

MATTERS TO BE SPECIFIED IN SECTION 10 AND SECTION 11 PROPOSALS TO ESTABLISH A NEW SCHOOL: Mainstream schools

*Insert the information asked for in the expandable box below each section.*

**Contact Details**

1. The name of the proposer or proposers and a contact address.

Jewish Community Secondary School Trust, c/o Stone King Sewell LLP, 16 St John's Lane, London EC1M 4BS Ref RG

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

Independently

**Category**

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school or a community school) and, if required by section 10 of the EIA 2006, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

Voluntary Aided. The Secretary of State's consent has been obtained to publication of the proposals.

**Consultation**

4. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals have been complied with.

All applicable statutory requirements to consult have been complied with.

5. Evidence of the consultation before the proposals were published including—
  - (a) a list of persons and/or parties who were consulted;
  - (b) minutes of all public consultation meetings;
  - (c) the views of the persons consulted; and
  - (d) copies of all consultation documents and a statement of how these were made available.

(a) A LIST OF PERSONS AND/OR PARTIES WHO WERE CONSULTED

Consultation process May/June 2007

Letter sent 17TH MAY 2007:

- 1 Cross communal Jewish primary schools (3)
- 2 Orthodox schools (21)
- 3 Livingstone Primary School
- 4 East Barnet School
- 5 JFS
- 6 All other LBB primary schools (84 schools)
- 7 All other LBB secondary schools (17 schools)
- 8 All schools within 5 mile radius of the site (25 schools)
- 9 6th form colleges – (Southgate College, Barnet College, Woodhouse College)

- All those who have registered an interest on the JCoSS supporters' database sent final week of May 2007; via email (550) and hard copy (155).
- In addition to those on the JCoSS supporters database resident in LBB with a request to assist us in supporting the application (438 via email)
- Learning Skills Council - initial contact made in 2005, renewed in April 2006 and again in May 2007, by which time, the LSC felt it was time for JCoSS to begin involvement with them.

This consultation exercise was repeated in May/June/July 2008 to reflect changes in the intended provision for the SRP and to include some additional consultees. Those consulted with were:

- 1 Chair of Governors of the cross communal Jewish schools (the three primaries) (total of 3)
- 2 Chair of Governors of Orthodox schools primary and secondary (total of 21)
- 3 Chair of Governors of Mill Hill County High, Livingstone Primary, East Barnet School
- 4 Chair of Governors JFS
- 5 Chair of Governors All other primary schools in LBB (total of 84)
- 6 Chair of Governors All other secondary schools in LBB (total of 17)
- 7 Chair of Governors Schools within 5 mile radius not within LBB (total of 25)
- 8 Chair of Governors 6th form colleges: Southgate College, Barnet College, Woodhouse College (total of 3)
- 9 Local authorities likely to be affected by the proposals, including neighbouring authorities where there may be significant cross-border movement of pupils (London Boroughs of Barnet and Enfield and Hertfordshire County Council)
- 10 The governing bodies, teachers and other staff of other schools that might be affected by the proposals
- 11 Families at any other school who may be affected by the proposals including, where appropriate, parents of pupils at feeder primary schools were contacted through asking the Heads of the 3 cross-communal schools to distribute the information to parents.
- 12 Trade unions who may represent staff at the school who would also represent staff at other schools who may be affected by the proposals
- 13 The local Church of England and Roman Catholic dioceses. We were not aware of anyone else who had recently expressed an interest in setting up a school.
- 14 The Learning and Skills Council. A trustee had also met with a representative of the LSC in September 2007
- 15 MPs for the relevant local constituencies .

#### (b) MINUTES OF PUBLIC CONSULTATION MEETINGS

Three public exhibitions have been held:

- 1 16th October 2006, Joint with LBB, at East Barnet School to enter into conversation with JCoSS Trustees, professional advisers and representatives from Barnet Council.
- 2 28<sup>th</sup> March 2007, Joint with LBB, at East Barnet School to view initial thoughts on access and travel

plans and layout of the site.

- 3 19<sup>th</sup> April 2007 to view full designs and enter into conversation with JCoSS Trustees and professional advisers.

**Appendix 1** – Report of public consultation. Texts of a leaflet and letters are appended.

(c) THE VIEWS OF THE PEOPLE CONSULTED

**Appendix 2** - Responses from 2007 and 2008

(d) COPIES OF CONSULTATION DOCUMENTS AND A STATEMENT OF HOW THESE WERE MADE AVAILABLE.

The information for consultees was sent to all those listed at 5a. In addition all supporters listed on the JCoSS Database were informed by email that the consultation document was available and how they could obtain a copy. The Information for Consultees circulated in 2007 was also placed on the JCoSS website.

**Appendix 3** – Information for Consultees 2007

**Appendix 4** – Information for Consultees 2008

**Objectives**

6. The objectives of the proposal.

To establish a new Voluntary Aided Jewish Secondary school at Westbrook Crescent, New Barnet, Herts, EN4 8PU for 1,310 boys and girls between the ages of 11 and 19 from 1st September 2010 including a Sixth Form providing for 360 pupils and a Special Resourced Provision (SRP) providing 50 places for pupils across the age range of the school with autistic spectrum disorders.

**Extended Services**

7. Information on the extended services which it is envisaged will be provided on the site of the school.

In addition to the core activity of the school, it is intended that the school facilities will be made available, where practical and in line with planning conditions, to the local community and to the Jewish community. The school would like to offer breakfast and after school clubs for JCoSS pupils, holiday clubs for JCoSS pupils and those from the wider community, adult learning classes and parenting support, study support, science and technology facilities, and access to the hydrotherapy facilities and additional special educational, assessment and therapeutic services. These will be developed over a period as the school grows. A full range of sports, arts, ICT and music classes will be provided after school as well as catch-up classes in maths, English and science.

**Pupil numbers and admissions**

8. Information on—
  - (a) the number of pupil places the school should provide;

- (b) the upper and lower age limits of the school;
- (c) where it is intended that it should provide sixth form education, the number of pupils for whom it is intended that such education should be provided;
- (d) where it is intended that it should provide nursery education, the number of pupils for whom it is intended that such education should be provided;
- (e) where it is intended that the school should provide for boarding pupils, the number of pupils for whom it is intended such facilities should be provided;
- (f) the number of pupils to be admitted to the school in each relevant age group in the first school year in which the proposals will be implemented or, where it is intended that the proposals should be implemented in stages, the number of pupils to be admitted to the proposed school in each stage that the proposals will be implemented;
- (g) whether it is proposed that the school should admit pupils of both sexes or boys or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

- (a) 1310
- (b) 11 to 19
- (c) 360
- (d) No nursery education is to be provided
- (e) No boarding provision will be made.
- (f) Up to 180 pupils will be admitted to Year 7 in September 2010 and 180 pupils will be admitted to Year 7 in each successive year. In addition, 7 pupils per year will be admitted into the SRP.
- (g) The school will admit boys and girls

### **Ethos/Religious Character**

**9.** A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

The school will be inclusive, open on an equal basis to all Jewish children, irrespective of birth status or synagogue affiliation and with due respect for differing traditions, beliefs and practices. The teaching of Judaism will be a fundamental element of the school and will respect all strands and traditions of faith. The school's aim will be to offer educational excellence at all levels within a unique Jewish ethos, augmented by the teaching of wider multiculturalism.

**10.** If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

The school will have a Jewish religious character and it is confirmed that the proposer intends to ask the Secretary of State to designate the school as a school with such a religious character.

## Area or community that school serves

11. The area or particular community or communities which the new school is expected to serve.

The school will serve the Jewish community and the local community in London Borough of Barnet and adjoining Boroughs.

## Admission Arrangements

12. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character—

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The proposed admission arrangements for entry into Year 7 in September 2010, subject to formal consultation and determination by the Temporary Governing Body in accordance with Regulations and subject to amendment as required to secure compliance with the Admissions Code applicable at the relevant time, are as follows;-

The admission of pupils with a statement of special educational needs is dealt with by a separate procedure. Pupils for whom a statement of special educational needs has been made in which JCoSS is named will be admitted

In these arrangements, "sibling" means one of two or more individuals having one or both parents in common. Where under these provisions an offer of a place would be made to one or more of twins, triplets or further multiple birth siblings offers will be made to all such siblings.

After allowing for those children with statements of special educational needs naming the school, the Governing Body will apply the following priorities

### Priority 1

**First** priority will be given to Jewish children, defined throughout this Policy as children of parents who are members of or qualified to be members of a recognised synagogal body including but not limited to, Liberal Judaism, the Assembly of Masorti Synagogues in Great Britain, the Movement for Reform Judaism, the Federation of Synagogues and the United Synagogue. Confirmation of membership or eligibility for membership will be required from a recognised synagogal body or from a synagogue under the auspices of a recognised synagogal body.

### Priority 2

**Thereafter**, priority will be given to non-Jewish children whose parents can demonstrate commitment to a faith or involvement in recognised religious activities. Confirmation of commitment or involvement will be required from a priest or other religious leader.

### Priority 3

Any places remaining available will be allocated to any other applicants.

### **Over-subscription criteria**

In the event of over-subscription within any category of applicant, the Governing Body will apply the following criteria in the order shown in order to decide which pupils to admit:

For applicants within priority 1

- a) Jewish "looked after" children meaning children who are within the definition in S. 22 Children Act 1989, i.e. children who are in the care of a local authority or are provided with accommodation by that Authority,
- b) Jewish children who although not "looked after" children within that definition have accommodation provided for them by a Jewish care home or care organisation.
- c) Jewish children whose social or medical needs are needs that the school can reasonably meet and which are such that they cannot be met sufficiently at another school. It will be the responsibility of the applicant to produce supporting evidence from a doctor, social worker or educational welfare officer and this is required no later than the closing date for applications.
- d) Jewish children who are not considered to be halachically Jewish by the admission authorities of all other Jewish secondary schools within reasonable proximity and who are therefore not eligible for priority entry to those schools
- e) Jewish children who have a sibling at the school who will be attending the school at the date of admission
- f) Jewish children, whether or not they are resident in the London Borough of Barnet attending any of the following schools, namely Akiva, Clore Shalom, Clore Tikva and children resident in the London Borough of Barnet attending a Jewish primary school
- g) all other children within the priority category

For all other applicants

- a) "Looked after" children meaning children who are within the definition in S. 22 Children Act 1989, i.e. children who are in the care of a local authority or are provided with accommodation by that Authority
- b) children within priority category 2 who have a sibling at the school who will be attending the school at the date of admission
- c) all other children within priority category 2.
- d) other children who have a sibling at the school who will be attending the school at the date of admission
- e) all other children

### **Tie-break**

If in applying any of the above criteria there are more applicants with equal priority than there are places available offers up to the number of available places will be made to those whose permanent residence is nearest to the school as the crow flies.

## Grammar schools

13. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

Not applicable.

## Schools with a religious character or particular educational philosophy – parental demand

14. Where the school is—

- (a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or
- (b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

JCoSS will be unique in that it will cater for all members of the Jewish community on an equal basis. The school's admission policy will treat equally all pupils recognised as Jewish by any of the UK's mainstream movements, together with those from unaffiliated families. Its ethos will be open, outward looking and multicultural. All current Jewish schools are Orthodox, effectively excluding a growing number of other Jews in the community. JCoSS will offer a choice of faith based education, keeping Jews connected with their community whilst playing a full part as citizens of the wider community.

Since initial explorations in July 2001, a number of market research studies have been conducted to reaffirm the continuing overwhelming demand for such a school. This section outlines the key components to the assertion that there is a significant and growing gap in the Jewish secondary educational provision which will be met by JCoSS.

### Initial Questionnaire – 2001

In early 2001, 4,000 questionnaires on Jewish secondary schooling were mailed out to Jewish parents from the Reform, Liberal and Masorti synagogue movements (which together make up over 40% of British Jewry).

500 questionnaires were returned, indicating that:

- 76% would send their children to a Jewish cross-communal secondary school.
- 72% were not satisfied with the current choice of Jewish secondary schools.
- 71% would travel further to a Jewish cross-communal secondary school.
- 62% preferred Jewish faith schooling.

This response highlights a strong demand for an alternative to the existing, exclusively Orthodox-led, Jewish secondary schools.

### Findings of the 2001 National Census

The epicentre of Jewish Community in the London area has drifted northwards since the 1991 census.

- The Jewish population is spreading out from traditional areas.
- The number of Jewish children 0 -15 years old in North London/South Herts area is 28,172.

This demonstrates the sufficient critical mass of potential students in the catchment area to sustain a choice of Jewish schools.

#### JCoSS Petition – Autumn 2002

In autumn 2002, in excess of 6,400 people signed a petition expressing their support for the “setting up of JCoSS, London’s first Jewish cross-communal secondary school.”

The respondents came from across the Jewish spectrum, with the denominational split reflecting the overall national breakdown, thus providing a true and realistic representation of the whole Jewish community.

#### Institute for Jewish Policy Research Independent Study – December 2003

“The Jewish day school marketplace: attitudes of Jewish parents in Greater London and the South East towards formal education”: Dr Oliver Valins and Prof. Barry Kosmin, December 2003, Institute for Jewish Policy Research.

The publishers of this study (JPR) are a leading independent think-tank which informs and influences policy, opinion and decision-making on social, political and cultural issues affecting Jewish life.

#### Study Conclusions:

- most parents would prefer a broad-based, inclusive Jewish ethos
- parents are diverse in their needs for Jewish secondary education
- over 50% of parents want choice (which currently does not exist)

#### JCoSS Internal Parental Preference Survey – July 2003

In direct response to a demand for data from LEAs, JCoSS circulated a questionnaire to known supporters and parents from the 3 cross-communal primary schools (Clare Shalom, Clare Tikva and Akiva) in July 2003.

The survey was designed to find out from the parents of potential JCoSS pupils:

- the LEA area of residence
- the primary school currently attended
- their first choice preferred secondary school alternative to JCoSS
- which of these alternatives are state schools and which independent
- which of these alternatives are Jewish schools and which non-Jewish

The range of replies, received from approximately 200 respondents, indicated pupils of ages 3 to 11, with 89% being under 9 years.

The geographical range of replies was very widespread across North, Northwest, and Northeast London and S. Herts.

#### Results Relating to Total Sample:

- 64% currently attend Jewish primary schools

The replies received indicated that at secondary level:

- 100% wish to attend JCoSS when it is opened
- 54% will opt for State Maintained Jewish secondary schools
- 34% will opt for State Maintained secular secondary schools
- 10% will opt for Independent secular secondary schools
- 2% will opt for Independent Jewish secondary schools

#### Comprehensive Survey of Jewish Parental Preferences – Feb '05 / Apr '05

JCoSS undertook a definitive and comprehensive survey of Jewish parental preferences which was undertaken in two parts.

- In February 2005, internal survey carried out of parents/carers of children attending the three JCoSS inclusive feeder primary schools and sponsoring synagogues.
- In April 2005, independent research company commissioned by JCoSS to carry out a piece of quantitative research covering the whole Jewish community in the broader JCoSS catchment area.

#### Feeder Schools Parental Preference Survey – February 2005

The July 2003 Parental Preference Survey (above) was repeated in February 2005 with some changes/additions and using a more comprehensive research base.

2,400 questionnaires were circulated to Jewish families in NW, N and NE areas of Greater London. Questionnaires were sent in bulk to Head teachers of JCoSS's three main feeder primary schools in NW, N and NE London and eleven synagogue supplementary schools. 509 people responded.

Summary results:

- 89% of respondents would definitely consider an inclusive secondary school such as JCoSS.
- 89% of respondents consider sending their child to a Jewish school with an inclusive ethos as important or very important.
- 83% would consider sending their child to JCoSS if it was situated outside their area.
- Barnet respondents indicated that an overwhelming majority were not considering State non-Jewish secondary schools for their children. This indicates that the opening of JCoSS will not unduly affect other local Barnet secondary schools.
- 92% of all respondents would consider a Jewish State Secondary school for their children.
- 76% prefer to send their children to a Jewish Secondary school rather than consider any other option.
- 87% of respondents are not happy with current secondary provision.

#### Wider Jewish Community Independent Market Research – April 2005

In April '05, JCoSS commissioned independent quantitative market research to validate the 'in-house' research undertaken in July '03 and Feb '05 to determine the demand from the wider Jewish community for an inclusive school like JCoSS.

The research was carried out by Carrick James Market Research, an established and experienced member of the Market Research Society. With over 25 years experience, CJMR is the leading agency specialising in child and youth research, also involving research among parents, teenagers, students and teachers.

#### Research Protocol

Over a period of 6 weeks, five minute face-to-face interviews were carried out with 509 validated parents (Jewish with children under 11 years old) in predominantly Jewish areas of London and South Hertfordshire. Of the 509 interviewees, 60% belonged to Orthodox synagogues and 40% belonged to non-Orthodox synagogues or were unaffiliated. This mirrors accurately the national breakdown so is an excellent representative sample of the Jewish community.

#### Key Research Findings

- Over 73% would consider sending their children to JCoSS
- Only 31% overall are happy with the current choice of Jewish secondary schools
- Only 31% of Barnet respondents are happy with the current choice of Jewish secondary schools
- Only 35% would consider sending their children to a non-Jewish state secondary school

#### Independent Research Conclusions

The above findings of the independent research corroborate the results of the internal JCoSS feeder school research – this therefore indicates, without doubt, an overwhelming demand for JCoSS from across the whole spectrum of the Jewish community in the London/South Herts catchment area.

Furthermore, the research confirms that the establishment of JCoSS will have a minimal impact on existing local state and Jewish secondary schools.

#### Registrations on the JCoSS Website – since April 2005

Since the JCoSS web site went live at the beginning of April 2005 there have been over 980 Jewish children registered by parents for possible entry into JCoSS of whom 181 would be eligible for entry to Year 7 when it opens in September 2010. This is a tangible and significant demonstration of the demand for a school at this stage of its development.

#### RESEARCH CONCLUSIONS

There is a significant, growing and still unmet demand for an inclusive Jewish secondary school such as JCoSS – both from the inclusive Jewish feeder primary schools and the wider Jewish community as a whole.

- This proven gap in the Jewish secondary school market will only be filled by an inclusive school such as JCoSS, irrespective of how many more exclusively Orthodox secondary schools are opened.
- The impact on existing local state and other Orthodox Jewish secondary schools will be minimal.

There are no reasons to doubt the continued validity of these various findings.

#### **Sixth Form Education**

**15.** Where it is proposed that the school will provide sixth form education, how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities,

for 16-19 year olds in the area.

Individual routes will be provided leading to such choices as Higher Education, Further Education or Modern Apprenticeships. A student's entitlement to study one of the specialised Diplomas will be recognised and the school will work towards providing an entitlement to the 14 Lines of Learning. To this end, the school will work in partnership with other schools for planning and implementation. Since the 16-19 provision will not apply before 2012 at the earliest, planning by the TGB and the SLT when appointed will act in line with requirements and guidance as they develop over

the period.

### Early Years Provision

16. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided—

- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- (c) evidence of parental demand for additional provision of early years provision;
- (d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- (e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

Not applicable

### Specialisms

17. Whether the school will have any specialisms on implementation and whether the promoter intends to apply to the Secretary of State for the school to be a specialist school from implementation.

It is proposed that the school will specialise in Science and technology to complement existing specialisms within the London Borough of Barnet. It is intended to make an application as early as is practicable but in line with DCSF advice this will not be realistic until a head teacher, senior management team and specialist leaders in Science and technology are appointed and are able to work on the applications as a cohesive and committed team. It is therefore likely that the application will be made during the academic year 2010-2011

The school will share resources and expertise with other secondary schools for example enabling shared use of specialist equipment and also collaboration with staff from other local schools with regard to professional development of staff, as well as curriculum development. Year groups may collaborate with their peers in other Barnet secondary schools, for example in problem solving or creative science based tasks. Local primary schools, as well as JCoSS feeder schools, will be encouraged to bring their year 5 and 6 pupils to use science facilities as appropriate and JCoSS staff will work with their primary school colleagues as appropriate.

### Effects on Standards and Contributions to School Improvement

18. Information and supporting evidence on:

- (a) how the school will contribute to enhancing the diversity and quality of education in the area; and
- (b) how the school will help to raise the standard of education in the area and contribute to school improvement.

The school will enable all students to:

- ✓ Achieve their full academic, vocational and Jewish potential.
- ✓ Understand Jewish values and ethics and how they apply to everyday life.
- ✓ Make informed choices about their personal approach to Judaism.
- ✓ Respect the importance of community and family practice and tradition.
- ✓ Contribute to the rich diversity of the wider community.

#### Innovation and Best Practice

The school will provide stimulating and innovative facilities with which students can experience Science and ICT as discrete subjects as well as integrated across the curriculum. It aims to achieve the highest levels of independent and group work in these subjects and will seek to adopt international best practice into the school.

#### Year on Year Improvement

The needs of each child will be met through building skills and knowledge and the latest tools for tracking student achievement will be employed. Personalised learning programmes, a close and rigorous home/school partnership and a commitment to teacher development will ensure that all students fulfil their potential leading to annual improvements in KS 3 and KS 4 standards. A nurturing and reflective school culture will also support an environment where year on year improvement is maximised. It is anticipated that the overall intake of the school will be at or above the national average at KS2. The school intends to set ambitious targets at both KS3 and 4 with an expectation of being in the top 25% of schools nationally whilst ensuring that those students who are lower than the national average are enabled to develop according to their potential.

#### Academic and Vocational Innovation

The school will develop an innovative 14-19 curriculum designed to enable individual learning pathways and routes post-school such as Higher Education and Further Education Modern Apprenticeships. This will ensure that there is an individualised balance maintained between academic and vocational learning for each student, whilst ensuring those who are more biased to academic learning also experience vocational education and vice versa. The design of the building will also reflect this by ensuring that there are no unhelpful demarcations, which hint at any two tier system.

#### Flexible Learning for all Abilities

The 14-19 curriculum shows the school's commitment to inclusion. A creative range of academic, vocational and technical subjects will be offered to all students. This will be developed by the TGB and SLT when appointed in good time for 2012 when it will become relevant. The timetable will be flexible to allow for mixed options, as well as a varied number of subjects to be taken, allowing for all abilities and needs including Gifted and Talented students. The accommodation schedule shows how flexibility with spaces will meet the needs of a wide range of students and subjects.

#### Partnership with Norwood

The Special Resource Provision within the school will be operated with the specialist advice and support of Norwood. Norwood is a registered charity and is widely respected as the UK's leading Jewish children and family services organisation. Norwood will use its established expertise to provide consultation on special needs education for children within the SRP and provide ongoing advice and support to the mainstream school and its pupils on all special needs provision.

**19.** Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

The five tenets of “Every Child Matters” will be fully incorporated into the ethos and curriculum of JCoSS. Once the school is running, this will be evidenced by the self evaluation documentation as required by Ofsted, as well as within all written material, and observed practice in school.

The detailed plans submitted, and our proposals show examples of evidence of the five areas above as follows:

1. Be healthy: a rigorous policy of healthy eating in school will be implemented. All students will follow a PE curriculum through years 7 - 13. An emphasis on extra curricular PE will enable as large a number of students as possible to participate: football/netball/tennis/dance etc. The school fitness studio will be available to the older students. The school “park and stride” policy will ensure that all students walk at least part of the way to school. The PSHE Curriculum, delivered to years 7-13, will explore issues to do with physical, emotional and mental health in its broadest aspects. Time for the PE curriculum will meet or exceed that recommended by QCA, students will have access to a counselling service to support their emotional well being and the school will seek to achieve the Healthy Schools Award at the end of the first year of operation (2010-2011). It is recognised that DCSF/QCA PE requirements will have increased to 5 hrs per week of high quality PE and sport for all 11-16 year olds by 2010 and the school’s weekly timetable will fully comply with these requirements.
2. Stay safe: The highest standards of safety within the school buildings and outdoor areas will be maintained. Excellent security measures will ensure that uninvited guests cannot gain access to the school. Pedestrian routes to school and within the site will ensure maximum safety from traffic. The Temporary Governing Body (TGB) will develop an anti-bullying policy with the newly appointed head teacher. The TGB will develop an IT safety policy with the newly appointed head teacher and will seek all ways to ensure the highest levels of IT security for its students by ensuring a properly managed educational service for all its ICT infrastructure. Clear policies for safer recruitment, staff supervision and appraisal, child protection issues will be fully compliant with the London Borough of Barnet and the DCSF
3. Enjoy and achieve: The full National curriculum will be taught and students will be encouraged to fulfil their potential, academically, vocationally and socially. An ethos of enjoyment and achievement in learning is encouraged through the environment (excellently equipped classrooms and learning areas), emphasis on the LRC as part of the central “hub” of the school, and employment of teachers who can transmit a passionate love for their subject as well as having their students progress and achievement as top priorities. The TGB with the new head teacher will develop a teaching and learning policy framework in which enjoyment together with achievement will be at its heart; in the medium term this policy will be refined with student input. Ambitious targets will be set and the focus will be on students achieving high value added.
4. Make a positive contribution to the community and society: Full citizenship programme for years 7-13, Links will be made with the local Jewish and wider community through the following: inter school events and visits (sports, arts, religious), connections with the Norwood SRP Unit, emphasis on National schemes, for example Duke of Edinburgh Award, links with Barnet charities, use of the school buildings and facilities to the wider local community in out of school hours. A school council will be established early on to ensure that student voice is at the heart of much decision making from the outset. Student views will be taken seriously by the school and it is hoped that students will be involved in making staff appointments, giving views on policies and contributing to the creation of the new school from the outset.
5. Achieve economic well being: All students will leave JCoSS with confidence to pursue the next stage of their lives, whether that is to enter further or higher

education or to go straight into the world of work. . Students will have had the opportunity during year 10/12 to spend a period of work experience, and visits/visitors will broaden the possibilities for students of career paths. For years 10 and above, initiatives will encourage students to learn about the world of work, for example Young Business Enterprise schemes. The school will ensure it provides the appropriate curriculum to ensure that students are able to pursue the careers of their choice. The school will seek to ensure that no student is denied access to their chosen pathway at 14, 16 or 18 because they have not achieved their academic potential. The school will ensure that appropriate guidance systems are in place at key times in students' lives in liaison with the London Borough of Barnet Connexions Service. Strong links will be established with local business and the curriculum will be enhanced with visits and visitors from the world of business

Appendix 5 – JCoSS Vision Statement

Appendix 6 – Values and Qualities wished for for pupils leaving JCoSS

## Community Cohesion

**20.** The following information relating to the proposals—

- (a) how the school will promote and contribute to community cohesion;
- (b) how the school will increase inclusion and equality of access for all social groups; and
- (c) how the school will collaborate with other schools, and in relation to secondary school proposals how the new school will collaborate with colleges and training providers.

In relation to community cohesion, the TGB will focus in the planning stages for the school on

1. Teaching, learning and curriculum: helping children to learn to understand others
2. Equity and excellence: striving to remove barriers to access and participation
3. Engagement and extended activities: links with other schools, extended services, interactions with people of different backgrounds etc.

### Diversity of Provision

The primary purpose of this proposal is to increase diversity of provision and address parental choice. Its uniqueness lies in the fact that it provides, for the first time in the UK, for an inclusive, cross-communal Jewish school that will give parents a choice which is not currently available.

The school will be the first inclusive Jewish secondary school in the country and will deliver on the government's vision of good faith schooling. It will materially assist in developing added cohesion in the Jewish community and, if the number of Jewish applicants is less than the number of available places, in the wider local community.

### Creating Choice

The school will meet the significant and growing demand for an inclusive Jewish secondary school and will fill a major gap in Barnet's secondary education faith school provision. For the first time, the large Jewish population in LB Barnet and surrounding areas will be able to choose to which Jewish Secondary school to send their children. The school's unique religious ethos and admissions policy means that the school will be accessible to many families who, because of the admission policies currently adopted by the other Jewish maintained secondary schools, do not currently have access to a Jewish secondary school. It will, therefore, significantly widen the choice available to such families.

### Unique SEN Provision

The school's Special Resource Provision will create parental choice in the heart of the community for the many local Jewish families who require special educational support for their children. By including the SRP within the school, students with statements of SEN who would not normally go to a mainstream school will have a better opportunity to attend the same school as their siblings. This represents a major improvement to family life and is an exciting and significant step forward on the inclusion agenda. The school will be enabled to work in partnership with Norwood in its provision for all students with SEN, with and without statements, and will have access to the extended range of services and facilities offered by Norwood.

### Building Bridges

The TGB will be developing draft policies on race, gender and disability equality. There is a commitment by the Trustees to ensure that practices and procedures are in line with all legislation and are particularly keen to ensure that all stakeholders are consulted in such schemes especially students and their parents.

The school will take its place among the Network Learning Community of Barnet schools, interacting, contributing and sharing with the wider world, teaching and respecting all world religions and will be a significant development in UK faith schooling.

### Collaboration with other schools

As has already been addressed, the school will share facilities and equipment both during and after school hours, staff will collaborate to develop aspects of curriculum, to deliver and share in-service training opportunities and to foster a high level of engagement between groups of pupils.

## **Single sex or co-educational school**

- 21.** Where the school is to admit pupils of a single sex—
- (a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and
  - (b) A statement giving details of the likely effect the alteration will have on the balance of provision of single sex education in the area.

Not applicable

## **Location**

- 22.** A statement about—
- (a) the location of the site (including, where appropriate, the postal address or addresses if the school is to occupy a split site);
  - (b) whether the school will occupy a single or split site;
  - (c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);
  - (d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;
  - (e) details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease including details of any provisions which could obstruct the governing body or the

head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;

- (f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and
- (g) the estimated costs of providing the site and a statement about how the costs will be met.

The school will be located at Westbrook Crescent, New Barnet, Herts, EN4 8PU and will occupy a single fully accessible site. The site is currently owned by London Borough of Barnet who will grant a lease for 99 years at no premium and at a peppercorn rent. The lease will not contain any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies. The site is currently occupied by the Upper School of East Barnet School. It will no longer be required for that school as East Barnet School is to be rebuilt as a single-site school on the current site of its Lower School. There will be no cost attached to the provision of the site other than associated legal and other professional costs estimated not to exceed £100,000 + VAT.

### Implementation

**23.** The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

1<sup>st</sup> September 2010

**24.** Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the local education authority or by the proposers, and if the proposals are to be implemented by both,

- (a) a statement as to the extent that they are to be implemented by each body, and
- (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

Not applicable

### Project Costs

**25.** A statement of the estimated capital cost of the proposals and the extent to which the costs are to be met by the proposers and/or the local education authority.

The capital cost of the project is estimated at £49.3 million. To this amount needs to be added non-capital costs from inception to opening estimated at £2.0 million. The total project cost is therefore estimated at £51.3 million. DCSF have approved funding of £36.5 million and the proposers will meet the balance of £14.8 million from donations and grants from charities, private charitable trusts and individuals. The proposers are not expecting the local authority to meet any of the costs.

**26.** A copy of a confirmation from the Secretary of State or local education authority or the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Letter from Secretary of State attached as Appendix 7

**27.** Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

Pledges from donors presently amount to £9.8 million. The fundraising campaign is still continuing and the proposers are confident that they will raise the balance of £5 million to meet the project cash flow.

### **Travel**

**28.** The proposed arrangements for travel of pupils to the school.

In accordance with its planning consent, the school will agree a School Travel Plan with Barnet. Its aim is to maximise the use by pupils and teachers of public transport, walking and cycling, and to significantly minimise private car use.

The centrepiece will be a park and stride scheme currently proposed to be centred on the New Barnet station transport hub. Public trains and buses and, if needed, privately hired and paid for coaches from areas of North London not served by convenient public transport routes, will drop off all pupils at this point. They will then walk the final 900 metres to entrance the school through a pedestrian only access on Westbrook Crescent.

To maximise the use of park and stride, the school will require all prospective new parents to sign a 'travel contract' with the school, detailing how they intend their children to travel to JCoSS and committing to using the park and stride for private car drop off and pick up. Only in very limited circumstances will parents be allowed to pick up directly from the site, in which case parking will be on site, away from local roads.

Travel Arrangements for pupils with ASC.

Travel arrangements will be made individually to respond to the needs of each pupil, and will be kept under review by the Resource Unit staff.

Provision has been made for a vehicle drop off at the Resource Unit side entrance for those pupils whose needs require vehicular access direct to the Unit.

### **Federation**

**29.** Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

Not applicable

### **Curriculum**

**30.** Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The school will meet the general requirements in relation to curriculum contained in

section 78 of EA 2002. Provision in addition to the basic curriculum, required by section 80 of EA 2002, in relation to 14-19 vocational education will meet such guidelines as apply at the time of their initiation.

It is intended that the school will work to a two week curriculum. At key stage 3, the total number of hours over a two week period is 56, of which 8 periods are not National Curriculum (i.e. Jewish Studies). At key stage 4, over a two week period of 56 hours, 6 hours will be devoted to Jewish Studies. These hours will be reviewed in accordance with DCSF guidelines annually.

### **Voluntary aided schools**

- 31.** In addition, where the school is to be a voluntary aided school—
- (a) details of the trusts on which the site is to be held; and
  - (b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

The site will be held upon general educational trusts. The objects of the Trust, which is incorporated as a company limited by guarantee and is a registered charity, are the advancement of education in particular by the provision and maintenance of a school or schools and by ancillary or incidental educational activities for the benefit of the community. The governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

### **Foundation Schools**

- 32.** Where the school is to be a foundation school, confirmation as to whether the new school—
- (a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;
  - (b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
  - (c) will not fall within sub-paragraph (a) or (b).

Not applicable

- 33.** Where the school is to be a foundation school which has a foundation—
- (a) the name of the foundation where known;
  - (b) the rationale for the foundation and the particular ethos that it will bring to the school;
  - (c) the details of membership of the foundation, including the names of the members;
  - (d) the entitlement to appoint charity trustees and the number of trustees to be appointed;
  - (e) the proposed constitution of the governing body;
  - (f) details of the foundation's charitable objects;
  - (g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002;
  - (h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England ) Regulations will be met;
  - (i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and

- (j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

Not applicable

### Special educational benefits

**34.** Information as to whether the school will have provision that is recognised by the local education authority as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

The school will have a Special Resource Provision for pupils with autistic spectrum disorders (ASD). The provision will cater for pupils on the autistic spectrum who can benefit from inclusion within the mainstream school for a part of the school day. Thus all pupils with ASD will have access to the mainstream curriculum and mainstream classes All such pupils will have JCoSS SEN Resource Provision named in their Statements.

The Special Resourced Provision will provide 7 places per year group starting in year 7 and growing annually, with a maximum of 50 pupil once the school has seven year groups, thus allowing for a very slight flexibility on admissions.

**35.** Details of the proposed policy of the school relating to the education of pupils with special educational needs.

JCoSS will offer learning and behaviour support to mainstream school pupils identified as having special educational needs. Appropriate provision will be made at School Action, School Action Plus and for pupils with statements as specified in individual statements and in line with Barnet policy and the SEN Code of Practice (2001).

Specialist help will additionally be available through harnessing the expertise of Norwood and its specialist outreach service, Binoh. Norwood is a registered charity and is widely respected as one of the UK's leading children's charity and specialist in special education. Binoh, Norwood's SEN Outreach Services could provide support for some or all of the SEN mainstream pupils in a manner consistent with Barnet policies either through SLA with Barnet or the Governors of the school if so desired

**36.** Where the school will replace existing educational provision for children with special educational needs

- (a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and/or range of educational provision for these children;
- (b) Details of the specific educational benefits that will flow from the proposals in terms of—
- (i) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
  - (ii) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
  - (iii) improved access to suitable accommodation; and
  - (iv) improved supply of suitable places.

Not applicable

### Relevant experience of proposers

**37.** Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

The Chairman of trustees, Mr Michael Philips, was the Chair of the Governing body responsible for steering, developing and opening an Independent Jewish Secondary school in Hertfordshire, in 1990.

Two of the trustees have extensive education experience:

- 1 Mr Jon Epstein, retired Assistant Head and head of Sixth Form at Tiffin School, Kingston upon Thames and currently Chair of Governors of Akiva School, a Jewish voluntary aided primary school in London Borough of Barnet and
2. Dr. Helena Miller, Director of Research and Evaluation at UJIA, Chair of Pikuach, the inspection service for Jewish schools, and in that role, directly involved with monitoring and evaluating standards in Jewish schools, working closely with Ofsted and other agencies and with 30 years of teaching and advisory experience in schools

### Planning permission

**38.** Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, a statement as to whether planning permission has been obtained and, if it has not been obtained, details of when it is anticipated that it will be obtained.

A detailed application for planning permission has been lodged. Approval has been given subject to certain conditions. It is anticipated that the conditions will be met and the consent issued before the end of October 2008. All planning conditions will be met within the required timescales.

### Independent schools entering the maintained sector

**39.** A statement that the requirements of section 11 (3) of the EIA 2006 are met.

Not applicable

**40.** A statement as to whether the premises will meet the requirements of the Education (School Premises) Regulations 1999 and, if not,

- (a) details of how the premises are deficient; and
- (b) details of how it is intended to remedy the deficiency.

The premises will meet the requirements of the Education (School Premises) Regulations 1999.