



Department
for Education

Free school application form 2015

Mainstream and 16 to 19
(updated February 2015)

Insert the name of your free school here.

YAVNEH PRIMARY SCHOOL

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This section will need to be completed by both route 1 and 2 applicants.	99

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 a guaranteed method such as '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 a guaranteed method such as '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 established a company limited by guarantee?	Yes	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	Yes	
Section B: Outline of the school	Yes	
Section C: Education vision	Yes	
Section D: Education plan	Yes	
Section E: Evidence of need	Yes	
Section F: Capacity and capability	Yes	
Section G: Budget planning and affordability	Yes	
Section H: Premises	Yes	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	Yes	
4. Have you fully completed the budget plans?	Yes	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	n/a	
6. 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	n/a	
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	n/a	

Name of task	Yes	No
8. 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? (See guidance for dates and deadlines).	Yes	
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Yes	
Section I of your application		
10. Have you sent: <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 by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines)	Yes Yes n/a	

**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*

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:

[Redacted Signature]

Position:

[Redacted Position]

Print name:

[Redacted Print Name]

Date:

[Redacted Date]

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

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

Section A: Applicant details

Please complete the Excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the Excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education Vision

C1: Our Vision

Rationale

Vision

Our vision is to open a two form entry primary school in Borehamwood, Hertfordshire for children aged 4 -11 (school years Reception to Year 6) that ensures high academic standards, a strong moral ethic, a joy of learning, high aspirations and an expectation to contribute to the local community.

Yavneh College has a proven track record of outstanding results for its pupils, as shown by the results in the tables below. In 2014, Yavneh College's examination results placed it as the top non-selective state secondary school at A Level (The Times, 2014). Our historic exam results data shows that Yavneh College is achieving outstanding outcomes for its pupils.

GCSE Results

	2014	2013	2012	2011	2010
Grades 5+ A* -C	85.4%	87%	94%	87%	N/A
Grades 5+ A* -C including English and Maths	82.8%	71%	85%	84%	N/A
Grades A* - A	43%	41%	50%	50%	N/A

A Level Results

	2014	2013	2012	2011	2010
Overall	100%	100%	100%	100%	100%
Passes A* - B	87%	83%	65%	74%	70%

It is the intention of Yavneh College to model its vision for Yavneh Primary School on the successful model of Yavneh College. Yavneh College has a proven track record for providing outstanding education, through excellent teaching, tracking, interventions and spiritual, moral and cultural opportunities. This will be mirrored at Yavneh Primary School.

We want every pupil to leave the school having enjoyed their education, achieved well and being proud of their beliefs, heritage and communities. All pupils will see themselves as proud active citizens who have a deep rooted understanding of British values, and who are respectful and understanding of all

other members of Britain's diverse community. These aspirations will underpin our curriculum in all subjects and will be reflected in the 'Yavneh Way' (our universal moral code) and the school motto which is "A World Built on Kindness".

Yavneh Primary School Mission Statement

Yavneh Primary School will be an outstanding Modern Orthodox Jewish school which nurtures personal and academic excellence, a love of learning, respect for all and active contribution to society.

Yavneh Primary School Vision Statement

Yavneh Primary School will be committed to:

Ensuring that the key skills of numeracy, literacy and computing are at the heart of all teaching and learning

The pursuit of academic excellence through inspirational teaching, intellectual curiosity and independent thinking

Developing individual interests and talents in every pupil so that they become confident lifelong learners

Creating a safe, nurturing and supportive school with graduates who reflect British values, care for others and are proud to play a meaningful role within the communities to which they belong

Developing Jewish students to have first class Jewish knowledge, skills and a sense of pride and commitment to the community as well respect, knowledge and understanding of those from other beliefs and none

Supporting students of other faiths and none to have knowledge and respect of world religions and a sense of pride in the community

Enabling all students to achieve their full potential, and preparing them to cope with the challenges of a changing world

The Yavneh Way is based on Yavneh College's motto 'A World Built on Kindness' and the Mission and Vision statements are therefore aligned to the ethos of Yavneh College. The four main elements are: respect, kindness, politeness and courtesy.

Evidence of need

Yavneh College opened in 2006. The opening of a primary school on the site would see the outstanding provision at secondary level replicated to be available to all school age children within the area.

The figures which have been provided by Hertfordshire County Council (HCC) (see table below), indicate that there is a lack of primary school places within Hertfordshire as a whole; HCC informed us in March 2015 that there will a shortage of 35 places for entry into Reception for September 2016 in Borehamwood alone.

BOREHAMWOOD	2014	Actuals		Forecast				
School	School admissions 2014	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Demand				414	413	455	400	454
Surplus/Shortage				6	7	-35	20	-34
% Surplus/Shortage				1.4%	1.7%	-8.3%	4.8%	-8.1%
No of FE				0.2	0.2	-1.2	0.7	-1.1

HCC has confirmed that the true picture in Borehamwood is far worse than the table above suggests.

The 'demand' figure in the above table is calculated by assuming, based on evidence of trends from previous years, that each year a certain number of pupils will go outside of Borehamwood for their primary school education. In 2015/16, for example, 134 children living in Borehamwood were allocated a place at a primary school outside of Borehamwood.

The demand figures shown in the table above, have been reduced by an approximation of anticipated primary school migration (ie Borehamwood children attending primary schools outside of Borehamwood). Therefore the full potential demand for Reception places in Borehamwood is significantly understated in this table. Extrapolating forward and using a conservative estimate of 75 children living in Borehamwood taking a Reception place outside of Borehamwood, identifies a need for a further 110 places in 2016/17, 55 places in 2017/18 and 109 places in 2018/19.

The demand for local places is increasing and our recent survey (see Section D) shows that out of 435 respondents who answered the question 'If Yavneh College was to establish a Primary Free School would you send you child(ren) to it?' - 392 said they would.

Pupil Context

Of the six nearest primary schools to Yavneh College, five were rated good by Ofsted and one requires improvement. The data in the table below shows how these six local schools are currently performing at level 4.

2014 Data	% of pupils achieving level 4 or above in mathematics	% of pupils achieving level 4 or above in reading	% of pupils achieving level 4 or above in writing
Monksmead	90%	80%	97%
Summerswood	86%	93%	93%
Kenilworth	92%	100%	100%
Cowley Hill	77%	81%	74%
Meryfield	91%	91%	100%
Saffron Green	65%	74%	83%
Local Average	83.5%	86.5	91.20%

Yavneh College was rated as Outstanding in its most recent Ofsted inspection in 2011. Furthermore, it was the highest achieving non-selective state secondary school for A levels in 2014 and, since it first published results, has always been in the top 1% for both GCSEs and A Level. We are confident that we will be able to replicate outstanding results at primary level through outstanding teaching, experienced leadership, exceptional quality assurance procedures and robust assessment therefore making Yavneh Primary School an attractive option for parents in the local area were we to open in 2016.

Through years of local experience, we have a very good understanding of the pupils who are likely to be on role. The table below shows the breakdown of pupils at the local primary schools. The visions for teaching and learning and curriculum at Yavneh Primary School have been designed with a comprehensive understanding of who are pupils are likely to be as well as their specific needs and background.

School Name	Pupils on Roll	EHCP*	EAL *	FSM*
Monksmead	240	7.5%	14.4%	9%
Summerswood	357	7.8%	26.3%	15.7%
Kenilworth	236	13.6%	26.2%	16.2%
Cowley Hill	415	7.7%	40.1%	15.7%
Meryfield	381	16.8%	36.8%	19.4%

Saffron Green	227	4.8%	26.2%	19.4%
Local Average		9.7%	28.3%	15.9%

*Education Health and Care Plan (EHCP); English as an Additional Language (EAL); Free School Meals (FSM)

Teaching and Learning

At Yavneh Primary School, the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone will be developed. Through the teaching children will be equipped with the skills, knowledge and understanding necessary to be able to make informed choices. Appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The teaching and learning policy of Yavneh Primary School is based around a clear understanding of our pupil cohort as outlined above. It will promote consistency and high standards and achievement of the school's aims, as has been proven at Yavneh College. A caring, supportive and stimulating environment with high quality teaching will be maintained that will develop:

- A high level of literacy and numeracy and an enquiring mind that wants to learn more each day
- Independent young people who are confident, flexible and able to cooperate with others
- Imagination and creative expression through a wide range of media
- Conscientious young citizens in our multi-cultural society who are tolerant and respectful of others' values
- Pride in achievement and a desire to succeed
- Effective links between the school, the child's home and the community that promotes aspiration and high expectations
- Equality of opportunity for all

Our teaching and learning practice will be designed to move pupils on more rapidly than at other local schools. The table below shows attainment at level 5 within our six nearest local schools and Yavneh Primary School's targets for its first 3 cohorts.

School Name	Reading	Maths	SPAG	Writing
Cowley Hill	47%	35%	30%	16%
Meryfield	17%	26%	48%	39%
Monksmead	52%	38%	41%	28%
Summerswood	41%	31%	55%	34%
Saffron Green	26%	22%	22%	22%

Kenilworth	31%	42%	42%	42%
Local Average	36%	33%	40%	30.%
Yavneh Primary School Target				
Cohort 1	55%	45%	60%	45%
Cohort 2	60%	50%	65%	50%
Cohort 3	65%	55%	70%	55%

Our track record at Yavneh College shows that the school adds a high percentage of added value.

3-Year Value Added Scores

	2012	2013	2014
3 year Value Added Scores	1024.5	1017.9	984.8*

* This figure does not include Science as pupils took iGCSE.

Our likely VA score would be at least akin to that of 2012

We are confident that we can achieve ambitious targets for Yavneh Primary School based on our proven track record. For example, pupils sit NFER CATs tests just before joining Year 7 and on average, they predict that 65% of the cohort will achieve 5 A* - C including English and Maths but the actual results are always around 20% higher than this. Through exceptional teaching and learning, quality assurance, leadership and governance at Yavneh College, which will be replicated in Yavneh Primary School, we are confident that similar results will occur.

Curriculum

At Yavneh Primary School, the curriculum will be based on the statutory requirements of the National Curriculum (NC), as set on in the NC document, September 2013, but widened and enriched. We consider this will provide a broad and balanced educational experience and will ensure the most appropriate transition for children to the next phase of pupil learning (KS3). All statutory obligations with regard to assessments at KS2 will be met.

The core subjects taught will be English, maths, science, computing and Jewish Studies/Religious and Spiritual Education (RSE). RSE is the alternative provision to the Jewish Studies education (as described in section D).

The foundation subjects taught will be history, geography, expressive arts, music, PE, PSHE and MFL.

The curriculum (as described in section D) has been designed with the Yavneh school ethos described above providing the guiding principles, to align to our vision. Above all, it is a curriculum directed by our mission to nurture personal and academic excellence. As a faith designated school, the religious education will be based on the ethos of the Jewish faith. However, our principles are inclusive and the teaching will not be evangelical. All faiths are valued; and pupils will learn about other religions during both Jewish Studies lessons and PSHE.

Our key measureable outcomes will be:

Attainment

- 90%+ pupils will be at least at the expected level of progress at the end of the reception year as measured by the Early Learning Goals
- All pupils will take the National Phonics test at the end of Year 1 with a projected success rate of 90%+
- 90%+ achieving Level 4 in English and Mathematics, 45%+ achieving Level 5 in both English and mathematics and 15-25% achieving Level 6 in either English or mathematics at the end of KS2
- We aim that at least 90% of pupils will make at least expected progress and 30% of pupils will make better than expected progress during their school career

Community

- Pupils will leave being positive active citizens who are involved with local community organisations and do regular charity work this will be quantified by parent and pupil voice

Ofsted

- An Outstanding Ofsted rating

Teaching and Learning

- At least 95% of lesson will be good or outstanding

Attendance

- 97% attendance for all pupils

In this application we intend to evidence that:

- There are insufficient Reception places within Borehamwood (see table above)
- Yavneh College has a proven track record of providing outstanding education, and this will be replicated at primary level by recruiting excellent

classroom practitioners and supported by the experienced trustees and governors, some of which have primary school experience

- Yavneh Primary School will be seen as a positive choice for any family within Borehamwood no matter what their religion or background
- Local Jewish families want their children educated in a local Jewish setting and we feel that they have an entitlement to this being provided locally. In 2015/16 57 children accepted a place outside of the Hertfordshire local authority in order to attend a Jewish School. With the continuing growth of the Jewish population in Borehamwood, this number can only be expected to increase unless provision is made to accommodate the demand locally.

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 2016, please leave the relevant earlier columns blank. This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								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

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
KS1 and KS2			
English	5	Mandatory	
Mathematics	5	Mandatory	
Science	1 hour 45 minutes	Mandatory	
Computing/ ICT	1 hour	Mandatory	
Expressive Arts	45 minutes	Mandatory	
Humanities	1 hour and 45 minutes	Mandatory	
Hebrew Language	1 hour	Mandatory	
PE	2 hours	Mandatory	
PSHE	45 minutes	Mandatory	
Jewish Studies/RSE	3 hours	Mandatory	See page 27
Enrichment	4 hours	Voluntary	See page 30

Section D1 An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Curriculum

At Yavneh Primary School the curriculum will be based on the statutory requirements of the NC as set out in the NC document of September 2013, but widened and enriched. All statutory obligations with regard to assessments at KS2 will of course be met.

Through our research and knowledge of the local educational provision after a number of years of running a very successful school, we are convinced of the need for an additional primary school in Borehamwood, the local area. Achievement of pupils in the local primary provision is at level 5 as outlined in Section C, while above national average, could and should be higher. We believe that our proven track record at Yavneh College in attainment and progress of pupils using exceptional tracking, outstanding teaching and, crucially, exceptional working relationships with parents and carers means that pupils at Yavneh Primary School will outperform these figures.

With regard to the likely intake at Yavneh Primary School, we will meet the needs of all learners and ensure that pupils will experience a curriculum that is broad and balanced, stimulating and rigorous. As outlined in Section C, the likely intake of Yavneh Primary School could include approximately 5- 9% EHCP, 10- 20% EAL and 10-15% FSM pupils. As far as possible the aim will be to make thematic links across curriculum subjects to provide children with clear and coherent learning objectives. However, teachers will be expected to pursue children's individual interests thereby developing curiosity, imagination and general knowledge. Understanding of the wider world will be enhanced by comparing and contrasting their own lives and environment with those of others, both in the past and the present.

Specific knowledge and skills based on the NC will be taught in discrete subject areas but children will be encouraged to apply their learning widely through problem solving and a variety of cross-curricular projects. All aspects of the curriculum will be assessed in accordance with the NC. Teacher assessments of pupil progress will be entered on the whole school assessment programme ('Target Tracker') so that the rate of pupil progress can be monitored diagnostically and challenging targets can be set as described in section D2 in terms of our rigorous tracking and assessment procedures.

The school curriculum will be enriched through music, art, drama and outdoor learning experiences and will be complemented by the very successful Yavneh College Enrichment Programme that enables KS3 pupils to experience a wide variety of educational, sporting and technological opportunities and which will be

mirrored at the primary school. As well as this, visits and visitors from the wider world of work and the community will further enhance the children's experiences and these will be an important aspect of termly planning. There will be visits to places of interest and importance outside of the school's chosen faith which is an important part of our provision as an inclusive school. In addition, we believe it is important for children to connect with other cultures and we will be arranging educational links with other children in Africa and across Europe.

Transition

At Yavneh Primary School we will provide a wide ranging educational experience and will ensure the most appropriate transition to the next phase of pupil learning at KS3, whether that is at Yavneh College or at other secondary schools. Effective transition between Key Stages is a vital part of pupil tracking and we will work closely with Early Years Foundation Stage ('EYFS') nursery providers to ensure that pupils receive appropriately individualised learning and development opportunities on their arrival at Yavneh Primary School and that pupils are carefully assessed and provided for as they enter KS1. Differentiated learning, careful testing and opportunities for teachers to share information will ensure a smooth transition into KS2 and we will use our vast experience in providing excellent transition into KS3 to provide pupils and parents in Years 5 and 6 with the correct information, knowledge and experiences to transfer to the secondary school of their choice, be that at Yavneh College or elsewhere. This provision will include Year 5 Taster Days, visits by Heads of Year and Pastoral Managers to Yavneh Primary School, Open Evening and Mornings and a sharing of information between key professionals at Yavneh Primary School with those at the various secondary schools to which pupils will be graduating.

Principles of the Curriculum

The curriculum will be based on the principles outlined below. All of which are routed in the 'Yavneh Way'.

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others and to the good of the community. We will ensure that fundamental British values are at the centre of what we teach so that, as at Yavneh College, pupils leave with a sense of pride and commitment to their country.

We value truth, freedom, justice, human rights, the rule of law and respect. In particular, we value the family as a source of love and support for all their members, and as the basis of a society in which people care for others.

Through the curriculum, these values will be explored and developed in order that pupils receive an experience that is both outstanding and inspirational. Overall, the curriculum at Yavneh Primary School will provide the opportunity for all pupils, regardless of background or ability, ethnicity or faith, to learn and achieve at the highest level while promoting their spiritual, moral, social and cultural development and preparing them for the opportunities, responsibilities and experiences of life in modern Britain. It will concentrate on ensuring a sound foundation in the basic skills of reading, writing, mathematics and computing but will be supplemented with opportunities for interest and stimulation that will enable them to apply those skills with purpose and interest. The Jewish Studies/ RSE curriculum will provide pupils with first class knowledge, skills, pride and commitment while ensuring that all pupils leave with a sense of pride in their own community, respect for others and the ability to reflect on moments of spirituality irrespective of their own particular faith.

Throughout, the curriculum will aim to encourage creativity and develop thinking skills, the whole curriculum being underpinned by the teaching of knowledge and skills in ICT and computing necessary to flourish in the modern world. Due regard will be given to physical development through outdoor activity and competitive sports and games with an emphasis placed on sportsmanship and fair play. Curriculum development and planning will be enhanced both by the close relationship with Yavneh College and with other professional training bodies where appropriate.

Yavneh Primary School will use the successful House System in place at Yavneh College in order to promote good, responsible behaviour and to ensure a warm, nurturing community. The Houses in place all reflect 'The Yavneh Way' with names such as *friendship, brotherhood, peace, gratitude and happiness*. Pupils will be awarded positive and negative House Points and will contribute to the success of their House with celebrations for outstanding effort, work and contribution to the community.

Teaching and Learning

At Yavneh Primary School the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone will be developed. Children will be equipped with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. The proposed curriculum at Yavneh Primary School will guarantee this as the variety of experiential learning offered both through the Enrichment Programme, described below and the general curriculum which will include active learning in a warm, supportive, communal atmosphere that is so important in the nurturing of very young children and the support and challenge for those a little older. Our

teaching and learning policy will promote the highest standards ensuring the fulfilment of the school's aims, modelled on the proven success of Yavneh College. At Yavneh Primary School we will appropriately adapt the curriculum aims of the secondary school, as set out in the list below, having learnt from what has worked so well at secondary level ensuring that a caring, supportive, stimulating environment with high quality teaching will be maintained and which will develop:

- A high level of literacy and numeracy and an enquiring mind that wants to learn more each day
- Independent young people who are confident, flexible and able to cooperate with others
- Imagination and creative expression through a wide range of media
- Conscientious young citizens in our multi-cultural society who are tolerant and respectful of others' values
- Pride in achievement and a desire to succeed
- Effective links between the school, the child's home and the community that promote aspiration and high expectations
- Equality of opportunity for all

Effective Learning

Research shows that people learn in different ways and we will develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. These different forms of intelligence and individual needs will be taken into account when planning appropriately differentiated learning opportunities at Yavneh Primary School.

Opportunities will be provided for children to learn in various ways; these will include investigation and problem solving, group and pair work, outdoor learning, creative activities and the chance for learning opportunities with pupils of Yavneh College (secondary) thus nurturing those with particular gifts or talents in certain areas of the curriculum providing them with fast track cross phase learning.

Children will be encouraged to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn. Self-review and peer review strategies will be used, as well as planned plenaries at the end of lessons to review the key learning objectives and to assess levels of understanding.

Effective Teaching

Our focus when teaching will be on motivating children and building on their skills, knowledge and understanding. Curriculum plans based on Department for Education guidance will guide the teaching and will set out the aims, objectives and details of what is to be taught to each year group.

We believe that children learn most effectively when the teacher provides thorough preparation, individualised learning opportunities, stretching questioning and appropriate pace to learning activities throughout. This, together with formative feedback and target setting so that pupils make the appropriate rapid progress is what ensures the highest standards of teaching and learning.

Teaching will be planned with an awareness of individual levels of attainment and targets so as to ensure that tasks are appropriate to each child's level of ability and needs. Regular monitoring will take place for all children especially those with special educational needs and progress will be reviewed as set out in section D2. There will be very high expectations of all children and every effort will be made to develop in each individual a sense of self-worth and pride in their achievement.

The Curriculum in Action

EYFS

At Yavneh Primary School, the curriculum will be based on the statutory requirements of the NC. Children in Reception will follow the EYFS curriculum and will be taught Phonics through Reception and Year 1 and will be tested at the end of Year 1. The "Read, Write Inc" phonics system will be taught in conjunction with the development matters curriculum.

Having identified the likely cohort of the school in terms of the percentage with EHCP plans, English as an Additional Language and those on Free School Meals, and the likely level on entry, we have decided that as well as the emphasis on Phonics, Yavneh Primary School will of course follow the statutory "Development Matters" curriculum as it meets the curriculum aims set out above.

Our key areas for EYFS are detailed below:

Prime Areas

- Personal, Social and Emotional Development: making relationships, self-confidence and managing feelings and behaviour
- Physical Development: moving and handling, health and self-care
- Communication and Language: listening and attention, understanding and speaking

Specific Areas

- Literacy: reading and writing
- Mathematics: numbers and space, shape and measure
- Understanding the world: people and communities, the world and technology
- Expressive arts and design: exploring and using media and materials and being imaginative

The EYFS curriculum will specifically develop these key areas.

A Unique Child

Every child is a unique child and they are constantly learning and can be resilient, capable, confident and self-assured.

Therefore our curriculum will:

- understand and observe each child's development and learning, assess progress, plan for next steps
- support children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

Positive Relationships

Children learn to be strong and independent through positive relationships which are:

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in the early years settings

Enabling Environments

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. We will therefore offer:

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Learning and Development

Children develop and learn in different ways. Our EYFS programme will cover the education and care of all children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas

of learning and development. We will ensure that we offer:

- playing and exploring
- active learning
- creating and thinking critically

Teaching Phonics

At Yavneh Primary School, as a result of the likely intake, we will employ the Read, Write Inc. system for the teaching of phonics. This is a comprehensive literacy programme designed to get all pupils in Reception and Year 1 reading and writing quickly. Importantly, phonics is not taught in isolation,

It will include:

- Initial and on-going assessment that tracks every child's progress
- Children grouped by ability so they learn rapidly at the right level
- Partner work so that every child participates in the whole lesson
- Special 'three reads' approach ensuring that every child gains accuracy, fluency and a good understanding of the text

The National Curriculum

Children in Year 1 and Year 2 will be taught the KS1 NC.

Children in Year 3, Year 4, Year 5 and Year 6 will be taught the KS2 NC.

The core subjects taught will be English, maths, science, computing and Jewish Studies or RSE.

The foundation subjects taught will be history, geography, expressive arts, music, PE, PSHE and MFL.

The curriculum has been designed with the school ethos providing the guiding principles, to align to our vision. Above all, it is a curriculum directed by our mission to nurture personal and academic excellence. As a faith designated school, religious education will be based on the ethos of the Jewish faith. However, our principles are inclusive and the teaching will not be evangelical. All faiths and other world views are valued; and pupils will learn about other religions during both Jewish Studies lessons and PSHE as set out in section D4.

Emphasis will be placed on the teaching of basic skills as tools to learning. English, Maths and Computing will be taught through the NC Framework and the children will work towards their own attainment targets, in addition to individual 'aspirational' targets set at the beginning of each academic year. There will be a whole school approach to planning that will ensure continuity and progress over time for each child. A series of carefully designed units of study will allow coverage of all the appropriate elements of the NC as well as other

important dimensions of primary education, such as environmental education, PSHE, citizenship and values education.

Curriculum Model

School Day: 8.45am - 3.45pm

KS1+2 Curriculum Time based on 39 weeks

Subject	Time per week	Total hours over 39 weeks year
English	5 hours	195
Maths	5 hours	195
Science	1 hour 45 mins	68.25
Computing/ICT	1 hour	39
Expressive arts	45 Mins	29.25
Humanities Geography	1 hour 45 mins	48.75
Hebrew language	1 hour	39
PE	2 hours	78
PSHE	45 Minutes	29.25
Jewish Studies/RSE	3 Hours	117
Total	22 Hours	858

Due to the faith ethos of the school the percentage of teaching time dedicated to Jewish Studies/RSE is in excess of some of the NC subjects. This will not impede progress of the pupils due to the nature of cross curricular work carried out and the high expectations placed on pupils to meet or exceed their targets. Our experience at Yavneh College and that of other faith based primary schools shows us that similar percentages of religious education do not hinder progress and that in fact these schools are most regularly at the top of local and national league tables for attainment and progress.

The school day at Yavneh Primary School will dovetail with that of the secondary school based on the same site. We will offer pre-school breakfast club for parents who opt in and after school enrichment activities as described elsewhere. The school day is of course longer than that of other local schools in order to ensure that the extra RSE and Jewish programmes provided are not in conflict with other important NC subjects. This works very well at other faith designated schools and at Yavneh College.

Religious Spiritual Education (RSE) / Jewish Studies

Those pupils of another faith or none will study an RSE curriculum, based around two curricula outlined in section D4.

The RSE programme at Yavneh Primary School will aim to ensure that pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and importantly, other worldviews that are not religion-based
- Gain and deploy the skills needed to engage seriously with religions and worldviews

As part of their learning all pupils will learn about other faiths, as well as the Jewish faith, that make up contemporary British society.

Jewish students will study Jewish Studies and will follow the structure of the programme at Yavneh College where pupils study Jewish Law, Bible, Jewish History and Modern Hebrew, but Yavneh Primary School will deliver these in an age appropriate fashion. Teaching for *all* pupils will be underpinned by the principles of the Yavneh Way.

Collective Worship

Collective Worship is an educational activity which contributes to the pupils' spiritual, moral, social and cultural development. It is a quality experience which encourages a sense of awe and wonder in pupils at the natural world and which helps them to reflect on those aspects of human life which raise questions of meaning and purpose.

An act of Collective Worship will be held daily in accordance with the law. This will be Jewish in content.

During assemblies which will be led by school staff, speakers and members of the community, the children will be encouraged to participate by reading poems, saying prayers, singing, performing drama, presenting work etc. fostering a sense of school community and belonging.

Collective Worship will reflect and reinforce our school ethos and will contribute towards the growth of the school as a community and towards the personal development of individual pupils. Parents who wish to withdraw their children from daily prayers, have a right to so do so in which case the children will be provided with an opportunity for quiet reflection and thought with a member of staff as detailed in section D4.

Special Educational Needs and Disabilities (SEND)

Children with special needs will have the same opportunities and be included in all aspects of the life of the school. All children are special and meeting every pupil's needs is a shared responsibility between the school and parents, who will work in partnership in order to support the needs of the child. All children with an Education Health Care Plan (EHCP) will be admitted to the school if named on the EHCP.

Outlined in Section C, our research shows us that the likely cohort of Yavneh Primary School will contain approximately 10% of pupils with EHCP, although the percentage currently at Yavneh College is much lower, at 3.4%. We believe that our proposed SEND provision will appropriately cater for all pupils at the school.

We will:

- Identify SEND children as early as possible
- Plan and teach children carefully, using appropriate differentiation with individualised learning opportunities

Regular assessment will take place including on entry ensuring a graduated approach to SEN with detailed tracking of pupil progress carried out by class teachers and SEN specialists which will then feed into regular monitoring meetings for professionals and with parents. Annual reviews will take place for those with EHCP plans following detailed consultation with pupils, families and professional staff.

Teachers will be expected to prepare appropriately paced and differentiated learning activities and to monitor SEND pupils particularly carefully. Plans and tracking data will be used to feed into regular 'assessment meetings' with review of pupil progress to ensure that pupils meet their targets.

The approach to SEND provision at Yavneh College Primary will be based on the framework of:

Assess – Plan – Do – Review

SENCO

It will be the role of the SENCO, as set out in the most recent Code of Practice to:

- ensure all practitioners in the school understand their responsibilities to children with SEN and the school's approach to identifying and meeting SEN
- advise and support colleagues
- ensure parents are closely involved throughout and that their insights inform action taken by the setting, and
- liaise with professionals or agencies beyond the school setting

In general, support may be offered within and/or out the classroom depending on the nature of the need and learning activity.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to participate in the decision making process and contribute to the assessment of their needs, the review and the transition process. SEND pupils will be given very specific support in transition between Key Stages particularly in preparation for secondary school, through the Annual Review process and elsewhere.

Able, Gifted and Talented

Yavneh Primary School will be committed to the pursuit of academic excellence, intellectual curiosity and independent thinking for all pupils. We recognise that all Able, Gifted and Talented pupils need access to diverse and challenging curriculum opportunities to enable them to reach their true potential. In so doing, this creates benefits for those pupils, their fellow learners, the school and the wider community.

This aim is best accomplished through active learning strategies delivered by high quality and effective teachers both within the formal curriculum as well as through the school's comprehensive programme of extended learning opportunities.

English as an Additional Language (EAL)

The percentage of pupils with EAL at Yavneh Primary School based on local research and on current figures at Yavneh College is likely to be around 10% and teachers will employ various methods to help those children, who are learning English as an additional language, to achieve their full potential.

Developing spoken and written English will be achieved by:

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects
- Providing a range of reading materials that highlight the different ways in which English is used
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing
- Encouraging children to transfer their knowledge, skills and understanding of one language to another
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one and another

Enrichment

The curriculum at Yavneh Primary School will be enriched in a multitude of ways. Pupils will derive a great deal of educational benefit from taking part in education visits and both day and residential trips. In particular it is important that pupils of Yavneh Primary School get to undergo experiences not available in the classroom such as teambuilding exercises and independent learning activities. These will take place at nearby Phasels Wood Activity Centre, during sporting activities and at residential weekends where pupils will be encouraged to work together and respect each other's' interests and cultural backgrounds. We will ensure that pupils of all faiths and non will enhance their learning about other faiths through visits and special assemblies at school.

We will set up a programme of Enrichment Clubs, which will take place during lunchtimes and after school. Similar to the programme run at Yavneh College, the enrichments on offer will range from Drama Club to Spanish conversation and with a range of sports and technology opportunities including Food Technology, Resistant Material activities such as the design and make of various items in wood and metal and Science investigations such as the Salters Chemistry Club.

Section D2 - Measuring pupil performance effectively and setting challenging targets

Yavneh Primary School aspires to replicate the exceptional academic success enjoyed by Yavneh College where results have placed it in the top 1% of non-selective state schools nationally and where last year (Summer 2014) Yavneh College was the highest performing non-selective secondary school for A Levels in the country. With its shared ethos, know-how, cross-stakeholder support, governance and leadership/management, we feel this is a very realistic and attainable aspiration.

Yavneh Primary School proposes to use the following criteria for measuring success:

- Obtaining an 'Outstanding' Ofsted grading. All other local primary schools have all been judged as Good by OFSTED. Using experience of Yavneh College, we intend to improve on this and be judged as Outstanding
- School results in KS2 SATs (or the equivalent national tests that are in place at the relevant time) are well above local and national averages. The local primary provision at Level 5 as outlined in Section C, indicates the need for improved provision at this level. We believe that through our curriculum and experience we can deliver this and achieve the ambitious targets we have set for Level 5 Achievement in year 1. Our targets will be Reading – 55%, Maths – 45%, SPAG – 60% and Writing 45%
- Progress of individual children and groups is rapid, sustained and significant. Although progress of local pupils in reading, writing and maths is good at 94%, 98% and 90% respectively, there is room for improvement and we intend that at Yavneh Primary School we will achieve 100% of pupils achieving at least 2 levels of progress between the end of KS1 and the end of KS2.
- The degree of happiness and self-esteem of the children. This will be measured through parent and pupil voice surveys, consultation evenings and the School Council
- Outstanding pupil behaviour. This will be due to excellent monitoring systems and the consistent use of the school House System. Exclusions will be rare in the extreme. Behaviour at Yavneh College in its most recent OFSTED was described as exemplary

- The level of attendance. Yavneh Primary School will aim to achieve at least 97% attendance which will exceed the local average of 95.45% which is as set out below

Assessment and Reporting

EYFS

All Foundation Stage children will be assessed using the Development Matters curriculum and this will be updated termly and shared with parents and carers with pupils assessed against the Early Learning Goals towards the end of the summer term. Each child will have a Learning Journal which is an individual record and will include photographs, observation, drawings and so on that record their achievement in the three prime and four specific areas of learning (as set out in the Early Years Foundation Stage Profile 2014, subject to any amendment).

This will support personalised target setting and will enable staff to plan the next steps in learning.

KS1 / KS2

Throughout KS1 and KS2, termly examples of unaided work will be collected to build up a profile of each individual's development, this will form part of the tracking process at the school. Summative assessments will be entered onto the data system, Target Tracker.

Pupils at Yavneh Primary School will be tested on a regular basis, the frequency and depth of which will be age appropriate. The assessment cycle both at KS1 and KS2 will include this test data as well as pupil assessed work which will feed into half termly Pupil Progress Review Meetings (PPR) between class teachers, teaching assistants and Key Stage leaders. These meetings will be used to ensure that all pupils are at least meeting their targets and to plan appropriate interventions for those who are not, using the Target Tracker software. The data from these meetings, will feed into updates at Senior Team level each half term ensuring that tracking and intervention of individual pupils remains the school's top priority. The Executive Headteacher will meet regularly with the Head of Primary to interrogate pupil progress data across the school. Pupil attainment and progress data will feed directly into the school self-evaluation (SEF) and school improvement (SIP) cycle. Throughout this process there will be a particular focus on defined groups such as SEND, FSM and EAL, and the SENCO will play an integral role in the half termly monitoring and SLT discussions.

Parental Engagement

At Yavneh Primary School we recognise that partnerships with parents are crucial in ensuring that pupils thrive. For this reason we will engage with parents and carers in a positive meaningful way through the running of regular Parent4learning Evenings on a variety of educational topics, this will allow us to build strong relationships between teachers and the parent body.

In addition to this, partnerships with parents/carers play a key role in enabling children with special educational needs to achieve their full potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of the children's needs and best ways of supporting them. All parents will be treated as partners and be given support, in order to play an active and valued role in their children's education.

All teachers will assess, record and report on pupil progress four times a year, at Parents' Evenings and through written reports to ensure that no pupils are underachieving. These reports will contain target grades and teacher advice as to how pupils can reach and exceed their targets as well as reporting on how well the pupils are achieving at school.

We will communicate with parents through the Pars Insight Virtual Learning Environment (VLE) where parents will be able to access school information, track their children's progress, monitor their homework and communicate with school by email. This VLE system is particularly useful in communicating with any hard to reach families, different languages can be used and Frequently Asked Questions about school life made available.

In the EYFS provision, each child will have a Learning Journal which is an individual record that will include photographs, observation, drawings and other documents that record their achievement in the three prime and four specific areas of learning. This Learning Journal will be shared with parents and carers on a regular basis so that they can monitor their child's progress as closely as possible.

Whole School Evaluation and Planning

The school self-evaluation and planning model will reflect that of the secondary school with subject coordinators or phase leaders completing a DSEF (Departmental Self Evaluation Form) on an annual basis that is amended and updated throughout the year. This DSEF will be in place in September of each academic year in light of progress and attainment results received in June/July of the previous year. This DSEF which includes Action Plans for key areas of development will then feed into the whole school SEF and School Improvement Plan (SIP) which will be prepared by the Headteacher and SLT so that there is

appropriate 360° reflection, evaluation and planning. Each half term, the Headteacher will be required to report on this and the SIP to the Executive Headteacher who will be responsible for the strategic development of the school. The Executive Headteacher will challenge and support the Head of Primary, ensuring the highest standards of teaching and learning and evaluation resulting in the best possible pupil progress data. The SEF and the SIP will be regularly updated and discussed at MAT board level and sub-committees, with the Local Governing Bodies and with Yavneh Foundation Trust, as appropriate, as is the current practice at Yavneh College so that appropriate challenge and support is given to professional staff through full discussion of pupil data and school targets.

Measurement of Success

EYFS

At Yavneh Primary School we aim that 90%+ pupils will be at least at the expected level of progress at the end of the Reception year as measured by the Early Learning Goals.

KS1

All pupils will take the National Phonics test at the end of Year 1 with a projected success rate of at least 85 - 90% in the first year based on local figures. This is an ambitious but realistic target with the current local pass rate at 77%.

All pupils at Yavneh Primary School will be formally assessed at the end of KS1. The local average for 2 levels of progress in KS1 is reading – 89%, writing – 86% and maths – 90%. We aim that Yavneh Primary School pupils will achieve 95%, 95% and 98% respectively.

Pupils will make excellent progress through our provision of outstanding teaching, rigorous assessment and exceptional tracking and intervention.

KS2

In the six schools local to the proposed site of Yavneh Primary School the average percentage of pupils achieving level 4 or above in both English and maths is in excess of 80%.

Yavneh Primary School will aim to achieve 90%+ achieving Level 4 in both English and maths, 40%-50% achieving Level 5 in both English and maths and 15-25% achieving Level 6 in either English or maths.

We aim that at least 90% of pupils will make at least expected progress and 30% of pupils will make better than expected progress.

In addition, a further definition of our academic success beyond English and Maths will be that all pupils achieve commensurate grades in Computing and graduate from Yavneh Primary School with objective, relevant and vital skills.

Measuring the Quality of Teaching

A full Quality Assurance (QA) programme will be in place at Yavneh Primary School ensuring that lessons are formally observed at least once per term with Learning Walks and book checks a regular feature of school life. This data, together with teacher Appraisal information will be recorded on a QA spread sheet which tracks trends in observation feedback and identifies the needs of individual teachers in terms of their Continued Professional Development requirements. In addition, teachers will be encouraged to carry out peer observations and to support each other's development needs.

QA figures and feedback will form an essential part of SLT discussion thus ensuring an emphasis on the need for outstanding teaching across the school. Yavneh Primary School will aim to have at least 95% of lessons judged as Good or Outstanding across the school.

The school appraisal cycle will be appropriately linked to its pay structure and will ensure that teachers progress through the pay scale based on their performance. Targets will be meaningful, rigorous and regularly monitored.

Section D3 – A staffing structure that will deliver the planned curriculum within the expected income levels

In order to deliver the planned curriculum for Yavneh Primary School and realise its vision the following appointments are planned. The staffing structure has been drawn up with a thorough awareness of income levels and other financial considerations.

Executive Headteacher: The [REDACTED] of Yavneh College will be appointed as [REDACTED] of Yavneh College and Yavneh Primary School.

The [REDACTED] will be the strategic lead, dealing with trustee issues and strategic planning of the 'Yavneh schools.' He will be a trustee on the MAT board and will be accountable to it.

The [REDACTED] will lead an Executive Leadership Team (ELT) that plans whole school initiatives and methods of measuring pupil progress ensuring outstanding behaviour across the schools so that standards are consistent across the schools.

The [REDACTED] will work with the School Business Manager (SBM) to ensure careful financial planning and management of school finances across the two schools.

Supporting this appointment will be:

Head of Primary: A full time appointment. The Head of Primary will be the main contact with parents and all outside agencies and individuals. He/she will oversee the day to day running of Yavneh Primary School and report to the Executive Headteacher regarding the curriculum, all school policies and procedures and ultimately, the standards achieved and the realisation of the school ethos. The recruitment process for this appointment will start in September 2015 in order for the successful candidate to take up the post after January 2016.

School Business Manager (SBM): the SBM will be responsible for financial planning and management under the direction of the Executive Headteacher and will manage all non-teaching and administrative functions at the school. It is planned that the [REDACTED] for both Yavneh schools with additional support in the SBM office provided in Years 2 and 3.

Deputy Headteacher (Primary): Initially employed at 0.5 FTE, this teacher will be full time but the responsibility of being a Deputy Headteacher will be shared with that of being a classroom teacher. The primary role of the Deputy Headteacher will be tracking progress and overseeing interventions. A Deputy Headteacher will be employed in Year 4, once the school has EYFS, KS1 and KS2 pupils to allow the Deputy Headteacher and Head of Primary to focus on a key stage each.

Director of Jewish Life: The Director of Jewish Life will be responsible for formal and informal Jewish Education as well as the provision of RSE, SMSC and British Values' initiatives. The [REDACTED] will take on this role at Yavneh Primary School on a 0.2 FTE. The Lead teacher for Jewish Studies at Yavneh Primary School will report directly to the Director of Jewish Life.

SENCO: Employed in year 3, the SENCO will be responsible for monitoring the progress of groups of pupils with SEN and EAL ensuring all pupils in these groups at least meet their individual targets and can access the entire curriculum. The SENCO will monitor EHC Plans, liaise with outside agencies and train other staff in appropriate differentiation for all pupils at the school. In the first 2 years of the school this work will be carried by the Headteacher and the SENCO at Yavneh College. The SENCO will be employed on a 0.2 FTE, and it is planned that the SENCO of Yavneh College will take on the primary provision as well. The current SENCO of Yavneh College has primary

experience, and will be supported by a team of Teaching and Higher Level Teaching Assistants.

Lead teacher (Middle Leaders) – Maths, English and Jewish Studies/SRE:

Fulltime appointments, these teachers will be paid a TLR for additional responsibilities on top of their classroom teaching. The Lead teachers for maths, English and Jewish Studies/RSE will be responsible for all overseeing the curricular within Yavneh Primary School. The Lead teacher will liaise with all class teachers to ensure the pupils are progressing in line with their targets.

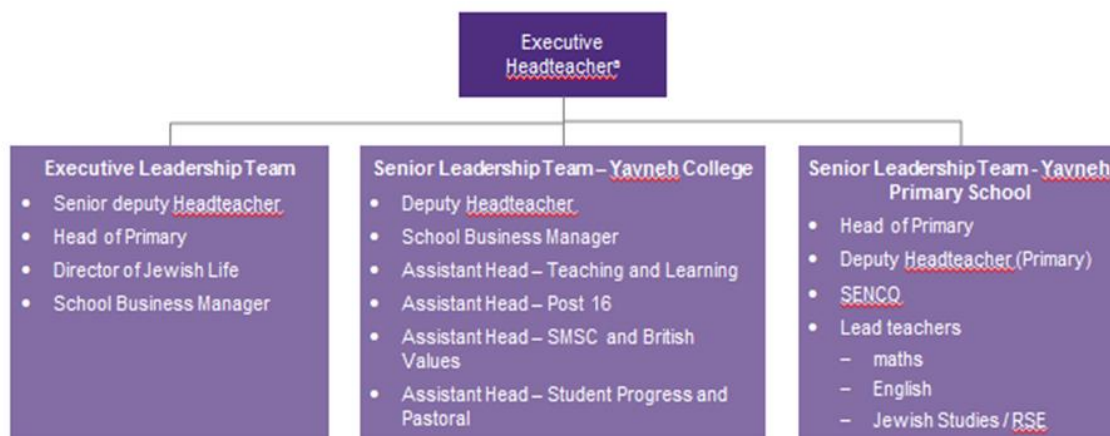
The Multi Academy Trust (MAT) board, which will include the Executive Headteacher, recognises that the recruitment of high quality teachers will be key in fulfilling its vision for an outstanding primary school. Recruitment of teachers is currently a national problem. Yavneh College has recently registered in a recruitment drive run by Hertfordshire for Learning, and Yavneh College will seek to use this organisation to recruitment teachers for Yavneh Primary School, along with the traditional methods of advertising in the TES. All staff will be recruited in accordance with the safer recruiting guidelines and will be subject to an enhanced DBS Check.

Below is a table which outlines how the staffing of Yavneh Primary School will grow.

Staffing Growth

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Executive Headteacher	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Director of Jewish Life	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Business Manager	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Head of Primary	1	1	1	1	1	1	1
Deputy Headteacher	0	0	0	0.5	0.5	1	1
Classroom Teachers	2.5	5	7.5	10.2	12.7	15.2	17.2
HLTA/LSA	1	2	4.5	6	7	9	12
Admin Staff	0.4	0.4	1	1.3	1.5	3	3
Site Staff	0	0	0.5	0.5	0.5	1	1
Total	5.5	9	15.1	20.1	23.8	30.8	35.8

The following is a structure chart of the proposed school leadership.



Note: The Executive Headteacher sits on all Leadership Teams

ELT

The following members of staff will make up the **ELT** of the MAT:

- Executive Headteacher
- Head of Primary
- Director of Jewish Life
- SBM
- Deputy Headteacher of Yavneh College

The ELT will meet regularly to oversee the strategic planning and management of the two schools ensuring appropriate liaison between senior leaders at both Yavneh College and Yavneh Primary School. The ELT, inter alia, will ensure that Yavneh Primary School complies with all educational legislation and that trustees are working closely with school leaders to ensure the highest quality of education for all pupils and will be ultimately responsible for the implementation of the ethos of Yavneh Primary School as it is for Yavneh College now.

SLT

There will also be a Yavneh Primary School **Senior Leadership Team** (SLT):

- Head of Primary
- Deputy Head of Primary
- SENCO
- Lead teacher for Mathematics
- Lead teacher for English
- Lead teacher for Jewish Studies

The function of the SLT at Yavneh Primary school will be to monitor pupil progress to plan and organise whole school events and classroom activities so that pupils at least reach their targets and have an enriched school experience with for a variety of spiritual, social, moral and cultural opportunities.

Section D4 - The needs of all children are fully provided for within the curriculum

Overview

Yavneh Primary School, as a Modern Orthodox Jewish free school, will welcome, respect and comprehensively look after every one of its pupils, whatever their faith, levels of religious observance at home, world view or if they are of no faith at all.

As a Free School, the Admissions Policy of Yavneh Primary School will follow the appropriate legislation and will admit 50% of its pupils by faith when oversubscribed.

This fundamental commitment to welcoming and respecting all pupils is a key tenet of Judaism and therefore a positive reflection of the school's ethos and values. Judaism does not claim to be the 'sole truth' or the 'only way'. Judaism has a rich tradition of appreciating the views and beliefs of others.

The Jewish Studies curriculum will cover texts, concepts and teachings that are steeped in universal morality and ethics. These teachings are fully in tandem with the morality and ethics of British Values. Consequently, they will be of relevance and appeal to all pupils of Yavneh Primary, whatever their faith or none, levels of religious observance and world view happen to be.

Yavneh College has an outstanding track record of providing for all of its students, who come from a wide array of Jewish backgrounds, practices and traditions. It is evident from the positive responses seen in both parental and pupils annual questionnaires as well as the affirmation of both Jewish Studies and SMSC as detailed in the school's two faith inspection reports (Pikuach 2008 and Pikuach 2015) that pupils enjoy the curriculum and do not feel that their own personal set of beliefs and values are undermined. Rather, they feel very welcome at the school. Yavneh Primary School will be founded on exactly the same welcoming principles and will extend that same inclusive attitude to those of different faiths or none.

Notwithstanding this, parents have the right to alternative provision to that which is based around the school's designated faith. To this end, should a parent so request, Yavneh Primary School will offer an alternative curriculum which will be known at Yavneh Primary School as Religious and Spiritual Education (RSE). It will be based around two key documents; (1) The Curriculum Framework for Religious Education in England, October 2013 and (2) The Hertfordshire Scheme of Work for Primary Religious Education 2012-2017 (updated in March 2015).

The Curriculum Framework for Religious Education in England - October 2013 can be viewed in full at:

http://www.natre.org.uk/uploads/Free%20Resources/RE_Review_Summary%20&%20Curriculum%20Framework.pdf

Importantly, this programme was conceived and designed in a comprehensive multi-faith and non-faith setting in which bodies representing over sixty different faiths/non-faith belief systems met and contributed. Consequently, the units of work focus on SMSC literacy framed around ‘religions and worldviews.’ (page 13 of the curriculum).

The Hertfordshire Scheme of Work for Primary Religious Education 2012-2017 (*updated in March 2015*) can be viewed in full at:

<http://www.thegrid.org.uk/learning/re/publications/index.shtml>

As stated in the Scheme of Work, it sets out to develop pupils’ awareness, knowledge and understanding of “religions, religious traditions and world views” and just like The Curriculum Framework for RE outlined above, the Herts Curriculum is inclusive and takes into consideration those world views that exist outside of religion.

The RSE curriculum, based around the two curricula outlined above is focussed on both increasing subject knowledge as well as developing religious literacy, including the skills of investigating religions and worldviews, reflecting and expressing ideas and becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way. The curriculum will be delivered by class teachers.

Parent voice will include an opportunity for those of other faiths or none to engage with the school with regards to the RSE curriculum and aspects of SMSC. This channel of communication will form an important part of an on-going dialogue with families from other faiths/none in an effort to reasonably cater for them in an appropriate and meaningful manner.

RSE at Yavneh Primary School will aim to ensure that pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and importantly, other worldviews that are not religion-based
- Gain and deploy the skills needed to engage seriously with religions and worldviews

Those pupils studying the Jewish Studies curriculum will also study elements of the RSE curriculum at Yavneh Primary School so that all graduates will develop knowledge, understanding and a deeper appreciation of other religions and

worldviews including those of no faith. We feel this is of integral importance and wholly in keeping with the school's vision.

Timetabling

The Jewish Studies/RSE curriculum at Yavneh Primary School will make up just under 30% of the entire curriculum. The school aspires to be one from which its graduates leave with knowledge, learning skills and passion for the universal values that Judaism and RSE espouses, the time allocated for Jewish Studies is necessary to achieve these aspirations. A similar proportion of time is dedicated to Jewish Studies at Yavneh College and at a large number of other Jewish primary and secondary schools.

Our school day will be an average of 25 minutes longer per day than the local Hertfordshire primary schools in order to ensure the full coverage of National Curriculum subjects. There are over 40 Jewish Primary schools and 20 Jewish secondary schools in England. These schools dedicate around 25-30% of their curriculum to Religious Education and they are consistently among the top performing schools in the country, clearly demonstrating that the religious formal and informal curriculum does not negatively impact on academic achievement.

Similarly, if parents/carers request that their child opts out of the daily act of worship, the child(ren) will be provided with a space for either quiet reflective time or an SMSC session that focuses on universal morals, ethics and citizenship, rather than the teachings of a specific religion. This parallels the experience of those children attending the 'daily act of worship' who similarly will be engaged in reflective prayer and consideration of SMSC matters – but in their case, from a religious viewpoint. The alternative parallel provision will be supported by Yavneh Primary School staff who will be assigned to the children at this time and for this purpose.

Inclusivity

Yavneh College is committed to enabling pupils of all faiths and none to play a full and active part in the life of Yavneh Primary School. This will be achieved as best we can taking into account the particular religious ethos of the school. The trustees will ensure that they will have regard to relevant guidance and any relevant legal requirements (including the Equality Act 2010) to ensure (as far as is reasonably practicable) that there is no unfairness or disadvantage to pupils or parents of any faith or none. The trustees will ensure that any relevant policies relating to admissions, curriculum, uniform and school food will be carefully drafted, following best practice guidance, and will, where appropriate, be the subject of full and proper consultation with our school community so to ensure that there is not any unfair treatment. The ethos of Yavneh Primary

School will encourage inclusiveness and diversity and the welfare and safeguarding of all the children at Yavneh Primary School will be paramount.

Science / Evolution

Yavneh Primary School will specifically teach evolution as part of the school's science curriculum following the Statutory Guidance most recently set out in the NC in England: science programmes of study as updated on 2nd December 2014:

Pupils should be taught to:

- *recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago*
- *recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents*
- *identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution*

Building on what they learned about fossils in the topic on rocks in Year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring. Pupils might find out about the work of paleontologists such as ██████████ and about how ██████████ and ██████████ developed their ideas on evolution.

This topic will be taught scientifically, respectfully and with intellectual integrity.

Creationism will not be taught 'in science' or as 'a scientific study/theory.' Rather, creation will be taught under the aegis of Jewish Studies / general Religious Education and as a matter of faith and belief only. This is the approach adopted by Yavneh College and other Modern Orthodox Jewish primary and secondary schools.

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

	2016 ¹				2017			
	A	B	C	D	A	B	C	D
Nursery								
Reception	60	158		263%	60	161		268%
Year 1					60	158		263%
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	60	158		263%	120	319		266%

Section E: Evidence of need – part 2

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.

This section will need to be completed by both route 1 and 2 applicants.

Evidence of Need

E1: Provide valid evidence that there is a need for this school in the area

We have conducted extensive research and consultation to review the demand and the need for a new primary school in the Borehamwood area. All of the evidence lends weight to the need for additional school places for the primary school age group in Borehamwood.

Data from HCC illustrates that there is a shortage of places and an expectation that this shortage will continue and increase. Demand from parents clearly supports the requirement for further primary school places and in particular, a school that will meet the needs of the growing local Jewish population.

Evidence of Need Questionnaire

An evidence of need questionnaire was put on-line through the Survey Monkey website. This was promoted in the local press, at the two public consultation meetings which took place on 24 March 2015 and 26 March 2015 respectively (see section E2 below), by publicity via social media (Facebook), the Yavneh College website and additionally, by email campaign directly to the members of synagogues in the area.

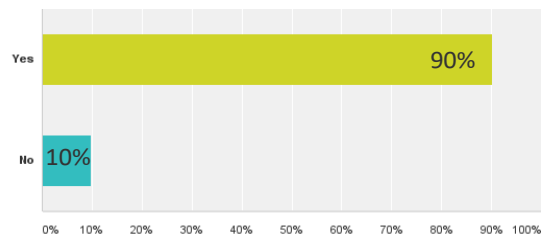
Key results

435 people responded to the questionnaire over a 42 day period.

- 90% of respondents stated they would send their children to Yavneh Primary School, if it were to be established and, of those, 92% would put it as their first choice primary school.

Q1: If Yavneh College was to establish a Primary Free School would you send you child(ren) to it?

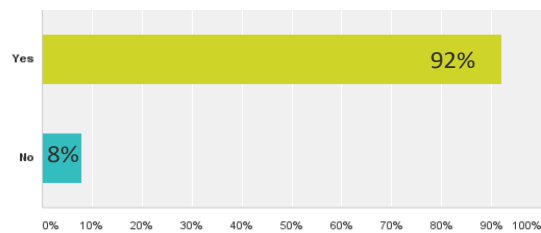
Answered: 435 Skipped: 6



Powered by  SurveyMonkey

Q2: Would it be your first choice primary school for your children?

Answered: 370 Skipped: 71

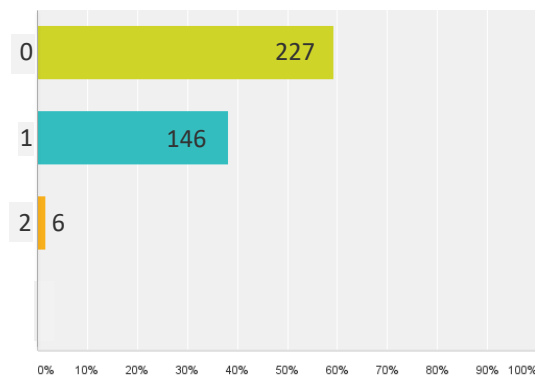


Powered by  SurveyMonkey

Respondents indicated a demand for Reception places for 158 children in September 2016, with the number rising to 161 for those seeking a Reception place in September 2017.

Q4: How many children do you have who would be seeking a primary school place in Reception in September 2016?

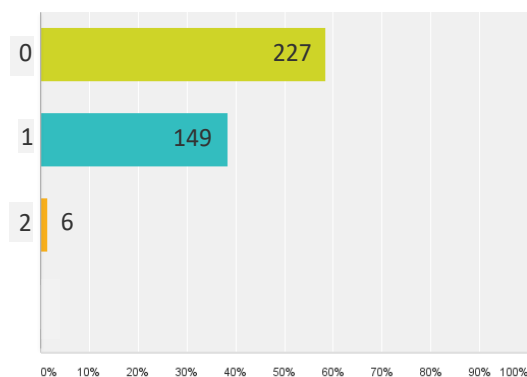
Answered: 383 Skipped: 58



Powered by SurveyMonkey

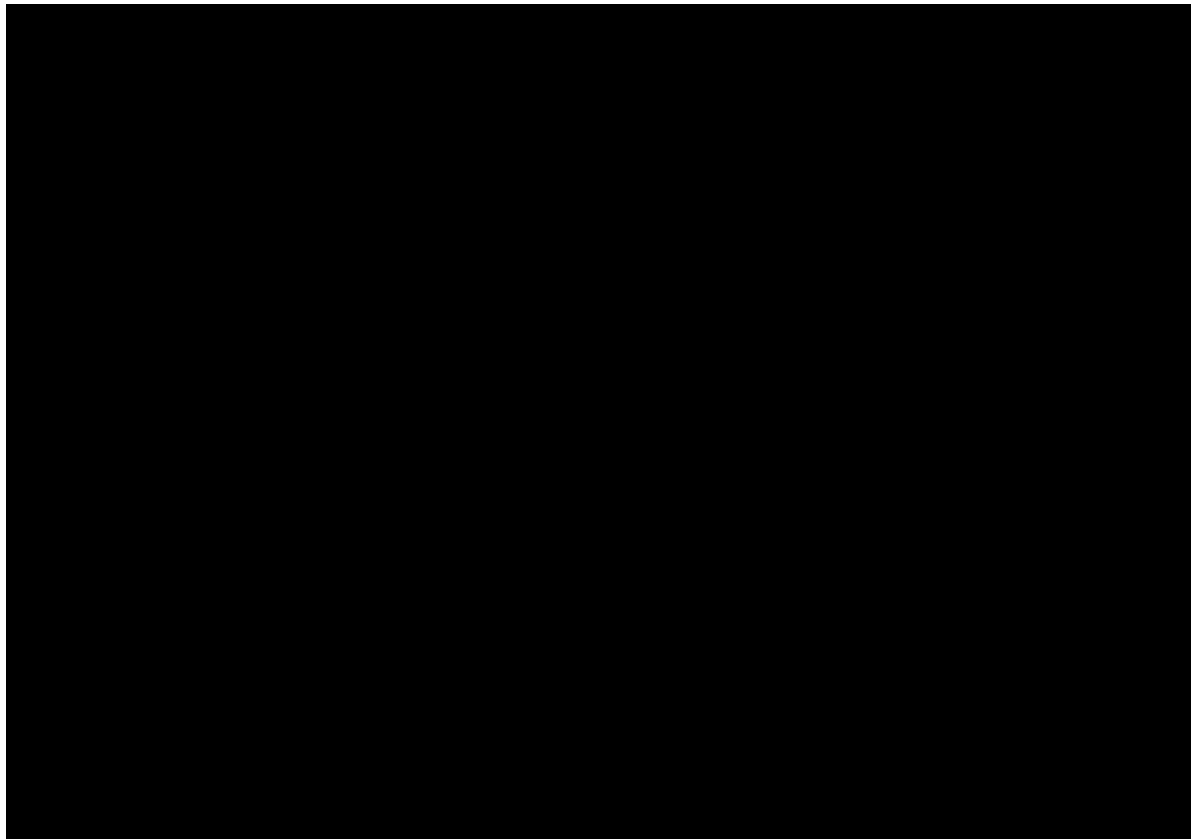
Q5: How many children do you have who would be seeking a primary school place in Reception in September 2017?

Answered: 388 Skipped: 53



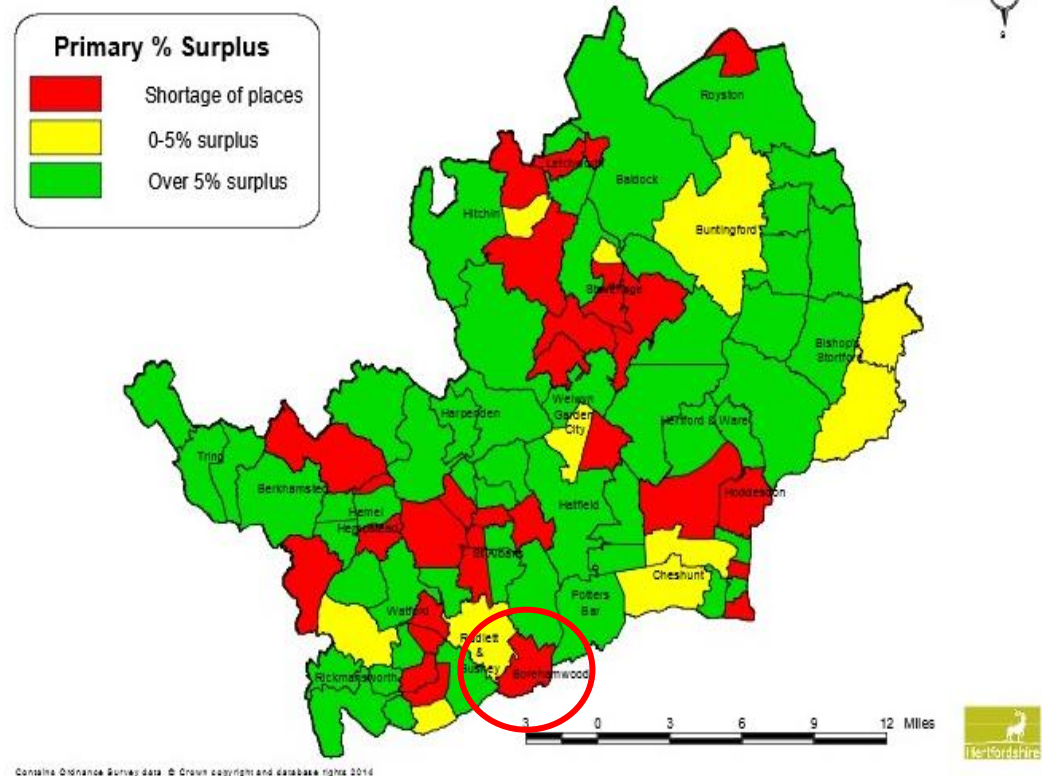
Powered by SurveyMonkey

- 100% of those who have children seeking a Reception place in both 2016 and 2017 indicated that they would put Yavneh Primary School as their first choice primary school.
- 102 of the respondents live in the post code with the same first 4 characters as the proposed site of Yavneh Primary School [REDACTED] and a total of 338 live in the Borehamwood and Elstree area. This indicates a heavy demand for places from families living close to the proposed site of Yavneh Primary School.



We illustrate above numbers of families (listed in the green dots) in respective postcodes close to Yavneh Primary School who would send their children there.

Primary Planning Areas - Surplus / Shortage for 2016/17



Evidence of need: Local council data

HCC has identified that the Borehamwood area has a significant level of basic need for additional primary school places.

Figures, based on the latest forecast published by HCC in "Meeting the Rising Demand for School Places", show a shortage of local primary provision particularly in the area where we propose to create Yavneh Primary School. (see map above).

In particular HCC's 2014/15 Mid-Year Forecast shows a shortage of over one form of entry for Borehamwood in 2016/17. (see table below)

BOREHAMWOOD		2014		Actuals		Forecast		
School	School admissions 2014	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Number of reception places available	420	391	394	420	420	420	420	420
Demand				414	413	455	400	454
Surplus/ Shortage				6	7	-35	20	-34
% Surplus/ Shortage				1.4%	1.7%	-8.3%	4.8%	-8.1%
No of FE				0.2	0.2	-1.2	0.7	-1.1

HCC has confirmed that the true picture in Borehamwood is far worse than the table above suggests.

The 'demand' figure in the above table is calculated by assuming, based on evidence of trends from previous years, that each year a certain number of pupils will go outside of Borehamwood for their primary school place. In 2015/16, for example, 134 children living in Borehamwood were allocated a place at a primary school outside of Borehamwood.

The demand figures shown in the table above, have been reduced by an approximation of anticipated primary school migration (i.e. Borehamwood children attending primary schools outside of Borehamwood). Therefore the full potential demand for Reception places in Borehamwood is significantly understated in this table. Extrapolating forward and using a conservative estimate of 75 children living in Borehamwood taking a Reception place outside of Borehamwood, identifies a need for a further 110 places in 2016/17, 55 places in 2017/18 and 109 places in 2018/19.

Additionally the table below compiled by HCC, shows the number of children living in Elstree and Borehamwood who, at allocation day in each respective

year spanning 2011/12 to 2015/16, were allocated a Reception place at a primary school outside of Hertfordshire altogether (not just Borehamwood), due to insufficient provision within the area.

The data is evidence of the fact that there continues to be too few primary places in both Hertfordshire as a whole, as well as Borehamwood more locally, and that parents are seeking alternatives elsewhere; either through necessity because of the shortage of places available locally or by choice due to what is available locally not meeting their needs.

Allocation Round	Number of children living in Borehamwood/Elstree parish who were allocated a primary school outside of Hertfordshire (Source: HCC)
2015/16	64
2014/15	81
2013/14	70
2012/13	49
2011/12	60

The strains on local people being able to send their children to a local school of their choice is further evidenced by HCC Council data regarding admissions allocations (2014) to first choice of primary school. Whereas 82% of children were allocated their first choice of primary school across Hertfordshire as a whole, in Borehamwood that figure falls to 75%.

Further, data provided by HCC illustrates that in 2015/16, 57 children living in Borehamwood/Elstree parish were allocated a place at a Jewish denomination school outside of Hertfordshire. This further adds to the picture of the need for more primary places at a Jewish faith school in the local area.

In summary, 25% of children living in Borehamwood are being required to attend a school that is not their first choice, and many others are having to go out of borough to find a suitable primary school. This is particularly true for children of the Jewish faith who seek to attend a school with an appropriate ethos. Yavneh Primary School would address the needs of many of these people.

Evidence of need: A growing local Jewish population

Borehamwood has a rapidly growing, predominantly young, Jewish community. According to the 2011 Census for England and Wales the Jewish community in Borehamwood and Elstree alone numbered 5,750 (15.5% of the total population of the 5 wards of Borehamwood and Elstree). This number has been growing substantially over the last decade.

The establishment of a Jewish secondary school, Yavneh College, in Borehamwood has attracted many young families into the area, causing the growth of the community to accelerate further.

There are currently two Jewish VA primary schools in Hertfordshire serving the local community: HJPS, a two-form entry school in Radlett; and Clore Shalom, a one-form entry school in Shenley.

Both of these two schools are substantially oversubscribed as can be seen from the table below published by HCC 'Application and Allocation Statistics, Primary Allocations – outcomes as at 16 April 2014.

School name	Town	PAN		Applications		Allocations	
		2014	2013	2014	2013	2013	2014
Hertsmere Jewish Primary School	Radlett	60	60	146	139	60	60
Clore Shalom School	Shenley	30	30	67	60	30	30

Borehamwood and Elstree Synagogue (BES), membership of which accounts for approximately 60% of the Jewish population in Borehamwood and Elstree alone has 60 members who will be seeking a Reception place in September 2016. In 2011 BES had 3,514 members compared to the 5,750 Jews recorded as living in the area by the 2011 Census for England and Wales),

Historically, due to the chronic shortage of local Jewish primary provision, parents living in Borehamwood and Elstree who wish to send their children to Jewish primary schools have had to send their children out of the county to schools in north-west London.

Transportation to these schools is prohibitively expensive, significantly increases the school day and puts an unnecessary strain on the local transport network.

E 2: Successful engagement with the local community

Marketing activity

The table below summarises the schedule of marketing activity (completed and planned)

Date	Activity	Objective
11 March 2015	Email letter to all parents of current pupils in Yavneh College advising of our intent to apply for a Free school and inviting to	Build awareness, promote public meeting, encourage parents to further

	attend public meeting on 26 March.	spread the word more broadly across the local area.
13 March 2015	Leaflet campaign to local residents. 500 letters inviting those living in the streets adjacent to the school, to attend a meeting to discuss the proposal.	Build awareness and establish dialogue with those who live closest to the school
16 March 2015	Email to all parents of current pupils at Yavneh College promoting on-line evidence of need survey.	Further build awareness of our plans and seek input to questionnaire; encourage parent group to further spread the word.
18 March 2015	Article in local newspaper – Borehamwood and Elstree times	Build broad public awareness and invite all to public meeting
24 March 2015	Public meeting No. 1 – local residents, school proposal and traffic	Address interests and concerns of local residents. Extend invitation to participate in on-line questionnaire and to attend public meeting on 26 April 2015.
26 March 2015	Public meeting No. 2 – general public, the proposal overall	Promote our Vision, seek input from the public and answer questions
June 2015	Further leaflet campaign to local residents, in local libraries and to members of local synagogues.	Continue to build awareness and invite to a further public meeting to update on proposed Education Vision and experience and inclusivity principles and practice.

We raised awareness of our intention to apply for a free school through a number of routes, reaching out to the whole community.

- Over 500 letters were delivered to residents in the streets adjacent to the school site (on which our secondary school already exists) to advise them of the intent and to invite them to attend a neighbours' meeting to discuss the proposal and their interest in it.
- The meeting for local residents took place on 24 March 2015 where there was much discussion about the plans for the proposed school. Approximately 50 people attended. During the evening the on-line questionnaire was promoted as was the second public meeting, due to take place two days later.
- A second public meeting took place on 26 March 2015 to discuss the proposal. The meeting was attended by approximately 300 people. The session was both presentation and consultative and many of the views made by members of the audience have influenced our overall education approach and admissions criteria.
- A half page article about our plans appeared in the local newspaper, Borehamwood and Elstree Times, on the 18 March 2015, and this promoted the forthcoming public meeting. A marketing campaign to promote this meeting reached the inboxes of around 4,500 people.
- In addition, to our marketing efforts of publicising our intent to create a new primary school by leafleting residents in all the adjacent streets to the school and by meeting with them twice, we anticipate that the outstanding reputation of the secondary school on the site together with its outstanding Ofsted status will fuel interest and demand from a wider population for primary school entry, given its free school status. (The secondary school is voluntary aided).
- Yavneh Primary School, as a Modern Orthodox Jewish free school, will welcome, respect and comprehensively look after every one of its pupils, whatever their faith, levels of religious observance at home, world view or if they are of no faith at all. Additionally, as a Modern Orthodox Jewish free school, it will be attractive to the full spectrum of observance and practice across the Jewish community, providing a truly inclusive and credible cross-communal option for all interested local residents.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, trustee and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Introduction

All of the following have substantial financial, and/or educational or other relevant expertise as they have been involved in setting up and/or running the current secondary school, Yavneh College, which is an academy, or have been involved as Headteacher of a primary school. They have all been active in putting together this application and will continue to be so involved in the pre-opening phase and once Yavneh Primary School opens.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	Y	Swiss Cottage, Central London	██████████ (single academy trust) and will be ██████████ ██████████ ██████████ ██████████ and ██████████ ██████████ ██████████ ██████████ ██████████	██████████ since 2006 when the school opened and prior to that on the ██████████ ██████████ ██████████ ██████████ has experience of contributing to the development and opening of a school. ██████████ since the time of the temporary governing body to date	On average 7 – 14 hours per week while completing the application. On average 4 – 14 hours per week during pre-opening if the application is successful

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
				<p>and is a qualified [REDACTED]. [REDACTED] is [REDACTED] [REDACTED] [REDACTED] where she is [REDACTED] and [REDACTED] [REDACTED]. She has significant leadership, financial management and project management skills. [REDACTED] also [REDACTED] the team when Yavneh College converted to an Academy and in the same year Yavneh College received an outstanding Ofsted report.</p> <p>[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]</p>	
[REDACTED] [REDACTED]	Y	Borehamwood, Herts	<p>[REDACTED] [REDACTED]</p> <p>General contribution to the project team based on his experience of starting a</p>	[REDACTED] was [REDACTED] of the foundation body that established Yavneh College starting some 15 years ago, He therefore	On average 4 – 7 hours per week in preparing the application and during the pre-

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
			school and involvement in [REDACTED] until 2014 and as a [REDACTED].	has considerable experience of establishing a school. He also has significant knowledge of Yavneh College and its site as he was the [REDACTED] [REDACTED] [REDACTED] runs a series of businesses related to [REDACTED], and therefore demonstrates leadership skills outside of his work for Yavneh College. [REDACTED] lives in the local community and is very aware of its needs in relation to educational provision which was part of the motivation for starting Yavneh College some years ago.	opening period if the application is successful. [REDACTED] will not be a trustee of the MAT however as a [REDACTED] [REDACTED] [REDACTED] he will have oversight of the establishment of Yavneh Primary School and will contribute time
[REDACTED] [REDACTED]	Y	Borehamwood, Herts	[REDACTED] [REDACTED] [REDACTED] [REDACTED] will be particularly	[REDACTED] [REDACTED] His role has primarily been in respect of premises,	On average 4 – 7 hours per week in preparing the application. On average 4 – 18

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
			involved in the development of the site and buildings for Yavneh Primary School as he is [REDACTED]. He will also be involved in matters related to transport and security.	security, transport and related matters (he is [REDACTED]). When Yavneh College applied to extend the age range of Yavneh College down to age 4 to create a primary section in 2011 (making an application to the local authority), [REDACTED] in relation to drawing up the plans for the building for the proposed primary section, liaising with planners, architects and the local authority. [REDACTED] also has significant experience of working with the local authority and the local community to determine and establish need for Yavneh Primary School	hours per week during the pre-opening period if the application is successful.
[REDACTED] [REDACTED]	Y	Mill Hill, London	[REDACTED] [REDACTED] [REDACTED] (since 2010	Since joining the [REDACTED] of Yavneh College in 2010 [REDACTED] has contributed significantly to the development of the	On average 4 – 7 hours per week in preparing the application. On average 4 – 7

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
			As well as co-ordinating the application, [REDACTED] will be part of the team working on developing and implementing the strategy for Yavneh Primary School	strategy of the secondary school applying his skills in this area from his day job as a [REDACTED]. [REDACTED] is an integral part of the project team in this respect. He has also held other communal roles; for example he [REDACTED] [REDACTED] [REDACTED] [REDACTED].	hours per week during the pre-opening period if the application is successful.
[REDACTED] [REDACTED]	Y	Hendon, London	[REDACTED] [REDACTED] and will be the [REDACTED]. In this role [REDACTED] is pivotal in all curriculum and operational matters in relation to the establishment of Yavneh Primary School, as well in the recruitment of the Head of Primary and other staff.	[REDACTED] r was [REDACTED] [REDACTED] [REDACTED] [REDACTED] (Ofsted 2009 – Good with Excellent features), prior to becoming [REDACTED]. He has over 8 years of [REDACTED] dealing with strategic planning, financial management, personnel matters and educational and teaching issues. [REDACTED] [REDACTED]	On average 7 – 14 hours per week in preparing the application. On average 7 – 14 hours per week during the pre-opening period if the application is successful.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
				(and will be for the MAT) and in his current and previous roles as [REDACTED] he has considerable experience of school finances.	
[REDACTED] [REDACTED]	Y	Sandy, Beds	[REDACTED] is [REDACTED] and will be the [REDACTED], covering both Yavneh College and Yavneh Primary School. [REDACTED] knowledge of primary school finance and operational issues will contribute to the establishment of Yavneh Primary School within an agreed budget. As [REDACTED] she will be responsible for [REDACTED] serving the two schools.	[REDACTED] has been the [REDACTED] since 2009. At that time Yavneh College's building project was being completed and therefore [REDACTED] has experience of being involved in managing the financial aspects of a building project to create a new school. [REDACTED] has considerable experience of managing [REDACTED]. In her role as [REDACTED] is responsible for the [REDACTED] and will also perform this role for Yavneh Primary School. Until very recently, [REDACTED] [REDACTED] (maintained) and therefore has a strong	On average 4 – 14 hours per week in preparing the application. On average 4 – 21 hours per week during the pre-opening period if the application is successful.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
				understanding of governance at a state primary school and how its finances are run.	
██████████ ██████████	██████████ ██████████ providing support	Edgware, Middx	██████████ who will contribute to the development of the operational aspects of Yavneh Primary School – in particular in developing policies and procedures.	██████████ has been on the ██████████ of Yavneh College since before it opened in 2006; first as ██████████ and latterly as ██████████. He therefore has considerable experience of developing strategy, curriculum and the operational aspects of running a school.	On average 4 – 7 hours per week in preparing the application. On average 4 – 7 hours per week during the pre-opening period if the application is successful.
██████████ ██████████	Y	Borehamwood, Hertfordshire	██████████ ██████████ will be involved in drafting and agreeing the admissions policy for Yavneh Primary School	██████████ experience is through his current role as ██████████ ██████████ and in running, clerking and chairing ██████████ panels for various other schools. Dealing with numerous ██████████ for Yavneh College.	Approximately 7 hours during the application period. 0 – 7 hours per week during the pre-opening period
██████████	Accessing support on a	Edgware, Middx	██████████ has been integrally involved, as an external	Until recently ██████████ ██████████	On average 4 – 14 hours per week in

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
	paid basis		<p>consultant, in working to support the core applicant group on curriculum and all operational matters in respect of setting up a primary school. She will continue to be a part of the core team if the application is successful.</p> <p>████ is committed to the creation of Yavneh Primary School considering it an investment in the community in which she lives and has worked for many years. She will demonstrate her commitment by becoming a ██████████</p> <p>██████████ with oversight of Yavneh Primary and the Yavneh Primary Local Governing Body.</p>	<p>████████████████████ ██████ (Ofsted 2011 – Good), a Jewish faith primary school in Essex. ████████████████████ ████████████████████ ████████████████████ ████████████████████ ████████████████████</p> <p>████ had much experience of leading a faith primary school where, primarily due to demographics, there was a high percentage of non-faith pupils. Therefore she is able to provide insight into how to manage pupils from all faiths and none to enable the best possible, inclusive educational provision for all. She has recently become a ██████████</p> <p>████████████████████ ██████ (Ofsted 2014 – Good with Outstanding features)</p>	<p>preparing the application. On average 4 – 18 hours per week during the pre-opening period if the application is successful.</p>

The following also will have a role in the preopening of the school as current governors of Yavneh College who will sit on the board of the MAT or a LGB

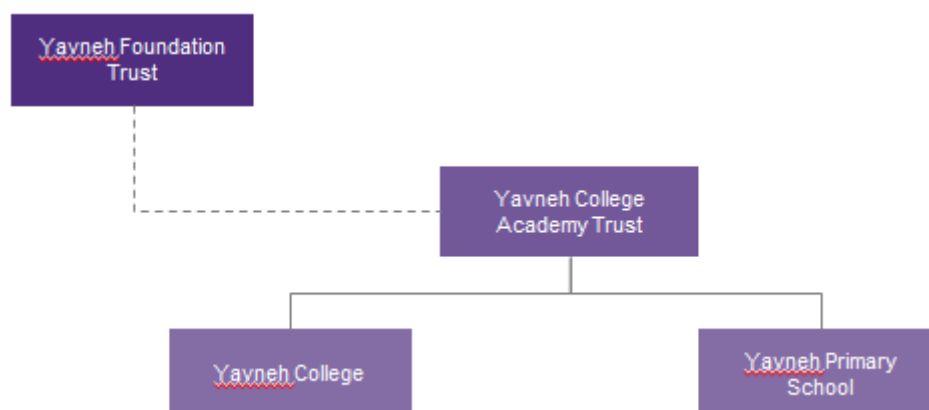
Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████ ██████████	N	Borehamwood, Herts	██████████. To sit on MAT board	██████████ ██████████ ██████████ He ██████████ ██████████ of Yavneh College on ██████████ ██████████	0 – 6 hours per week
██████████ ██████████	N	Borehamwood, Herts	██████████ ██████████. To sit on MAT board	██████████ ██████████ and has experience of personnel matters. She is also the ██████████ ██████████ – a role that will extend to Yavneh Primary School. She has done relevant training for this role	0 – 4 hours per week
██████████ ██████████	N	Edgware, Middx	██████████ level. ██████████ will sit on both Yavneh College LGB and Yavneh Primary School LGB.	██████████ ██████████ – last Ofsted inspection held in February 2009 – "Outstanding"; which was reconfirmed in a review done by BSPI in November 2014).	7 – 14 hours pre-opening

F1 (b) Skills gap in pre-opening

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 add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Primary school education and operational matters	<p>In addition to the experience on or brought into the core team (eg [REDACTED]) we have also consulted as follows:</p> <p>Consultation on a one off basis with [REDACTED] [REDACTED] (Free School in Mill Hill, London). [REDACTED] is not a member of the core team pre-opening however we have consulted her on her expertise in running a primary free faith school. [REDACTED] opened in 2011 and had its first Ofsted inspection in 2013 when it was graded "Good".</p> <p>Consultation with [REDACTED]; a Jewish faith primary school in Hertfordshire</p> <p>Recruitment of a Head of Primary – see F4 – to participate in the establishment of Yavneh Primary School</p>

F2 Governance structure



The proposed governance structure of the MAT is as set out above.

Yavneh Foundation Trust (formerly Yavneh College Trust)

Yavneh Foundation Trust owns the land and buildings from which Yavneh College operates and from which Yavneh Primary School will operate.

Hertfordshire County Council have leased the sports hall and the playing fields on the Yavneh College site (125 year lease) to Yavneh Foundation Trust which has an underlease with Yavneh College to use them.

Yavneh Foundation Trust:

- sets the ethos of Yavneh College and will so do for Yavneh Primary School
- currently appoints the foundation governors and so will appoint the foundation trustees of the MAT board (who will form the majority)

Yavneh College

Yavneh College is a company limited by guarantee. Yavneh College, which is the academy trust, will change its name to Yavneh College Academy Trust if the MAT is approved. It will adopt MAT Articles of Association in line with the DFE model of December 2014 (Mar15v4).

The [REDACTED] of Yavneh College are:

- [REDACTED] (also a [REDACTED] of Yavneh Foundation Trust)
- [REDACTED] (also a [REDACTED] of Yavneh Foundation Trust; [REDACTED] of Yavneh College)
- [REDACTED] ([REDACTED] of Yavneh Foundation Trust; [REDACTED] of Yavneh College)

It is not proposed to alter the membership structure of the academy trust. Of the three members, two are also trustees of the academy trust and one is an independent

member (i.e. not also a director of the academy trust). This, in our view, provides a degree of separation between the members and the trustees and enables the members to perform the function of holding the MAT board to account.

Yavneh College opened as a maintained secondary school in Borehamwood in September 2006. It became an academy with effect from 1 July 2011. Yavneh College is a 5 form entry secondary school offering outstanding secondary education for pupils aged 11- 19.

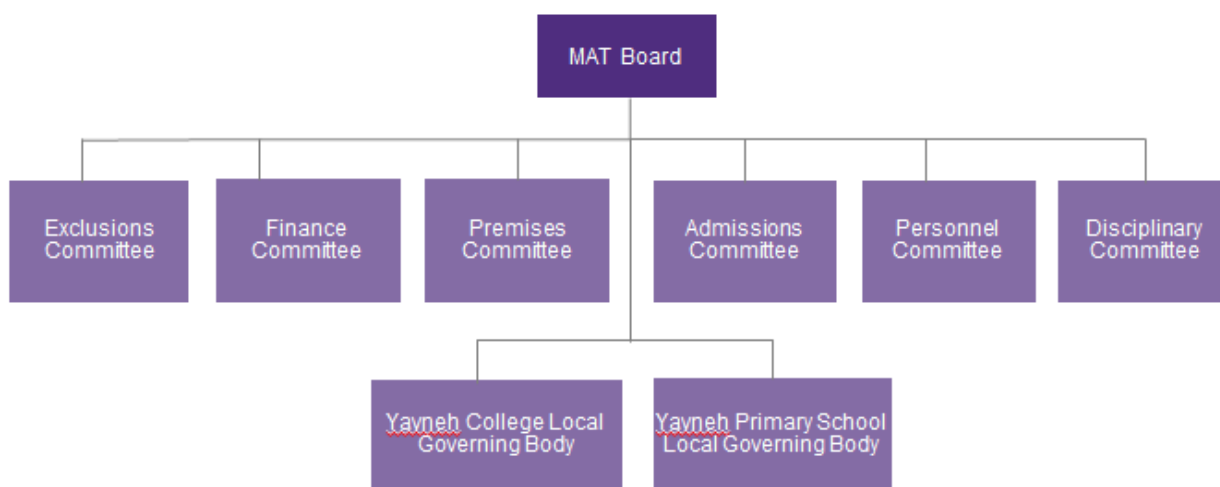
Yavneh Primary School and Yavneh College, will be the two schools in the MAT.

The MAT board

Yavneh College is currently run by a proven Governing Body and leadership team, all of whom will continue to be involved in the governance of the MAT either on the MAT board and its sub-committees, or Local Governing Bodies (LGBs), or a combination of both.

The proposed governance structure of the MAT is set out in the diagram below. The MAT board will delegate responsibilities to committees and to the LGBs.

Committee structure



The trustees operate in accordance with the Department for Education's Governors Handbook (January 2015) with responsibility for:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

The MAT board will comprise 12 trustees (set out in F3), including the Executive

Headteacher, who will each have an area of responsibility for governance as well as have collective responsibility for:

- ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the MAT, including health and safety
- compliance with the provisions of the Funding Agreement
- determining the corporate planning and strategy for the MAT, and the schools within it, in consultation with the LGBs
- oversight of the LGBs
- accountable for the performance of the schools within the MAT

It is our present proposal for the MAT board to comprise the following with their proposed main areas of responsibility in brackets: [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

The [REDACTED] will also sit on the MAT board as a trustee, and the Local Governing Body of the secondary school. He will be the [REDACTED] of the MAT as well as the [REDACTED] responsible to the EFA. He will implement the strategy as set by the trustees and will report back to the MAT board. He will also run the day to day operations of Yavneh College and of Yavneh Primary School together with the [REDACTED] reporting to him in respect of Yavneh Primary School (see section D3). The reporting structure through the ELT and SLT to the [REDACTED] is set out in section D3.

The MAT board will meet at least 3 times in every school year.

Subcommittees of the MAT

Each of the 6 sub- committees will have delegated responsibility by the MAT. As the MAT will operate on one site it will be appropriate and allow economies of scale to have certain committees which cover both Yavneh College and Yavneh Primary School. A majority of members of each committee will be trustees of the MAT and so will sit on the MAT board. In addition, elected parent governors and elected staff governors will also sit on sub-committees of the MAT as appropriate to contribute their respective skills. All of the 6 sub-committees currently exist and their detailed terms of reference will be extended to incorporate any additional requirements of the MAT and for Yavneh Primary School. All will report up to the MAT board to which they will be accountable.

The committees are as follows:

Admissions Committee: Admissions will be run centrally by the [REDACTED] for both schools. The admissions committee will take full account of the Admissions Code of Practice, to set and apply the admissions rules as agreed by the MAT board and to support the MAT board in making the case for refusing an application for admission to an Independent Appeals Panel, in line with appeals procedure.

Members of the admissions committee will be: [REDACTED]
[REDACTED]

[REDACTED] in attendance

Finance Committee: responsible for the governance of all financial matters of the MAT which will include, inter alia, consideration of all financial and budgetary monitoring and other matters, accounting systems and preparation of financial accounts. It is intended that finances will be controlled centrally with separate financial information for each school which is consolidated to produce financial results for the MAT.

Members of the finance committee will be: [REDACTED]
[REDACTED]

in attendance.

Premises Committee: As the MAT will run two schools on one site premises and related matters will be centralised. The premises committee will provide support and guidance for the [REDACTED] on all matters relating to the school premises and grounds, security, health and safety and school transport.

Members of the premises committee will be: [REDACTED]
[REDACTED]

[REDACTED] in attendance.

Personnel Committee: Personnel matters will be the responsibility of the [REDACTED] and, where appropriate, the [REDACTED]. The personnel committee will govern all matters to do with staff including staff structure, the impact on the schools' budgets, personnel matters, staff grievance and discipline.

Members of the personnel committee will be: [REDACTED]
[REDACTED]
[REDACTED].

Pupil Discipline Committee (temporary committee formed as required): To consider the actions of the [REDACTED] in excluding a pupil, to consider representations made by parents/carers, and, if appropriate, to determine whether the pupil is to be reinstated.

Members of the pupil discipline committee will be 3 persons appointed by the MAT board, excluding those who are parents at Yavneh College or Yavneh Primary School, and excluding the [REDACTED].

Staff Grievance and Staff Appeals Committees (temporary committees formed as required): To consider the actions of the [REDACTED] and / or the [REDACTED] in relation to a staff grievance and an appeal resulting from any action taken.

Members of the staff grievance and the staff appeals committees will comprise at least 3 members of the MAT, not previously involved in the case(or the initial hearing in the case of an Appeal), selected in advance by members of the MAT board.

Local Governing Bodies (LGBs)

The members of the LGBs will be:

- Parent governors (2 per LGB proposed) elected in accordance with the Articles of Association of the MAT and the terms of reference– representing parents from each of Yavneh College and Yavneh Primary School as appropriate
- Staff governors (2 per LGB proposed) elected in accordance with the Articles of Association of the MAT and the terms of reference – representing staff from each of Yavneh College and Yavneh Primary School as appropriate
- Executive Headteacher
- Members of the MAT board as appropriate to provide oversight and connectivity between the MAT board and the LGB and to intervene where necessary through this oversight
- In addition the following will sit on the respective LGB
 - Head of Primary
 - Deputy Head – Primary / Secondary
 - Other as appropriate

The terms of reference of each of the LGBs of Yavneh College and Yavneh Primary School and their precise composition are yet to be confirmed. The LGBs will be accountable to the MAT board for:

- strategic governance role in carrying forward the MAT board's vision at local level
- education and curriculum (there may be a curriculum sub-committee of the LGB)
- monitor and evaluate student and staff
- contribute to the budget process for Yavneh College / Yavneh Primary School
- LGBs will work with the SLT relevant to their respective school where appropriate
- for any other matters relevant to local school working with the sub-committees of the MAT. Members of the LGBs may also sit on MAT sub- committees where relevant

The MAT board, sub-committees and LGB structure have clear lines of responsibility and accountability.

Training

All trustees, as well as elected parent and staff governors and other members of the LGBs, will be required to undertake appropriate training on a regular basis. Training records will be maintained for each trustee and local governor. Any other members of committees or LGBs will also be required to do training as appropriate to their role.

Conflicts of interest

The current Governing Body of Yavneh College has a strong awareness of managing conflicts of interest. Yavneh College (the academy trust) currently maintains a register of interests which captures relevant business and pecuniary interests in accordance with the Academies Financial Handbook. Any pecuniary or other interests are identified and minuted at the start of every Governing Body meeting and committee meeting.

In situations where there is any potential conflict of interest identified then the situation will be managed by conflicted trustees exempting themselves where appropriate as well as introducing independent trustees to consider that matter and vote on it if appropriate. These practices will continue for the operation of the MAT board, its sub-committees and the LGBs.

Not all trustees of the MAT will be trustees of Yavneh Foundation Trust; the independent trustees, together with the [REDACTED] who attends Yavneh Foundation Trust meetings, provide independent challenge when required and can act as a sounding board.

Given that we intend to operate with a MAT board with common committees and operations to manage Yavneh College and Yavneh Primary School this should minimise conflicts of interests arising. The MAT board will have oversight of the LGBs and therefore will be in a position to monitor any conflicts of interest and to intervene appropriately to manage them.

The trustees do not all live in Borehamwood and are therefore not directly part of the wider Borehamwood community. This provides an independent perspective to the operation of the MAT within the local community.

It should be noted that the [REDACTED], sits on the two ethics committees of the Institute of Chartered Accountants in England and Wales and has considerable practical experience of identifying and managing conflicts of interest.

F3 (a) Proposed trustees

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Introduction

The list below comprises the individuals who sit on the board of the MAT and who will be the trustees (also known as directors / governors) of the MAT. They will each have specific roles but they will provide governance oversight and challenge in their roles as trustees. All trustees are very excited by the proposal to open Yavneh Primary School and are fully committed to drive improvement in a free school and manage it effectively as they have managed Yavneh College.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
██████████ (Foundation)	Swiss Cottage, London	██████████ ██████████ ██████████	██████████ See F1	See F1 and on CV	On average 4 – 14 hours per week (sometimes more)
██████████ (Foundation)	Borehamwood, Hertfordshire	██████████ ██████████ ██████████	See F1	See F1 and on CV	On average 4 – 18 hours per week (sometimes more)
██████████	Mill Hill,	Member of the ██████████	See F1	See F1 and on CV	On average 4 – 7

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
(Foundation)	London	and [REDACTED] and [REDACTED] [REDACTED]			hours per week (sometimes more)
[REDACTED] [REDACTED] [REDACTED]	Hendon, London	[REDACTED] [REDACTED]	See F1 and D3	See F1 and on CV	7 – 14 hours per week
[REDACTED] [REDACTED]	Borehamwood, Herts	[REDACTED]	See F1	See F1 and CV	0 – 7 hours per week depending on time of year re admissions
[REDACTED] (Foundation)	Edgware, Middx	[REDACTED] [REDACTED] [REDACTED] processes	Developing monitoring tools for Yavneh Primary School – for effective monitoring by the Governing Body.	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]. She is currently) since 2004) an [REDACTED] [REDACTED] [REDACTED] She has developed an effective set of monitoring processes for the	On average 0 – 7 hours per week (sometimes more)

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
				Governing Body of Yavneh College.	
██████████ (Foundation)	Borehamwood, Herts	Contribute to ██████████ ██████████ ██████████	Consider how the Link Governor programme applied to Yavneh College can be extended to Yavneh Primary School.	██████████ has already developed an effective ██████████ programme for Yavneh College ██████████	0 – 4 hours per week as required
██████████ (Foundation)	Borehamwood, Herts	██████████ ██████████ ████████████████████ ██████████ ████████████████ ██████████	As ██████████ ████████████████████ ██████████ will support on the recruitment of staff, particularly senior staff where necessary. As a ██████████ ████████████████████ ██████████ will support on the development of budgets for Yavneh Primary School and their monitoring against actual results. ████████████████ ████████████████████ ██████████████	Extensions of roles that ██████████ already performs on the ██████████ ████████████████ ██████████ ██████████ ██████████	0 – 4 hours per week

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
██████████ (Foundation)	Borehamwood, Herts	Responsible for ██████████ ██████████	Supporting on any ██████████ ██████████ ██████████, Yavneh College and Yavneh Primary School.	██████████ ██████████ ██████████ ██████████ ██████████ ██████████	0 – 6 hours per week
██████████ (Foundation)	Bushey, Herts	██████████ ██████████ (Secondary)	Provide governance oversight – applying his ██████████ ██████████ ██████████	██████████	0 – 6 hours per week
██████████ (Foundation)	Belsize Park, London	Member of the ██████████ ██████████	As a ██████████ ██████████ contribute to planning for Yavneh Primary School as has primary school expertise.	██████████ ██████████ ██████████ ██████████ (ISI report - May 2012, "Good", "Excellent" in summary of findings)	0 - 4 hours per week
██████████ (Foundation)	Edgware, Middx	██████████ ██████████ with oversight for Yavneh Primary School at MAT board level	Development of ██████████ ██████████ ██████████; support on recruitment of Head of Primary	See F1 and CV. ██████████ ██████████ ██████████ ██████████	On average 4 – 18 hours per week

The following are currently elected governors – parents / staff – who are legal directors of Yavneh College (the current academy trust). They will not be trustees on the MAT board and will sit on the Local Governing Bodies as local governors

Name	Where live (town/city)	Role on LGBs	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
██████████ ██████████ ██████████	Bushey, Herts	Member of the ██████████ ██████████ ██████████	To contribute to the issues in relation to Yavneh Primary School, through the ██████████ ██████████; also transport	██████████ ██████████ ██████████ Experience of developing transport systems for Yavneh College (buses) ██████████ ██████████	0 – 7 hours per week as required
██████████ ██████████	Edgware, Middx	██████████ ██████████ ██████████	To advise on ██████████ ██████████ for Yavneh Primary School as well as for Yavneh College	██████████ is the ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ has worked for many	0 – 7 hours per week as required

Name	Where live (town/city)	Role on LGBs	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week) to complete
				years in primary education in particular in a [REDACTED] position	
[REDACTED] [REDACTED]	Borehamwood, Herts	Member of the [REDACTED]	As a member of the [REDACTED] contribute to Education for the Yavneh College.	See CV	0 – 4 hours per week as required
[REDACTED] [REDACTED]	Eastcote, Middx	[REDACTED] – Yavneh College	Represent the interests of the staff of Yavneh College; support liaison with them; contribute to Yavneh College LGB. Contribute to development of role of [REDACTED] on Yavneh Primary School [REDACTED]	[REDACTED] [REDACTED]	0 – 4 hours per week as required

In addition staff governors and parent governors will be elected for Yavneh Primary School and will sit on the Yavneh Primary School LGB

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Primary school finance	<p>Training of all trustees and others who are on the finance committee of the MAT in Primary School finances.</p> <p>████████████████████, will oversee the finances of the MAT including those of Yavneh Primary School. Until recently she was ██████████ of a state maintained primary school, ██████████, and therefore has an excellent understanding of primary school finance, as well as operation and governance. In December 2007 ██████████ was rated "Outstanding" by Ofsted</p>
Primary school curriculum / education	<p>████████, a ██████████, will be appointed as a ██████████ with specific oversight on the board of the MAT for the Yavneh Primary School LGB</p> <p>Recruitment of a Head of Primary – see F4 – to participate in the establishment of Yavneh Primary School</p>

F4 A credible plan for recruiting a high quality principal during pre-opening

██████████ will be the ██████████. As demonstrated by his CV and his track record, ██████████ has a relevant and credible track record as ██████████ of a very successful secondary school. These skills are transferrable to be a ██████████ of the MAT.

The intention is to have a Head of Primary for Yavneh Primary School. The Head of Primary will be an experienced primary school senior leader with experience in building an outstanding curriculum and monitoring teaching and learning. Responsible to the Executive Headteacher, he/she will ensure the highest standards of teaching and learning leading to exemplary progress of all pupils at the school.

The recruitment process will start as soon as possible after the application is approved with a view to the successful candidate starting as soon as possible from January 2016 to allow time to work with the core team to open Yavneh Primary School in September 2016. We believe that this is an exciting opportunity for an excellent candidate to join a MAT which will have an outstanding secondary school within it with results at the highest level so demonstrating the quality of leadership and the education delivered. The Head of Primary will also be joining a MAT which already operates a desired school, Yavneh College, with a robust ethos.

A job specification for this role, together with the skills required, have been prepared.

The structure of senior educational leadership – i.e. the Executive Headteacher, Executive Leadership Team of the MAT and Senior Leadership Teams of each of Yavneh College and Yavneh Primary School is set out in Section D3 of this application. The Head of Primary, will report to the Executive Headteacher. An appropriate salary package in line with Part 2 "Teachers Pay and Conditions", as appropriate to the role of head of Primary is included within the budget in Section G of this application.

The process for recruitment of the Head of Primary is set out below with an indicative timescale. The process has been adopted in the past by Yavneh College for the recruitment of its first and second headteachers and for the recruitment of deputy headteachers and assistant headteachers, modified as appropriate to the role.

- preparation of a job description and application pack (25 September 2015)
- advertisement of the position in TES and appropriate local and national publications (28 September – 12 October 2015)
- applications received reviewed by ██████████ and ██████████ to prepare a short list to be invited for interview (by 19 October 2015)
- interviews to be conducted by ██████████
██████████ ██████████

with oversight for Yavneh Primary School, ANO as appropriate at the time (last week of October 2015)

- The interviews will take place over a 2 day period as follows:

Day 1

- Perform the following tasks
 - data analysis
 - financial analysis relevant to primary schools
 - "in tray" test
- Candidates will be interviewed by pairs of the members of the interview panel on
 - results of the data analysis test and wider issues
 - results of the financial analysis relevant to primary schools test and wider issues
 - results of the in tray test
 - ethos
- The candidates will
 - meet a pupil panel
- Present a lesson and be observed

Candidates will be short-listed for Day 2 of the interview process

Day 2

- Shortlisted candidates will be required to do a presentation to the interview panel on a topic identified on Day 1
- following the presentation the interview panel will consider all of the information from the interviews and appoint a Head of Primary
- If no suitable candidate for Head of Primary is identified by the interview process then the job will be advertised again.

In accordance with the above timetable, we plan to appoint a Head of Primary by the end of October 2015 with a view to starting working at Yavneh Primary School by early 2016, depending on current role and commitments. This may require negotiation with their previous school if the appointed candidate is currently a Headteacher and needs to give a term's notice.

Section F5 Educational track record

Key people to provide school improvement support

The key people who will provide school improvement support are:

- each of trustees of the board of the MAT (names and roles included elsewhere in the application)
- elected parent and staff governors (names, roles and CVs included elsewhere in the application); NB Yavneh Primary School parents and staff governors to be appointed in due course
- the [REDACTED]
- the [REDACTED]
- the [REDACTED]
- any others if appropriate

Central service / support to the MAT

The key people who will provide central services and support to the MAT are:

- the [REDACTED]
- the ELT ([REDACTED]); [REDACTED]
[REDACTED]

The last Ofsted inspection for Yavneh College was 8 – 9 March 2011- rated Outstanding

<http://www.yavnehcollege.org/sites/default/files/basicpage/attachments/YC%20Ofsted%20Report%202011.pdf>

The last Pikuach inspection (Inspection for Jewish schools) for Yavneh College was 8 – 9 March 2011 - rated Outstanding

<http://www.yavnehcollege.org/sites/default/files/basicpage/attachments/YC%20Pikuach%20Report%202011.pdf>

According to The Times in 2014, Yavneh College was the best performing non-selective state secondary school in the country at A Level.

Results

The detailed results for Yavneh College can be seen in the data dashboard <http://dashboard.ofsted.gov.uk/dash.php?urn=136922>, Raiseonline and <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136922>. The results of Yavneh College are also set out in section C.

Our historic exam result data shows that Yavneh College is achieving consistent, outstanding outcomes for its pupils.

GCSE Results

	2014	2013	2012	2011	2010
Grades 5+ A* -C	85.4%	87%	94%	87%	N/A
Grades 5+ A* -C including English and Maths	82.8%	71%	85%	84%	N/A
Grades A* - A	43%	41%	50%	50%	N/A

A Level Results

	2014	2013	2012	2011	2010
Overall	100%	100%	100%	100%	100%
Passes A* - B	87%	83%	65%	74%	70%
Average Point score per student	880.16	822.5	777.2	853.3	754.4
Average point score per entry	252.23	244	226.1	227	240

The charts show our GCSE results (KS4) and A level results (KS5) for 2013 and 2014. Our published data such as Raiseonline does not include the science results for Yavneh College as our pupils take AQA iGCSE examinations in science which is not officially accredited.

GCSE 5 A*-C (Groups)

%	5 A*- C	5 A*-C inc En & Ma	5 A*- C	5 A*-C inc En & Ma
	2013	2013	2014	2014
All	87	71	85.4	82.8
Girls	89	77	83.5	77.9
Boys	85	65	86.8	86.8
Able			100	100
SEN	75	42	68.8	68.8
Pupil Premium	83	83	60	60

Our track record at Yavneh College shows that the school adds a high percentage of added value

<http://www.yavnehcollege.org/sites/default/files/basicpage/attachments/Yavneh%20College%20-%20VFM%201314.pdf> .

3-Year Value Added Scores

	2012	2013	2014
3 year Value Added Scores	1024.5	1017.9	984.8*

* This figure does not include Science as pupils took iGCSE.
Our likely VA score would be at least akin to that of 2012

Our track record shows that Yavneh College is currently offering excellent Value for Money (VFM). The following principles are applied when we undertake our value for money assessments.

- **Economy:** minimising the cost of resources used or required (inputs) – **spending less**;
- **Efficiency:** the relationship between the output from goods or services and the resources to produce them – **spending well**; and
- **Effectiveness:** the relationship between the intended and actual results of public spending (outcomes) – **spending wisely**.

F6 Capacity to expand

Financial expertise and leadership

The financial expertise of the MAT board is set out in F1 and F3. In summary:

- [REDACTED] – many years of experience on a governing body. [REDACTED]
- [REDACTED]. [REDACTED]
- [REDACTED]
- [REDACTED]

In addition the [REDACTED], is the [REDACTED] and, as an experienced [REDACTED], has considerable experience of financial management of schools.

[REDACTED], as [REDACTED], has been in charge of the [REDACTED] of Yavneh College for 6 years, previously was [REDACTED] and was also, until recently, [REDACTED] of another primary school.

We believe we have very strong financial leadership and other financial skills within the staff and governors of Yavneh College. The above mentioned individuals are all very experienced in financial management, monitoring and governance and would be able to manage any expansion required of financial management and oversight to accommodate the requirements of Yavneh Primary School and the MAT.

Efficiencies and economies of scale

Yavneh College and the primary free school will operate on one site. Therefore the two schools will share many resources, both in terms of staff (eg finance function) and premises. This will mean efficiencies and economies of scale as costs are not duplicated.

Shared service function

Shared staff and services are set out in Sections F6(a) and F6(b).

Yavneh College and Yavneh Primary School will operate on one site.

It will not be necessary to purchase any additional services.

Growth, challenge and support

The trustees will access any additional support on financial matters if required. The Headteacher and the school work in alliance with other organisations to provide mutual support (eg The Advanced Learning Alliance; Partnership for Jewish Schools; Hertfordshire East Collaboration of Schools).

Growth of current capacity

The same monitoring tools will be used for the Yavneh Primary School as are currently adopted for Yavneh College.

These will include:

- financial management information which is monitored on a regular basis by the Finance Committee. This is supported by the ongoing internal audit work provided by the Academy Trust's auditors which inform the finance committee. Any recommendations identified are considered by the Finance Committee and acted on as appropriate
- the Finance Committee of Yavneh College (which will be the Finance Committee of the MAT) is made up of very experienced financial professionals and others with the appropriate professional qualifications who are able to robustly support the MAT on financial matters and to challenge where required. Their financial management skills enable them to monitor and identify any financial issues on a timely basis, together with the business manager and the Headteacher as Accounting Officer, and to take the appropriate actions on a timely basis. They will support the ambitions for the growth of Yavneh Primary School as part of the MAT on a financially prudent basis
- the Headteacher reports to the trustees at each Governing Body meeting on school performance and on any key issues affecting the school – this report is subject to scrutiny and challenge. Results and performance are also reviewed on a termly basis by the Education Committee of Yavneh College. The same principles will be adopted in due course if this application is successful to monitor Yavneh Primary School
- Yavneh College has a comprehensive risk register which is reviewed at least annually by the Governing Body and by the auditors to identify the key risks to the school. This will be updated to include the Yavneh Primary School if this

application is successful. All committees will monitor the risks relevant to their area

- Yavneh College has robust performance management processes in place to manage the performance management of the school

Given all of the above (including the CVs and experience of the current Governing Body of Yavneh College) we believe that Yavneh College, and therefore the MAT board with additional resource specifically for Yavneh Primary School, are sufficiently highly-skilled and focussed to carry out its functions to run the MAT.

Monitoring of the shared service function

The performance and the budgeted costs of the shared service function will form part of the performance and the budget of the MAT. Therefore the actual costs will be monitored against the budget on a regular basis as are all other actual costs against budget for the MAT by the SBM, by the Headteacher and by the Finance Committee.

The financial management information will show separate figures for Yavneh College and for Yavneh Primary School.

Brief outline of the financial performance of Yavneh College - last 3 years

Yavneh College opened as an academy in July 2011, having previously been a voluntary aided school. Previous financial information is not comparable.

Financial Period:	Total Income	Total Expenditure	Surplus/ Deficit	Comments
1 st July 2011 – 31 st August 2012	██████████	██████████	██████████	See note 1
1 st September 2012 – 31 st August 2013	██████████	██████████	██████████	See note 2
1 st September 2013 – 31 st August 2014	██████████	██████████	██████████	See note 3

The deficits in each year are explained by the following exceptional events:

Note 1:

The deficit shown in this year is a result of the net assets transferred on conversion to academy status which were ██████████

Note 2:

The deficit shown in this year was due to a reduction in our sixth form funding allocation. As a new school, each year Yavneh College submitted a business case to the funding authority for an increase in its sixth form funding due to lagged learning

numbers. In 2012 this case was refused, this resulted in a decrease of [REDACTED] in relation to our sixth form funding.

Note 3:

In June 2014, Yavneh College was informed by the EFA that it had been overfunded for the year 2013/14 by [REDACTED]. The EFA accepted that the overfunding was not due to any error on the part of Yavneh College, but unfortunately due to an issue in the way that census data had been calculated post conversion to an academy that had not been previously identified. Yavneh College agreed a repayment schedule with the EFA for the overfunded amount to be repaid at a rate of [REDACTED] between September 2014 – August 2017.

Yavneh College prepares an annual Value For Money statement which is approved by the Governing Body and submitted to the EFA. The same will be true for the primary free school if this application is successful.

<http://www.yavnehcollege.org/sites/default/files/basicpage/attachments/Yavneh%20College%20-%20VFM%201314.pdf>

There have been no adverse audit opinions.

F6(a) Shared services

You must complete a separate line for each person that will be in the **central services team**. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Introduction

The shared service team as listed below, are those who will have a defined role within both Yavneh Primary School and Yavneh College. All the employees listed currently have full time roles with Yavneh College, and have agreed to take on roles within Yavneh Primary School. Other members of staff from Yavneh College may be seconded to the primary school, but this will be on an ad hoc basis, and therefore an hourly re-charge for their hours will be made as appropriate. No additional skills are required.

The following represents the contribution by Yavneh Primary School to costs currently incurred by Yavneh College.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £ *
██████████	██████████	See F1 and F3	0.2 FTE	██████████
██████████	██████████ - Educational	██████████ ██████████	0.2 FTE	██████████
██████████	██████████ - Financial	See F1 and CV – Until very recently ██████████ ██████████. Experienced school ██████████	0.2 FTE	██████████

F6 (b) Shared services

Use the table below to provide details about the **total running cost of your shared service**, and how this is made up from contributions. Please add additional lines as required.

The shared services set out below are all services which are currently purchased by Yavneh College. The existing contracts will be extended with each provider to include the primary school. Yavneh College currently has very competitive contracts as listed below, and therefore it would be financial prudent to add the Primary school onto these contracts, as opposed to tendering for a new supplier.

The following represents the contribution by Yavneh Primary School to costs currently incurred by Yavneh College.

Name of school: Yavneh Primary School	Budgeted contribution to MAT shared service	
	2016/17	2017/18
	£	£
Cleaning	■	■
Utilities	■	■
HR	■	■
Catering	■	■
TOTAL	■	■

Section G: Budget planning and affordability

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.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan. In addition you should complete the Excel budget templates.

G1 Financial plans

The Offer

Our application is to create a Multi Academy Trust (MAT) which will comprise Yavneh College, secondary school with provision for years 7 to 13) and Yavneh College Primary will provision for Reception to year 6. This section will seek to outline below why it feels this project is financially viable. The financial model for Yavneh Primary School was developed after extensive consultation with Hertsmere Jewish Primary School and Etz Chaim in order to ascertain a sustainable model that will deliver the standard of education we desire. The model is predicated on an appropriate staffing model and a curriculum plan that covers all key areas both of the NC, as set out in this application, which supports the vision and ethos for Yavneh Primary School. Our record in delivering value for money at Yavneh College enables us to be confident that our finance team, together with our trustees involved in finance, are capable of delivering the same at Yavneh Primary School given the extra capacity for which we have planned.

G2 Viability of school within expected levels of funding

Financial Forecast

In the financial plan presented (Appendix A to section G) Income exceeds expenditure in all years. The following is a summary of the figures included in Appendix A.

£'000s	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Income	■	■	■	■	■	■
Expenditure	■	■	■	■	■	■
Carry Forward - surplus	■	■	■	■	■	■

Surplus balances may appear high as no allowance for any contingency has been made within the figures above.

Assumptions

We have made the following assumptions when drafting up the financial plan for Yavneh Primary School.

Staffing

The proposed staffing structure is set out in Section D3.

The current [REDACTED] of Yavneh College will oversee both Yavneh College and Yavneh Primary School as [REDACTED]. Similarly the current [REDACTED] at Yavneh College will take on these roles at Yavneh Primary School.

In addition to these roles a Head of Primary provision will be employed from early 2016 to lead Yavneh Primary School to establish and lead an SLT from when Yavneh Primary School opens.

It is assumed that in its first year of operation, Yavneh Primary School will have to operate from temporary buildings. We have therefore not employed a caretaker in Year 1. The current caretaker of Yavneh College will be deployed to Yavneh Primary School as required and a provision is made within the budget for a recharge of these hours.

It is assumed that in the first 3 years of operation, members of support staff will take on multiple roles. For example, the LSAs will supervise the pupils during their lunch break, and the Administrative Assistant will cover the LSAs when they are on a break. It is also assumed that all members of support staff will be first aid trained.

It is assumed that the Finance Team currently employed by Yavneh College will take on the responsibilities for day to day finance, including those of Yavneh Primary School. This will be overseen by the SBM.

The budget for teaching staff for Yavneh Primary School is in line with staff numbers set out in section D3.

Currently all teaching staff salaries are calculated on the basis of them being employed on point 6 of the main teaching pay scale. This assumption has been made as a basis of an average salary, although we appreciate that some staff will earn more/less. We have also made an allowance within the budget for 3 members of staff to receive a Teaching and Learning Responsibility payment for English, mathematics and Jewish Studies. No allowance for increments has been

allowed within the budget, however with a surplus year on year, that is sufficient room within the budget for pay increments and pay awards for both teaching staff and non- teaching staff.

The following table sets out our staff to pupil ratios.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Staff numbers	5.5	9	15.1	20.1	23.8	30.8	35.8
Pupil numbers	60	120	180	240	300	360	420
Teacher/Pupil ratio	10.9	13.3	11.9	11.9	12.6	11.6	11.7

A budget of [REDACTED] has been allocated for recruitment over the first 8 years, as new posts will need to be recruited year on year until Yavneh Primary School is fully staffed.

The inclusion of RSE staff inflates our staffing numbers, and if used in isolation, the figures shown in Appendix A show that our staffing expenditure exceeds the recommended benchmark of 80%. Below is an illustration which shows the percentage of staffing costs against income, once the additional staffing is removed.

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Staffing as percentage of Income	76%	69%	77%	79%	77%	80%

Premises and Other Contractual Arrangements

Yavneh College currently employs an external security company to provide security at Yavneh College. As Yavneh Primary School will be sharing the site of Yavneh College, it will benefit from the security systems and contract already in place. The budget assumes that the level of security required would not need to be increased until the third year of opening of Yavneh Primary School. Yavneh Primary School will therefore not to make a provision for security within its budget until the third year (2019).

It is assumed in the budget that Risk Protection Arrangement currently offered by the Department of Education in order to fulfil its insurance obligations will be used. The cost of the scheme is ■■■ per pupil.

Yavneh College currently has in place a contract for the management of its mechanical and engineering equipment. We have assumed that we will use the same contractor at Yavneh Primary School and extend the existing contract.

It is assumed that as a shared site, both Yavneh Primary School and Yavneh College will be able to share contracts. We assume that the following contracts can be shared by both Yavneh College and Yavneh Primary School.

- Cleaning contract
- Catering contract
- Grounds maintenance contract
- Security, including provision of CCTV
- SIMs licence
- Online Payments system (Parent Pay)

Other Income

One of the income streams detailed in our budget is the Education and Security Supplement (ESS). In line with all Jewish faith schools all parents are requested to make a voluntary contribution which goes towards paying for additional members of staff who deliver activities in relation to the religious nature of the school and to pay for the security guards on the site. The income stated includes an allowance for a grant from the Department of Education which funds security

guards in Jewish schools. The ESS is levied through the Yavneh Foundation Trust and paid across to Yavneh College on a monthly basis. Appendix A therefore shows that our other income stream is high compared to other schools. This is due to the ESS being designated as "other income".

Other Expenditure

In preparing the budget, the current spending levels of Yavneh College have been used to support the cost items such as utilities, premises costs and IT costs. As the site of Yavneh Primary School will be shared with Yavneh College, many of the bills will need to be split and allocated to each school. This calculation will be carried out based on the relative square footage occupied by Yavneh College and Yavneh Primary School.

Summary

Based on the figures forecasts for Yavneh Primary School it is a financially viable project.

G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

In the event that Yavneh Primary School did not secure its planned admission numbers, and income was 70% of that forecast in Appendix A, we are confident that the project would still be financially viable. In the financial plan presented (Appendix A) Income exceeds expenditure in all years. However, the position changes when income is reduced by 30%.

£000s	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Income:70% planned intake	■	■	■	■	■	■
Expenditure	■	■	■	■	■	■
Deficit	■	■	■	■	■	■
Savings identified	■	■	■	■	■	■
Revised surplus after savings	■	■	■	■	■	■

We would propose making the following savings:

Staffing Changes

In order to make the necessary savings as listed above, the following measures would be put in place in order to make savings of 30%: .

- There is provision made within the budget for both the ■ and the ■ of Yavneh College to take on roles at Yavneh Primary School. These are important roles however the amount of time spent on them can be flexed and reduced according to need and any recharge will be commensurate with requirements and made appropriately
- It is assumed in the base case budget that the Head of Primary will not be responsible for any class teaching. in order to make the savings necessary the Head of Primary would take on a teaching role for the first 2 years to save teaching staff costs. We consider this would not adversely affect teaching provision as there would only be a maximum of 60

pupils in the first 2 years of operation the pupils numbers. We understand that this model has worked effectively at other new free schools.

- The appointment of a Deputy Headteacher for Yavneh Primary School and SENCO would be delayed in order to make the necessary savings. The role of the SENCO would be carried out by the [REDACTED]
- To teach pupils in mixed age ranges, however this would not be our preferred option and we would only do this after all other options investigated were unsuccessful. This option could not be implemented before September 2018, as we would be unable to teach pupils in Reception and Year 1 in mixed age classes as the children in Reception need to be taught the EFYS curriculum. From September 2018, mixed age teaching could commence. This would involve the most able pupils from a lower year being taught with children from the above year

Savings would be made as follows:

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top 10 changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2016 / 17	
SLT staffing	Reduction in SLT		■
Teaching staff	Headteacher with responsibility for some class teaching.		■
Administrative staff	Reduction in administrative support		■
Other expenditure	Reduction in premises / educational resources / other support		■
	TOTAL SAVINGS – 2016 / 17		■

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top 10 changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2017 / 18	
SLT staff	Reduction in SLT		■
Teaching staff	Head of Primary teaching in class		■
Administrative staff	Reduction in administrative support		■
Pupil Support	Reduction in LSA Support		■
Other expenditure	Reduction in premises / educational resources / other support		■
	TOTAL SAVINGS – 2017 / 18		■■■
		2018 / 19	
SLT staff	Reduction in SLT		■
Administrative staff	Reduction in administrative support		■
Teaching Staff	Mixed age teaching implemented		■
Other expenditure	Reduction in premises / educational resources / other support		■
Pupil Support	Reduction in LSA Support		■
	TOTAL SAVINGS – 2018 / 19		■■■

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top 10 changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		2019/20	
SLT staff	Reduction in SLT		■
Teaching Staff	Mixed age teaching implemented		■
Other expenditure	Reduction in premises / educational resources / other support		■
Pupil Support	Reduction in LSA Support		■
Teaching Staff	Delayed appointment of Deputy Headteacher		■
Teaching Staff	Delayed appointment of SENCO		■
Site Staff	Delayed appointment of Caretaker		■
	TOTAL SAVINGS – 2019 / 20		■■■
		2020/21	
SLT staff	Reduction in SLT		■
Teaching Staff	Mixed age teaching implemented		■■
Pupil Support	Reduction in LSA Support		■
Other expenditure	Reduction in premises / educational resources / other support		■
Teaching Staff	Delayed appointment of Deputy Headteacher		■

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top 10 changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Teaching Staff	Delayed appointment of SENCO		■
Site Staff	Delayed appointment of Caretaker		■
	TOTAL SAVINGS – 2020 / 21		■■
		2021/22	
SLT staff	Reduction in SLT		■
Teaching Staff	Mixed age teaching implemented		■■
Pupil Support	Reduction in LSA Support		■
Other expenditure	Reduction in premises / educational resources / other support		■■
Teaching Staff	Delayed appointment of Deputy Headteacher		■
Teaching Staff	Delayed appointment of SENCO		■
Site Staff	Delayed appointment of Caretaker		■
	TOTAL SAVINGS – 2021 / 22		■■
TOTAL			■■■■

Summary

Total savings of ■■■■■ have been identified over the first 6 years of operation should income fall to 70% of what is forecast in Appendix A.

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.

This section will need to be completed by both route 1 and 2 applicants.

Please complete the Excel application form.

Annexes

In this section you should only provide CVs of key individuals. The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.

This section will need to be completed by both route 1 and 2 applicants.



Department
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