interpersonal skills</p> <p>Stamina and resilience</p> <p>Confidence</p>	
<p>10. References</p>	<p>Positive recommendation in professional references</p> <p>CRB(E) clearance</p> <p>DBS clearance</p>	

Recruitment Process

In all our recruitment activities including the Headteacher Designate post, we will follow DfE guidance on Safer Recruitment in terms of pupil safeguarding, as set out in the DfE document 'Safeguarding Children and Safer Recruitment in Education'. Our advertisements placed online and in the TES in keeping with resignation deadlines for serving school leaders will make clear BPET's commitment to safeguarding as described above, and will refer to the need for the successful applicant to undergo DBS checks to ensure they are suitable for work involving children.

BPET will produce a recruitment pack for each post which will set out the extent of the responsibilities (Job Description) and the requirements of the individual we are seeking who would be capable of fulfilling the demands of the post (Person Specification).

These will be made available online to applicants and sent with reference requests and reference grids to referees. Our use of reference grids relating to key selection criteria produces detailed objective information on key job-related competencies and qualities. All applicant fields obtained in response to our advertisements will be reviewed against the same selection criteria as derived from the essential elements of the Person Specification. Two references will be requested from referees for all shortlisted applicants who will then progress to the selection day. We will not accept open testimonials in place of references received directly from referees which will normally include the current employer. At the selection days we will use a combination of instruments to obtain valid, reliable and relevant information to assess when making the appointment decisions. At present the following is envisaged:

Morning

- tour of the site (if possible) with two Trustees
- written task (data analysis exercise)
- presentation to the panel (pre-prepared on a given topic relevant to the posts)

Afternoon

- structured interviews

We may also take up the option of occupational psychometric testing, in keeping with BPET experience and expertise, in terms of the online SHL OPQ (Team Types & Leadership Styles, and Manager Plus reports) or a similar instrument, which shortlisted applicants would undergo online prior to attending for interview. If the first round of advertising does not produce an adequate field, or if there is no appointment after the first selection day, as stated above we will procure and brief a research company to locate suitable candidates for the next round. In keeping with DfE practice for Free Schools we would expect the Headteacher to be in post 2 terms before BFPS opens. The person appointed to the post of Headteacher at BFPS will be an experienced education professional with appropriate teaching and school leadership experience. We will not require the successful applicant to have QTS as this would risk excluding high quality applicants from the independent sector, but expect that, like the teaching staff in general, applicants will have qualified teacher status. In addition, while NPQH will not be an essential attribute, this together with an M Ed type post-graduate qualification would be seen as desirable.

The successful applicant will need to show empathy towards, and a relevant degree of alignment with, the Trustees' vision for BPET schools, and be capable of taking the vision forwards locally and delivering outstanding education provision for Barnet pupils. We will make full use of the standard time which current employers allow to staff to visit their next employer to begin the induction process for the Headteacher Designate, and so ensure that they are up to speed with progress through pre-opening and plans for opening and beyond. The initial salary position we have in mind for the Headteacher is in keeping with the size and nature of the school and the demands of the post, and is affordable as can be seen from the financial planning spreadsheet and Section G. The opportunity to establish a new school from the outset will be very attractive to the type of school leader we seek to recruit, and we are confident in our belief that we can attract high calibre candidates to the roles not least as a result of previous experience with Rutherford House School (now open) as well as Whitehall Park and Braywick Court schools currently in pre-opening, Headteacher recruitment has already taken place successfully at both schools where we have used research company input.

Summary Timeline for BFPS Headteacher Designate Recruitment

1	Sign off Job Description, Person Specification and Ad copy by	05 09 2014
2	Production of Recruitment Pack for downloading online	08 09 2014
3	Advertisement on ETeach, the school website and in the TES	12 09 2014
4	Closing date for applications (midday)	22 09 2014
5	Response handling – shortlisting complete	22 09 2014
6	Invitations to interview and reference requests issued	23 09 2014
7	Selection day	26 09 2014
8	Offer made to the first choice preferred candidate	26 09 2014
9	Resignation deadline for serving Headteachers (DHT 31 Oct)	30 09 2014
10	On acceptance, DBS checks instigated	01 10 2014
11	Pre-start meetings take place with the Trust post-acceptance	Nov 2014
12	If DBS clearance is obtained and references are acceptable, start	01 04 2015

Summary Timeline for Headteacher Designate Recruitment Round 2 (if needed)

1	Procure and brief a Search Company on the role requirements	07 11 2014
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2	Revise Recruitment Pack for downloading online	11 11 2014
3	Advertisement on ETeach, the school website and in the TES	14 11 2014
4	Closing date for applications	28 11 2014
5	Response handling – shortlisting complete	28 11 2014
6	Invitations to interview and reference requests issued	01 12 2014
7	Selection day	05 12 2014
8	Offer made to the first choice preferred candidate	05 12 2014
9	Resignation deadline for serving Headteachers (DHT 28 Feb)	31 01 2015
10	On acceptance, DBS checks instigated	06 12 2014
11	Pre-start meetings take place with the Trust post-acceptance	Dec 2014
12	If DBS clearance is obtained and references are acceptable, start	01 05 2015

School Improvement Support

School improvement support will be provided by personnel listed in the table below, which includes details of previous support to other schools with outcomes. One entry is present in the table but necessarily blank as the BPET School Improvement Director post is not as yet appointed to but will be in place. BPET has already developed fully detailed Job Description and Person Specification documents for this role which will be recruited to start 01 September 2015 as, if this one application is successful, there is ample capacity in the existing team for RHS and BPET schools currently in pre-opening. The successful applicant will be an experienced school leader with a background likely to include executive headship, also Ofsted experience and a track record of success in school improvement work.

Name	Previous Support	Outcomes
BPET School Improvement Director	Appointment pending	Appointment pending
██████████	██████████	██████████

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Name		Previous Support
██████████		██████████

[REDACTED]

<p>Name</p> <p>[REDACTED]</p>	<p>Previous Support</p> <p>[REDACTED]</p>	

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Central Shared Services

Shared services will be provided by the following roles and post-holders.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hrs per week	Cost £
██████	██████	██████	37	██████
			37	

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hrs per week	Cost £
[REDACTED]	[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED]	15	No charge to the schools
[REDACTED]	[REDACTED]	[REDACTED]	15	No charge to the schools
[REDACTED]	[REDACTED]	[REDACTED]	15	No charge to the schools

Financial Information

Name of school	Budgeted contribution to MAT central shared service	
	2015/16	2016/17
Barnet Free Primary School	██████████	██████████

At no point does the school's contribution exceed 4.1% of its annual budget.

Value for money is achieved in a number of ways. Firstly, it has been agreed by the Trustees that the work of ██████████ ██████████ and ██████████ is gifted to the Trust. Furthermore, any and all work that is undertaken for the Trust by non-payroll staff, irrespective of who provides it, will be subject to a full procurement process that has cost and value for money as key criteria.

Capacity to Expand

At the heart of the Bellevue Place Education Trust is the strategic aim to build a sustainable model for delivering outstanding education. As part of the partners' commitment to ensuring the success of BPET there is a commitment to provide whatever resources are required to underpin the growth strategy of the Trust. Notwithstanding this, there is a short to mid-term objective to make BPET a sustainable entity in its own right.

The establishment of Rutherford House School and the progress made by Braywick Court and Whitehall Park Schools have allowed the Trust to invest in and build the capacity of the Trust. The Trust has appointed ██████████ as ██████████ from January 2014. ██████████ will oversee all financial operations and work with the Board of Directors to grow the capacity of the Trust organically.

If BPET is successful in the current rounds of free school applications, the Finance and Operations Director will lead on delivery of all financial elements of pre and post-opening and further strategic hires will be made to the Trust.

Core team

The Board of Directors and the recently appointed Finance and Operational Director represent the core team for BPET at this stage of its development. In addition, each Headteacher of open schools or those in pre-opening is expected to contribute to Trust-wide initiatives both to embed a culture of excellence and challenge but also as a CPD opportunity.

Building Capacity

Each substantive hire to the Bellevue Place Education Trust, including the School Improvement Director, will reduce the reliance on external organisations providing key services thus improving the efficiency of the organisation across its cluster of schools. The short to mid-term hiring plan for the Trust is then as follows:-

Trust Administrator – As a growing Trust, the administrative requirement will continue to grow, both at a school and a Trust level. The Trust Administrator will work to the Finance and Operations Director with a remit both to manage the back office of the Trust but also to embed high quality administrative systems within each school.

Data Manager – BPET will operate a uniform approach to the collection and evaluation of performance data while working closely with each Headteacher to set and achieve challenging targets at a school level. The Data Manager for BPET will work with each school to make best use of all available data and work with the school improvement professionals at a Trust level to allow challenge and support to be targeted most effectively.

Human Resources Manager – The success of Bellevue Place Education Trust will be delivered through a motivated, focussed and highly trained workforce. The establishment of a Human Resources function will free time for the Headteachers and SLTs of Trust schools by providing assistance with day to day HR management. Furthermore it will also allow the Trust to establish a consistent approach to the appraisal, support and development of all staff that we would aim to have recognised by gaining Investor in People status.

Section G: Budget planning and affordability

Budget planning, affordability and value for money





Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

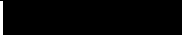
Please complete the Excel application form.


Annexes


CVs

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none">▪ name of school/organisation▪ position and responsibilities held▪ length of time in position	[REDACTED]
		[REDACTED]


		<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number <p>how your qualifications are maintained</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths 	N/A

	<p>results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	N/A
6.	Brief comments on why your previous experience is relevant to the new school	

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	




1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position • This should cover the last four years. If not, please include additional roles 	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score 	

	<p>per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> school's best 8 value added scores for the years you were in post, if applicable 	
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6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Referee with contact details	██████████

██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: name of school/ organisation	██████████


	<p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	N/A
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	scores for the years you were in post, if applicable	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	N/A
6.	Brief comments on why your previous experience is relevant to the new school	

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference(s) and contact details	██████████

██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████

	<p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body membership number</p> <p>how your qualifications are maintained</p>	
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<p>6.</p>	<p>Brief comments on why your previous experience is relevant to the new school</p>	

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

8.	Referee with contact details	██████████

██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	██████████
		██████████
		██████████
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p>	N/A


	<p>professional body membership number</p> <p>how your qualifications are maintained</p>	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	N/A
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	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference(s) and contact	██████████

	details	
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[REDACTED]

1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
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6.	Brief comments on why your	


	<p>previous experience is relevant to the new school</p>	
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7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference(s) and contact details	██████████

██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance) Education	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position 	██████████

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
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<p>6.</p>	<p>Brief comments on why your previous experience is</p>	

	relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

8.	Reference names(s) and contact details	██████████

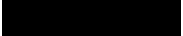

██████████		
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2.	Area of expertise (i.e. education or finance)	██████████
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██████████		
1.	Name	██████████
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	<p>including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position 	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
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██████████		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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		██████████

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8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance) Education	[Redacted]
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		[Redacted]
		[Redacted]
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