

MEETING

CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE

DATE AND TIME

WEDNESDAY 6TH JANUARY, 2016

AT 7.00 PM

VENUE

HENDON TOWN HALL, THE BURROUGHS, LONDON NW4 4BQ

TO: MEMBERS OF CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE (Quorum 3)

Chairman: Councillor Reuben Thompstone
Vice Chairman: Councillor Bridget Perry

Councillor Rebecca Challice Councillor Helena Hart Councillor Ammar Naqvi
Councillor Alison Cornelius Councillor Anne Hutton Councillor Daniel Thomas
Councillor Kathy Levine

Substitute Members

Councillor Lisa Rutter Councillor Stephen Sowerby Councillor Tom Davey
Councillor Pauline Coakley Webb Councillor Agnes Slocombe Councillor Adam Langleben

Co-opted Members

Mr Simon Clifford Mr Darren Warrington Mr Denis Carey
Ms Gladys Vendy Ms Marilyn Nathan

In line with the Constitution's Public Participation and Engagement Rules, requests to submit public questions or comments must be submitted by Thursday 31 December 10AM on the third working day before the date of the committee meeting. Requests must be submitted to Iphigenia Christophoridou 020 8359 3822 iphigenia.christophoridou@barnet.gov.uk

You are requested to attend the above meeting for which an agenda is attached.

Andrew Charlwood – Head of Governance

Governance Service contact: Iphigenia Christophoridou 020 8359 3822
iphigenia.christophoridou@barnet.gov.uk. Media Relations contact: Sue Cocker 020 8359 7039

ASSURANCE GROUP

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school-exempt	
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Decisions of the Children, Education, Libraries & Safeguarding Committee

18 November 2015

AGENDA ITEM 1

Members Present:-

Councillor Reuben Thompstone (Chairman)
Councillor Bridget Perry (Vice-Chairman)

Councillor Rebecca Challice
Councillor Alison Cornelius
Councillor Daniel Thomas
Councillor Helena Hart
Councillor Kathy Levine
Councillor Ammar Naqvi
Councillor Anne Hutton

Also in attendance (as Co-opted Members):-

Marilyn Nathan
Gladys Vendy

Apologies for Absence:-

Simon Clifford
Darren Warrington
Denis Carey

1. MINUTES OF THE LAST MEETING

RESOLVED – The minutes of the meeting held on the 12th of October 2015 were agreed as a correct record.

2. ABSENCE OF MEMBERS

Apologies of absence were received from Co-opted members Denis Carey, Darren Warrington and Simon Clifford.

3. DECLARATIONS OF MEMBERS DISCLOSABLE PECUNIARY INTERESTS AND NON-PECUNIARY INTERESTS

The following interests were declared:

Councillor	Agenda Item	Nature of Interest	Details
Councillor Helena Hart	7	Non-pecuniary	That the Councillor's grandson is attending a school in Barnet.
Councillor Anne Hutton	7	Non-pecuniary	That the Councillor used to work for the Cambridge Education Group.

4. REPORT OF THE MONITORING OFFICER (IF ANY)

None.

5. PUBLIC QUESTIONS AND COMMENTS (IF ANY)

Public comments were made by Ian Kingham (Deputy Head Teacher of Oak Lodge School), Anthony David (Head Teacher of St Paul’s Church of England School) and Mr John Dix.

Details of the questions asked and the published answers were provided with the agenda papers for the meeting. Verbal responses were given to supplementary questions at the meeting.

6. MEMBERS’ ITEMS (IF ANY)

None.

7. EDUCATION AND SKILLS - FUTURE DELIVERY OF SERVICES

The Commissioning Director for Children and Young People introduced the item, which related to the proposed future delivery of Education and Skills services.

During the course of discussion of the item, Councillor Anne Hutton moved a motion to amend Recommendation 1a to include the additional wording ‘...and exclude the catering contact’ so that it reads:

‘That Mott MacDonald Ltd trading as Cambridge Education be selected as the Council’s preferred bidder for the delivery of Education and Skills services, excluding the catering service’

The vote on the motion was recorded as follows:

For	4
Against	5
Abstain	0

Therefore the motion did not carry.

Following discussion of the item, the Chairman moved to the recommendations outlined in the cover report. Votes were recorded as follows:

For	5
Against	4
Abstain	0

The recommendations were therefore carried, and it was **RESOLVED:**

1. That the Children, Education, Libraries and Safeguarding Committee makes the following recommendations to full Council:
 - a. That Mott MacDonald Ltd trading as Cambridge Education be selected as the Council's preferred bidder for the future delivery of Education and Skills services;
 - b. That the Council enters into a strategic partnering arrangement with Mott MacDonald Ltd trading as Cambridge Education, including entering into a services contract and a partnering agreement;
 - c. That the Commissioning Director – Children and Young People be delegated to finalise the contract documentation, in consultation with the Committee Chairman;
 - d. That the functions set out in paragraph 1.45 of the report are contracted out to Mott MacDonald Ltd trading as Cambridge Education; and
 - e. That the Commissioning Director – Children and Young People be delegated to proceed with all necessary planning and preparation for mobilisation of the contract, in consultation with the Committee Chairman.

8. ANNUAL BUSINESS PLANNING

The Commissioning Director for Children and Young People introduced the item which related to Annual Business Planning.

Following discussion of the item, the Chairman moved to the recommendations outlined in the cover report. Votes were recorded as follows:

For	5
Against	0
Abstain	4

The recommendations were therefore carried, and it was **RESOLVED**:

1. That the Committee note the financial target of £9.9m set by Policy and Resources Committee in June 2014
2. That the Committee note the additional financial target of £14.5m set by Policy and Resources Committee in July 2015
3. That the Committee recommend the savings programme as set out in Appendix A to Policy and Resources Committee
4. That the Committee recommend the capital investment priorities set out in Appendix B to Policy and Resources Committee

9. FAMILY SERVICES ANNUAL COMPLAINTS REPORT 2014/15

The Family Services Director introduced the item which related to the Family Services Annual Complaints Report 2014/15.

Following discussion of the item, the Committee unanimously noted and approved the report.

10. SUMMARY OF PERFORMANCE INDICATORS

The Commissioning Director for Children and Young People introduced the item which related to Key Performance Indicators within the Children's Service.

Following discussion of the item, the Committee unanimously noted the report.

11. PROMOTING BRITISH VALUES AND CITIZENSHIP AMONGST CHILDREN AND YOUNG PEOPLE IN BARNET

The Commissioning Director for Children and Young People introduced the item which related to promoting British values and citizenship amongst children and young people in Barnet.

Following discussion of the item, the Committee unanimously agreed the recommendations. Therefore, the following was **RESOLVED** –

- 1. That the Committee endorses the importance of promoting British Values and Citizenship and agrees to the establishment of a range of approaches to engage with children and young people in Barnet, as set below:**
 - a. That the Committee agree to receive an annual report from Members of the Youth Parliament detailing issues that it deems to be important and relevant to young people in the borough. The timing of this report will be confirmed by officers following the approval of this recommendation.**
 - b. That the Committee agrees and is mindful of the rights of the child as set out in UK Law as detailed at 1.3 and Appendix 1.**
 - c. That the Committee agree that the Council's corporate parenting approach and pledge is refreshed as detailed in 1.4 and that the Commissioning Director for Children and Young People be delegated to progress this.**
 - d. That the Committee agree to introduce a survey of young people in Barnet as part of the Annual Resident Survey of the borough, as detailed at 1.5.**
 - e. That the Committee agree to the development of a Barnet Youth Charter with Children and Young People to further promote British Values, as detailed at 1.6.**
 - f. That the Committee agree to the establishment of the Barnet Youth Assembly, as detailed at 1.7. to mirror "Lynk Up Crew: The Mayor's Young Advisors" linking to the establishment of an Annual CELS meeting involving young people.**

12. CHILDREN, EDUCATION, LIBRARIES & SAFEGUARDING COMMITTEE WORK

PROGRAMME

The Commissioning Director for Children and Young People introduced the Committee Work Programme.

It was noted that an item titled 'Response to the Annual Safeguarding Board Report' would be added to the January 2016 meeting of the Committee.

The Committee unanimously noted the report.

13. ANY OTHER ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT

None.

14. MOTION TO EXCLUDE THE PRESS AND PUBLIC

The Chairman did not exclude the press and public.

15. EDUCATION AND SKILLS - FUTURE DELIVERY OF SERVICES - EXEMPT APPENDIX B

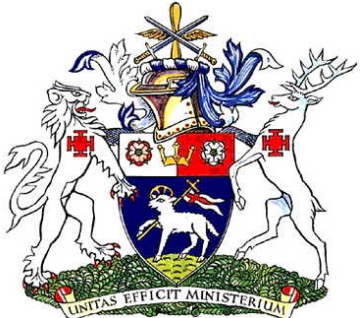
Not applicable.

16. ANY OTHER EXEMPT ITEM(S) THAT THE CHAIRMAN DECIDES ARE URGENT

Not applicable.

The meeting finished at 8.36 pm

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	<p>Children, Education, Libraries and Safeguarding Committee</p> <p>06 January 2015</p>
<p style="text-align: right;">Title</p>	<p>Petition for the Committee’s Consideration – Include Our Streets N12</p>
<p style="text-align: right;">Report of</p>	<p>Head of Governance</p>
<p style="text-align: right;">Ward</p>	<p>West Finchley</p>
<p style="text-align: right;">Status</p>	<p>Public</p>
<p style="text-align: right;">Urgent</p>	<p>No</p>
<p style="text-align: right;">Key</p>	<p>No</p>
<p style="text-align: right;">Enclosures</p>	<p>Appendix A – Include our Streets Petition</p>
<p style="text-align: right;">Officer Contact Details</p>	<p>Edward Gilbert, Governance Officer Email: edward.gilbert@barnet.gov.uk Tel: 020 8359 3469</p>

Summary
<p>This item provides members of the committee with a petition that was referred up from the Finchley and Golders Green Area Committee on 21st October 2015.</p>

Recommendations
<p>1. That, following discussion of the petition, the committee give instruction as highlighted at 5.4.2 of the report.</p>

1. WHY THIS REPORT IS NEEDED

- 1.1 At its meeting on 21st October 2015, the Finchley and Golders Green Area Committee referred the petition – which concerns the catchment area for Moss Hall Infant School – to the relevant thematic committee, which in this case was the Children, Education, Libraries and Safeguarding Committee. The detail of this petition is as follows:

Title of petition	Lead petitioner	Detail/text of petition	No. of signatures
Include our Streets N12	Ian Dunn	See appendix A.	177

- 1.2 In accordance with the Council's Constitution, Public Participation Rules, petitions which receive 25 signatures and over, but less than 2,000 signatures, will be considered by the relevant Area Committee. The Area Committee has the power to refer such petitions to the relevant thematic committee – the Finchley and Golders Green Area Committee exercised this power at its meeting on 21st October 2015.

2. REASONS FOR RECOMMENDATIONS

- 2.1 It is a constitutional requirement for relevant thematic committees to consider petitions referred up from area committees.
- 2.2 There are no recommendations contained in this report. The instruction of the Area Committee is therefore requested.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 Not applicable.

4. POST DECISION IMPLEMENTATION

- 4.1 The committee's decisions will be minuted and any actions arising implemented through the relevant Commissioning Director or the committee, where appropriate, at a future meeting.

5. IMPLICATIONS OF DECISION

- 5.1 As and when issues raised through petitions are received such relating issues will need to be evaluated against the Corporate Plan and other relevant policies.
- 5.2 **Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)**
- 5.2.1 None in the context of this report.

5.3 **Social Value**

5.3.1 Petitions provide an avenue for members of the public to request the council to take an appropriate action.

5.4 **Legal and Constitutional References**

5.4.1 Paragraph 7.6 of the council's Public Participation and Engagement Rules, as outlined in the council's constitution, states that area committees can formally refer a petition to a relevant thematic committee.

5.4.2 Paragraph 7.7 of the same section states that a thematic committee, when considering a petition, can take the following actions:

- Take no action
- Note the petition
- Agree a recommended course of action
- Instruct an officer to prepare a report for a future meeting of the Committee on the issue(s) raised

5.5 **Risk Management**

5.5.1 Failure to deal with petitions received from members of the public in a timely way and in accordance with the provisions of the council's Constitution carries a reputational risk for the authority.

5.6 **Equalities and Diversity**

5.6.1 Pursuant to the Equality Act 2010 ("the Act"), the council has a legislative duty to have 'due regard' to eliminating unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; advancing equality of opportunity between those with a protected characteristic and those without; and promoting good relations between those with protected characteristics and those without. The 'protected characteristics' are age, race, disability, gender reassignment, pregnancy, and maternity, religion or belief and sexual orientation. The 'protected characteristics' also include marriage and civil partnership, with regard to eliminating discrimination.

5.7 **Consultation and Engagement**

5.7.1 None in the context of this report.

5.8 **Insight**

5.9 The Council Constitution, Public Participation and Engagement provides a function that enables residents to engage with the Council. This process offers the opportunity for residents to bring a matter to the attention of the council and therefore requests that an action be considered and determined as outlined at section 5.4.2 of this report.

6. BACKGROUND PAPERS

6.1 The submitted petition to the council, as appended.

APPENDIX A – INCLUDE OUR STREETS PETITION

As well as calling on Barnet Council to retrospectively amend the catchment (priority) map for Moss Hall Infants School without delay in line with the 'Include our Streets N12' campaign, I would also ask that my views be included in the responses to the consultation on 'School Admission Arrangements for 2016/17' that Barnet Council is currently carrying out.

The catchment area map for Moss Hall Infants School contains a **GLARING ERROR** and this error has meant that for a number of years, children living in residential streets local to Moss Hall Infants School (between Nether Street and Percy Road, London N12) have **LOST OUT** on admission to Moss Hall Infants School despite being just 0.4 miles away whilst the non-residential area of St Michael's School (off Nether Street) is **WRONGLY** included in the map. There are **NO HOUSES** and **NO CHILDREN** living within the large grounds of St Michael's School and I believe that this area should be urgently re-distributed and the catchment map retrospectively revised to include the residential streets of: Coleridge Road, Derby Avenue, Grange Avenue, Hall Street, Netherfield Road and Percy Road, London N12 (the majority of which are adjacent to St Michael's School) where children **DO** actually live!

MAIN POINTS IN RELATION TO THE CAMPAIGN AND THE CONSULTATION:

- 1) The campaign focuses on just five streets: Coleridge Rd, Derby Av, Grange Av, Hall St, Netherfield Rd and Percy Rd.
- 2) These streets are within the catchment for **ONE** school only! The 30-a-year intake Northside Primary School.
- 3) I feel that the 'Include our Streets N12' area should also be within the catchment of the next nearest school Moss Hall Infants.
- 4) The Moss Hall Infants School catchment area's northern boundary is **NETHER STREET** but the catchment map then extends further **NORTH**, not to include the streets mentioned but to wrongly include almost the entire grounds of **NON-RESIDENTIAL** St Michael's School – that is clearly wrong and should be amended without delay!
- 5) The inclusion of St Michael's School is a **MISTAKE** and I want the local authority to amend the mistake retrospectively therefore giving children in the 'Include our Streets N12' area a choice of two infant schools both within **WALKING** distance. **A SCHOOL WITHIN WALKING DISTANCE SHOULD BE OFFERED OVER ONE THAT REQUIRES A BUS OR CAR JOURNEY.**
- 6) If parents in the above streets fail to gain a place at Northside, they are outside the catchment for the next nearest school as mentioned, therefore they are forced to **DRIVE** or get buses to schools **OUTSIDE OF THEIR COMMUNITY**. This is not only unfair, it adds to **CONGESTION** and **POLLUTION**. Local schools help build communities and **WALKING** to school is better for everyone.
- 7) To take a child to/from school on the bus means a **£1.50** fare **EACH WAY**, so 4 journeys a day = **£6**. Multiply that by 5 days and then by 30 weeks and the cost is **£900** which is disgraceful when the next nearest school is **8** minutes away.
- 8) The southern end of the Moss Hall catchment area extends to Finchley Central and Mill Hill Viaduct, 1.1 miles from the school. The 'Include our Streets N12' area is 0.4 miles away. There are four schools to choose from in that same southern section with **300** places available (once Hillbrook is fully operational) compared to one school with **30** places! Is that fair?
- 9) Moss Hall Infants School has an **N12** postcode but **N12** is under-represented at the School with most children coming from **N3**. The northern section is far less densely populated than the southern. **N12** should be fairly represented.
- 10) The catchment map for Moss Hall Infants School clearly includes North Finchley Baptist Church on the corner of Dale Grove and Ballards Lane. The church, opened in **1879** but was **DENOLISHED** approximately **25 – 30** years ago. The catchment map has not been updated/reviewed in all that time despite huge increases in local population, that is unreasonable.

For parents and children in the 'Include our Streets N12' area, Moss Hall Infants School is their local school too.

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AGENDA ITEM 8	
	<p>Children, Education, Libraries and Safeguarding Committee</p> <p>6 January 2016</p>
Title	Proposal to establish Menorah High School for Girls, 105 Brook Road, London, NW2 7BZ as a Barnet maintained voluntary aided school.
Report of	Chairman of the Children’s, Education, Libraries and Safeguarding Committee
Wards	All
Status	Public with accompanying exempt report and appendix
Urgent	No
Key	Yes
Enclosures	<p><i>Appendix Ai: Proposal to Establish Menorah High School for Girls as a Voluntary Aided School</i></p> <p><i>Appendix Aii: Consultation document</i></p> <p><i>Appendix B: Document submission</i></p> <p><i>Appendix C: Financial information (exempt)</i></p> <p><i>Appendix D: Barnet’s framework for assessing applications</i></p> <p><i>Appendix Ei: Consultation responses</i></p> <p><i>Appendix Eii: Consultation meeting with members of staff</i></p> <p><i>Appendix Eiii: Consultation meeting with parents</i></p> <p><i>Appendix Eiv: Consultation meeting with the public</i></p> <p><i>Appendix Ev: Summary of representation responses</i></p>
Officer Contact Details	<p>Chris Munday Commissioning Director, Children and Young People Chris.munday@barnet.gov.uk 0208 359 7099</p> <p>Val White Programme Director, Education and Learning Val.white@barnet.gov.uk 0208 359 7036</p>

Summary

This report sets out a proposal by Menorah High School for Girls, an independent faith school, to move into the maintained sector through the establishment of a voluntary aided

school with effect from the 1st April 2016. On the 9th March 2015, the Children, Education, Libraries and Safeguarding Committee approved a framework for considering proposals from independent faith schools seeking to move into the maintained sector. This report sets out the evidence submitted by the school proposer in relation to the framework.

Recommendations

- 1. That the Children, Education, Libraries and Safeguarding Committee consider the proposal by Menorah High School for Girls, 105 Brook Road, London, NW2 7BZ an independent faith school to establish the school as a Barnet maintained voluntary aided secondary school with effect from the 1st April 2016 and make a decision to either:**
 - (a) approve the proposal without modification;**
 - (b) approve the proposal with specific modifications as set out in paragraph 5.5.2**
 - (c) refuse the proposal.**

1. WHY THIS REPORT IS NEEDED

1.1 On the 9th March 2015, the Children, Education, Libraries and Safeguarding Committee approved a framework for considering proposals from independent faith schools seeking to move into the maintained sector. The framework is designed to assist the council in reaching a decision on such proposals. It is based on guidance published by the Department for Education (DfE) which states that decision makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational provision. In particular, the DfE expects decision-makers to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard;
- that all aspects of due diligence have been considered and undertaken; and
- that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can be improved to meet such standards.

- 1.2 Menorah High School for Girls is an independent girls' secondary school (including sixth form) located at 105 Brook Road, London, NW2 7BZ. The school opened in October 2001. It caters for 250 girls and currently has 209 Year 7-11 pupils. It serves the Orthodox Jewish community in Barnet. Whilst located within Brent, it predominantly serves the Orthodox Jewish community in Barnet.
- 1.3 Menorah High School for Girls has consulted on a proposal (Appendix A) to establish a voluntary aided maintained school, in order to move the current independent faith school into the maintained sector. Following the end of the consultation period, the Council is required to reach a decision. Despite its location over the border in Brent, the proposer is requesting determination of its proposal by London Borough of Barnet. This is driven by the home address of its pupils, nearly all of whom live in Barnet.

About the proposal

- 1.4 The proposal is for the establishment of a voluntary aided school for up girls aged 11-18 pupils, serving the Orthodox Jewish community, to be operated from 105 Brook Road, London, NW2 7BZ.
- 1.5 The school has submitted a proposal to implement a revised governance arrangement for the new voluntary aided school. The current independent school is governed and managed through three companies. The proposal is to streamline the current arrangements with a Foundation Trust which owns the land and the buildings, granting a 125 year lease to the Governing Body at a peppercorn rent.
- 1.6 The school itself will be governed by the statutory body known as The Governing Body of the Menorah High School for Girls ("The Governing Body"). The Governing Body will employ the staff (other than potentially those employed to teach Jewish Studies who may be employed by the Foundation Trust) and will be the relevant admissions authority for the school. The Governing Body will be constituted in accordance with the School Governance (Constitution) (England) Regulations 2012.
- 1.7 The Governing Body will comprise up to 12 governors, with as required for a VA school, a majority of the governors being appointed by the Foundation Trust. The Foundation Trust will be able to appoint 7 Foundation Governors. The proposed Governors include a number of Governors with substantial experience of governor roles within maintained schools and the proposer intends to appoint a new Clerk to the Governing Body.
- 1.8 Following the consultation period, the proposer has modified the proposed admission number. Appendix A contains a proposal to provide for 220 girls of the ages of 11-16 with the admission number of 44 in the year of opening. The revised proposal is for the published admission number for the year of entry into the school in the first instance to be 51, rising to 60 in 2017/18. The intention is to grow the school as set out in the table below.

The proposer has confirmed that by 2020/21 there will 300 pupil places available in Years 7-11.

	Pupil Admission Number 2015/16	Pupil Admission Number 2016/17	Pupil Admission Number 2017/18	Pupil Admission Number 2018/19	Pupil Admission Number 2019/20
Year 7	51	50	60	60	60
Year 8	40	51	50	60	60
Year 9	41	40	51	50	60
Year 10	36	41	40	51	50
Year 11	40	36	41	40	51
TOTAL	208	218	242	261	281

- 1.9 On becoming state maintained, the school's admission arrangements will be required to comply with the Schools Admissions Code. The proposer has confirmed that any faith based priority for admissions will be measured through *'independently verifiable criteria, including Synagogue attendance, commitment to Jewish learning and volunteering within the Jewish Community'*.

Evidence to support the proposal

- 1.10 Appendix B sets out a list of evidence that the school has submitted as part of its proposal to become Voluntary Aided. To supplement this evidence, on the advice of the local authority, the proposer commissioned a local-authority led review of the school's effectiveness through the council's Barnet Partnership School Improvement (BPSI) service in May 2015. This review was led by an Ofsted trained inspector who visited the school and reviewed data and other information. This review is referred to in the report as the 'BPSI review'.

In turn, as part of its due diligence, the Council commissioned independent external educational advice and assistance from a serving non-Barnet headteacher. The educational advisor visited the school with one of the council's Learning Network Inspectors to meet the headteacher, governors, staff and pupils. This is referred to in the report as the 'educational advisor visit'.

- 1.11 The council also engaged independent technical advice from Price Waterhouse Coopers advisory service and from HB Public Law who worked with the school's governing body representatives to review financial and property related data and documents. In turn, the school proposer engaged lawyers, Stone King, to assist in developing the new proposed governance arrangements set out above.
- 1.12 In addition, the evidence submitted as part of the proposal was reviewed by council officers with expertise in school admissions, school

governance, special educational needs, schools accountancy, school improvement, and school premises.

Demand/need for this type of school in the local area

1.13 Menorah High School for Girls is located in London Borough of Brent. The school opened in 2001. The proposer advises that the school was opened in Brent only because of the inability to find a site in Barnet. Until 2015/16, 100% of pupils were Barnet residents and in 2015/16, one non-Barnet resident is enrolled.

1.14 The table below sets out the number of pupils on roll in each year group over the last four years.

	2013/14	2014/15	2015/16
Years 7-11			
Year 7	41	40	51
Year 8	36	42	40
Year 9	40	37	41
Year 10	14	40	36
Year 11	43	14	40
Total years 7-11	174	173	208
Sixth form			
Year 12	12	29	8
Year 13	19	12	25
Total sixth form	31	41	33
Total on roll	205	214	241

1.15 With 208 pupils currently in Years 7 – 11, the number of pupils in the school is very small for a secondary school. The proposal is to move towards 300 pupils in Years 7-11. In comparison, the lowest number in an existing Barnet maintained secondary school for Years 7-11 is 480 at St Michael’s and the highest number is 1,200 at Mill Hill . A comparison with other Jewish faith schools in Barnet are 750 pupils in Year 7-11 at Hasmonean and 900 at JCoSS.

1.16 The school proposes to admit 50 pupils to Year 7 in September 2016/17 rising to 60 pupils in 2016/17 and subsequent years. The school has admitted at least 40 pupils in Year 7 for the past three years. In relation to Year 8 the number has fluctuated around 40 for the past three years, the lowest being 37 in 2013/14 and the highest being 43 in 2014/15. The school has provided information on the number of parents applying for the last 4 years for Year 7 places and the number of pupils actually admitted into year 7. As with all schools, a higher number of applications than places does not always lead to the school being fully subscribed. For example, in 2012/13, although 55 families applied for a place, 38 pupils actually enrolled. However, 2015/16 saw a significant increase in demand for the school and as a consequence the school admitted an extra 10 students leading to an in-take of 50 girls. It is not yet clear whether this is

a sustained increase in demand for the school rather than a 'one-off bulge in demand.

- 1.17 Whilst it is not uncommon in newly established independent faith schools or newly established free schools for numbers to fluctuate while a school is established, the school has been operating since 2001. It could be argued that compared to other Barnet's schools which tend to operate at full capacity within each year group where there is strong parental demand, the pattern of enrolment at Menorah High School for Girls is less secure as an evidential basis of sustained demand. However, balanced against this, the pupil population in Barnet is rising and by 2019/20 the borough requires at least an additional 20 forms of entry at year 7, suggesting that demographic growth alone, will help sustain the school. The current independent school is fee paying whereas as a state maintained voluntary aided school, it is state funded. It is difficult to predict demand for a faith voluntary aided school, by looking at historical data for the former fee-paying independent school.

Ability to meet the high standards expected of state funded educational provision

- 1.18 The school was registered as an independent school with the DfE in 2002. Menorah High School for Girls is a high performing independent school. In 2014, 44% of A level students achieved A levels at grades AAB or higher in at least two facilitating subjects¹ which compares well with the 2014 average for schools in Barnet (23.3%). In 2014, 82% of GCSE students achieved 5+ GCSEs at grade A*-C including English and Maths GCSEs compared to a Barnet average of 67.5%. The school was overall judged to be 'good' by Ofsted at its last inspection in 2010, with the behaviour of pupils and quality of provision for pupils' spiritual, moral, social and cultural development judged as 'outstanding'.
- 1.19 The BPSI review, commissioned in view of the length of time that has elapsed since the last Ofsted inspection, concluded that the overall effectiveness of the school remains good, and noted many outstanding features. The review reported that the senior leadership is 'secure, dynamic, outward-looking and ambitious for further success' and is 'capable of leading the school to Outstanding'. The review also concluded that the Leadership and Management of the school, including governance is good and was considered a strength of the school. It was noted that leaders 'have a strong vision and commitment to providing the highest possible standards of education for the pupils...[leaders] know the school well and their thorough and accurate self-evaluation and carefully planned actions have resulted in tangible evidence of ongoing improvements in teaching, learning and achievement over time'. Although located in Brent, any future Ofsted inspection of the voluntary aided school will form part of

¹ Facilitating subjects include: Maths and further maths; Physics; Biology; Chemistry; History; Geography; Modern and classical languages; English Literature

the overall position for the proportion of Barnet schools in each Ofsted category.

- 1.20 The school's governing body undertook four governor training sessions earlier in the year and has provided an appropriate instrument of governance as part of its body of evidence.

Current Financial health of the proposer

- 1.22 The current financial arrangements of the proposer are set out in Appendix C (Exempt). This sets out a number of financial issues in the current arrangements. However, the proposer states that under the new proposed governance structure, any of the financial risks associated with the current arrangements will fall to the Foundation Trust. The proposer confirms that;

'No actual or potential liabilities of the present operating company will pass to the Governing Body but all assets owned and used by the present independent school will be transferred without cost to the Governing Body of the VA school. The Assets include all the school furniture and a suite of brand new computers. The existing contracts of the operating company shall be terminated immediately prior to the transfer to VA status, at the cost of the operating company. The Governing Body shall enter into any new contractual arrangements with existing contractors on the basis that the Governing Body is not liable for any historic liabilities of the operating company.'

- 1.23 The proposer also states that as the Foundation Trust will be granting a 125 year lease at a peppercorn rent to the Governing Body, the current arrangements and risks will not compromise the integrity of the future arrangement or impact on the future day to day operation of the school.

Projected financial health of the new voluntary aided school

- 1.24 A secondary school comprising of 240 or even 300 pupils would be unique in Barnet's experience of local authority maintained schools. According to information on the Department for Education website, there are not many secondary schools currently operating in England of the size proposed by Menorah High Schools for Girls. As school funding is based primarily on the number of pupils, ensuring that the school has a robust projected revenue budget has therefore been a particular focus of assessing this proposal.
- 1.25 The proposer has developed a 5 year projected revenue budget for the future operation of the voluntary aided school and the delivery of the core national curriculum. The submitted budget excludes the cost of staff employed to deliver Jewish Studies who will be employed by, and funded through the Foundation Trust. The submitted budget is based on the school's plan to grow slowly over the next four years with the aim having 281 pupils in Years 7-11 in the school by 2019/20 and 300 pupils in Years 7-11 by 2020/21.

- 1.26 From the information submitted by the proposer, the operation of the school and the delivery of the proposed secular and faith curriculum is dependent on a significant amount of voluntary donations (outlined below), a source of income that is not guaranteed.
- 1.27 The amount of voluntary donations assumed each year is £690k. This comprises of a £250k recharge to the submitted budget for activity related to Jewish Studies and £440k to fund Jewish Studies that will be provided through the Foundation Trust. In the submitted budget, the £250k recharge to be covered by voluntary donations balances the budget for the delivery of the national curriculum and school running costs. It amounts to between 12% and 14% of the submitted budget. The recharge assumes that an element of the cost of administrative and premises staff, premises costs, administrative supplies, professional services etc are attributable to the delivery of Jewish Studies.
- 1.28 In addition to the level of donation required to cover the recharge, the Foundation Trust will need to raise the £440k per year to fund Jewish Studies within the school timetable. Jewish Studies amounts to around 40% of the school timetable.
- 1.29 The amount of voluntary donations required to offer the full school timetable is a high risk. Unlike school funding through central government grant, voluntary donations, by their nature are not guaranteed income. Maintained schools cannot charge for **education within the school hours** (including the supply of material etc.) unless this falls within very limited prescribed conditions eg. Individual music lessons where parental consent has been obtained. DfE guidance '*Charging for school activities, Departmental advice for governing bodies, school leaders, school staff and local authorities October 2014* sets out the very limited circumstances under which maintained schools may charge and gives guidance on voluntary contributions. Nothing in legislation prevents a school governing body from asking for voluntary contributions for the benefit of the school or any school activities as long as no child is excluded from an activity simply because his or her parents are unwilling or unable to pay and parents are pressurised or harassed into paying these contributions.
- 1.30 The proposer has provided a copy of its charging policy which clearly sets out the school may not charge for education provided during school hours (including the supply of any materials, books, instruments or other equipment) or education provided outside school hours if it is part of the National Curriculum or part of Jewish Studies education. The Governing Body may ask parents/guardians of students at the School for voluntary contributions for the benefit of the school generally or to fund any specific school activities, including school visits. Furthermore the policy clearly sets that out that when making requests for voluntary contributions, the school must ensure that parents are not made to feel pressurised into paying, as any contributions are voluntary and not compulsory. No student should be treated differently or excluded from an activity or visit simply because his or

her parents/guardians are unwilling or unable to pay a voluntary contribution. This should be made clear to parents/guardians when any request for voluntary contributions is made.

- 1.31 Whilst the school's current experience of receiving parental, governor and other donations offers some reassurance, the school would, in future, be operating as a voluntary aided state maintained school. The proposer perceives that the risk of parents or other donors no longer wishing to donate once the school is state-maintained is low and is confident that the growth in pupil numbers required to generate the projected budget is realistic.
- 1.32 Unlike many of Barnet's existing faith schools that receive voluntary donations, there is no comparator two form entry non-faith based secondary school to offer reassurance that a full broad and balanced curriculum can be offered should donations not be received.
- 1.33 However, in Barnet, a small number of faith based voluntary aided schools are currently in, or at risk of, financial deficit after failing to secure sufficient voluntary donations and are undergoing restructuring to bring their budget into balance. The Council has had to financially assist some schools to meet redundancy costs to ensure they stand the best chance of remaining viable. Sensitivity analysis undertaken by the council's internal auditor demonstrates that small fluctuations in the level of donations has a significant impact on the outcome of the submitted budget forecast. For example, a 10% reduction in anticipated donations will begin to lead the submitted budget into deficit.
- 1.34 In response to these concerns, the proposer has set out a number of measures that would be taken or developed should donations not be as high as anticipated including a staff restructure and developing accommodation that could raise additional revenue through hall hire and lettings etc. The proposer has also confirmed that
- '(the proposer) are conscious that should we find the Jewish Studies budget in deficit, we alone are responsible to reduce the overspend and implement any restructuring plan necessary. This means that the school has no expectation on the council to financially support any restricting/redundancies for a period of the at least 5 years from the point of transfer. The (independent charitable trust) commits to underwriting this risk.'*
- 1.35 No legal documentation for a commitment has yet been received (see recommendation 2).
- 1.36 The proposer also has an ambition to potentially federate with other schools of a similar ethos that would, in future, enable to the school to share costs, such as administrative costs to increase the long term value for money.
- 1.37 Based on the Council's experience of funding a large number of schools via central government funding over many years, it is felt that the size, location and staffing structure of the school potentially pose significant financial

challenges in moving to voluntary aided status. Once a voluntary aided school, the school will have to provide for full time education for its pupils, based on a minimum number of school sessions and ensure it covers the basic curriculum, which includes covering the national curriculum. Growing to 300 pupils will help mitigate some of the financial risk.

Long term value for money

- 1.38 A comparison has been made between the potential cost of a pupil at Menorah High School for Girls to Barnet's Dedicated Schools Grant with the average cost per pupil across Barnet's existing secondary schools. The potential per pupil cost falls within the current range demonstrating that, despite its smaller size, on a cost per pupil place, Menorah High School for Girls is within local expectations. This, however, excludes those costs that would be met from voluntary contributions.
- 1.39 The school will diversify the local educational offer for parents and its intention to expand the number of places will contribute towards the growing need for additional secondary school places.
- 1.40 The main risk in relation to the long term value for money is reliance on voluntary donations to deliver the educational offer as described above.

Delivering the whole of the national curriculum to the expected high standard

- 1.41 The high attainment of its pupils demonstrates the strong educational offer that is currently being provided within the independent school structure. However, there are particular requirements of maintained schools including the requirement for teaching staff to be qualified and the statutory nature of the national curriculum that needs to be delivered within the budget envelope provided through state funds. The educational advisor visit identified a number of real strengths of the school and also some issues for the school to consider in relation to the ability to deliver the national curriculum within the budget provided through central government funds.
- 1.42 The staffing structure currently comprises of a very significant proportion of part-time staff which the school values as a significant strength of its ethos and is confident provides a secure base from which to offer the core curriculum. However, the educational advisor visit advised that this arrangement could potentially make timetabling for the delivery of the national curriculum unduly onerous as the school expands. The school has pledged to consider a balanced approach to seeking to appoint more full time staff moving forward.
- 1.43 The school's staffing structure relies on a number of unqualified teacher posts. There are 14 unqualified teachers among the school's teaching staff, representing around 30%. The school has submitted a plan and timetable for all unqualified teachers to become qualified– a requirement of maintained schools. For some staff, this will take several years to achieve. In the meantime, the propose has confirmed that the school's current governing body is satisfied as to the teaching competence and experience of all unqualified teachers. The school understands that there is a risk that

Ofsted may query the unqualified nature of some of the school's staff but believe that the educational outcomes achieved by its pupils and the quality assurance processes in relation to teaching and learning help to mitigate this risk in the short term whilst staff are qualifying.

1.45 The educational advisor visit recommended that the school undertakes a review of its staffing structure to more clearly articulate positions of responsibility and ensure lines of accountability are clear, and the ratio of numbers of staff to pupils is set at its optimum level.

1.46 The BPSI review and the subsequent visit found that the curriculum was broad and balanced with a few areas for development:

- Music – the school is preparing to expand its music offer once it becomes voluntary aided and the proposer confirms that the school will fully meet the national curriculum requirements for music.
- PE – provision is partly delivered in the lunch hour and currently, there is not enough evidence to demonstrate that pupils have sufficient opportunities for PE in line with the national curriculum. Students reported to local authority officers that they would appreciate better PE facilities. Improving PE provision was an action point in the last Ofsted inspection. However, the governors and staff are committed to increasing PE provision and have made good progress in this area since its last Ofsted inspection. The proposer has confirmed its intention to arrange 17 sessions of PE per week from January 2016 which will increase (to 20) from September 2016. The school has also recently purchased new equipment to establish more clubs etc for students.
- ICT for staff is less well developed and the school proposer has confirmed that some resources have been allocated within the budget projections to enable a phased investment as the school expands.

1.47 The requirement for the school to be able to deliver the breadth of the national curriculum to the expected high standard is closely linked with the financial health of the proposer see above. The submitted budget for the operation of the school (excluding Jewish Studies) funds the delivery of between 17 and 20 hours of lesson time to cover the national curriculum requirements. The remaining 9-11 hours a week relate solely to Jewish Studies, funded through the Foundation Trust. Should the £250k donations contained within the submitted budget and/or if the Foundation Trust does not receive sufficient donations to support the Jewish Studies, the submitted budget would provide for around 22 hours of schooling a week including break times. This would be significantly below other secondary schools in Barnet. However, if sufficient donations are received to support the current timetable, the school would be delivering 34 hours a week, in line with other schools.

- 1.48 There are no regulations in relation to the length of a school day although there is an expectation that children are offered a full time education. The only requirement for maintained schools, including voluntary aided schools is to offer 380 sessions a year over 190 days.
- 1.49 Within the state maintained sector, school improvement is increasingly delivered through school to school support. Through working within the Barnet partnership, the new voluntary aided school would benefit from experience and support of other good and outstanding Barnet secondary schools. And the school has much to offer to the Barnet partnership of schools itself and has expressed its intention to work in partnership with other Barnet schools to offer experience in Art from its outstanding Art department, offer support in pastoral care and behaviour and safety, and share guidance in distributed leadership.

Suitability: British Values

- 1.50 The BPSI review judged that the school demonstrates that it complies with the requirements as set out in the DfE's publication '*Promoting fundamental British values as part of spiritual, moral, social and cultural development. Departmental advice for maintained schools*'. The school, as an existing independent school is already required to comply with the British Values agenda by virtue of the Independent Schools Standards Regulations 2014.
- 1.51 However, there is much national debate about this aspect of Government policy and there is an increasing emphasis by Ofsted on British Values within school inspections. The Department for Education has confirmed that Ministers are in discussion with some representatives of the Charedi (strictly Orthodox) community who are concerned that meeting stricter accountability standards around issues like fundamental British values makes it difficult from them to provide education in line with the tenets of their faith. This matter has been discussed with the school proposer who is very clear that this does not represent the view of the school which has pledged to work with those who have been recognised by Ofsted for their excellent practice. The proposer has pointed to examples of schools with a Charedi character (e.g. Haskel school) which have achieved excellence in complying with the British Values agenda and has confirmed that the Governing Body will work with similar schools to ensure that the teaching and curriculum content conforms to best practice in the sector. Both the BPSI review and the educational advisor visit found the leadership team and governors to be a strength of the school.

Equalities Act

- 1.52 The proposer confirms that the school is compliant with the duties of schools as identified in the Equalities Act and that the school positively promotes equality of opportunity for all pupils. The school proposer confirms that complying with the duty to promote respect for all, irrespective of beliefs and attitudes is fundamental to the school's aims and ethos '*to enable students to becoming outstanding citizens within the Jewish and wider community*'.

- 1.53 The school's admission criteria meet statutory requirements and complies with the School Admissions code. The proposer states that the governing body of the voluntary aided school will ensure that any faith based priority for admission will be measured through **independently verifiable criteria**, including synagogue attendance, commitment to Jewish learning and volunteering with the Jewish community.
- 1.54 The statutory Admissions Code requires that oversubscription criteria is reasonable, clear, objective, procedurally fair and complies with relevant legislation. Criteria should not disadvantage unfairly children from particular social or racial groups or children with a disability or special educational needs. The school can have faith based oversubscription criteria, but its places must be offered to every child who applies, regardless of faith, if there are places available. In addition, the school must give priority to looked after children of the faith, before other children of the faith.
- 1.55 The Council should ensure that it has sufficient school places to meet the needs of its local area. Sufficient includes having a diverse base of schools to meet the diversity needs of its inhabitants.

Staff contracts

- 1.56 Staff employed at the voluntary aided school will be employed by the statutory body known as the Governing body of the Menorah High School for Girls. Staff employed for Jewish Studies will be employed by the Foundation Trust. The school provided a number of policies which are outlined in Appendix B. These policies were reviewed by Local Authority officers.
- 1.57 The proposer has provided example contracts for teachers and support staff that satisfy the requirements of a voluntary aided school. The submitted budget allows for staff to receive inner London weighting due to its location in Brent.

Premises: school buildings

- 1.58 The land and school buildings are owned by a charitable company limited by guarantee (to be known as the Menorah High School for Girls Foundation Trust). In order to provide long term security for the school's occupation, the Foundation Trust propose to grant a 125 year lease to the Governing Body. The rent under the lease will be peppercorn. The form of the lease will be in the style used by the local authority when granting a lease on conversion to an Academy.
- 1.59 The Foundation Trust has previously entered into a number of loan arrangements to fund the development of the school. The amount of such loans is less than the value of the site (see Appendix C Exempt).
- 1.60 The school commissioned an independent condition survey (10 Aug 2015) and report of the premises. The school has provided a costed and active plan of action for building works that equates to between £50k and £75k per annum. The school has provided evidence of a funding source, an

independent charitable trust (see Appendix C Exempt) in place to meet the requirements of the condition report. The independent charitable trust is prepared to enter into a guarantee to fund the planned works. The Council also arranged for its estates advisor to visit the school who was satisfied that the school is well managed and in line with expectations. The estates advisor was satisfied with the documents provided by the school in relation to premises outlined in Appendix B.

- 1.61 The proposal is for the school to accommodate additional pupils, starting in 2017/18. The proposer has submitted plans to provide additional accommodation and again, has confirmed that the costs of the work will be met by an independent charitable trust (Appendix C Exempt)

2 REASONS FOR RECOMMENDATIONS

- 2.1 The Council is required to make a determination of the proposal by Menorah High School for Girls within two months of the end of the statutory consultation by the school.

3 ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 The alternative option open to the school proposer was to apply to join the state sector via the Free School route. This option was not pursued by the school.
- 3.2 The options open to the Council are set out in section 5.5 below.

4 POST DECISION IMPLEMENTATION

- 4.1 If the Council agrees the proposal, Menorah High School for Girls will begin the process to join the maintained sector as a Voluntary Aided school. The school would become voluntary aided with effect from 1st April 2016 and begin receiving public funds from that date.

5 IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools. Excellent educational outcomes and ensuring children and young people are equipped to meet the needs of employers are key to deliver the Council's ambition set out in its Corporate Plan 2015-20 for all children to have the best start in life and for Barnet's schools to be amongst the best in the country, with enough places for all, and with all children achieving the best they can.

5.2 Resources (Finance & Value for Money, Staffing, Property, Sustainability)

5.2.1 On becoming a voluntary aided state maintained school, the school would be revenue funded through Barnet's allocation of central government grant (Dedicated Schools Grant - DSG). The Education Funding Agency has confirmed that the pupils at Menorah High Schools for Girls would attract DSG funding on entry to the maintained sector. However, there are two implications on Barnet's DSG that may impact on the overall DSG budget

Within Barnet's school funding formula, Barnet secondary schools are paid a slightly higher per pupil amount than the council receives in the DSG. Therefore for every new secondary school place, there is a slight additional cost to the overall Schools Budget that is not matched by increases in the DSG. This is the case for all new secondary places and is not unique to Menorah High School for Girls.

5.2.2 As any state maintained school grows, the additional pupils are funded through a local 'growth fund' within the DSG which is in effect, top sliced from the overall DSG. This is the case for all newly created school places and would apply to Menorah High School for Girls.

5.2.3 In relation to capital funding, the Council receives an annual allocation for the maintenance programme at state maintained schools. The allocation is not sufficient to remedy or repair Barnet's existing schools and many schools have to wait several years for remedial works. There is a waiting list for capital investment among Barnet's existing schools. Therefore Barnet's framework states that *'the school must demonstrate that it has sufficient financial resources to meet the financial responsibilities of any planned maintenance work for a 5 year period'*.

5.2.4 Please see paragraph 1.58 to 1.61 above in relation to the commitment to fund any planned maintenance and any building works to accommodate additional pupils.

The financial health of the proposer and school are set out above in paragraphs 1.22 and 1.23 above and in Appendix C (Exempt).

5.3 Staffing

There are no staffing implications for the council. Please see paragraphs 1.42 to 1.45, 1.56 and 1.57 for staffing issues in relation to the proposed voluntary aided school.

5.4 Premises

Please see paragraph 1.58 to 1.61 above.

5.5 Legal and Constitutional References

5.5.1 Constitution, Responsibility for Functions, Annex A, sets out the terms of reference of the Children, Education, Libraries and Safeguarding Committee including to be responsible for those powers duties and functions of the Council in relation to Children's Services (including schools)

Section 11(1A) of the Education and Inspections Act 2006 provides for the establishment of a new voluntary aided school without the consent of the Secretary of State. This is classed as a special case permitting a new maintained school against the usual academy presumption.

Schedule 2 of the 2006 Act and the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 set out the process for establishing a new school. This confirms that the local authority who it is proposed should maintain the school is the decision maker. The Council has three options in relation to this matter, namely:

- (a) reject the proposals;
- (b) approve the proposals without modification, or
- (c) approve the proposals with such modifications as the authority think desirable, after consulting such persons as may be prescribed.

There are only limited circumstances in which the proposal can be made conditional on an event occurring. In relation to this matter, the only relevant conditions relate to the formation of a foundation trust meeting the requirements of s.23A of the School Standards and Framework Act 1998 and the making of any scheme relating to any charity connected with the school.

As part of the prescribed process, the proposer was required to consult such persons as it appears to it to be appropriate, must publish proposals with prescribed information and provide for a representation period. The Council must consider any consultation responses and representations when making its decision. The consultation responses are set out in Appendix E

5.5.2 As a result of the consultation and representation responses, including matters raised by the council, there are a number of modifications to the published proposal as set out in this report. These are

- a) Start date – the proposal contains a start date of 1st January 2016. The start date is now proposed to be 1st April 2016.
- b) Admission number – The proposal states that the Pupil Admission Number on the opening date will be 44. Paragraph 1.8 sets out the revised Pupil Admission Number for each year through to 2019/20.
- c) Admission criteria –the admission criteria has changed slightly from that in proposal – specifically the proposal states that a supplementary information form is required from sibling pupils as well as parents, this is not acceptable;
- d) The proposal refers to a potential federation with Menorah Grammar School for Boys. Menorah Grammar School for Boys is an independent school, and therefore a federation is not possible while this remains the case.
- e) Land arrangements – the proposal now is for the Foundation Trust to grant a 125 year Academy style lease to the Governing Body of the school.

5.6 Risk Management

The process has identified a number of risks associated with the proposal.

a) That the school is unable to sustain the curriculum offer within the resources available

The school's financial health is dependent on growing the number of pupils and continuing the collection of voluntary contributions. The school is confident that the parental and governor community will continue to financially support the school. Paragraph 1.47 sets out the number of school hours that voluntary donations through the Foundation Trust are proposed to fund. Any significant shortfall in donations could potentially have a significant impact on the delivery of the timetable. The school has identified some contingency measures it could take (paragraph 1.34 if the level of donations drops).

However, if despite these contingency measures, the school consistently is not able to deliver a balanced budget the consequences would be:

- The council would consider approving a licenced deficit if the issue was short term and there was a plan of action by the governing body to achieve a balanced budget (eg changes to staffing levels)
- Should a licenced deficit be refused or if a licenced deficit continued for longer than agreed, the council may conclude that there is evidence of poor financial management and the school could be deemed to be a 'school causing concern'. The council may then take action that leads it to exercise its powers under Section 66 of the 2006 Education Act which enables a local authority to suspend the governing body's right to a delegated budget by giving the governing body of the school notice in writing. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of the School Standards and Framework Act 1998.
- There are a number of interventions available to the local authority and Secretary of State for schools causing concern and ultimately, the Secretary of State may direct a local authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act. (non-compliance with teachers pay and conditions). In these circumstances, the cost of redundancy and closure would fall to the local authority.

b) The level of voluntary donation assumed from each parent deters parents from choosing the school

On becoming voluntary aided, the school will cease to be fee paying and the educational offer will be free to all children. The budget assumes a level of voluntary donation from families to support Jewish Studies which

comprises a significant proportion of the curriculum. Whilst contributions/donations are voluntary, there is a risk that some families may be deterred from choosing the school

c) That the parental demand for the school reduces

One impact of a reduction in the number of pupils would initially be a reduction in central government funding. A fall in pupil numbers would result in a reduction in funding to the school and to the local authority. Given the size of the school, it is particularly susceptible to changes in parental demand and is less able than larger schools to withstand some turbulence in demand.

Across London, overall demand for secondary school places is projected to rise steeply. However, it remains a risk due to the nature of the offer and the specialised ethos of the school.

d) Parental demand in Barnet reduced and parental demand in Brent increases

There is a risk that in the future, should parental demand in Brent increase, that fewer, if any places are available to Barnet children. In these circumstances, Barnet's Dedicated Schools Grant would be financially supporting a school that does not benefit Barnet children.

The school has been operating since 2001 and the pattern of demand in relation to the residential address of pupils has been fairly constant since its opening. The council is not aware of any demographic changes that suggest this pattern would not continue.

e) Unqualified staff do not gain the appropriate qualification

The school has a much higher proportion of unqualified staff than would be expected in a state maintained school and the school has submitted an action plan for staff to become qualified. However there is a risk that staff do not gain the appropriate qualifications that either impacts on the educational offer or presents a potential reputational risk in terms of an adverse Ofsted inspection.

The risk that the school will not seek to support its staff to seek qualification is low. However, there is a remaining risk that the staff may not successfully achieve the necessary qualifications or that the school may require time to address any non-compliance among its staffing establishment.

f) Music and PE

Our assessment has identified that Music and PE are curriculum areas that require development. The proposer has put forward plans to address these aspects. There is a risk that the school fails to adequately address these areas. Music was identified for improvement in its last Ofsted inspection. This would present a potential reputational risk in terms of an adverse Ofsted inspection. The school has confirmed its intention to arrange 17 sessions of PE per week from January 2016 which will

increase (to 20) from September 2016. The school has also confirmed that it will budget appropriately for music.

- g) Insufficient resources available to adequately maintain the building
The proposer has provided evidence of the willingness of an independent charitable trust (Appendix C Exempt) to underwrite the improvements required to the building. There is a risk that this funding is not available or that the condition of the building is worse than specified.
- h) Other financial risk

Appendix C (Exempt) sets out the current financial health of the proposer.

5.7 Equalities and Diversity

Providing additional Jewish primary school places within the state sector will enable the Orthodox Jewish community to have a greater choice of secondary schools. The school is committed to working in partnership with families and the community to develop pupils to become responsible, committed members of the Jewish community and society at large and will work with other local schools to build links with the wider community and promote community cohesion. The school intends to work with schools of faith, different faiths and non-faith schools.

The school adopts an inclusive approach to girls with Special Educational Needs (SEN) and disabilities. The Local Authority inspection review reported that SEN was 'well led, well resourced, and outward-looking, with full commitment from the governors'.

The school is looking to buy in to the Barnet Kosher meal service from January. This will ensure FSM pupils in particular are catered for.

5.8 Consultation and Engagement

- 5.8.1 The school proposer has undertaken a statutory consultation for the period of 23rd June 2015 and the 24th July 2015. This was followed by a four week representation period between 8th October 2015 and the 5th November 2015. Appendix E contains the consultation responses. During the consultation period 106 responses were received by the school to the survey with 92% indicating they agreed with the proposals with 82% strongly agreeing. 6% of respondents disagreed or strongly disagreed (Appendix E i). Two respondents raised concerns over changes to school policy as a result of the school becoming voluntary aided, whilst one response raised a number of concerns in relation to a number of governance and curriculum issues in the current independent school, all of which have been considered within the due diligence process. Meetings were also held with parents, staff and the public (Appendix E ii), Appendix E iii) and Appendix E iv)
- 5.8.2 During the representation period, 59 responses were received in support of the proposal (Appendix E v). Those in support were mainly from parents of children at the school and welcomed the proposal for the school to become voluntary aided. The response against the proposal also came

from a parent and raised concerns in relation to a number of governance and curriculum issues in the current independent school, all of which have been considered within the due diligence process.

5.8.3 The council consulted the Schools Forum. Members of the Schools Forum questioned the reasons for a school located outside of the borough seeking to become a Barnet maintained school and raised concerns about the viability of the size of the school. As the item was seeking views, there was no decision required of the Forum.

5.9 Insight

The council has referred to data which identifies an overall shortfall in secondary school places in Barnet through to the end of the decade.

6 BACKGROUND PAPERS

Children, Education, Libraries and Safeguarding Committee *Framework for considering applications from independent schools applying to move into the maintained sector* 9th March 2015

<http://barnet.moderngov.co.uk/documents/s21699/Framework%20for%20considering%20applications%20from%20Independent%20Schools%20applying%20to%20move%20into%20the%20Maintained.pdf>



Proposal to Establish
Menorah High School for Girls
as a Voluntary Aided School

Contact Details

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

The Trustees and Governors of Menorah High School for Girls
105 Brook Road
Dollis Hill
London NW2 7BZ

governors@menorahhigh.com

The proposal is being sent to the decision maker, the London Borough of Barnet, who will review this along with supporting evidence.

Implementation

2. The date on which it is proposed that the school be opened or, where it is proposed that the opening be implemented in stages, the dates of and information about each stage.

It is proposed that the new school be opened on 1 January 2016. As it has been an independent school for 14 years and is rated Good by Ofsted, it is proposed that the opening be implemented in one stage.

3. Where the proposals are to establish a voluntary, foundation or foundation special school, a statement as to whether the proposals are to be implemented by the local 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.

- (a) The proposals are to be fully implemented by the proposers themselves and
- (b) The capital costs of the implementation are to be met fully by the proposers.

Reasons for the new school

4. A statement explaining the reason why the new school is considered necessary and whether it is to replace an existing school or schools.

Our objective is for the existing girls' school, Menorah High School for Girls at 105 Brook Road, Dollis Hill, London NW2 7BZ to enter the maintained sector by becoming a Voluntary Aided secondary school. Menorah High School for Girls caters for 250 children aged between 11 and 18. 99.6% of current pupils are London Borough of Barnet residents. The school opened in 2001 and since then, has educated London Borough of Barnet children, being located in the London Borough of Brent only because of the inability to find a site in London Borough of Barnet.

In response to a shortage of secondary school provision for strictly orthodox Jewish families in the London Borough of Barnet area, Menorah High School for Girls was opened in 2001 by a group of concerned parents who were not able to secure school places for their children in any strictly orthodox independent or maintained Jewish secondary school in the London Borough of Barnet or the neighbouring local authorities.

School places in orthodox Jewish secondary schools in the London Borough of Barnet and neighbouring authorities have, for some years, been stretched to their limit. Local demand is expected to continue to increase due to the ongoing growth of the strictly orthodox Jewish community in the London Borough of Barnet.

At present, there are many pupils who attend the independent Menorah High School for Girls because of the shortage of suitable places within the maintained sector. Menorah High School for Girls itself has been oversubscribed for the last 4 years, with 40% of the September 2015 Year 7 intake being siblings of older girls.

The new proposed school will replace the existing Menorah High School for Girls independent school. It will provide access to a Jewish and secular education within the maintained sector for strictly orthodox Jewish girls who live in London Borough of Barnet. This is in response to considerable demand for such education within the London Borough of Barnet and neighbouring authorities. The intention is to enhance the quality of education currently provided to pupils at the existing independent school, Menorah High School for Girls, and to increase the diversity of provision within London Borough of Barnet's maintained sector to better reflect the religious, ethnic and cultural diversity of its population.

Category

5. The category of school that it is proposed be established (a foundation or foundation special school and, if so, whether it is to have a foundation, a voluntary school, a community or community special school, or a local authority maintained nursery school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publish the proposals.

It is proposed that the new school will be voluntary aided. It was not necessary to gain the Secretary of State's consent to publish the proposal.

Ethos and Religious Character

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

Menorah High School for Girls is a school with a Charedi (strictly orthodox) Jewish religious designation which meets the needs of strictly orthodox Jewish families who desire a strictly orthodox Jewish education for their daughters. The school aims to instil in its students a firm foundation that will prepare them for a life of committed Torah observance. The school seeks to provide a broad and balanced education based on Torah values combined with the National Curriculum.

The school aims to enable its students to become outstanding citizens within the Jewish and wider community. The school will develop the girls' abilities to a level such that on graduation they will be able to enter a Seminary, and subsequently further educational institutions of their choice in this country or abroad.

The Menorah High School for Girls commitment is to empower its students to achieve academic and personal excellence, combined with a positive understanding and

adherence to all aspects of orthodox Jewish practice, through the provision of a nurturing, dynamic educational framework.

7. If it is proposed that 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 Strictly Orthodox Jewish religious character. The proposer intends to ask the Secretary of State to designate the school as a school with such a religious character.

8. Where it is proposed that the school—

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

(a) The strictly orthodox Jewish community in the London Borough of Barnet and neighbouring local authorities has grown significantly over the last 10 years. There are only 330 newly available *maintained* year 7 places each year) in Barnet secondary Jewish Schools. 150 of these are available in an Orthodox school. This category urgently needs greater accommodation by the state sector which can be provided by the successful entrance to the maintained sector of Menorah High School for Girls.

Pupil numbers and admissions

9. The numbers (distinguishing between compulsory and non-compulsory school age pupils), age range, sex, and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is to be made at the school.

The new school will cater for pupils between the ages of 11 and 16 and provide places for 220 girls. The admission number for the school on the opening date will be 44. The school will also establish a sixth form and the admission number on the opening date will be 37.

Admission Arrangements

10. Except in relation to proposals for special schools, 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 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.

As a faith school, and in accordance with the School Admissions Code, if the School is oversubscribed it prioritises Charedi girls (strictly orthodox Jewish girls). In order for an application to be prioritised within the admissions criteria on the grounds of Charedi (strictly orthodox) Jewish faith, parent(s)/guardian(s) must submit a supplementary information form (SIF) proving their commitment to specific articles of Charedi practice, answering specific questions. Siblings of existing pupils will also have to fill in a supplementary information form. Confirmation of the above will be required from the Rabbi of the synagogue which the parents attend or from a Charedi Rabbi who is well acquainted with and knows the family.

Where applications for admission of children exceed the number of places available, girls will be prioritised on the basis of the following criteria in the order set out below:

- a. Charedi Jewish girls who are 'looked after' or were previously 'looked after' as defined by the Schools Admissions Code.
- b. Charedi Jewish girls with medical or social grounds for admission to this school in particular. Supporting evidence from a suitably qualified professional will be required.
- c. Charedi Jewish girls with sisters at the School at the time of application. A sister must live permanently at the same address as the child for whom the application is being made. This includes half-sisters, stepsisters and foster sisters who live permanently as a family unit at the same address.
- d. Other Charedi Jewish girls
- e. Other girls who are 'looked after' children or previously 'looked after' children in public care
- f. Other girls

Where the school is named in a girl's Education Health and Care Plan (EHCP) or Statement of Special Educational Needs, that girl will be admitted to the school and will be counted against the admission number.

The admissions criteria has been scrutinised by officials at the London Borough of Barnet and complies with the School Admissions Code. The full admissions criteria for the school can be found at Annex A.

Early Years Provision

11. Where the proposals are to include provision for pupils aged two to five—
(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;
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(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 which deliver the Early Years Foundation Stage within three miles of the school; and
- (e) the reasons why schools and settings outside the maintained school sector which deliver the Early Years Foundation Stage within three miles of the school and which have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

Not applicable

Sixth Form Arrangements

12. Where it is proposed that the school will provide sixth form education, how for 16 to 19 year olds in the area 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 available to them.

The school will:

- (a) provide educational opportunities at least on a par with the sixth forms of Jewish secondary schools in surrounding areas;
- (b) Increase participation among local Jewish young people in post-16 education;
- (c) Increase the choice and diversity of post-16 education available to local young people, particularly those from strictly orthodox families who would like to spend their entire school career within local strictly orthodox schools.

Special educational needs provision

13. Whether the school will have provision that is recognised by the local authority as reserved for children with special educational needs and, if so, the nature of such provision.

The school will adopt an inclusive approach to all children with SEN and disabilities but will not offer any specific reserved provision.

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

Menorah High School for Girls will offer learning and behaviour support to mainstream school pupils identified as having special educational needs. Appropriate provision will be made at Wave 1 (The whole class level) through differentiation, at Wave 2 through small focussed groups, and through Wave 3 which provides individualised highly personalised interventions. This, of course, includes provision for pupils with education health care plans.

Further detail can be found in the full SEN policy which is at Annex B.

15. 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 range of educational provision for these children;

(b) details of the improvements that the proposals will bring in respect of—

(i) access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local authority's Accessibility Strategy;

(ii) access to specialist staff, both education and other professionals, including any external support or outreach services;

(iii) access to suitable accommodation; and

(iv) supply of suitable places.

Whilst the school is not exclusively a special school, it will provide:

(i) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment;

(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) an improved supply of suitable places.

Single Sex School

16. 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 new school will have on the balance of provision of single sex education in the area.

(a) The local strictly Orthodox Jewish community have a strong preference for single sex education as evidenced by the existing number of single sex Jewish schools, the vast majority of which are independent

(b) Whilst the new school will create approximately 220 state funded school places for girls, the school plans to federate with Menorah Grammar School for Boys and assist them to enter the state funded system, which will create a balance of places which would appeal to the growing strictly orthodox Jewish community (see question 22 for more details).

17. Confirmation that the school will meet the general requirements in relation to the 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 new school will meet the general requirements in relation to the curriculum contained in section 78 of the Education Act 2002. In addition, the opportunities presented by of the school will enable the development of new, innovative and creative approaches to teaching, learning and assessment.

The school will be teaching a timetable with 60% secular studies (National Curriculum) and 40% Jewish studies.

In addition to the Key Stage 3 National Curriculum subjects and a full range of GCSE subjects, PSHCE (Personal, Social, Health and Citizenship Education) will be integrated into many areas of the curriculum, including form time and the Jewish Studies programme.

The school prioritises cross-curricular links in order to maximise the effectiveness of teaching time and increase the relevance of the children's learning.

The School's 14-19 provision will encompass a range of A level subjects and vocational courses, combined with a challenging Jewish Studies programme.

Relevant experience of Proposers

18. Evidence of any relevant experience in education held by the proposers including details of any involvement in the improvement of standards in education.

Menorah High School for Girls has sought to recruit individuals to its trustee and governing body who have experience within the field of secondary education or voluntary work for non-profit organisations. Current experience includes:

- A governor of the school who has served for 14 years since founding the school. Has also served as a governor of an integrated nursery for children with and without special educational needs.
- A second governor of the school who has served for 14 years since founding the school, and is now currently serving as the chair of governors. Has also served a member of a wider body of school governors.
- A governor of the school who is a chartered accountant and is also a trustee of an education charity
- A governor of the school who heads the finance committee and has done so for the past 5 years. Chair of trustees and founder of a charity which provides numerous courses and assistance into employment for over 2,000 people every year. Trustee of an education charity.

Effects on standards and contributions to school improvements

19. 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 contribute to school improvement.

a) The proposed school will increase parental choice and diversity of provision by increasing the maintained secondary school options available to Jewish parents in the London Borough of Barnet and surrounding boroughs. The school will provide access for strictly orthodox Jewish children to Jewish and secular education within the maintained sector, in response to considerable demand for such education in the London Borough of Barnet and neighbouring local authorities. The school will increase the diversity of provision within Barnet's maintained sector to better reflect the religious,

ethnic and cultural diversity of its population. Planned improvements to the school building will enable the school to gradually increase its provision, which will respond to local demand from parents for an increase in school places.

The new school will offer a style of education not widely available in the maintained sector in Barnet. An important focus of this school is the integration of the secular (National Curriculum) and Jewish Studies with the aim of raising achievement and achieving excellence in both.

b) Menorah High School for Girls is already a high performing independent school and was judged *good* by Ofsted at its last inspection. A recent privately commissioned review of the school in May 2015 found it to be *good* with *outstanding* features. The school's most recent GCSE and A level results found it to be well above the national average in terms of progress and outcomes. This is expected to increase once the school has become maintained, receives delegated funding for school improvement activities and has access to challenge and support from the wider partnership of Barnet schools. Planned improvements to the school building will provide improved facilities for pupils and staff which will contribute to improved educational standards.

The school provides a differentiated and personalised curriculum which seeks to meet the needs of individual children. This is thoroughly planned, monitored and reviewed to ensure a high quality in content and delivery. The curriculum is enriched by the offering of extra-curricular activities to nurture pupils' emotional intelligence and create a well balanced "whole child".

Approval of these proposals will contribute to the overall quality of education in the Authority. In particular

- Standards of achievement are currently above the national average and we expect the standards of educational provision to continue to rise in the new secondary school,
- The most recent Ofsted reports for Menorah judged overall effectiveness for the school as *good*.

Whole school ethos, policies and schemes of work will ensure the continuity and progression in the National Curriculum and provide opportunities to improve further teaching and learning and the raising of standards across the secondary age range. Menorah High will work in partnership with other schools to share good practice and learn from their successes within and beyond the curriculum.

Location and Costs

20. A statement about—

(a) the area or particular community or communities which the new school is expected to serve;

(b) the location of the site or sites including, where appropriate, the postal address or addresses;

(c) the current ownership and tenure (freehold or leasehold) on which the site will be held, and if the site is to be held on a lease, details of the proposed lease;

(d) whether the site is currently used for the purposes of another school and if so why the site will no longer be required by the other school;

(e) the estimated capital costs of providing the site and how those costs will be met (including the extent to which the costs are to be met by the proposers and the local authority) and how the proposers intend to fund their share of the costs of implementing

the proposals (if any);

(f) whether planning permission is needed under the Town and Country Planning Act 1990, and when it is anticipated that it will be obtained;

(g) confirmation from the Secretary of State or local authority (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

(a) This site is in the London Borough of Brent but is only there because a suitable site in the London Borough of Barnet could not be found. The school will serve primarily the strictly orthodox Jewish community of Barnet, but may attract strictly Orthodox families with girls from neighbouring Boroughs.

(b) The school will occupy a single site. The permanent school will be located at 105 Brook Road, Dollis Hill, London NW2 7BZ.

(c) The freehold of the permanent site is currently owned by Shemen Limited and is made available to the Menorah High School for Girls Trust. The current building on the site has been refurbished in recent years, and will continue to be refurbished in order for it to remain in good condition.

(d) The site is currently used for the independent school, which will become the voluntary aided school.

(e) The estimated ongoing costs of maintaining and improving the school premises are likely to be in the region of £50,000 to £75,000 p.a. for the next three years. The costs of this will be met by an independent charitable trust. Full details of this arrangement have been sent to the London Borough of Barnet including a premises development plan.

(f) Planning permission is not currently required for any of the school's proposed works in its current premises development plan

(g) No funding will be required from the Secretary of State or the Local Authority for premise works.

Travel

21. The proposed arrangements for travel of pupils to the school.

In accordance with its planning consent, the school has developed a School Travel Plan. Its aim is to maximise the use by pupils and teachers of public transport and walking and to significantly minimise private car use. Car sharing is encouraged where possible.

Federation

22. Details of any proposals for the school to be established as a federated school.

The school is currently working with Menorah Grammar School for Boys located in Abbots Road, Edgware, Middlesex HA8 0QS in the London Borough of Barnet, as partners with plans to form a federation based in the London Borough of Barnet at the boys' school. A key element of the proposed federation involves the schools working in partnership to support each other's development. It is hoped that by gaining Voluntary Aided status, the proposed new Menorah High School for Girls can support Menorah Grammar School for Boys in its development, including gaining Voluntary Aided status in London Borough of Barnet in due course. This would ensure new state funded places for both boys and girls within London Borough of Barnet.

Voluntary aided schools

23. 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 the governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.1

- a) The permanent site will be wholly owned by the Menorah High School for Girls Trust which is making the site available to Menorah High School for Girls.
- b) The governing body is able and willing to carry out its obligations under Schedule 3 of the School Standards and Framework Act 1998.

Foundation Schools

24. Where the school is to be a foundation or foundation special school, confirmation as to—
(a) whether it will have a foundation and if so, the name or proposed name of the foundation
(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 proposed constitution of the governing body; and
(e) details of the foundation's charitable objects

Not applicable

Independent schools entering the maintained sector

25. Where a school is an independent school entering the maintained sector-
(a) a statement that the requirements of section 11(3) are met;
(b) a statement as to whether the premises will meet the requirements of the School Premises (England) Regulations 2012 and, if not,
(i) details of how the premises are deficient; and
(ii) details of how it is intended to remedy the deficiency

- (a) The requirements of section 11 (3) of the Education and Inspections Act 2006 are met.
- (b) The purpose built premises are fully compliant and functional for the school's use. A recent report has identified a number of ongoing repairs / improvements which has been incorporated in to a Planned Maintenance Program, the cost of which is contained in 20 (e). The London Borough of Barnet has full details of this plan, including a full building survey.

Consultation

26. 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) The complete list of those consulted includes the following:

- Staff members of the school
- Parents of students of Menorah High School for Girls
- Chairs of governors of maintained primary schools in the London Borough of Barnet (89 schools)
- Chairs of governors of all maintained secondary schools in the London Borough of Barnet (25 schools)
- Chair of governors of all Jewish maintained and independent primary and secondary schools in the London Borough of Barnet and neighbouring local authorities
- Trade Unions who may represent staff at the existing independent school and who also represent staff at other schools who may be affected by the proposal
- Ward councillors in which the school is located
- The London Borough of Barnet Director of Children's Services and the Director of Adults and Communities
- The London Borough of Brent education team
- A range of Jewish organisations: Chief Rabbi's office, Board of Deputies; Jewish Leadership Council; Partnerships for Jewish Schools; National Association of Jewish Orthodox Schools; United Synagogue
- MPs for Hendon, Finchley & Golders Green and Brent Central
- Councillors for Dollis Hill Ward
- Members of Cabinet
- London Borough of Barnet officers

b) Three meetings were held:

The first was a meeting with parents of pupils of Menorah High School for Girls who were very pleased to hear that the school would be applying to become a Voluntary Aided School and asked questions about what the implications would be. Minutes can be found at Annex C.

The second meeting was open to the public and details were distributed with the consultation letter of 23 June 2015. Three people attended the meeting and a presentation about the proposal was given by the Chair of Governors. Governors and trustees led a tour of the site. Attendees were positive with the proposal and posed some questions about why the school wanted to become Voluntary Aided. Full minutes of this meeting can be found at Annex D.

The third meeting was for staff of the school who were also very pleased about the school's proposal to apply for Voluntary Aided Status, and asked questions about salaries and conditions. Minutes can be found at Annex E.

c) The consultation included a survey by which responses could be given. 106 responses to the survey were received with 92% indicating they agreed with the proposals and 82% strongly agreeing. Out of the remaining 8%, two respondents claimed to disagree but wrote supporting statements. Two respondents raised concerns over changes to school policy as a result of becoming voluntary aided, whilst the final comment was inflammatory and factually incorrect. In addition to the survey, six letters of support were received from parents, two primary schools and one other orthodox school. The proposers were encouraged by this level of support.

d) Copies of the consultation documents are at Annex F. These were made available by email and on the school's website.

Annex F: Proposal for Menorah High School for Girls to become a Voluntary Aided Secondary School

1. Introduction

The Governors of Menorah High School for Girls are proposing to become a Voluntary Aided secondary school maintained by the London Borough of Barnet. The school is currently in the London Borough of Brent, however 99.6%% of its roll is subscribed with children who live in the London Borough of Barnet.

The address of the proposers is Menorah High School for Girls, 105 Brook Road, Dollis Hill, London NW2 7BZ, and is near to the border of the London Borough of Barnet.

The process for bringing an independent school into the maintained sector is set out in Government guidance. One of the early steps is carrying out a consultation exercise to elicit views from interested parties. We are seeking the views of you and/or your organisation and this document contains key information about the proposed school.

To comment on these proposals please complete our online survey by clicking here <https://www.surveymonkey.com/r/menorahhigh>.

You can also write to me at:

**Dr David Landau
Chair of Governors
Menorah High School for Girls
105 Brook Road
Dollis Hill
London
NW2 7BZ**

or email consultation@menorahhigh.org

Please ensure that all correspondence is received by **Friday 24th July 2015.**

An opportunity to visit the school and to discuss the proposals in more detail will take place at Menorah High School for Girls, 105 Brook Road, Dollis Hill, London NW2 7BZ on Thursday 16th July at 8pm. To reserve a place or for more information, please email consultation@menorahhigh.org.

Annex A lists those being consulted.

Following this consultation, and taking into account views expressed, a full proposal will be published which will go through a four week representation period after which it will be considered by the London Borough of Barnet.

2. Objectives

Our objective is for the existing girls' school, Menorah High School for Girls at 105 Brook Road, Dollis Hill, London NW2 7BZ to enter the maintained sector by becoming a Voluntary Aided secondary school. Menorah High School for Girls caters for 250 children aged between 11 and 18. 99.6% of current pupils are London Borough of Barnet residents. The school opened in 2001 and since then, has educated London Borough of Barnet children, being located in the London Borough of Brent only because of the inability to find a site in London Borough of Barnet.

The new proposed school will provide access to a Jewish and secular education within the maintained sector for strictly orthodox Jewish girls who live in London Borough of Barnet. This is in response to considerable demand for such education within London Borough of Barnet and neighbouring authorities. The intention is to enhance the quality of education currently provided to pupils at the existing independent school, Menorah High School for Girls, and to increase the diversity of provision within London Borough of Barnet's maintained sector to better reflect the religious, ethnic and cultural diversity of its population.

The school is currently working with Menorah Grammar School for Boys located in Abbots Road, Edgware, Middlesex HA8 0QS in the London Borough of Barnet, as partners with plans to form a federation based in London Borough of Barnet at the boys' school. A key element of the proposed federation involves the schools working in partnership to support each other's development. It is hoped that by gaining Voluntary Aided status, the proposed new Menorah High School for Girls can support Menorah Grammar School for Boys in its development, including gaining Voluntary Aided status in London Borough of Barnet in due course. This would ensure state funded places for both boys and girls at the schools within London Borough of Barnet.

Subject to the approval of the proposals by London Borough of Barnet Council, it is proposed that the school will become maintained in November 2015.

The proposal to open a new school is to be implemented by the Governors of Menorah High School for Girls (the proposers) alone.

3. Is there a need for a new Voluntary Aided school?

In response to a shortage of secondary school provision for strictly orthodox Jewish families in the London Borough of Barnet area, Menorah High School for Girls was opened in 2001 by a group of concerned parents who were not able to secure school places for their children in any strictly orthodox independent or maintained Jewish secondary schools in the London Borough of Barnet or the neighbouring local authorities.

School places in orthodox Jewish secondary schools in the London Borough of Barnet and neighbouring authorities have, for some years, been stretched to their limit. Local demand is expected to continue to increase due to the ongoing growth of the strictly orthodox Jewish community in the London Borough of Barnet.

At present, there are many pupils who attend the independent Menorah High School for Girls because of the shortage of suitable places within the maintained sector. Menorah High School for Girls itself has been oversubscribed for the last 4 years, with 40% of the September 2015 Year 7 intake being siblings of older girls.

Table 1: Admissions History from 2012 to present

Academic Year	Number of applications for Year 7	Actual admission for Year 7	% of which are London Borough of Barnet residents	Number of applications for 6 th form	Actual admission for 6 th form	% of which are London Borough of Barnet residents	Total pupil roll of whole school	% of which are London Borough of Barnet residents
2015/16	76	50	99.6%	8	n/a	n/a	250	99.6%
2014/15	48	40	100%	33	29	100%	214	100%
2013/14	47	41	100%	15	15	100%	206	100%
2012/13	55	38	100%	19	19	100%	194	100%

The existing Jewish schools within the maintained sector in the London Borough of Barnet cannot meet the requirements of the members of the strictly orthodox Jewish community. The opening of a new maintained strictly orthodox Jewish secondary school will provide additional parental choice and diversity for parents in the London Borough of Barnet.

4. Demand for Orthodox school places in the London Borough of Barnet

The orthodox Jewish community in the London Borough of Barnet and neighbouring local authorities has grown significantly over the last 10 years. In particular, the strictly orthodox Jewish community in the London Borough of Barnet has grown significantly and although there is a variety of Jewish school provision at the secondary level, it is all oversubscribed.

5. Effects on other schools in the London Borough of Barnet

If the full proposal is approved, Menorah High School for Girls will:

- take its place alongside other local schools as part of the local educational system;
- not take significant numbers of children away from other London Borough of Barnet schools; and
- receive the same funding as other local maintained schools.

If the school is successful in its bid to become Voluntary Aided, London Borough of Barnet's central government funding will be automatically adjusted for the extra pupils. Establishment of Menorah High School for Girls will not reduce funding or resources in other London Borough of Barnet schools.

We believe that the proposed new school can only enrich the diversity of education already available locally.

6. Why should the school become Voluntary Aided?

It has been the intention of the school to enter the maintained sector and it was set up to mirror the curriculum, practice and policies of Voluntary Aided secondary schools. The Government is

supportive of schools set up in response to what local people say they want and need, in order to improve education for children in their community.

We believe that:

- the standards of education will be improved by entering the maintained sector. This will contribute to increased quality of opportunity and greater choices for pupils in later life;
- a move to Voluntary Aided status will enable the school to access more funding for learning resources, greater access to in-service training and professional development and general advice and support from the local authority and other schools in the London Borough of Barnet;
- moving into the maintained sector will provide additional parental choice and diversity of school provision for strictly orthodox Jewish parents in the London Borough of Barnet, by making this type of education available to all who seek it, without the financial burden;
- the school would be strengthened by the additional resources made available within the Voluntary Aided system;
- the school would benefit from the experiences and skills of staff at other maintained schools in London Borough of Barnet.

7. Information about the school

Menorah High School for Girls is a two-form entry independent secondary school for strictly orthodox Jewish girls located at 105 Brook Road, Dollis Hill, London NW2 7BZ. Menorah High School for Girls opened in September 2001 and provides education in seven classes from years 7 to 13, with 250 girls on its role from September 2015, including the sixth form. The school has been oversubscribed for the past 4 years.

In its last Ofsted inspection in January 2010, Menorah High School for Girls received a positive report which judged overall effectiveness for the school as 'good' and commented that the "pupils' outstanding spiritual, moral, social and cultural development is due to the very wide range of opportunities to contribute to activities which promote their self-knowledge, self-esteem and self-confidence". Ofsted also said that pupils' behaviour is outstanding and they say they feel safe and secure. We expect the standards of educational provision to continue to rise in the new Voluntary Aided secondary school.

The school is a venture of the Trustees of Menorah High School whose sole aim is to advance education (including religious, social and physical) by promoting the school and furthering the education of children attending the school by promoting high standards of academic excellence. The trustees collectively have extensive experience as lay leaders and governors of schools.

8. Ethos and religious character of the school

Menorah High School for Girls is a school with a Charedi (strictly orthodox) Jewish religious designation which meets the needs of strictly orthodox Jewish families who desire a strictly orthodox Jewish education for their daughters. The school aims to instil in its students a firm foundation that will prepare them for a life of committed Torah observance. The school seeks to provide a broad and balanced education based on Torah values combined with the National Curriculum.

The school aims to enable its students to become outstanding citizens within the Jewish and wider community. The school will develop the girls' abilities to a level such that on graduation they will be able to enter a Seminary, and subsequently further educational institutions of their choice in this country or abroad.

The Menorah High School for Girls commitment is to empower its students to achieve academic and personal excellence, combined with a positive understanding and adherence to all aspects of orthodox Jewish practice, through the provision of a nurturing, dynamic educational framework.

b) Admissions to the school

The proposed admission criteria for the Menorah High School for Girls are outlined in full in Annex B and will comply with all statutory requirements while recognising the ethos of the school. In brief, the policy gives priority to Charedi (strictly orthodox Jewish) girls, Charedi girls with medical and social grounds for admissions to this school in particular, Charedi girls in public care and girls with siblings who are currently at the school.

It is proposed that all pupils registered at the independent Menorah High School for Girls will transfer to the new maintained school unless their parents choose to place them elsewhere.

c) Special Educational Needs

The Menorah High School for Girls is aware of the responsibilities to provide education appropriate to the needs of a wide range of children, including those with special educational needs (SEN). The school already provides support for pupils with SEN mainly by in-class support or individual and small group activities where needed. Parents are fully involved in the regular reviews of pupils with SEN.

Annex A: Consultation to become Voluntary Aided

Letters to:

- Staff members of the school
- Parents of students of Menorah High
- Chairs of governors of maintained primary schools in the London Borough of Barnet (89 schools)
- Chairs of governors of all maintained secondary schools in the London Borough of Barnet (25 schools)
- Chair of governors of all Jewish maintained and independent primary and secondary schools in the London Borough of Barnet and neighbouring local authorities
- Trade Unions who may represent staff at the existing independent school and who also represent staff at other schools who may be affected by the proposal
- MPs for the relevant local constituencies
- Ward councillors in which the school is located
- The London Borough of Barnet Director of Children's Services and the Director of Adults and Communities
- The London Borough of Brent education team
- A range of Jewish organisations: Chief Rabbi's office, Board of Deputies; Jewish Leadership Council; Partnerships for Jewish Schools; National Association of Orthodox Jewish Schools; United Synagogue; Federation of Synagogues; Union of Orthodox Hebrew Congregations; local synagogues and Norwood.

Open meetings for:

- General public and leaders/governors of the London Borough of Barnet secondary schools and secondary schools located in neighbouring local authorities
- Parents of students of Menorah High

Conversations and correspondence with:

- MP for Hendon, Finchley & Golders Green and Brent Central
- Councillors for Dollis Hill Ward
- Members of Cabinet
- London Borough of Barnet officers

Annex B: Proposed admissions criteria for Menorah High School for Girls when it enters the maintained sector (NB: criteria are subject to change and may be amended as part of the statutory proposals process)

Proposed admissions policy and procedures for Menorah High School for Girls.

This is the comprehensive admissions policy and procedure for entry into Menorah High School for Girls.

1. Introduction

This policy is reviewed annually in accordance with the School's Admissions Code and other national regulations and may be different to that of previous and subsequent years. The policy in force at the time that the offer of a place is made will govern your child's admission to the school.

2.1 Context and ethos of the school

Menorah High School for Girls is a school with a Charedi (strictly orthodox) Jewish religious designation which meets the needs of strictly orthodox Jewish families who desire a strictly orthodox Jewish education for their daughters. The school aims to instil in its students a firm foundation that will prepare them for a life of committed Torah observance. Using both Chol (secular) and Kodesh (Jewish studies) curricula, the school sets out to provide a broad and balanced education to enable its students to become confident global citizens, with strong moral and spiritual values.

The school seeks to provide a broad and balanced education based on Torah values combined with the National Curriculum.

2.2 Definition of 'Charedi'

Charedi Jews represent a distinct group within the Jewish community, distinguished by cultural differences and strict adherence to and practice of orthodox Judaism. All members of this community lead an extremely modest way of life dictated by the highest moral and ethical values. Every aspect of their lives is governed by the codes of Torah observance.

The definition of 'Charedi' is as follows:

Charedi (strictly orthodox) Judaism is defined as a lifestyle and daily practice that are governed by an unequivocal and lifelong commitment to:

- Torah study
- *Mitzvos* observance - observance of Torah commandments
- The central tenets of *Yiras Shomayim* - behaving in private as one would do in public
- The central tenets of *Emunas Chachomim* - reverence of Rabbinic authority
- The central tenets of *Middos Tovos* - positive attributes as learned from the Torah
- The central tenets of *Tzenius* - modesty in dress, speech and behaviour.

2.3 Admission into Years 7 to 11

Applications for Year 7 must be made via the local authority in which you live. This can be done online through eAdmissions. Guidance can be found through the secondary admissions section of your local authority's website or by contacting their admissions team.

Late applications to Year 7 that fall outside the local authority's co-ordinated scheme for Year 7, and applications for places in Years 8 to 11 will be administered by the School. All applications for such admissions should be made directly to the School.

As a Faith School, and in accordance with the School Admissions Code, if the School is oversubscribed it prioritises Charedi girls of the orthodox Jewish faith, as defined hereunder in paragraphs 2.3.1 and 2.3.2:

2.3.1 A Charedi girl must observe and practice orthodox Jewish traditions and practices as set out in 2.3.2 hereunder. In the event of any dispute as to whether a child meets these criteria, the decision will rest with the Rabbinical Admissions Advisory Committee of the Menorah High School for Girls Trust.

2.3.2 A Charedi girl must also have a parent or parents or guardian(s) who:

- a. have a genuine desire for orthodox Jewish schooling of a Charedi nature;
- b. observe the Sabbath and Holy Days, adhere to the dietary laws, engage in regular daily Torah study and maintain active participation in an orthodox synagogue, such synagogue to be one recognised as such by the Rabbinical Admissions Advisory Committee.

In order for an application to be prioritised within the admissions criteria on the grounds of Charedi Jewish faith, parent(s)/guardian(s) must submit a supplementary information form (SIF) proving their commitment to specific articles of Charedi practice, answering specific questions. These questions will aim to be non-intrusive and enquire only about relevant aspects of religious practice that are clearly identifiable and that will help to ascertain how well points 2.3.1 and 2.3.2 apply to the applicant. Siblings of existing pupils will also have to fill in a supplementary information form. Confirmation of the above will be required from the Rabbi of the synagogue which the parents attend or from a Charedi Rabbi who is well acquainted with and knows the family.

3.1 Admissions arrangements:

- 3.1.1 The published admission number for entry into Year 7 in September 2016 is 44.
- 3.1.2 Where the school is named in a girl's Education Health and Care Plan (EHCP) or Statement of Special Educational Needs, that girl will be admitted to the school and will be counted against the admission number.

3.2 Oversubscription criteria

Where applications for admission of children exceed the number of places available, girls will be prioritised on the basis of the following criteria in the order set out below:

'Charedi' is defined above in 2.1, 2.2, 2.3.1 and 2.3.2.

Girls with Special Educational Needs where their Education Health and Care Plan (EHCP) or Statement names Menorah High School for Girls, are admitted under the statementing or EHCP process rather than the admissions process. Their admission is taken into account against the school's published admission number before any other places are allocated.

3.2.1 Charedi Jewish girls who are 'looked after' or were previously 'looked after' as defined by the Schools Admissions Code.¹

3.2.2 Charedi Jewish girls with medical or social grounds for admission to this school in particular. Supporting evidence from a suitably qualified professional will be required.

3.2.3 Charedi Jewish girls with sisters at the School at the time of application. A sister must live permanently at the same address as the child for whom the application is being made. This includes half-sisters, stepsisters and foster sisters who live permanently as a family unit at the same address.

3.2.4 Other Charedi Jewish girls

3.2.5 Other girls who are 'looked after' children or previously 'looked after' children in public care

3.2.6 Other girls

4. Tie-breaker

If there are insufficient places for all applicants after applying the above criteria (3.2), a random ballot will be used to determine which girls will be admitted under the specific criterion in question, in the presence of an independent observer.

5. Late applications and waiting list

The school will maintain a waiting list for the new Year 7. Girls will be placed on the list in accordance with the above criteria (3.2). A girl may move up and down the list as new girls are added to it. Late applications received will be considered, ranked and placed on the waiting list. This waiting list will remain open until 31st December 2016.

The local authority may require individual schools to admit a girl exceptionally under the local authority's fair access protocol, either outside the normal admissions arrangements or in excess of the published admissions limit, in order to protect the interests of vulnerable children and those with challenging behaviour.

¹ A 'looked after' child is a child in the care of a local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. This definition has been widened to include formerly 'looked after' children who have been adopted or made subject to a child arrangements order or special guardianship order. Previously 'looked after' children are children who were 'looked after', but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order).

6. Sixth Form Admissions

Admission criteria for Year 12

There is no automatic entry to the sixth form, either to students from the school or to others. There are a limited number of places available in the sixth form and places will be offered first to candidates currently studying in the school who wish to follow appropriate and available courses.

Academic admission requirements

Both internal and external applicants must meet the general entry requirements.

- To enrol on AS Level courses at Menorah High School for Girls, 5 A*-C grades at GCSE including C grades or above in English and Maths are required.
- To enrol on all BTEC courses (except the Work Skills BTEC) at Menorah High School for Girls, 5 A*-D grades are required, including a minimum of C grades in both English and Maths.
- To enrol on the vocational programme, 5 GCSEs A*-D (or BTEC equivalents) are required. Anyone who has not attained a C grade in English and/or Maths must either enroll on the Functional Skills course in one or both of these subjects and (if it is deemed appropriate for the student to do so) re-sit GCSEs in English and/or Maths.

Availability of courses

The courses on offer are set out in the school's sixth form information guide and their availability to individual students is subject to the school's timetabling.

6.1 External Applicants

Applicants who submit a SIF will be given priority over those who do not. In the event of oversubscription for the remaining places for external candidates, once places have been allocated to girls transferring to Year 11 who meet the above academic entry requirements, the following oversubscription criteria will be used to admit external applicants in the order set out below:

Girls with Special Educational Needs where their Education Health and Care Plan (EHCP) or Statement names Menorah High School for Girls are admitted under the statementing or EHCP process rather than the admissions process. Their admission is taken into account against the school's published admission number before any other places are allocated.

6.1.1 Charedi Jewish girls who are 'looked after' or were previously 'looked after' as defined by the Schools Admissions Code.

6.1.2 Charedi Jewish girls with medical or social grounds for admission to this school in particular. Supporting evidence from a suitably qualified professional will be required.

6.1.3 Other Charedi Jewish girls

6.1.4 Other girls who are 'looked after' children or previously 'looked after' children in public care

6.1.5 Other girls

Tie-breaker

The school intends to publish an upper limit for applications to the sixth form.

If there are insufficient places for all applicants after applying the above criteria (6.1), a random ballot will be used to determine which girls will be admitted under the specific criterion in question, in the presence of an independent observer.

7. Appeal procedure

If a place is not offered, parents will be advised as to their right to appeal to an Independent Appeal Panel convened by the Governors of Menorah High School for Girls for this purpose and will be advised on the process for appeal.

Annex C: Location of Maintained Secondary Schools in London Borough of London Borough of Barnet



See next page for list of maintained secondary schools in the London Borough of Barnet. The Jewish schools are highlighted in italics.

Source: *A Guide to Secondary Education in Barnet 2015, London Borough of Barnet, page 88*

List of Primary Schools in London Borough of Barnet

1. Akiva School
2. All Saints' CofE Primary School CE
3. All Saints' CofE Primary School N20
4. Alma
5. Barnfield
6. Beis Yaakov
7. Beit Shvidler
8. Bell Lane Primary
9. Blessed Dominic Catholic
10. Broadfields
11. Brookhill
12. Brookland Junior School
13. Brunswick Park
14. Chalgrove Primary School
15. Childs Hill
16. Christ Church CE
17. Church Hill
18. Claremont
19. Colindale
20. Coppetts Wood Primary School
21. Courtland
22. Cromer Road
23. Deansbrook Infant
24. Dollis Infant School
25. Dollis Junior School
26. Edgware Primary
27. Etz Chaim
28. Fairway
29. Foulds
30. Frith Manor Primary School
31. Garden Suburb Junior School
32. Goldbeaters
33. Grasvenor Avenue Infant School
34. Hampden Way
35. Hasmonean Primary
36. Hollickwood
37. Holly Park Primary School
38. Holy Trinity CE
39. Independent Jewish School
40. Livingstone
41. London Academy
42. Manorside Primary School
43. Martin Primary School
44. Menorah Foundation
45. Menorah Primary
46. Milbrook Park School
47. Monken Hadley CE
48. Monkfrith Primary School
49. Moss Hall Infant School
50. Moss Hall Junior School
51. Northside Primary School
52. Northway
53. Oakleigh
54. Osidge
55. Our Lady of Lourdes Catholic Primary School
56. Our Lady of Lourdes RC School
57. Pardes House Primary School
58. Parkfield
59. Queenswell Infant & Nursery School
60. Queenswell Junior School
61. Rimon Primary School
62. Rosh Pinah
63. Sacks Morasha Jewish Primary School
64. Sacred Heart Roman Catholic Primary School
65. St Andrew's CofE Voluntary Aided Primary School, Totteridge
66. St Agnes' Catholic
67. St Catherines Catholic
68. St John's CofE Junior Mixed and Infant School
69. St John's CofE Primary School
70. St Joseph's Catholic Primary
71. St Mary's and St John's CE
72. St Mary's CofE Primary School
73. St Mary's CofE Primary School, East Barnet
74. St Paul's CofE Primary School N11
75. St Theresa's RC School
76. St Vincent's Catholic Primary School
77. Summerside Primary School
78. Sunnyfields
79. The Annunciation Catholic Junior
80. The Annunciation Catholic Infant
81. The Hyde
82. The Orion
83. Tudor Primary School
84. Underhill
85. Watling Park Free School
86. Whitings Hill School

87. Woodcroft
88. Woodridge Primary School
89. Wren Academy

**List of Secondary Schools in London
Borough of Barnet**

1. The Archer Academy
2. Ashmole
3. Bishop Douglas School Finchley
4. The Compton
5. Cophthall School
6. East Barnet
7. Finchley Catholic High School
8. Friern Barnet School
9. Hasmonean High School for Boys
10. Hasmonean High School for Girls
11. Hendon
12. The Henrietta Barnett
13. JCoSS
14. London Academy
15. Mapledown
16. Mill Hill County High
17. Oak Lodge
18. Queen Elizabeth's Boys
19. Queen Elizabeth's Girls
20. St Andrew the Apostle Greek Orthodox
21. St James' Catholic High School
22. St Mary's CofE High School
23. St Mary's & St John's CE
24. St Michael's Catholic Grammar School
25. The Totteridge Academy

**List of Jewish Primary Schools in
England**

1. Akiva School
2. Alma Primary
3. Avigdor Hirsch Torah Temimah Primary School
4. Beis Soroh Schneirer
5. Beis Yaakov Primary School
6. Beit Shvidler Primary School
7. Bnos Beis Yaakov Primary School
8. Bnos Yisroel Schools
9. Brodetsky Jewish Primary School

10. Broughton Jewish Cassel Fox Primary School
11. Bury and Whitefield Jewish Primary School
12. Calderwood Lodge Primary School
13. Clore Shalom School
14. Clore Tikva School
15. Eden Primary School
16. Etz Chaim Jewish Primary School
17. Hasmonean Primary School
18. Hertsmere Jewish Primary School
19. Ilford Jewish Primary School
20. Immanuel College Preparatory School
21. Independent Jewish Day School
22. Kerem School
23. King David Primary School
24. King David Primary School, Birmingham
25. King David Primary School, Liverpool
26. Kisharon Day School
27. Lubavitch Boys' Primary School
28. Mathilda Marks Kennedy Jewish Primary School
29. Menorah Foundation School
30. Menorah Primary School
31. Michael Sobell Sinai School
32. Sachs Morasha Jewish Primary School
33. Moriah Jewish Day School
34. Mosaic Jewish Primary School
35. Naima Jewish Preparatory School
36. Nancy Reuben Primary School
37. Noam Primary School
38. North Cheshire Jewish Primary School
39. North West London Jewish Day School
40. Pardes House Primary School
41. Rimon Jewish Primary School
42. Rosh Pinah Primary School
43. Ruth Lunzer Girls Primary School (Lubavitch)
44. Simon Marks Jewish Primary School
45. Tashbar Primary School
46. Wolfson Hillel Primary School
47. Yesodey Hatorah Primary Boys' School
48. Yesodey Hatorah Primary Girls' School

***List of Jewish Secondary Schools in
England***

1. Beth Jacob Grammar School for Girls
2. Beis Yaakov High School
3. Hasmonean High School
4. Hasmonean High School for Girls
5. Hasmonean High School for Boys
6. Immanuel College
7. JCoSS
8. JFS
9. King David High School, Liverpool
10. King David High School, Manchester
11. King Solomon High School
12. Leeds Jewish Free School
13. London Jewish Girls' High School (Tiferes)
14. Lubavitch Senior Girls' School
15. Manchester Mesivta School
16. Menorah Grammar School for Boys
17. Menorah High School for Girls
18. Pardes House Grammar School
19. Yavneh College
20. Yesodey Hatorah Senior for Boys
21. Yesodey Hatorah Senior for Girls

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Appendix B Menorah High Schools for Girls Document submission

The DfE expectation of factors that decision-makers should consider is outlined in the DfE's School Organisation Maintained Schools guidance, (Annex B: guidance for decision makers, Jan 2014).

DfE expectation of factors that decision makers consider	Evidence provided:
1. There is a genuine demand/need for this type of school in the local area	<ul style="list-style-type: none"> • School prospectus • Application data for year 7 and sixth form applications (2012/13-2015/16) • Pupil on roll data by year group 2014/15
2. The school is able to meet the high standards expected of state funded educational provision	<ul style="list-style-type: none"> • Letter confirming the registration of the school with the DfE dated 2002. • Menorah High School for Girls Ofsted report 2010 • BPSI school review 2015 • Menorah High School for Girls Exam Analysis 2014 • Newspaper cutting – League tables • Governing body instrument of governance, structure (including names and responsibilities of governors) and minutes (20 Sept 2014, 11 Feb 2015, 20 April 2015) • Governor training session delivered – general training (Feb 2015), child protection (Apr 2015), training for governors of independent schools (April 2015), Ofsted training (May 2015) • Proposal from Stone King setting out revised governance and finance arrangements
3. Current and projected financial health of the proposer is strong	<ul style="list-style-type: none"> • Last three years' accounts: 2010-11, 2011-12, 2012-13 • Draft budget 2015/16 • Proposal from Stone King setting out revised governance and finance arrangements
4. The proposal represents long term value for money	<ul style="list-style-type: none"> • Draft 5 year budget • Draft expenditure in Barnet template • Projected number of pupils provided 2014/15-2019/20 • Minutes of Governing Body decision to increase pupil numbers to 300
5. Suitability	<ul style="list-style-type: none"> • British Values Statement • Provision for pupils spiritual, moral, social and cultural development and promotion of fundamental British values document
6. The school is able to deliver the whole of the national curriculum to the expected high standard	<ul style="list-style-type: none"> • Curriculum statement • Curriculum policy • Provision for Sex and Relationship Education • Number of pupils on SEN register per year group • Accessibility Plan Policy • Provision for pupils with SEND • SEND policy • PE curriculum

<p>7. The school meets the requirements as set out in the Equalities Act</p>	<ul style="list-style-type: none"> • Equal opportunity policy
<p>8. Evidence is provided to allow the local authority to undertake due diligence</p>	<ul style="list-style-type: none"> • Admissions policy • Qualifications and QTS of teachers • Action plan for non-qualified teachers to gain qualification • Model contracts for teaching and support staff • Inclusion policy • Recruitment policy • Child Protection and Safeguarding policy • Anti- bullying policy • Complaints policy and procedure • Anonymised version of single central record • SEN policy • SEN information report • Barnet Safeguarding Audit completed by Menorah High School for Girls • Pay and appraisal policy, disciplinary policy, sick pay policy • Behaviour and exclusions policy • Provision of independent careers guidance • School line management chart • Instrument of governance • List of proposed members of the Governing Body, roles and relevant experience • Charging policy
<p>9. The school building is appropriate or can easily be improved</p>	<ul style="list-style-type: none"> • Premises development action plan • Condition survey • Asbestos survey and register • Energy bills for the year • Latest servicing certificate (maintenance) • Fire escape plan • Compliance spreadsheet • Confirmation letter (Investream Charitable Trust agreed to funding works in condition report)

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

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Appendix D: Barnet's Framework

DfE expectation of factors that decision makers consider	Local benchmark to be met/source of evidence/guidelines	
<p>1. There is a genuine demand/need for this type of school in the local area</p>	<p>Data must be provided showing applications for school places and numbers on roll for the last three years. Where the school is proposing to operate as a designated faith school, a demand for places for pupils of that faith must be demonstrated. It is expected that:</p> <ul style="list-style-type: none"> a) the school should be fully subscribed (defined as 95% full against normal admission numbers) in two year groups (Reception and year one for primary or year 7 and 8 for secondary) for two out of the three previous years before the date of application b) the percentage of Barnet resident pupils attending the school should be at least 80% for primary and 70% for secondary at the date of application. c) The address of the school is located in Barnet unless there are 	<p>Please see paragraphs 1.13 to 1.17 of main report in relation to the demand for this type of school.</p> <ul style="list-style-type: none"> a) Evidence provided satisfies this criteria b) Evidence provided satisfies this criteria c) Although the school is located in Brent, all but one pupil is a Barnet resident. The school serves Barnet's orthodox Jewish

	very exceptional circumstances	community.
2. The school is able to meet the high standards expected of state funded educational provision	<p>a) The School has been registered as an independent school with the DfE for a period of at least two years.</p> <p>b) The School must provide an education offer that is rated as good or outstanding in all aspects by Ofsted (e.g. leadership and management, teaching, safeguarding). The Ofsted inspection must have taken place within two years of the application.</p> <ul style="list-style-type: none"> • Where the last Ofsted review is more than two years old, the proposer can commission a local authority-led review (or from an equivalent provider, agreed with the local authority) to confirm that the school remains good or outstanding • Where the most recent Ofsted judgement is less than good, the application will not normally be considered until the school is rated good or outstanding by Ofsted. <p>c) The school must provide either</p>	<p>a) Evidence provided satisfies this criteria</p> <p>b) Evidence provided satisfies this criteria – please see paragraphs 1.18 to 1.20 of the main report</p>

	<p>evidence of how its governance arrangements meet the requirements of a maintained school or its plan of action to meet the requirements prior to admittance to the maintained sector. The school may wish to commission a review of its governance arrangements to submit as evidence.</p> <p>d) The school must provide minutes from the previous 12 months' meetings of its main governing body.</p>	<p>c) Evidence provided suggests that the school will be able to satisfy this requirement when it has implemented the proposed changes to its governance model on becoming a VA school – please see paragraphs 1.5 to 1.9 of the main report.</p> <p>d) Evidence provided satisfies this criteria</p>
3. Current and projected financial health of the proposer is strong	<p>a) The school proposer must provide financial information to demonstrate the financial health of the organisation/trust – three year auditable accounts.</p> <p>b) In relation to the school, the proposer must provide the last three year audited accounts of the independent school to show at least a balanced budget has been set and delivered</p>	<p>a) Please see Appendix C (Exempt). The proposer has set out revised governance arrangements for the proposed voluntary aided school that will address any potential liabilities or risks associated with the current arrangements.</p> <p>b) Please see Appendix C (Exempt). The proposer has set out revised governance arrangements for the proposed voluntary aided school that will address any potential liabilities or risks associated with the current arrangements.</p>
4. The proposal represents long term value for money	<p>a) The school must provide a five year projected revenue budget for the future operation of the school as a maintained school that demonstrates a fully funded broad</p>	<p>a) The proposer has submitted a 5 year projected budget to deliver the 60% of the curriculum that is allocated to the National Curriculum and to cover the operating costs of the school. This budget includes a recharge of circa £250k for the costs associated with Jewish Studies to be funded through</p>

	<p>and balanced national curriculum from within state funds (<u>voluntary</u> contributions allowable in proscribed circumstances to fund activities over and above the national curriculum requirements). The projected revenue budget must follow the national scheme for Consistent Financial Reporting in schools (CFR).</p> <p>b) It is expected that the average cost per pupil at the school, taking account of all of the factors within Barnet's funding formula, will be within the current range of Barnet schools for a similar phase (primary, secondary, all through).</p> <p>c) The school is invited to set out how it will work in partnership with other Barnet schools, utilising its resources and expertise, to contribute to the achievement of all of Barnet's children.</p>	<p>voluntary donations. A further £440k of voluntary donations are required to fund Jewish Studies which accounts for around 40% of the school timetable. The reliance on voluntary donations to fund 40% of the timetable is a significant financial risk.</p> <p>b) Criteria satisfied</p> <p>c) Evidence provided satisfies this criteria</p>
5. Suitability	The school must demonstrate how it supports UK democratic values, including respect for the basis on which UK laws are made and applied, respect for democracy, support for individual liberties within the law and	Evidence provided satisfies this criteria

	mutual tolerance and respect as set out in DfE guidance 'Promoting fundamental British values as part of promoting pupils' <i>spiritual, moral, social and cultural development</i> '	
6. The school is able to deliver the whole of the national curriculum to the expected high standard	<p>Where the school is currently delivering the whole of the national curriculum, evidence of this must be provided.</p> <p>Where a school is not providing the whole of the national curriculum, the school needs to provide evidence of its plan of action to develop and deliver the whole national curriculum offer.</p> <p>Maintained schools have obligations under Part 6 of the Education Act 2002 in relation to delivery of the curriculum. This includes the requirement to promote the spiritual, moral, cultural, mental and physical development of pupils and of society and to prepare pupils for the opportunities, responsibilities and experiences of later life.</p> <p>The school must demonstrate its ability to meet the needs of children with special educational needs and its capacity to cater for children with special educational needs placed at the school as a result of a pupil's</p>	Please see paragraphs 1.41 to 1.49 of main report in relation to the delivery of the national curriculum. Evidence provided demonstrates that the school is on track to deliver the national curriculum.

<p>7. The school meets the requirements as set out in the Equalities Act</p>	<p>Education, Health and Care Plan.</p> <p>The school must demonstrate that it is compliant with the duties of schools as identified in the Equalities Act and that the school positively promotes equality of opportunity for all pupils (e.g. irrespective of gender, race, disability, sexuality).</p> <p>The main duties under the Equalities Act are:</p> <p>A school must not:</p> <ul style="list-style-type: none"> • discriminate against a pupil or prospective pupil because of their disability, race, sex, gender reassignment, religion or belief, or sexual orientation; • harass or victimise a pupil or prospective pupil. <p>A school must not discriminate against a person in relation to the following activities:</p> <ul style="list-style-type: none"> • admission to the school; • the provision of education to pupils; • access to any benefit, facility or service; • exclusion from school; <p>by subjecting a pupil to any other detriment.</p> <p>Maintained schools are public bodies and must comply with the public</p>	<p>Please see paragraphs 5.7 and paragraphs 1.50 to 1.55 report in relation to the staff that do not currently have qualified teacher status. The school has provided an action plan for staff to become qualified.</p>
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	sector equality duty and set and publish equality objectives.	
8. Evidence is provided to allow the local authority to undertake due diligence	<p>Due diligence includes but is not limited to:</p> <ul style="list-style-type: none"> • Financial health (above) • Admission criteria meet statutory requirements and comply with the School Admissions code • National Curriculum requirements (above) • Governance (above) • Inclusion – inclusion policy • HR requirements (e.g. evidence of appropriate recruitment policies) • Safeguarding (e.g. evidence of DBS checks for all staff and appropriate systems and policies) • Special Educational Needs - ability to provide the type of arrangements for children with Special Educational Needs and Disabilities (SEND) expected by the SEND Code of Practice • Policies (published on website e.g. in relation to admissions, exclusions, complaints) • Where policies or requirements are expected to change as a result of the school becoming 	<p>Please see section 4 of the framework above in relation to financial health.</p> <p>Please see paragraphs 1.42 to 1.45 of main report in relation to the staff that do not currently have qualified teacher status. The school has provided an action plan for staff to become qualified.</p> <p>Other evidence submitted in relation to admissions, SEN, safeguarding and instruments of governance, charging policy etc are appropriate.</p>

	maintained, details of such changes should be submitted to the local authority.	
9. The school building is appropriate or can easily be improved	<ul style="list-style-type: none"> • Buildings must meet standards set out in Building Bulletin 103 or the school must provide a costed and active plan of action (with evidence of funding source in place) to meet the requirements • The school must demonstrate that it has sufficient financial resources to meet the financial responsibilities of any planned maintenance work for a 5 year period 	<ul style="list-style-type: none"> • Please see paragraphs 1.58 to 1.61 of the main report.

Appendix E i) Consultation responses during consultation period

Question 1: To what extent do you agree or disagree with the proposal for Menorah High School to become a Voluntary-Aided Secondary school?

		Number of responses
Strongly agree	82.08%	87
Agree	10.38%	11
Neither agree or disagree	1.89%	2
Disagree	3.77%	4
Strongly disagree	1.89%	2

A. Responses from those that 'strongly agreed' or 'agreed'

Question 2 Please share the reason for your response to Question 1.

- A really good addition to the Barnet family
- Menorah High School is a centre of excellence - a strictly orthodox Jewish school which inculcates strong British values in the girls, whilst offering them the opportunity to reach high academic standards so that they will be able to contribute to the wider community in due course.
- They follow all the NC and provide what other VA aided schools provide
- it will help the parents and the school with their fees
- There is a great need for a voluntary aided secondary school to meet the requirements of the Ultra Orthodox (charedi) community. Private schools create a financial burden for families, and do not offer as wide a range of resources and opportunities as their VA equivalents.
- Financial security for the school
- This school should be able to enjoy the benefits of being part of the wider community.
- The jewish orthodox sector needs a school with strong academic focus (like Menorah High) and being a VA school will ensure it's continuance and it's adherence to th national curriculum
- This will help assure standards at this already very good school, and will also help ensure the school's financial viability by enabling it to access public funding , to which I believe it is unequivocally entitled.
- The school runs extremely well with limited funds/resources - would be great if the financial pressure was some what more relaxed allowing our governors/head teacher & staff concentrate on further developing the school as only they know how!
- There is a strong need for a Jewish Voluntary Aided Jewish High School
- the school provides an excellent education for our daughters
- There is a shortage of secondary school places for orthodox jewish girls in the Barnet area.
- The school has a very good reputation and brings a strength to the community
- The school would be able to achieve far more than it already does with VA Status
- There aren't enough places in the borough.
- beneficial for the school on the whole, most due to additional funding but will inevitably have to conform in certain ways to fit VA criteria. slightly worried about intake change if becomes 3 form entry eventually
- There is an acute shortage of publicly funded school places for Jewish Girls
- MHSG is a school that caters to the needs of education for the community to a very high level. Its commitment to scholastic achievements coupled with strong ethical values is exemplary and deserves the aid to ensure its continued success..
- The children and staff at the school will gain more if they have access to Barnet's help and services.
- There is a great need for a voluntary-aided secondary school of the calibre and ethos of Menorah High in North West London
- This is an excellent school and should be State funded.
- Will ensure financial stability and improved education
- This will allow the school to develop further as a wonderful school. It will provide funding and resources and enable best practices to be observed inside and outside the classroom.

- This will enable the school to continue to provide and further enhance the excellent education our daughters have received.
- I think it's important to not rely on communal funds that are needed elsewhere or to put huge financial strain on parents.
- It would greatly enhance the school's ability to continue providing excellent education
- It's a superb school which deserves the support of everyone
- Voluntary Aided status suits the ethos and value systems of Menorah High School for Girls
- That is a matter of principle and not just convenience.
- Financial
- As a parent of a girl in year 10 who has just sat 5 GCSE exams, I can testify first hand to the wonderful combination of warmth and rigorous academic demands that characterise Menorah High.
- Barnet needs more secondary schools places for religious Jewish girls.
- Voluntary aid can only help what is an excellent school reach ever greater heights
- It would alleviate the burden of high school fees on parents, on the other hand the school loses its control which would spoil the excellent school that it is now.
- To continue the fantastic progress the School has and is making and to ease the financial burden on parents
- The school needs the money in order to grow
- The school is an outstanding school that covers all the subjects required by state schools and are extremely supportive of British values.
- More money to support the school and get better facilities including music room etc.
- It will provide a wider range of options for the students of the local area.
- State aid should be taken where possible. Being a fully private school in 2015 is very difficult.
- School will be in a better financial position to expand and improve.
- It's an opportunity for the school to further flourish with the extra state funding
- To reduce fees. To get more financial assistance from local authority to fund better teachers and resources. To be entitled to use LA resources & training.
- So that more funds can be available for an excellent school
- This will benefit all
- Extra resources will make a fantastic school even better!
- I feel this is best for the school.
- I believe that it would bring a sense of professionalism, stability and external oversight that would strongly benefit the
- school.
- There is high demand for a school such as MHS in Barnet
- To create more aided school places. We live in Barnet and we have a daughter who will be ready to start high school in Sept 2017 and really would like to send her to Menorah High.
- To enhance the already high standard of education by making available the considerable resources a local authority can provide, both in terms of knowledge and educational resources, co-ordination, and resources.
- Menorah High School is a fantastic educational institution which can aspire to achieving even higher standards by having access to training, support and increased resources available in the VA sector.
- To continue the excellence in the quality of education.
- It provides excellent education and needs VA to help it to remain viable
- More opportunities
- Barnet needs more places for secondary school Jewish girls.
- Menorah high is a well run institution with a strong governing board and very cohesive and supportive parent body. The school has provided a first rate education for many years and would be able to further their contribution
- It will give the school more options
- Menorah high is a well run school with a strong board of governors and very supportive and cohesive parent body
- Menorah High has provided a first rate education for many years contributing tremendously to the community which it serves.
- Joining the local authority system would provide support for Menorah High to benefit from the huge array of resources available to this sector and benefit from collaboration with other institutions and thus further its contribution to the community and society
- will become an even better school due to council support

- Menorah is an excellent school with high standards of teaching and leadership and will be able to offer even more to its pupils with the additional help and support it will receive.
- It would benefit the school greatly
- Increase scope of available educational opportunities for the students
- Having access to the local council expertise and sharing of ideas with other VA schools, will enable the school to build on its existing strong foundations.
- It will give the school the opportunity to Continue being the amazing school it is
- The extra funding will enable the school to continue and deliver at the high level we have come to expect, whilst having less financial pressures.
- The local Barnet based Jewish community is desperately short of school places for their charaidy children, and Menorah is already proven that it excels in educating their students to a very high standard.
- Think it will be a benefit for the school
- The school is an outstanding school and will only get better if it has the support necessary to take it to the next level.
- It will enable the school to provide a broader education whilst ensuring the financial security of the school.
- There is a lack of Jewish schools that have state aid.
- It is important for local government to show support in schools that produce excellent results.
- Because the Education Authorities can include subjects in the curriculum which does not comply with daas Torah.
- Excellent school, huge potential, filling a critical need in the local Jewish community.VA will greatly help ensure the future stability and high standards of the school.
- Hopefully will reduce school fees
- it will benefit the School, parents and pupils enormously
- It is an excellent school delivering good results but seems to struggle on the financial side.
- Extra funds will surely help provide better facilities for the girls which cannot but be a positive impact on their education.
- It is an excellent school delivering good results but seems to struggle on the financial side.
- It will make the school much better
- The current financial pattern is unsustainable with high fees, yet still with a large shortfall.
- I believe the standards of the school will improve. It will have more financial aid which will in turn help learning resources, benefit from teaching staff from other local schools, support from local authority. It will also help relieve the financial burden with school fees.
- the students will have more options in their education
- This school provides excellent education and any additional support would be most welcome.
- This is a good school, worthy of inclusion in the Local Authority
- It will be good for the Pupils and the school
- I think it will provide better resources for both the pupils and the teachers.
- The school needs funding to enable it to give its pupils the best opportunity in receiving a varied education. The parents do not have the means for this.
- Menorah high fulfills a strong need in the community for quality education at secondary level.
- this will allow menorah to offer an enhanced education for an increasing number of pupils - to provide an important resource for the wider community
- To improve the standard of education and professionalism with extra support

Q3: Please share any additional comments you may have.

- Becoming a voluntary aided secondary school will hopefully support the school in sharing examples of good practice with other schools, both learning from and contributing to other schools' development. Hopefully this will also reduce the financial pressures on the school, allowing them to allow access to schools without concerns about their ability to contribute financially to the school.
- The education is tops - a beacon to other schools
- This school is our dream school - in fact my wife always says had she had this option when she was a child she certainly would have attended. Going voluntary aided will also allow under privileged families that fit the school ethos a better chance of attendance.
- Our family has had children in Menorah High since its inception and the education and development of our daughters has been exceptional –

- It will continue to keep it the great school it is and keep it moving in the right direction, and will make a difference to the funding for the school.
- This school should be nationally supported and recognised for the excellence in academics, values and ethical education it provides for the girls.
- i think it's important to not rely on communal funds that are needed elsewhere or to put huge financial strain on parents.
- That is a matter of principle and not just convenience.
- This is a communal School and by gaining VA status the opportunity is broadened for all eligible students to benefit from the school's outstanding education
- I have had five children in the school and they have all been given such a holistic education. Each child has truly met their true potential which is a credit to the inclusive, supportive staff and SLT.
- Will help parents financially when the school fees slowly decrease.
- If the Government is making money available take it.
- We are so proud to have our children at Menorah High School. The teachers, governors and Head Teacher are focused, student orientated and approachable. Any extra resources the School receives as a result of becoming Voluntary - aided, will only help the School continue supporting students and teachers on a day to day basis.
- I recognise the challenges that such a move brings, both in terms of admittance and curriculum, but i believe the benefits outweigh the concerns and the school is sufficiently well established and in demand that this should not be an issue.
- Our oldest daughter is finishing Year 8. We have been delighted by the school.
- Besides for the high standard and well rounded national curriculum education, she really enjoys her studies, and appreciates her teaches. They always have shown her genuine care and warmth.
- She has developed into a more socially confident girl, learning and understanding and feeling able to fulfill her role in life within the morals of a charedi framework. The school really gives the girls a strong feeling of the multifaceted ways they can develop towards making a valuable contribution to society later in life. She was recently very inspired by a school visit to an old-age social centre, where they could entertain the elderly, and hear from them about their life and wartime (WW2) experiences.
- With a proven track record for excellence, we believe it is a win- win situation for the London Borough of Barnet and MHSG to build together a school which will be a jewel in the VA crown.
- Eases the burden
- The school has a great reputation and would be an asset to Barnet.
- Fully support the proposal.
- we are sending our second daughter roti the school this year and are absolutely delighted with the staff,management, head and governors. keep up the good work.
- Being able to pay fees by gift aid would help, although I understand the govt may remove this advantage.
- This offers parents greater opportunity for a strictly orthodox girls school in Barnet
- Menorah high has achieved consistently high standards and is ready to expand its provision give extra funding
- the school has made tremendous strides to date and laid the foundations for creating a viable and vibrant school for many pupils to come
- Will abbreviate the huge financial burden on the governors

B. Responses from those that 'strongly disagreed' or 'disagreed'

Q2 Please share the reason for your response to Question 1.

- Concerns about the school having the capacity to admit children of other faiths or none
- I strongly believe that any school maintained by the London Borough of Barnet should be non-denominational and totally inclusive. Barnet is a marvellous example of a multi-cultural, multi-ethnic, multi-faith Borough and should be promoting this through the education system. Is yet another Voluntary Aided faith school the way forward?
 - The school is run by a Head who has no Academic degree qualification.
 - There is a governing body by name but not by nature. No governor has any say aside from Dr Landau.

- The school only is interested in the most right wing elements of the Orthodox community.
- The school has had a long standing policy of prioritising entry to girls from wealthy homes.

Q3: Please share any additional comments you may have.

- Until recently (put in place for the sake of the Funding application) the school had no proper curriculum documents for most secular subjects. X (English, now departed), X (Geography), (Science) etc etc will confirm.

C Responses from those that neither agreed nor disagreed

Q2: Please share the reason for your response to Question 1.

- not sure if here is a need to change or not

Q3: Please share any additional comments you may have.

- I am an older parent and I feel its unfair to let my opinion sway the general feeling in the school after another year or so it will no longer affect me so I don't feel justified to make my opinion count

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Annex D: Consultation meeting with members of staff, Wednesday 15th July 2015, 1:20pm

Menorah High School for Girls

The full staff body was invited to a staff meeting on Wednesday 15th July.

Twelve teachers attended the meeting. Jason Marantz, an education consultant working with the school presented the background of the school's proposal to become voluntary aided under the auspices of the London Borough of Barnet.

One teacher said the school aims to pay teachers on the Brent pay scales and she wanted to know if the school will continue to do so.

Jason responded to this question that the matter was not fully resolved and that the governors were taking advice. The governors confirmed that salaries would not be reduced and pledged to review each staff member's salary individually and ensure they are on the correct pay scale. (Post meeting note – it was later confirmed and conveyed that the school would need to continue to pay teachers on Brent pay scales, because the school was located in Brent.

Another question was whether the school will expand and Jason explained that the school will expand in accordance with the expectations of the London Borough of Barnet and the need to deliver good value for money.

The staff also wanted to know whether there would be changes to the curriculum. Jason explained that the only subject the school was missing was music and Elaine Abrahams (Deputy Head) said music will be introduced in January 2016.

A number of the Limmudei Kodesh staff wanted to know what the impact will be on Kodesh. Jason said they will be paid out of the other budget and therefore may be unaffected.

Jason concluded by saying he will take all their comments back to the governing body.

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Annex C: Consultation meeting with parents, Tuesday 7th July 2015, 8pm

Menorah High School for Girls

Dr Landau, chair of governors, explained the background to the school and why the school has decided to apply for voluntary aided status. The financial support would enable the school to improve its education offering, plus the school would benefit from being able to work with other schools in the local authority.

Menorah High will work towards forming a soft federation with Menorah Grammar School for boys and we are working towards admitting 60 pupils in every Year 7 class. Dr Landau added that if we are able to create room, we will take 60 pupils.

Jason Marantz, an education consultant supporting the school through the process gave an overview of the process and why there was the necessity to consult as part of the process.

Questions posed:

1) Fees – What are the fees currently and what will the voluntary contributions be? The independent school fees are currently £1750 per term. The voluntary contributions will be lower than this and will hopefully decrease further overtime. Exact details are still being worked out and will be communicated as soon as possible.

2) Admissions – The school will adopt a new admissions policy in line with the Schools Admissions Code and will then ask ethos based questions on a supplementary information form.

3) Curriculum – The school timetable will not need to change. The only area of the curriculum we will need to reintroduce is music. Otherwise, the curriculum is compliant. Some parents asked what the reintroduced music provision would entail and this was answered. We are also compliant with the British Values agenda and this was shared with parents.

The meeting closed at 9:00pm and the school encouraged parents to respond to the survey and share their views.

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Annex E: Consultation meeting with members of public, Thursday 16th July 2015, 8:00pm

Menorah High School for Girls

Present: Jason Marantz (education consultant), Dr David Landau (Chair), Mark Morris (governor), Brian Rabinowitz (governor), one parent, Keith Nason (NUT representative) and Councillor Arshad Mahmood (Councillor for Brent).

David and Jason gave an overview of the aims of the school and its proposal to become voluntary aided.

Nearly every girl except one who is joining next year is from Barnet. The school's location is also just over the border. The governors of the school hoped to find premises in Barnet, however the current site was the only suitable site they found.

Jason explained the school intends to create a soft federation with Menorah Grammar School for Boys.

The school aims to join the Borough to get access to funding, support and be able to work collaboratively with other schools in the Borough.

In response to questions, Jason and David explained that the school is non-selective. They also explained that the school is currently oversubscribed. The school received 76 applications for admissions to Year 7 in 2015 and have accepted 50 girls. The school only planned to take 44 but have been under immense pressure to take more children due to a lack of secondary places.

The school did explore gaining funding from the London Borough of Brent but was rejected immediately because of the high number of children from Barnet in the school (99.6%). This was explored but Brent advised the school it was not possible and they should discuss this with Barnet.

In response to further questions governors confirmed that they owned the building and the land. The school would cease charging fees and would start to request voluntary contributions. In response to a question about the school's main 'competition', Hasmonian was suggested.

One attendee commented that the services for schools now available are not as robust as they once were, now that the services have been privatised.

The meeting concluded with a tour of the school.

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Appendix E v) Consultation responses during the Representation period

- We would like to share our sentiments with you regarding Menorah High School for Girls. We consider ourselves to be extremely fortunate, having our daughters educated in Menorah High. Our eldest was one of the first intakes of the school, and our two younger daughters are currently proud Menorah pupils. The ethos, standard of learning and general atmosphere that Menorah generates is not easily matched. Teachers are approachable; and there is a general sense of happiness throughout the school. As parents we can truly say that Menorah has given and continues to offer our girls a most wonderful high school education and experience with outstanding results. Menorah High School for Girls is without question an asset to the London Borough of Barnet.
- In regards to the above named school being considered for VA – as a parent in the school I am delighted that the school has applied for VA status. It is a good school and serves the community well and this new status will help it to achieve its goals in educating local children to a good standard. I wish the school every success and thank you for your consideration.
- I would like to register my vote on behalf of Menorah High school where I have been privileged to work since its inception in 2001. It is a school which values each individual student and really tries its best for each and every one of them. It is a happy place both for teachers to work in and for the students to study in and deserves every possible encouragement.
- This is a quick note of full support and urging for MHSG in Brook Road, Brent, to please be granted academy status asap. This is a wonderful school in every way - my daughter is in her second year there and we are highly impressed. The school has so much potential to be even greater and that will be helped by gaining academy status. This school is special, and one above the rest, so please do all you can to allow this school to achieve it. With much appreciation for all you do.
- My wife and I would like to express our strong support for Menorah High's proposal to establish a new Voluntary Aided Secondary School
- As a parents of two girls of this excellent school, I fully endorse the Proposal for them to become Voluntary Aided by the London Borough of Barnet.
- We are writing in support of the Menorah High School for Girls and its application for VA status. We have had two daughters through the whole school and our youngest daughter is a student there now. Our eldest daughter joined on the day the school opened and we have been extremely happy with our experiences. The idea 'one size fits all' - which for practical purposes is the norm in most schools - is not a feature here - each girl is given the tools to help her develop and reach her potential both academically and socially. The camaraderie throughout the age groups in the school is remarkable and the pastoral care is something for all other schools to emulate. We have been very satisfied with the breadth of curriculum offered and the standard of teaching has been extremely high both across the entire subject range. Our daughters gained an excellent education together with the confidence and life skills to enable them to move forward in their lives as committed members of the Orthodox Jewish Community whilst recognising and accepting their individual roles in UK Society. We salute the outstanding senior management team at Menorah High and wish the school every success for the future. If we can offer any additional assistance to you please do not hesitate to contact us.
- I am writing to express my support in respect of the current application for Menorah High School for local authority funding. The school is a true centre of excellence teaching its students not only academic knowledge to a high standard but also how to be upstanding moral citizens of the United Kingdom.
- I am writing to you as a parent from Menorah High School for girls I believe that the standards of education will be improved by entering the maintained sector. This will contribute to increased quality of opportunity and greater choices for pupils in later life.

The move to Voluntary Aided status will enable the school to access more funding for learning resources, greater access to in-service training and professional development and general advice and support from the local authority and other schools in the London Borough of Barnet. The move into the maintained sector will provide additional parental choice and diversity of school provision for strictly orthodox Jewish parents in the London Borough of Barnet, by making this type of education available to all who seek it without the financial burden. The school would be strengthened by the additional resources made available within the Voluntary Aided system and would benefit from the experiences and skills of staff at other maintained schools in the area.

- I write in support of this school's application to achieve VA status. I am a new parent at the school, my daughter being part of this year's Year 7 intake. The genesis and development of the school has been a remarkable success story and is attributable to a small group of determined individuals. The school has grown significantly in size, and its GCSE and A-level results are of a very good standard. Both the school and the parent body will benefit enormously from the grant of VA status. Equally, Barnet will be taking a high achieving school under its wing and extending its school offering to the local community. I do hope that the LEA form a favourable view of the governing body's application.
- I am very pleased that this new school is being established and will be a great addition to the Jewish community.
- We would like to express our support for the Menorah High school application to become voluntary aided. Menorah High school is an excellent school where they try to develop the potential for each girl. T
- Our daughter has just started Menorah High School, which I understand is in the final stages of becoming voluntary aided. X is exceptionally happy in school and motivated to work hard. She is enthusiastic about her studies and doing very well both academically and socially. I believe that Menorah High School will be an asset to the borough of Barnet.
- With reference to the pending application of Menorah high school, we wanted to thank you as concerned Grand Parents for your efforts on behalf of the school As Grand Parents of four Children in the school, we wanted to let you know, how delighted we are with the education they receive and we are fully supportive of the steps taken by the governing body.
- I would like to express here how grateful we are to this superb school. Our daughter, (year 10) is learning so much in a beautiful atmosphere of respect and responsibility. When I started high school I was terrified of my headteacher. Mrs Perlman makes herself so available to each of the pupils. She is such an extraordinary Role Model. We are delighted to see our daughter so happy and so successful thanks to the caring ways of her school's teachers and staff. Please support Menorah High school to help us go from strength to strength and help our youth to grow responsibly.
- We are third time parents at Menorah High in fact our first daughter attended the first year the school opened. Its a wonderful school with a great team of dedicated staff led by a terrific head mistress who all aim to get the best out of your child .We have never looked back and feel this school has a great balance of educational and social skills which to us are equally important.We hope this information is helpful .
- I am a parent of the current Menorah High School for girls and a resident of the London Borough of Barnet. In my dual capacity I welcome and commend the London Borough of Barnet in proposing the new voluntary aided secondary school and sincerely hope that the Secretary of State will designate the school at the very earliest opportunity. My daughter has enjoyed the benefit of an excellent education from the school and I sincerely hope that others of the same religious persuasion will be able to similarly enjoy the benefits of all that the School has to offer without restriction.
- This is a short note to show my support for the Menorah High School initiative to become state aided. My three daughters attend the school and i believe the additional funds will

greatly assist in creating a better school for the current girls and a valuable resource for the community in years to come.

- We would like to express our support for the VA application as we can imagine that it would be so beneficial and enhance the school! We as parents are very happy with the school and education and feel the extra funding would benefit the pupils and the teachers!
- I am writing as a grandparent of four pupils at Menorah High School to express my strongest support for the School's application for State Aid. Our granddaughters, who are in classes ranging from Year 7 to Year 12, all receive an excellent education in both National Curriculum and Jewish knowledge subjects. The School provides a warm, caring and secure environment fostering personal growth and academic achievement. We can see very clearly that there is a strong sense of school pride and identity amongst the pupils and they form long lasting friendships. The School's achievements in its relatively short history are quite outstanding, both as regards its academic success and the quality of its building refurbishment in recent years. Menorah is very fortunate in having highly skilled and dedicated professional and lay leadership. I am a former Chair of Governors of the Menorah Primary School, of which I remain a Trustee, and am familiar with the state sector. I believe Menorah High will be a most beneficial addition to Barnet's schools and that becoming state aided will foster even greater progress for the School.
- As a parent of 2 past & 1 current students, I would like to express my support for the application for state funding of the above mentioned school. The school has made tremendous advances in the last few years and would benefit greatly from extra funding, building on the success achieved to date by the staff & governors.
- I have 3 daughters currently attending Menorah High School for Girls. I have found it to be a very positive experience for each one of them. There is a warmth to this school that is rare - the teachers and head teacher are all approachable and experts in their field. They encourage the girls to excel in their studies and be upstanding members of society.
- I feel that voluntary aided status would only further enhance this wonderful institution and hope that they achieve this soon.
- I am writing as a parent of 3 daughters in Menorah High School and would like to express how pleased I am with the education they are receiving in this establishment. The standard of teaching is high and all pupils are encouraged to achieve their full potential. My daughters thoroughly enjoy attending this school and everyone who goes there feels the special atmosphere. The leadership team are very approachable and care for the individual need of every student. I wish the school much success and hope it will continue to thrive.
- I am writing in connection with the application of Menorah High School to receive VA status.
- In connection with this application, I wish to convey my wholehearted support for the school to receive VA status. Such a move would enhance the diversity of secondary school provision within the Borough of Barnet and would enable an enhanced provision of education for those attending the school. Please accept my complete support for the proposal.
- As a parent of current and past pupils of Menorah High School for Girls I cannot sufficiently express my utmost support for their application to become a Voluntary maintained school.
- The professionalism and commitment to their high level of education is second to none and their care and concern for each pupil is outstanding. The girls who graduate from Menorah High are well balanced young women who go on to become productive members of society.
- It can only be of benefit to us all for Menorah High to become a voluntary aided school.
- I write to you as new parent of the aforementioned school. Indeed it is with great pride that I say this since my wife and I have both been admirers of this school for a number of years and looked forward to the time when we were able to count ourselves among those

that have daughters there. Having been to the school, seen its students (both past and present) as well as dealt with the teachers and Governors our impression is overwhelmingly positive and full of admiration. Enabling the school to become Voluntary Aided would assist it to reach out and touch the lives of even more Barnet children. Whilst there may be other similar establishments, this school excels. Looking forward to a speedy ratification of the said.

- We are writing to express our support for funding for Menorah high. Our daughter has been at the school for 7 years and we are extremely happy with it as a school. As well as providing a wonderful education, Menorah is an extremely caring school whose staff have time for each and every girl. Deborah is now looking forward to using her education to go on and study Art Therapy. Thankyou for your interest in our daughter's school.
- We write as parents with a daughter currently at Menorah High School for Girls, and with a daughter who was educated at the school and has now moved on to further education, in support of the proposal for the school to become Voluntary Aided. The school provides an excellent level of education, and has the most wonderful, committed and devoted members of staff, throughout all its departments. The head of the school Mrs Pearlman leads a brilliant team of teachers and educators, who really give of themselves to provide each pupil with the personal attention she needs. We are extremely pleased with our choice of school for our daughters, and believe that the benefits of voluntary aid would add to what is already an outstanding institution. Thanking you for your attention to this matter.
- We would like to express our wholehearted support for the proposal that Menorah High School for Girls (MHSG) become a Voluntary School maintained by the London Borough of Barnet. As parents of a child in the school, we have been extremely impressed at the competence shown by both the governors and staff alike in running the school effectively and maintaining its high standard of personal investment in the children as individuals. Our experience of the school has been outstanding. We have another three daughters currently in primary school in the Borough of Barnet and whom we hope to send to MHSG when they graduate. Voluntary aided status will certainly reinforce our wish to send them to MHSG with the knowledge that the additional state funding and backing of the London Borough of Barnet will serve to enhance the school and therefore the opportunities afforded to its pupils, both during their school years and as a result, later in their life. We anticipate and look forward to our daughters developing into contributors to the wider communities within the borough, as they progress through a Voluntary Aided MHSG. We fully support the proposal and wish the school every success.
- I have read Menorah High School for Girls' Statutory Notice regarding becoming voluntary aided by the London Borough of Barnet along with the full proposal. I am fully supportive of this initiative.
- As a parent of two children at the school, I am very grateful to the Governors of Menorah, both in regards to the work undertaken for this application and in fulfilling their general duties towards the school. Please feel free to contact me if you require further information.
- I write to express our strong support regarding the above mentioned application under section 11(2) of the Education and Inspections Act 2006 as amended by the Education Act 2011, and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013. We currently send our eldest daughter to this school, which services a great need within the Jewish community of the London Borough of Barnet and adjoining Boroughs and we are hopeful that in the future we will send our younger daughters to the school as well. The School is a great example as to how a school should be run, with the girls learning in a caring environment while being challenged through their academic studies and I have no doubt that it will be an even greater asset to the borough and community as a Voluntary Aided establishment. The school reinforces the ethics and principles of the Jewish religion and culture which the girls learn at home and it is therefore vital that this characteristic be maintained for the successful continuation of the

school. We are hopeful that the Secretary of State will recognise this unique and special characteristic by designating the school as a school with such a religious character. Thank you for your kind assistance with this application.

- Just a quick note to lend my personal support to a wonderful school which I am sure will flourish under voluntary aided status. The school has achieved so much on its own but joining the Barnet family of schools it will not only enjoy improved finances to allow it to do things better it will also enjoy the support of the back office team to improve its operations in all spheres. I look forward to hearing good news.
- We are proud parents of our 13 year old daughter who attends this school. The ethos, education and positivity of the school is to be admired and we are confident that with VA status, the school will be able to further grow and develop with its excellent teaching staff, strong senior management team and indefatigable Governors. Thank you for your consideration of this. Should you wish to speak with my wife or I about this, please do not hesitate to be in touch.
- I am writing as a parent of a current student at Menorah High School for Girls and having had a girl who has graduated the school. As parents we are hopeful that you will accept the current proposition for Menorah High School to be accepted within the maintained sector.
- As with many parents, we have applied to the school given there was no suitable school within the maintained sector rather than because we were option for a private education. All our children have been educated within the state sector at primary school level. Menorah High School Governors and staff are passionate about providing an optimum education for our girls, but with restricted funding it is not possible for them to access the resources or training available within the state sector. We know that they will make best use of available training and resources to optimise the education of the girls in the school should this be possible for them. We are also aware that networking with other schools in the area will allow for a sharing of expertise which will serve to benefit the girls in Menorah High School as well as the students in other schools within the borough. We would be most grateful for your due consideration of the current proposal for Menorah High School for Girls.
- In grateful appreciation.
- How wonderful it is to learn that Menorah High School for Girls have applied to become a Voluntary Aided school. My daughter, X, has joined Menorah High just over four years ago and I can honestly say that we are 100% satisfied with the school ethos and academic achievement - for someone, as myself, working within the Market Research industry, 100% is indeed a very rare achievement - so kudos to Menorah High! :-) The school, led by Mrs Pearlman, are constantly ensuring that the girls achieve even higher goals and for this we are really very happy and grateful parents. I have no doubt that this move will hugely benefit its current and new pupils from Barnet to make the school even greater.
- We write in support of Menorah High School for Girls, where two of our daughters currently attend. We cannot thank the teachers and the Head enough for all their efforts and care they bring to the school on a daily basis. Our daughters love attending and are achieving well beyond our expectations. It is our firm belief that with extra resources the School could become even better and provide an even stronger environment in which to teach our girls!!
- We are writing to express our support for the above proposal. We currently have 2 daughters at Menorah High and they are flourishing both academically and socially in this very nurturing environment. We strongly believe that by joining the voluntary aided sector, the school will be able to encourage its pupils to achieve even higher levels of attainment and will continue to produce confident, well educated and refined young women who will be a credit to the wider community.
- I wanted to add my support for the VA application. As explained to a number of your colleagues, we really need Barnet's support to take the school to the next level, to

enhance the level of education, thereby ensuring that every pupil achieves their maximum both academically and socially. Menorah High School for Girls has grown over the past 13 years from a small group of girls to now an oversubscribed and much sought after school, delivering excellence in education, preparing the girls for higher education and the work place. We very much welcome the opportunity to work with Barnet in partnership, particularly as our goals are aligned to deliver an 'outstanding' education to the next generation. I would also like to take this opportunity to personally thank you and the entire team for all your efforts to date, it is very much appreciated.

- As a parent of a child in year 7 of Menorah High School I want to express my support for the proposal to establish a new Voluntary Aided school. The school is an excellent school providing a well rounded education to our daughter, the school will greatly benefit Barnet Council residents of the Jewish faith.
- I am a parent of two girls who are currently pupils at the school. Furthermore, my wife taught at the school for a number of years. I therefore consider that I am extremely well placed to comment upon and give my support for the school's application for voluntary aided status. Menorah High School is without doubt, one of the best girls' schools in the Country and Barnet will benefit greatly from having it as one of the schools on its roster. The standard of teaching is exemplary as is the way that the governors and senior management, led by the Headteacher Mrs Pearlman run the school. The school is and will be a shining example to other schools not only in Barnet but way beyond, in all corners of the UK. Granting the school voluntary aided status will allow the school to further its aims and ideals and to be run with a firmer financial footing and I wholeheartedly support this.
- I am writing in relation to the application of Menorah High School for voluntary aided status. I would very much encourage the council to consider this application favourably. The school plays a unique role in the community catering for both the religious requirements and the need for solid secular studies education that is key for future religious and economic success of the pupils. As a parent of the school with 11 children it will make a huge difference financially to benefit from voluntary aided status. As a taxpayer I feel I am entitled to receive the support that others receive at the same time as being able to ensure my daughters receive a quality religious education in an environment which fosters religious development at the same time as an ability to understand their role as a citizen in a diverse society and culture –able to contribute positively to that society from a strong knowledge and identity of their unique background and obligations. Looking forward to hear positive news on this matter.
- As parents at this school since its launch and having girls now in years 10 & 13 we are hoping that MHS will succeed in its VA application, which will not only benefit the parents but most of all the education and running of this school. We fully support this VA application and encourage Barnet to agree to its implementation as soon as possible.
- I am writing to you regarding MHSG, which I understand is in the final stages of the VA process.
- This school has an outstanding SEN provision, which in my experience is not matched in other Jewish secondary girls' schools in the borough. They also have been able to offer some support to children who do not meet the threshold for EHCP, but are struggling with dyslexia, social or emotional issues or similar. The environment is supportive, warm and engaging, and children do well and feel listened to and understood in this school. There is a significant gap in the market, where Orthodox Jewish families are unable to secure VA schooling for their daughters and are instead struggling to afford private school fees. I hope that you will be able to support MHSG in their ambitions to meet this need. I have a daughter currently in Y6, and this would be my first choice of secondary school.
- We wanted to let you know we are very proud to be affiliated with Menorah High School. It is a warm, caring and wonderful school that takes care of our daughter with a high standard of education in a safe environment. We are very happy to strongly agree to the proposals for the school to become voluntary aided.

- I work in the Department of Medicine at Imperial College. After lecturing the first year medical students, last year, one of them came up to ask me a question. She turned out to have been a student at Menorah High. I was very impressed by her obvious ability but even more by her polite yet confident demeanour. Knowing that Menorah High school produces this kind of pupil was a significant factor in our decision to send my daughter to this school; we have not been disappointed.
- I strongly support their application to become a voluntary aided school.
- I whole heartedly support Menorah's HS application to become a VA school in the L.B.B. I am sure we will be proud of the school's achievements.
- We wanted to share with you our short experience of sending our daughter X to Menorah High (she is in Form 7). She is our oldest child and therefore in some ways, the one we were most cautious about making the right decision for, and the first child of ours to attend Menorah High. Right from the start, we found Menorah High to be an exceptionally welcoming school. A school filled with strong values which the school want the girls to embrace. Values of friendship, value of acceptance of others and a strong work ethics. There are plenty of variety in the subject choices, the teachers are dedicated to imparting the teaching in a focused way and as a whole Leah tells us that there is a very friendly atmosphere within the school. We would very much support the application of it becoming a voluntary school. If we could be of any further assistance, please do not hesitate to contact us.
- Our daughter, X, is in Year 11 in Menorah High school and we are all thrilled with the school. From the high level of education, to the quality teachers, to the Jewish values and ethics instilled in the girls, to the warmth, happiness and friendliness of everyone in the school, it is a top school and we cannot commend it enough.
- Further to my previous note, We would like to emphasise how happy we are with Menorah High School and how we feel our satisfaction with the school would be enhanced even further if they are successful with their bid and are able to receive state funding.
- To whom it may concern. We are proud parents of two daughters currently at Menorah High we are very happy with the day to day running of the school the teaching standards the care given to our children and look forward to them hopefully achieving grant status further enabling investment in our children's education.
- I wish to express my admiration for the school. I have worked here for approximately 10 years in an administrative role and find the environment extremely positive and nurturing towards staff and pupils alike. It is a very enjoyable work place and this is expressed by the staff as well. The turnover of staff is very low. as staff are so happy here. I regularly recommend the school to prospective parents, and find that the school has an excellent reputation. Wishing the school continued growth and success
- We have been parents of Menorah High for the past five years and would like to put forward our support for the school in their efforts to gain voluntary aid status. Menorah High provides a warm and nurturing environment for its pupils, together with a well rounded education. We feel that Voluntary aid would be most beneficial for the school, in enhancing the already existing aspects of this wonderful institution and furthering its potential as a bastion of academic excellence.
- Menorah High is a wonderful school that offers a high level of education. It especially excels in the area of pastoral care as it is a school that values every student. I have a daughter in Year 10 and I am full of gratitude towards the school for providing her with a good quality education and teachers and staff to guide her through her teenage years. This combination ensures that students leave Menorah High with strong British Values and the tools necessary to be contributing members of society. My next daughter is currently in Year 6 and I look forward to her joining such an outstanding school. The decision to become VA will enhance the school even further and I hope the process goes smoothly.

- In regards to menorah high school we are delighted as parents the structure and strength of the school, and support it fully in the steps going forward. I am writing to you to explain how much Menorah High has done for each of our daughters. Our oldest daughter attended Menorah high. She was in the first class of the school. She is now a high school Math teacher in Manchester teaching A levels, GCSE's and core Maths in a leading high school. Our next daughter also attended Menorah High. She had a statement from Barnet. Menorah High catered to her needs from day one. She is now married, living in Gateshead. She just obtained her level 2 nvq equiv in childcare. She works for a nursery. Our youngest daughter (age 15) is currently attending Menorah High. She left primary school with some educational needs. She obtained level 4 in her year 6 sats. She just finished art gcse at Menorah High obtaining A+, a b in RS and a B in Science. She is completing her GCSE's this year and hopes to be able to continue with Art A level or Btec and possibly photography . As you can see from the above each of our daughter's are unique in their own way. Menorah High was and continues to cater to girls teaching them according to their way and offering a wide variety of subjects so each girl can achieve to the best of their abilities. We look forward to hearing good news soon.
- Thank you so much for supporting our school.
- Our daughter is in year 7 and has therefore just joined the school. The school has been incredible in settling her in and creating a bespoke programme that she required to meet her needs. There is such a loving and warm atmosphere throughout the school. We strongly support their application for VA as it can only enhance the education and care they are providing.
- I would like to express my full support for Menorah High School For Girls obtaining Voluntary Aided Status. A very satisfied parent of two pupils.
- I am writing with regards to the Voluntary Aided Status for Menorah High School for Girls. Our oldest daughter started school at Menorah High in 2013, and she was joined this September by her younger sister. We have been very impressed with the school's ethos, policies and educational environment. The management are approachable, decisive and set clear guidance. Both our daughters have been thriving in every sense of the word, and we hear their positive feedback on a daily basis. My wife and I, amongst many other parents, would be delighted if the school was granted Voluntary Aided status.

	<p>Children, Education, Libraries and Safeguarding Committee</p> <p>6 January 2016</p>
<p>Title</p>	<p>The future provision of specialist places for children and young people with Special Educational Needs and Disabilities 2015/16 to 2019/20</p>
<p>Report of</p>	<p>Commissioning Director, Children and Young People</p>
<p>Wards</p>	<p>All</p>
<p>Status</p>	<p>Public</p>
<p>Urgent</p>	<p>No</p>
<p>Key</p>	<p>Yes</p>
<p>Enclosures</p>	<p>None</p>
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Summary

This report summarises the future requirements for additional specialist places to meet the needs of children and young people with special educational needs and disabilities, the options for meeting those needs and a recommended approach. It also sets out a proposed schedule of consultation with stakeholders regarding the proposed pattern of provision.

Recommendations

1. That authority be given to the Commissioning Director, Children and Young People, to consult with stakeholders during the spring term 2016 on three options for delivering additional school places for children and young people

with special educational needs and disabilities (SEND). The outcome of this consultation will inform a recommendation to this Committee in May 2016 for the most appropriate model for developing new specialist places through to 2020, in line with the requirements of Section 27 of the Children and Families Act 2014.

1. WHY THIS REPORT IS NEEDED

- 1.1. Section 27 of the Children and Families Act 2014 requires local authorities to keep under review their special educational provision and social care provision, consulting a range of partners, as well as parents, children and young people. This report reviews Barnet's requirement for new specialist places for children with special educational needs and disabilities (SEND) and sets out proposals for consultation to ensure that Barnet meets its statutory duty to provide sufficient places up to 2019/2020.
- 1.2. The School Organisation: Maintained Schools, Guidance for Decision-makers, issued by the Department for Education in January 2014, requires local authorities, when planning changes to their existing SEN provision, to identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - Improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the local authority's Accessibility Strategy;
 - Improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - Improved access to suitable accommodation;
 - Improved supply of suitable places.
- 1.3. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment. This is generally referred to as the SEN Improvement Test. The review has applied these criteria in developing the options considered below.
- 1.4. Barnet is currently investing in new schools places to meet the unprecedented growth in pupil numbers. Barnet's Education Strategy set out the principles for this investment. This was supported by a more detailed commissioning strategy for school places up to 2019/20, which was considered by the Children's, Education, Libraries and Safeguarding Committee in September 2014. The strategy set out the future requirements for further additional provision for children with SEND and this Committee considered a further report on this in March 2015. That report set out the main considerations of a review that has now been undertaken of how best to provide this additional provision along with proposals for consultation with the wider school community.
- 1.5. As part of the review, consultation with all headteachers was carried out in the summer term 2015 and the results of this were reported to the Children's, Education, Libraries and Safeguarding Committee in July 2015.

2. REASONS FOR RECOMMENDATIONS

Context

- 2.1. Barnet is an inclusive authority, with a significantly greater proportion of students educated in mainstream schools than the national average. 57% of pupils (998 of a total of 1744 in September 2015) with a statement of special educational needs maintained by the council are placed in mainstream settings, a level which is significantly higher than our statistical neighbours and other Outer London boroughs where a larger proportion attends specialist provision. Specialist provision is required to meet the needs of the remaining children and young people with statements or Education, Health and Care Plans. Some of this is offered by Additional Resourced Provisions (ARPs) in mainstream primary and secondary schools, with a greater number of places provided by the council's four special schools. A number of pupils with SEND are placed in the special schools of other local authorities and in 2014, almost 7.5% (128) of pupils with a statement of special educational needs issued by the council were placed in a non-maintained or independent provision.
- 2.2. We have forecasted through to 2040 in order to get a long-term view of future needs as a business case for any capital investment would need to be justified over this sort of timescale. It is however a very long timescale in the world of SEN, where patterns can shift in a relatively short period, legislative changes have a significant impact and new practice can suggest radically different models of delivery. Nonetheless, a considered and firm medium term view needs to be taken in order to ensure the ability to plan for additional requirements.
- 2.3. Given the long-term projections, albeit with the caveats above, the recommendation is to plan for the point at which the numbers are at or above this level for 10 to 15 years. In the primary sector, this will be reached in 2019 and, across the secondary age range, in 2024. The tables below indicate the number of places by need (the maximum and minimum ranges are for the period through to 2041).

Abbreviation	Department of Education SEN Category
ASD	Autistic Spectrum Disorder
SLCN	Speech, Language and Communication Needs
SEMH	Social, Emotional and Mental Health
HI	Hearing Impairment
MLD	Moderate Learning Difficulties
MSI	Multiple Sensory Impairment
ODD	Other Difficulty or Disability
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
SLD	Severe Learning Difficulties
SpLD	Specific Learning Difficulties
VI	Visual Impairment

Primary	ASD	SLCN	SEMH	HI	MLD	MSI	ODD	PD	PMLD	SLD	SpLD	VI	Total
2014	267	210	68	20	44	6	19	87	5	20	12	12	771
2019	293	230	74	22	49	7	21	95	6	22	13	13	846
2024	304	239	77	23	50	7	22	99	6	23	14	14	877
Max Range	305	239	77	23	51	7	22	99	6	23	14	14	879
Min Range	277	218	70	21	46	6	20	90	5	21	13	13	799
Increase in required places for 2019 compared to 2014	26	20	6	2	5	1	2	8	1	2	1	1	76

Secondary	ASD	SLCN	SEMH	HI	MLD	MSI	ODD	PD	PMLD	SLD	SpLD	VI	Total
2014	198	228	154	26	119	0	7	69	23	15	33	14	886
2019	208	240	162	28	126	0	7	73	24	16	35	15	934
2024	234	269	182	31	141	0	8	82	27	18	39	17	1,048
Max Range	245	282	190	32	148	0	9	86	29	19	41	17	1,096
Min Range	199	230	155	26	120	0	7	70	23	15	33	14	893
Increase in required places for 2024 compared to 2014	36	41	28	5	22	0	1	13	4	3	6	3	161

- 2.4. This indicates that no further action is required to meet the educational needs for the Hearing Impaired (where we have currently surplus capacity which is used by other boroughs), or those with Multi-Sensory or Visual Impairment. The additional requirements for Physical Disabilities can be met within supported mainstream provision and will not require additional specialist places, although they will require some minor adjustments to facilitate the inclusion of such needs.
- 2.5. There is currently a lack of education placements for pupils with Specific Learning Difficulties, where the lack of local provision for dyslexia has necessitated some independent school places to be commissioned.
- 2.6. The small amount of growth in Profound and Multiple Learning Difficulties and Severe Learning Difficulties will need to be accommodated within existing Special School places in Oakleigh and Mapledown Special Schools which will reduce the number of places available there for other needs. Similarly, the increased MLD requirement would best be met by changing the balance of needs met by Oak Lodge and increasing the additional ASD provision requirement. This has been reflected in the calculations for the future demand below.
- 2.7. The calculations above estimate the future additional requirement for places in total: not all of these need to be in specialist provision, and a large proportion

can be accommodated in Barnet’s mainstream schools, as at present. The review has analysed the balance of mainstream/specialist provision by each category of need and phase and calculated the balance of additional specialist places.

- 2.8. The figures in this report take into account the projects already planned or underway: the expansion of Oak Lodge Special School; the new resourced provision developing in The Orion School; and the additional capacity planned at the new Academy Special School intended to replace the Oak Hill annex to Mill Hill Academy. They also assume that the Kisharon Day School, a local independent Special School with 27 places which has plans to become a Free School, can, as planned, expand its capacity over time. If this does not happen, an additional 10 places would be required.
- 2.9. The review has also analysed the additional capacity that would be required to reduce dependence on high cost placements to the independent sector. Some low incidence and high cost places will always be required and we work closely with colleagues across the West London Alliance to develop the most effective solutions for these. However, analysis of current placements suggests that the current numbers could be reduced if local provision were available.
- 2.10. In conclusion, the detailed assessment of the future needs of Barnet’s SEND population established the following need to be met up to 2019/20:

	Primary ASD/SLCN	Secondary ASD/SLCN	Secondary MLD
Demography	23	45	11
Reduce dependency on high-cost placements	13	25	5
Total places required	36	70	16

- 2.11. As noted above, the Secondary MLD requirement can best be met by changing the balance between MLD and ASD places at Oak Lodge. We are therefore planning on the basis of an additional requirement of a minimum of 6 primary and 11 secondary ASD classes (assuming 6 pupils per class in primary and 8 in secondary). Should Kisharon’s expansion not materialise, an additional secondary class base would be required, giving a total of 12.

Existing proposals which contribute to meeting future needs

- 2.12. Some additional places have already been secured at Northway Special School by converting 2 cloakrooms to provide an additional classroom. This has been achieved quickly and relatively cheaply, as it was required to meet demands for primary special places in 2015.
- 2.13. The Priority Schools Building project bid for Cromer Road Primary School included the possibility of additional SEN provision along the lines of a 2 class

ARP unit. As noted previously, there will be a gap in provision for children and young people with Specific Learning and Speech, Language and Communication Difficulties which are not specifically related to Autistic Spectrum Disorders. There is currently no local provision to meet these needs and such children often have to travel long distances across London to access appropriate education. It is therefore proposed to discuss further this opportunity to meet these needs with the Department for Education and with the Governors and Headteacher of Cromer Road School and to work with the existing secondary language ARP at London Academy to achieve continuity into the secondary phase.

2.14. Together, these two projects could reduce the level of primary need by 3 classes.

2.15. The balance between Oakleigh (80 places) and Mapledown (72 places) Special Schools is unbalanced, in that it would normally be expected that the secondary school would be larger than its primary feeder as it has eight year groups to the primary's seven. Although the redevelopment of Mapledown, if it were to happen as part of the Brent Cross development, would be at the end of the 2020 timescale, we feel it would be wise to look to seek options for redeveloping the school with an additional 3 or 4 classes (thus increasing the number of places to 96 or 104). This will depend on the availability of a site of sufficient size, as the existing school area does not permit further expansion.

Further proposals to meet future needs

2.16. The above developments would leave a minimum further requirement of 3 primary and 8 secondary classes (a total of 72 places) to be provided. Drawing on the analysis within this report, there are three options which have been subject to detailed analysis. This analysis has drawn on:

- general considerations arising from the SEN Improvement Test criteria and our discussions with headteachers;
- placement and curriculum issues arising from a study of patterns of existing placements, especially incidents of hard to place and Tribunal cases;
- comparative statistics of patterns of provision; and
- the impact on revenue and capital resources.

Annex A to this report sets out a summary of the analysis of the options in accordance with the criteria of the SEN Improvement Test.

Option A: a new all-age ASD Special School: General Considerations

2.17. An all-age ASD specific provision would enable the future demand to be met, if linked to the following proposed differentiation between the different types of provision. It is envisaged the ARPs would provide for those with less challenging ASD who could cope with the mainstream environment and curriculum with some additional support and access to an ASD friendly base for part of the school day. Generic special school places would provide for those with significant learning difficulties in addition to their autism. The new special

school would offer places for those whose autism was the major factor in their learning difficulties and who would find the environment of both mainstream and generic special schools too challenging.

- 2.18. High quality ASD specific provision would place the local authority in a strong position to reduce out-of-borough, independent and non-maintained special school (NMSS) placements and is likely to be attractive to parents. It could also attract external capital investment.
- 2.19. We expect the balance of parental preference for the additional ASD provision in the future to be fairly evenly divided in the primary age range but more weighted to specialist provision in the secondary sector. This option, together with existing provision, provides both ARP and Special School options in both the primary and secondary sectors.
- 2.20. The establishment of a separate and specialist ASD provision would provide a high quality local provision for parents who currently rely on out-of-borough or independent placements for their children. It would increase parental choice and promote a curriculum for young people with autism that took into account their special interests enabling them to engage in successful learning to promote the achievement of more positive learning and life outcomes.
- 2.21. It will be a challenge to secure the capital funding and find a suitable site, preferably in the west of the borough, in order to minimise journey times for students and transport costs.

Option B: a new Special School Sixth Form Centre and new Primary ARPs: General Considerations

- 2.22. There are currently 35 students in Oak Lodge in Years 12 to 14, and 22 in Mapledown. For many of these, and possibly some from ARPs, a purpose built Sixth Form Centre would offer appropriate provision prior to further education, training or employment. This would release most of the spaces needed for pupils in Year 7s to 11 in the existing (and expanded) Oak Lodge and Mapledown Special schools.
- 2.23. As noted earlier in this report, there is still some work to be done in clarifying the appropriate pathways for young people with SEN aged 16 to 25. It would be important to ensure that this provision catered mainly for those who currently require the type of curriculum offered by special schools and that this did not attract those students whose pathway currently takes them more appropriately into the F.E. sector. We have been working with Barnet and Southgate College over the past few years to develop this type of provision and if a Sixth Form Centre retained students who currently take this route, it will not free up the spaces we require to meet additional needs in the future.
- 2.24. This would leave a requirement for a minimum of 3 additional Primary class bases to be met by the creation of a minimum of one or two new ARPs. In total, therefore, one separate site for the sixth-form centre and one or two expansions on existing or new primary school site would be required.

- 2.25. With regard to the likely future balance of parental preference, this option does not offer any increase in primary Special School provision beyond the additional class at Northway and the increase in places at secondary level is entirely in the Special School sector. Mapledown School have also argued that their PMLD and some SLD students would find the transition disruptive and would require substantial duplication of specialist resources, for PMLD needs in particular.
- 2.26. The Council does not have a specific power to set up separate sixth form provision, and as such this would either have to be an expansion of an existing school or a new 16 to 19 academy. If the new Sixth Form Centre were created as a new free school Academy, it would attract additional capital funding from central government whereas expansions of existing schools are likely to be funded through existing council resources, comprising mainly of basic need grant and council borrowing.

Option C: new ARP Provisions to meet the whole of the additional need requirement: General Considerations

- 2.27. The third option would be to look for new ARPs to meet all the additional need. At primary level, this would require a minimum of either two new ARPs (one 8 place, one 16 place) or one 24 place ARP, which would have to be within a school with at least 3 forms of entry. For secondary schools, a minimum of two new ARPs, each with 32 places, would be required.
- 2.28. This option secures all the expansion of specialist places in the mainstream/ARP sector, which assists with the presumption that children and young people with SEND should be educated in mainstream schools. However, there will be situations when parents do not believe that their child's educational needs are best met in mainstream schooling and by not having additional places in a special school, this may increase the demand for placements in the independent and non-maintained special school sectors.

Option A: a new all-age ASD Special School: Placement and Curriculum Issues

- 2.29. Meeting the needs of children and young people with autism is typically the most challenging to resolve, because needs are wide ranging, often unique, and the environment is often the reason that leads to placement breakdown or the need to locate a tailor made or bespoke programme beyond local maintained schools or academies.
- 2.30. A new all-age ASD Special School would provide for pupils with significant autism, for whom the environment and provision available in other local special schools or mainstream schools is not considered suitable because they are not designed to reduce the sensory sensitivity of those with severe autism and are unable to be individualised to the extent necessary. It would address a common feature of these cases (at all ages) which is the level of anxiety / unregulated emotional arousal which becomes the single biggest barrier to their learning and consequently leads to a situation where learning or just being alongside other children is not possible. The school would need to cater for those whose

academic ability was in line with their mainstream peers as well as pupils with cognitive impairment.

- 2.31. The school would provide a number of staff in one place with expert knowledge and skills, and experience in autism education. This would provide on-site flexibility to respond to unusual and challenging needs.
- 2.32. An appropriately designed, staffed and led ASD specific special school would recognise the need to offer support to parents and could provide facilities for parent workshops and training sessions so that they better understand their child's autism and are supported to develop their approaches at home.
- 2.33. There could be strong links with the Local Authority's ASD advisory team that supports mainstream schools, including mainstream schools with specialist ASD resourced provisions, so that a coherence across Barnet develops in relation to provision and excellent and expert staff are encouraged to remain in Barnet because of the wider opportunities that present.
- 2.34. Importantly this solution would offer capacity to develop coherence, consistency and continuity into further education, including the provision at Barnet and Southgate College for students with learning difficulties and those with autism.

Option B: a new Special School Sixth Form Centre and new Primary ARPs: Placement and Curriculum Issues

- 2.35. Creating a new special school 6th form centre would release space in Oak Lodge and Mapledown special schools. This would release teaching spaces and this would create more flexibility to respond to the needs of those pupils with autism and learning difficulties.
- 2.36. A new special school 6th form would provide students with an experience of transition to another education setting, which is important and part of preparing for adulthood.
- 2.37. A number of pupils who have left Oak Lodge because of the significance of their ASD and learning difficulties have been placed in the independent sector. This option would not deal with this issue.
- 2.38. The special school 6th form centre may provide an opportunity to re-include students with Learning Disabilities who have attended special schools in the non-maintained independent sector, or in another local authority, back into Barnet provision, where this is what the parents prefer. Given the over-representation in SEN appeals, of children who attend schools in other areas or independent / non-maintained schools, to be able to return students to local provision will greatly assist local transition planning and links with local colleges, specialist training providers and supported living. Planning pathways to adulthood would be assisted by having more 6th form places for students with statements/EHCPs, thus enabling them in appropriate cases to continue to 25 years of age, or to move to a local college.

Option C: new ARP Provisions to meet the whole of the additional need requirement; Placement and Curriculum Issues

- 2.39. Most children who go to ARPs could have their needs met in a special school. Some children in ARPs use the on-site specialism to develop tolerances to be able to learn and benefit from a mainstream curriculum. These children do best in ARPs and tend to progress to a supported place in a secondary mainstream school (with an ARP or in some cases without one). On the other hand there are significant numbers of children and young people with Statements or EHCPs for whom ARP provision is not suitable or where the parents have a preference for their child to be in a special school. At present, the number of ARP places is broadly in line with the level of parental preferences for these supported mainstream places.
- 2.40. One potential disadvantage of this option is that the location of small units or provisions in the mainstream sector could lead to fragmentation of expertise, and isolation of specialist teachers from peer colleagues with whom they could discuss issues.

Comparative Statistics of Patterns of Provision

- 2.41. Barnet's pattern of provision, in comparison with national, London and statistical neighbours, is as follows:
- It has a relatively high proportion of students with statements/EHCPs in mainstream schools
 - It has a relatively low amount of specialist provision in both Special Schools and ARPs
 - It has a relatively high proportion of placements in the independent and Non-Maintained Special School sectors.
- 2.42. The effect of these proposals on this pattern of provision, assuming that the numbers of proposed new places in each type of provision are fully occupied, would be:

The number and percentage of pupils with statements/EHCPs in different types of provision

	ARPs & SEN Units in maintained mainstream schools		Maintained mainstream schools, foundation schools, academies & free schools		Maintained special schools, special foundation, academies & free schools		Non-maintained special schools, independent special schools and other independent schools	
	No.	%	No.	%	No.	%	No.	%
ENGLAND	13,420	5.7	110,450	47.3	89,975	38.5	13,950	6.0
LONDON	2,865	7.3	19,435	49.6	12,290	31.4	3,540	9.0
BARNET	70	4.1	1,030	60.2	413	24.2	168	9.8
BARNET- Option A	86	4.5	1,148	60.1	539	28.2	125	6.5
BARNET- Option B	102	5.3	1,148	59.6	523	27.1	125	6.5
BARNET- Option C	180	9.3	1,148	59.6	445	23.1	125	6.5

2.43. Option A would bring Barnet the closest to the national and London averages. Option C would leave Barnet furthest from national and London averages. Our experience at present suggests that it is the most specialist provision, i.e. in special schools, that are most in demand. These comparisons support that view.

Duty to consult

2.44. The council has a statutory duty to ensure sufficient school places for children and young people within its area, as well as a duty to keep its special educational provision under review. When reviewing and considering making changes to educational provision for children and young people with SEND, the Council must consult relevant persons. The recommendations in this report will enable the council to consult fully with that range of partners, parents and children and young people with SEND on its plans to fulfil this duty through to 2019/20.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

3.1. The Council has a statutory duty to provide a school place for all children, including those with special educational needs. Given the demographic pressures facing the council over this period, the alternative to expanding specialist provision would be to commission more places in the Non-Maintained and Independent Special School sectors, which would have a significant negative impact on the 'Schools Budget' (funded from the

Dedicated Schools Grant) and on the SEN Transport budget, which is funded from the council's general fund.

4. POST DECISION IMPLEMENTATION

- 4.1. The options for the provision of future specialist places will be the subject of wider consultation over the spring term 2016.

5. IMPLICATIONS OF DECISION

5.1. Corporate Priorities and Performance

5.1.1 The quality of the education offer is at the heart of Barnet's continuing success as a place where people want to live, work and study. It plays a crucial part in making Barnet a popular and desirable place with many families attracted to the area by the good reputation of Barnet's schools. Ensuring all children receive the best start in life and are well prepared for adulthood is a key part of Barnet's vision set out in the Council's Corporate Plan 2015-2020 t

5.1.2 The Children and Young People Plan 2013-16 further outlines the ways in which the Council will ensure that children and young people with SEN have access to suitable provision to enable them to be able to achieve their potential, from support in early years provision through to a positive transition into adulthood.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

Revenue Considerations

5.2.1 The additional number of specialist places is identical across all three options. The difference is between the number in ARPs and those in Special Schools. We can estimate the cost of each option by calculating the different number of places in these two sectors only and multiplying by the relevant unit costs:

Includes Place Funding and Top-Up	Average Unit Cost	Option A		Option B		Option C	
		No. of Places	Annual Cost - £s	No. of Places	Annual Cost - £s	No. of Places	Annual Cost - £s
ARPs	29,306	16	468,896	32	937,792	110	3,223,660
Special Schools	23,824	126	3,001,824	110	2,620,640	32	762,368
Total		142	3,470,720	142	3,558,432	142	3,986,028

Option A is, in revenue terms, the most cost effective. Option B is £88,000 more expensive. Option C is considerably more expensive - by an estimated £515,000 per annum. Option C would therefore have a significant impact on the 'Schools Budget' (funded from the Dedicated Schools Grant).

Site and Capital Considerations

5.2.2 Finding suitable sites for new education provision to meet the general growth in pupil numbers in Barnet is already a significant challenge. The additional requirements identified here add to that. Given the distribution of children and young people with SEN across the Borough, it would be preferable if suitable sites could be identified in the west of the borough to minimise journey times for students and transport costs.

The identification of sites will not be progressed, of course, until the preferred option is selected. Capital costs will depend on the nature of the site, its ownership and numerous other factors. At this stage therefore, the figures included here are very broad estimates based on recent similar examples across London. These figures must therefore be treated with caution, but are used to indicate a broad pattern.

The figures used are:

- 1 class ARP and supporting spaces: £2.5m
- 2 class ARP and supporting spaces: £2.5m
- 3 class ARP and supporting spaces: £5m
- 50 place Sixth Form Centre and supporting spaces: £15m
- 96 place Special School: £25m

	Number of Sites to Find	Indicative Building Cost	Possibility of additional external capital funding
Option A	1	£25 million	Through Free School application
Option B	2/3	£21m	Part- if Sixth Form Centre is established as Free School
Option C	3/4	£16m	No additional capital funding likely, over and above annual capital grant for new basic need places

The capital requirements were reported to the Children's, Education, Libraries and Safeguarding Committee on 15th September 2014 as a total capital requirement of approximately £12 million, to provide an additional 38 Primary places and an additional 71 secondary places. All three options proposed in this report will require a greater commitment of capital. If the new provision is met through the creation of a Free School, capital funding may be available from the Education Funding Agency.

5.3 Legal and Constitutional References

5.3.1 Constitution, Responsibility for Functions, Annex A, sets out the terms of reference of the Children, Education, Libraries and Safeguarding Committee including:

- planning the adequate provision of school places in the Borough
- investment in educational infrastructure to meet the needs of the Borough's learners

- to be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools).

5.3.2 The Council has a statutory duty under the Education Act 1996 to ensure the provision of sufficient schools for primary and secondary education in their area. Under s.14 of the Education Act 1996, a local authority shall secure that sufficient schools for providing primary and secondary education are available in their area. Sufficient means sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. In meeting this duty, a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.

5.3.3 In this context, Section 27 of the Children and Families Act requires local authorities to keep under review its special educational provision and social care provision, consulting a range of partners including:

- Children and young people with SEN, and the parents of children with SEN, in its area;
- The governing bodies of maintained schools and maintained nursery schools in its area;
- The proprietors of academies (including free schools) in its area;
- The governing bodies, proprietors or principals of post-16 institutions in its area;
- The governing bodies of non-maintained special schools in its area;
- The advisory boards of children's centres in its area;
- The providers of relevant early years education in its area;
- The governing bodies, proprietors or principals of other schools and post-16 institutions in England and Wales that the authority thinks are or are likely to be attended by children or young people for whom it is responsible;
- Any youth offending team that the authority thinks has functions in relation to children or young people for whom it is responsible;
- Such other persons as the authority think appropriate (e.g. adult social care, voluntary organisations, CAMHS services, local therapists, Jobcentre Plus and their employment support advisors, training/ apprenticeship providers, housing associations, careers advisers, leisure and play services).

5.3.4 Regulations on school organisation require local authorities to follow a prescribed process when making changes to maintained schools. Adding, removing or altering SEN provision at a mainstream school would require the statutory process to be followed. Whilst there is not a statutory duty to consult prior to publication of proposals, the statutory guidance recommends that local authorities consult interested parties in formulating proposals.

5.3.5 The statutory guidance also recommends that local authorities aim for a flexible range of provision and support that can respond to individual pupil needs and parental preference.

5.4 Risk Management

5.4.1 All pupil place planning is based on pupil projections and there is a risk that the projections are inaccurate. There is a risk that the needs of groups of children change over time. The development of the strategy for future provision will be developed to promote flexibility.

5.4.2 The options set out for an additional 3 primary and 8 secondary classes depend on the plans for expansion at Cromer Road (an additional 2 classes) and Kisharon (an additional one class) coming to fruition. Should these fail to materialise, the requirement for the options to fulfil would need to be adjusted accordingly.

5.5 Equalities and Diversity

5.5.1 Equality and diversity issues are a mandatory consideration in the decision making of the council. This requires elected Members to satisfy themselves that equality considerations are integrated into day to day business and that proposals have properly taken into consideration what impact, if any, there is on any protected group and what mitigating factors can be put in train.

5.5.2 Ensuring a high quality education offer supports the progress of all children and young people including those with additional needs or at risk of underachievement, for example, children with additional learning needs or young people with behavioural emotional and social difficulties. By reshaping and investing in new provision for children with special educational needs and aiming to retain Barnet’s diverse educational offer, the council is investing to ensure that Barnet remains a popular place for families to live and study.

5.5.3 An Equalities Impact Assessment will be carried out at the next stage of this planning process, when the results of the consultation and a recommended approach are reported to this Committee.

5.6 Consultation and Engagement

The proposed list of consultees, and methods of engagement, are as follows:

Group to be Consulted	Method
Parents and Children with SEN	Meeting with Barnet Parent & Carer Forum. Public meeting hosted by Barnet Parent & Carer Forum. Consultation document to be sent to all parents of children with statements/EHCPs.
Young People	We will consult with children and young people through existing mechanisms such as: <ul style="list-style-type: none"> • the Barnet Youth Board, Role Model Army, Barnet Members of Youth Parliament and Youth Shield • the school councils of special schools, nominees from ARPs,

	<ul style="list-style-type: none"> the Voice of the Child Strategy Board.
Governing Bodies/Academy Trusts	<p>Consultation document to be sent to all Chairs of Governing Bodies for maintained schools and Academy Trusts.</p> <p>Discussion at Director's Meeting with Chairs</p>
Headteachers of Barnet Schools/Academies	<p>Consultation document to be sent to all Headteachers.</p> <p>Discussion at Director's Meeting with Headteachers.</p> <p>Meetings with Headteachers of Special Schools/schools with ARPs</p>
Post 16 Institutions	<p>Consultation document to be sent to all Principals of Colleges and ISPs attended by current Barnet SEN students and those likely to be a provider in the future</p>
Youth Offending Teams in Barnet, Brent, Enfield, Haringey and Hertfordshire	<p>Consultation document to be sent to all YOT Team managers in these areas</p>
Children's Centres	<p>Consultation document to be sent to all Heads and Chairs of Advisory Boards</p>
Private, Voluntary and Independent (PVI) Early Years settings	<p>Consultation document to be sent to all PVI proprietors in Barnet</p>
Governing bodies, proprietors or principals of other schools and post-16 institutions in England and Wales likely to be attended by children or young people from Barnet	<p>Consultation document to be sent to all Principals of schools/colleges attended by or will possibly be attended by Barnet students with statements / EHCPs</p>
Non-Maintained and Independent Special Schools	<p>Consultation document to be sent to all Heads of all NM and Independent Special Schools in Barnet and those currently attended by Barnet pupils</p>
Adult Social Care	<p>Consultation document to be sent to Head of Adult Social Care and 0-25 Service</p>
Children's Social Care	<p>Consultation document to be sent to Head of Children's Social Care and Children's Intervention team</p>
Barnet Clinical Commissioning Group (CCG)	<p>Consultation document to be sent and meeting to be arranged</p>
CAMHS	<p>Consultation document to be sent to Barnet, Enfield and Haringey NH Trust</p>
Hospital Services	<p>Consultation document to be sent to Royal Free London NHS Foundation Trust</p>

Responses will primarily be drawn from a simple questionnaire on the Council's web-site which will ask respondents to:

- Indicate their preference from the three options; and
- Identify the main factors for this.

Space will also be provided for more detailed responses should respondents so wish.

6 BACKGROUND PAPERS

- 6.1 Item 10, Planning for New School Places 2015-16 to 2019-20: Children, Education, Libraries and Safeguarding Committee, 15th September 2014.
- 6.2 Item 10, Preparing to Meet Future Need for Children with Special Educational Needs: Children, Education, Libraries and Safeguarding Committee, 9th March 2015.
- 6.3 Item 8, Future Provision of Specialist Places for Children and Young People with Special Educational Needs and Disabilities: Children, Education, Libraries and Safeguarding Committee, 16th July 2015.

Annex A: SEN Improvement Test Summary

Criteria	Option A: new all-age ASD Special School	Option B: a new Special School Sixth Form Centre and new Primary ARPs	Option C: new ARP Provisions to meet the whole of the additional need
Improved access to education and associated services	Will promote a curriculum for young people with autism that takes into account their special interests, enabling them to engage in successful learning.	May provide an opportunity to re-include students with Learning Disabilities who have attended NMSS/Ind special schools as part of post 16 transition. Planning pathways to adulthood would be assisted.	Greater geographic spread of provision. Curriculum offer can be differentiated but will in part be determined by mainstream offer.
Improved access to specialist staff	Provides staff in one place with expert knowledge and skills, and experience in autism education and associated therapies.	Will assist local transition planning and links with local colleges, specialist training providers and supported living.	Dispersal of expertise will require co-ordinated effort to develop coherent approach.
Improved access to suitable accommodation	New build specific for ASD needs for all age ranges.	New build can provide some accommodation designed for ASD for primary and 16-19.	New build can provide some class bases better designed for ASD needs for all age ranges.
Improved supply of suitable places	Will provide for pupils with significant autism, for whom the environment and provision available in other local special schools or mainstream schools are unsuitable because they are not designed to address sensory sensitivity. Increase entirely within Special School sector.	No increase in primary special school provision. PMLD and some SLD students may find transition disruptive. Would require substantial duplication of specialist resources.	Significant numbers with Statements/ EHCPs for whom ARP provision is not suitable. Number of present ARP places is in line with the level of parental preferences. Increase entirely within mainstream sector.



Children, Education, Libraries and Safeguarding Committee

6 January 2016

Title	Proposed change to the Barnet School Funding Formula for 2016-17
Report of	Commissioning Director, Children and Young People and Director of Children’s Services
Wards	All
Status	Public
Urgent	No
Key	No
Enclosures	Appendix A: Proposed change to the Barnet School Funding Formula for 2016-17
Officer Contact Details	<p>Chris Munday Commissioning Director Children and Young People and Director of Children’s Services chris.munday@barnet.gov.uk 0208 359 7099</p> <p>Ian Harrison Education and Skills Director ian.j.harrison@barnet.gov.uk 0208 359 7943</p>

Summary

At its meeting on the 16th July 2015, the Children, Education, Libraries and Safeguarding Committee agreed to consult schools on a number of options for amending the schools funding formula. The Committee also agreed to delegate to the Commissioning Director, Children and Young People (Director of Children’s Services) authority to make any necessary amendments to the Schools Funding Formula to enable the changes to be included in the *provisional* submission of the proposed formula to the Department for Education on 31 October, as required.

This report seeks formal approval for the change to the school funding formula as set out in Appendix A to enable the *final* submission of the schools funding formula to the Department for Education in January 2016.

Recommendations

- 1. That the Committee approves the change to the school funding formula as set out in Appendix A.**

1. WHY THIS REPORT IS NEEDED

- 1.1 This report asks the committee to agree the proposal to amend the school funding formula to be submitted to the Department for Education for 2016/17. The submission is made through the Authority Proforma Tool (APT) which describes and calculates the council's funding formula for mainstream schools for the financial year. The council is required to submit a provisional school funding formula (APT) to the Department for Education in October and a final version in January each year.
- 1.2 The APT lists each school, including academies, and their proposed budget share for pupils in Reception to Year 11. Pupil numbers are estimated, as the data from the October census were not yet available. Following consultation with all schools and the Schools Forum, the provisional submission of the APT submitted in October was based on the amended funding formula agreed by the Commissioning Director.
- 1.3 A full explanation of the proposed change to the formula and its implications for schools are set out in the attached appendix. In essence, the proposed change involves changing the capping mechanism for schools so that gains are scaled at 15% (schools subject to the cap are given 15% of their potential gain) and adding £10 to the Age Weighted Pupil Unit. The effect of this change is that 77% of schools either gain or are unaffected. Gains are mostly under £8,000 but there are more significant increases for the five most heavily capped schools. The remaining 23% of schools will be worse but most would lose less than £7000.
- 1.4 The final allocations to schools will be determined by the outcome of the annual pupil census. Final data from the census will be released by the DfE in December and will inform the final APT submission, recalculated using the amended formula used in the provisional submission and set out in this report.
- 1.5 As well as the pupil census count, there is a further aspect that may yet impact on the final formula and allocation to schools. The Education and Skills service recently began to offer schools a new traded service, which involves matching schools' records against Revenues and Benefits data in order to identify families that are eligible for free schools meals but have not claimed their entitlement. The result will be a significant increase in the amount of Pupil Premium funding available to schools in 2016/17. This may, however, have a knock-on effect to the Schools Funding Formula. If the new Free School Meals checking service results in a substantial increase in the number of pupils eligible for free school meals any time in the last 6 years, and the increase in funding is not dampened by the effect of the Minimum Funding

Guarantee and cap system (see appendix for explanations of these), it may be necessary to decrease the funding rate in the formula to maintain affordability. It should be noted, however, that the overall effect (of the FSM checking and subsequent increase in pupil premium), will still have been an overall increase in funding levels.

2. REASONS FOR RECOMMENDATIONS

- 2.1 The Children's Education, Libraries and Safeguarding committee delegated the decision to agree the provisional funding formula and submit the provisional APT to the Commissioning Director for Children and Young People in order to meet the deadline for submission in October 2015. This report seeks agreement to the funding formula for the final submission of the APT.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 The alternative option would be not to endorse the change to the funding formula. The consultation with schools and the Schools Forum outlined different options, including the status quo, and the option put forward was the most preferred by schools and recommended by the Schools Forum. This was subsequently agreed by the Commissioning Director for Children and Young People for the purposes of the provisional submission of the APT.

4. POST DECISION IMPLEMENTATION

- 4.1 Final data from the schools' pupil census will be released by the DfE in December and the APT will be recalculated and resubmitted in January 2016 using the same formula as the provisional submission. As set out above, if the new Free School Meals checking service results in a substantial increase in the number of pupils eligible for free school meals any time in the last 6 years, and the increase in funding is not dampened by the effect of the Minimum Funding Guarantee/cap system, it may be necessary to decrease the funding rate in the formula to maintain affordability.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

The report supports the delivery of the council's Corporate Plan by ensuring that resources available to schools are appropriately allocated to ensure that 'Barnet's children and young people will receive a great start in life' and that 'Barnet schools will be amongst the best in the country, with enough places for all and with all children achieving the best that they can'.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

Any increase in funding will be contained within the overall Schools Budget (with funding from the Dedicated Schools Grant). The overall increase is currently estimated to be £138,490. The total DSG budget for 2016/17 is expected to be about £304 million. Five schools (see appendix) are expected

to have increased funding while about 25 will see a small decrease. There should be no change for schools currently protected by the minimum funding guarantee (MFG) which protects a school's funding per pupil from falling more than 1.5% year on year.

5.3 **Legal and Constitutional References**

The Council's Constitution, Responsibility for Functions, Annex A, sets out the terms of reference of the Children, Education, Libraries and Safeguarding Committee including:

- To be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools)
- To be responsible for investment in educational infrastructure to meet the needs of the borough's learners

The composition, constitution and procedures of Schools Forums are set out in the Schools Forums (England) Regulations 2012. These set out the respective roles and responsibilities of the local authority and the Forum and require the local authority to consult on prescribed matters and other matters concerning the funding of schools as it sees fit

The School and Early Years Finance (England) Regulations 2014 relate to the financial year commencing on 1 April 2015. Regulations are made on an annual basis setting out the requirements for local authorities in determining the schools budget. It is assumed that future regulations governing future financial years will place the same requirements on local authorities. The 2014 Regulations require that a local authority consult its Schools Forum and maintained schools about any proposed changes to its formula to determine the budget shares for maintained schools.

The Government's operational guidance on school revenue funding for 2015-2016 confirms that the purpose of submission of the provisional APT is to allow the Education Funding Agency to confirm that the formula is compliant with regulations. For this reason, the only changes between submission of the provisional and final APT should relate to updated pupil numbers, as opposed to changes to the formula factors.

5.4 **Risk Management**

The annual submission of school funding information to the Department for Education is governed by a strict timetable to ensure that schools are allocated budgets in good time for each new financial year. The deadlines required by the Department can vary. There is a risk that, if the council does not decide on the school funding formula at this meeting, the council will be late in submitting its proposed formula and this could result in a delay in finalising school budgets for 2016/17.

5.5 **Equalities and Diversity**

The Council has a duty contained in section 149 of the Equality Act to have due regard to the need to:

- (a) eliminate discrimination, harassment, victimisation and any other

conduct that is prohibited by or under this Act;

(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

None of these are affected by the proposals in this report.

5.6 **Consultation and Engagement**

All mainstream schools and academies were consulted during September 2015 on three options for change, one of which was no change. These options were set out to the Children, Education, Libraries and Safeguarding Committee on the 10th June, *Annual Report on school and early years budget issues*. The preference of responding schools was for Option 3 as set out in Appendix A for an increase in pupil funding of £10 with gains capped at 15% per pupil. These results were considered by the Schools Forum on October 15th 2015 which recommended adoption of this option.

6. **BACKGROUND PAPERS**

- 6.1 Children, Education, Libraries and Safeguarding Committee, *The structure of the Schools Forum and its decision-making and advisory powers* 9th March 2015: <http://barnet.moderngov.co.uk/ieListDocuments.aspx?CId=697&MId=7927&Ver=4>
- 6.2 Children, Education, Libraries and Safeguarding Committee, *Annual Report on school funding arrangements*, 16th July 2015

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Appendix A

Proposed change to the Barnet School Funding Formula for 2016-17

Local authorities are required to review the main funding formula for schools and consult with the Schools Forum each year, whether schools have asked for a change or not.

Following the simplification of the pre 2013/14 Barnet formula to meet government regulations, a significant proportion of schools are now dependent on the minimum funding guarantee (MFG) to ensure they do not lose more than 1.5% year on year in their budget share per pupil. The total cost of the MFG, over and above the formula, currently stands at £3.2m. For this to be affordable there is a cap on schools gaining year on year. This has been set at +0.5%, so schools lose everything above that threshold. Some schools, although still gaining on previous years, see a very large cap on their formula funding.

In our annual review of the formula we modelled different scenarios to see if this group of schools could be helped within the following parameters:

- The Individual Schools Budget (ISB) for all schools should not increase
- Other schools should not lose significantly.

By using a different kind of capping system, allowed within the Authority Proforma Tool (APT), for calculating budget shares, gains can be scaled rather than cut off completely at the threshold. By setting the threshold at 0% rather than +0.5% and scaling at about 15%, schools gaining between 0 and 0.5% lose a little, but those gaining more keep an amount which could make a real difference. This also creates a little headroom to add £10 to the Age Weighted Pupil Unit (AWPU).

All schools were consulted on 3 options:

Option 1: No change

Option 2: Gains scaled at 20%

Option 3: Gains scaled at 15% plus £10 added to the AWPU

The consultation response rate was around 30% of mainstream schools and academies, and a majority (55% of these) preferred Option 3. The next most popular was no change (32%). When discussed with the Schools Forum on 15th October, the meeting recommended that the local authority should change to Option 3.

Barnet was required to submit a provisional APT to the DfE by 30th October and therefore the Commissioning Director was asked to approve the submission based on the recommended new formula, rather than that used for 2015/16.

Overleaf is a comparison for all schools showing the estimated difference between what they would receive under the 2015/16 formula and the proposed amended version. The data used is provisional. Where we have actual pupil numbers from the October 2015 census (most maintained schools) we have used them, but for academies we have had to use estimates. Other data (FSM6, IDAC1, EAL, mobility) is from the October 2014 census, as we do not receive this information until December.

In summary, 77% of schools gain, or are unaffected by the change to Option 3. Gains are mostly under £8,000. Those gaining more than that in 2016/17 are:

School Name	Increase	%
The Orion Primary School	47,463	1.27%
St. James' Catholic High School	38,016	0.79%
Blessed Dominic School	18,111	1.13%
Mill Hill County High School	12,150	0.19%
East Barnet School	10,520	0.19%

Of the 26 schools which would be worse off under the change, most would lose less than £7000, but four would lose more as follows:

3025400	Hendon School	-	10,961	-0.19%
3025401	Queen Elizabeth's School	-	11,403	-0.25%
3025405	Finchley Catholic High School	-	17,173	-0.38%
3024215	The Compton School	-	20,813	-0.36%

As shown in the table below, the cost of the MFG would drop slightly but the amount we would be reclaiming via the cap would rise. Even so, the net cost of the MFG is £841,000. We are not allowed to take more back via the cap than we pay in MFG top-ups but in the event of being unable to balance the budget in any other way we could increase the total cap so that the net cost of the MFG reduced.

It is important to bear in mind that the funding a school receives one year sets a baseline for future years. For schools on the MFG their baseline will drop by 1.5% per annum until it reaches the level of the funding formula, but allowing schools to gain on previous years sets the baseline higher for future years, thus 'locking in' the cost forever. The relatively small change proposed would have a minimal effect in this respect.

	1. Current		2. Option 3	
	Current rate	Total spend	Current rate	Total spend
	£		£	
Primary AWPU	£ 3,316	£ 187,225,959	£ 3,326	£ 187,707,907
Secondary AWPU	£ 4,763		£ 4,773	
Deprivation		£ 26,999,564		£ 26,999,564
EAL		£ 4,460,024		£ 4,460,024
Mobility				
Lump sum		£ 14,030,000		£ 14,030,000
Split sites		£ 285,580		£ 285,580
Rates		£ 1,348,733		£ 1,348,733
Pre-MFG spend		£ 234,349,860		£ 234,831,808
MFG top up		£ 3,184,438		£ 3,074,601
MFG MFG cap		-£ 1,999,591		-£ 2,233,212
Net cost of MFG		£ 1,184,847		£ 841,389
Total Schools block spend		£ 235,534,707		£ 235,673,197
Change in total from current				£ 138,490


LAEST	School Name	Increase	%
3022077	The Orion Primary School	47,463	1.27%
3025407	St. James' Catholic High School	38,016	0.79%
3023511	Blessed Dominic School	18,111	1.13%
3025402	Mill Hill County High School	12,150	0.19%
3024212	East Barnet School	10,520	0.19%
3024003	Friern Barnet School	7,940	0.17%
3022014	Colindale School	6,550	0.24%
3023304	Holy Trinity School	6,156	0.61%
3023519	Broadfields Primary School	6,040	0.22%
3023502	St Agnes RC Primary School	5,800	0.43%
3024001	The Archer Academy	5,385	0.18%
3023523	Martin Primary School	5,205	0.21%
3022002	Barnfield School	4,810	0.21%
3022032	Holly Park School	4,720	0.24%
3022079	Beis Yaakov	4,540	0.27%
3022052	Summerside Primary School	4,490	0.22%
3022076	Wessex Gardens Primary School	4,380	0.21%
3024211	Christ's College Finchley	4,223	0.11%
3022047	The Hyde School	4,140	0.22%
3022043	Moss Hall Junior School	4,120	0.25%
3022017	Cromer Road Primary School	4,060	0.24%
3022003	Bell Lane Primary School	3,980	0.22%
3022007	Brookland Junior School	3,580	0.25%
3022027	Garden Suburb Junior	3,550	0.24%
3023509	St Joseph's Catholic Primary School	3,465	0.19%
3022072	Queenswell Junior School	3,360	0.22%
3024000	St Andrew the Apostle Greek Orthodox School	3,263	0.17%
3022042	Monkfrith School	3,020	0.25%
3023501	Our Lady of Lourdes School	2,697	0.29%
3022078	Pardes House School	2,638	0.25%
3022054	Woodridge Primary School	2,390	0.24%
3022070	Sunnyfields Primary School	2,060	0.20%
3026080	Menorah Girls Grammar	2,000	0.18%
3025409	Hasmonean High School	1,959	0.04%
3025406	Ashmole Academy	1,713	0.03%
3023514	Annunciation Junior School	1,654	0.17%
3022001	Etz Chaim Jewish Primary School	1,563	0.24%
3022048	Millbrook Park CE School	1,510	0.23%
3022004	Rimon Jewish Primary School	1,192	0.22%
3022020	Alma Primary	1,075	0.22%
3029996	Watling Park Free School	950	0.17%
3026089	Menorah Boys Grammar	875	0.17%
3024752	The Henrietta Barnett School	728	0.03%
3025404	St Michaels Catholic Grammar School	717	0.03%
3023520	Akiva School	631	0.04%
3023311	St Mary's C E Primary School N3 1BT	629	0.04%
3023510	Sacred Heart School	628	0.04%
3023512	Rosh Pinah	591	0.04%
3023513	Menorah Primary School	585	0.04%
3023500	The Annunciation Catholic Infant School	503	0.07%
3023521	St Mary's & St John's	502	0.01%
3024208	Queen Elizabeth's Girls' School	386	0.01%
3023507	ST. THERESA'S R.C. PRIMARY SCHOOL	362	0.04%
3022011	Church Hill Primary School	355	0.04%
3025403	St Mary's CE High School	325	0.13%
3023312	St Mary's School EN4	324	0.04%
3023307	St John's CE School N11	315	0.04%
3023316	Trent C of E Primary School	314	0.04%
3023314	St Pauls CE Primary School	312	0.04%
3023516	Hasmonean Primary School	311	0.04%
3023309	St Johns N20	306	0.04%
3023302	Christ Church CE Primary School	302	0.04%
3025948	Mathilda Marks-Kennedy School	300	0.04%

Modelling to illustrate schools that may gain under the revised formula

LAESTA	School Name	Decrease	%
3022009	Brunswick Park Primary & Nursery School	-	0.00%
3022010	Child Hill School	-	0.00%
3022015	Coppetts Wood	-	0.00%
3022016	Courtland School	-	0.00%
3022019	Deansbrook Infant School	-	0.00%
3022023	Edgware Primary School	-	0.00%
3022025	Foulds	-	0.00%
3022031	Hollickwood JMI School	-	0.00%
3022036	Livingstone School	-	0.00%
3022037	Manorside Primary School	-	0.00%
3022041	Sacks Morasha Jewish Primary School	-	0.00%
3022045	Northside School	-	0.00%
3022055	Tudor School	-	0.00%
3022057	Underhill School	-	0.00%
3022060	WHITINGS HILL PRIMARY SCHOOL	-	0.00%
3022071	Queenswell Infant & Nursery School	-	0.00%
3023522	Claremont Primary School	-	0.00%
3023524	Beit Shvidler Primary School	-	0.00%
3025408	Bishop Douglass School	-	0.00%
3025427	Jewish Community Secondary School	-	0.00%
3022024	Fairway Primary School	-	0.00%
3022030	Grasvenor Avenue Infants	-	0.00%
3022038	Parkfield Primary School	-	0.00%
3024009	The Totteridge Academy	-	0.00%
3024012	Whitefield School	-	0.00%
3026905	London Academy	-	0.00%
3026906	Wren Academy	-	0.00%
3023315	St Andrew's C E	- 131	-0.02%
3022008	Brookland Infant & Nursery School	- 168	-0.01%
3023305	Monken Hadley C E Primary School	- 282	-0.04%
3022028	Garden Suburb Infant School	- 1,281	-0.11%
3022029	Goldbeaters Primary School	- 1,361	-0.06%
3023300	All Saints Primary School	- 1,624	-0.16%
3023317	All Saints' CE Primary School N20 9EZ	- 1,844	-0.18%
3023515	Independent Jewish Day School	- 2,147	-0.27%
3024210	COPTHALL SCHOOL	- 2,239	-0.04%
3022021	Dollis Infant School	- 2,304	-0.18%
3023313	St Paul's School N11	- 2,554	-0.27%
3025200	Dollis Junior School	- 2,955	-0.18%
3025201	Osidge Primary School	- 3,209	-0.19%
3023506	St Vincent's Catholic Primary School	- 3,599	-0.27%
3025949	Menorah Foundation School	- 3,870	-0.34%
3022067	Chalgrove Primary School	- 3,910	-0.33%
3022044	Moss Hall Infant School	- 5,000	-0.32%
3022026	Frith Manor School	- 5,288	-0.21%
3023518	Woodcroft Primary School	- 5,374	-0.24%
3023504	St Catherines RC Primary School	- 5,723	-0.33%
3022073	Danegrove JMI School	- 6,501	-0.24%
3022018	Deansbrook Junior School	- 6,530	-0.34%
3025400	Hendon School	- 10,961	-0.19%
3025401	Queen Elizabeth's School	- 11,403	-0.25%
3025405	Finchley Catholic High School	- 17,173	-0.38%
3024215	The Compton School	- 20,813	-0.36%
	TOTALS	138,490	

Modelling to illustrate schools that may be unaffected or lose under the revised formula

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	<p align="center">Children, Education, Libraries and Safeguarding Committee</p> <p align="center">6 January 2016</p>
<p align="center">Title</p>	<p align="center">Council Response to Barnet Safeguarding Children’s Board Annual Report</p>
<p align="center">Report of</p>	<p>Family Services Director Commissioning Director, Children and Young People</p>
<p align="center">Wards</p>	<p>All</p>
<p align="center">Status</p>	<p>Public</p>
<p align="center">Urgent</p>	<p>No</p>
<p align="center">Key</p>	<p>No</p>
<p align="center">Enclosures</p>	<p>Appendix 1: Council Response</p>
<p align="center">Officer Contact Details</p>	<p>Elaine Atkinson, Head of Safeguarding Elaine.atkinson@barnet.gov.uk</p>

<h3>Summary</h3>
<p>This paper is the Council response to the published 2014/15 Barnet Safeguarding Children Board (BSCB) Annual Report. It provides comment on the report and summarises key developments for BSCB areas of priority.</p>

<h3>Recommendations</h3>
<p>1. That the Committee approve the Council response to the BSCB Annual Report 2014/15 and agree for its submission to the BSCB</p>

1. WHY THIS REPORT IS NEEDED

- 1.1. Members considered and noted the Annual Barnet Safeguarding Children Board (BSCB) paper at its meeting on the 21st of September 2015. It was requested that a Council response to the report would be appropriate which demonstrates the shared vision, partnership-working and areas of progress between the Council and Barnet Safeguarding Children Board (BSCB). This paper seeks to set out for Members the Council's response and elaborates on areas of priority for the BSCB that are being advanced by the Council.

2. REASONS FOR RECOMMENDATIONS

- 2.1 The recommendation made asks Members to note the Council response to the annual BSCB report and summarises key developments for BSCB areas of priority.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 None

4. POST DECISION IMPLEMENTATION

- 4.1 Following decision, work on key areas will be progressed as outlined in the appendix of this report.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 The Council's Corporate Plan 2015-20 states that the council, working with local, regional and national partners, will strive to ensure that Barnet is a place:

- of opportunity, where people can further their quality of life
- where people are helped to help themselves, recognising that prevention is better than cure
- where responsibility is shared, fairly
- where services are delivered efficiently to get value for money for the taxpayer

- 5.1.2 The work of the Council and BSCB supports the implementation of Corporate Priorities, in particular, 'To create better life chances for children and young people across the borough'.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 The Council funds BSCB both directly and in terms of infrastructure support. The current annual budget of the BSCB is £163,100, which includes the contributions made by partner agencies, of which Barnet's contribution is £98,000. Most of the budget covers staffing requirements including the

Independent Chair of BSCB. One of the recommendations of the BSCB annual report is to ensure that in future, the resourcing of the Board does not fall disproportionately on the Council.

5.3 **Social Value**

5.3.1 There are no Social Value considerations directly relevant to the recommendation.

5.4 **Legal and Constitutional References**

5.4.1 The Council is a partner of the statutory BSCB. The BSCB has an obligation to publish an annual report setting out its priorities and progress over the previous 12 months. The BSCB priorities should be taken into account when the Council makes policy decisions in relation to safeguarding children.

5.4.2 Constitution, Responsibility for Functions, Annex A, sets out the terms of reference of the Children, Education, Libraries and Safeguarding Committee including:

- To be responsible for those powers, duties and functions of the Council in relation to Children's Services (including schools)
- To ensure that the Council's safeguarding responsibilities are taken into account

5.5 **Risk Management**

5.5.1 There are no specific risks attached to this recommendation. There is a risk management system in operation across the Council to ensure that risks relating to Safeguarding are managed effectively.

5.6 **Equalities and Diversity**

5.6.1 Equalities and Diversity considerations are a key element of the Council's approach to safeguarding. Analysis of local needs and key issues drive the work of BSCB and has shaped BSCB priorities.

5.7 **Consultation and Engagement**

5.7.1 Consultation and Engagement is not required as part of this report. There is ongoing consultation and engagement activity across the Council, which includes a focus on engaging with children and young people to include their views in service design and delivery.

5.8 **Insight**

5.8.1 Qualitative and quantitative insight data from across the service is used to inform safeguarding activity.

6. BACKGROUND PAPERS

- 6.1 Barnet Safeguarding Children Board Annual Report 2014-15, which was noted at the Children, Education, Libraries and Safeguarding Committee on Monday 21 September, 2015.
<http://barnet.moderngov.co.uk/documents/s25894/Appendix%20A%20-%20Safeguarding%20Children%20and%20Young%20People%20in%20Barnet.pdf>

Appendix 1

This paper sets out the Council's response to the published 2014/15 Barnet Safeguarding Children Board (BSCB) Annual Report. It provides comment on the report and summarises key developments for BSCB areas of priority.

1. Early Help

The Council shares the Board's ambition to continue growing the use of CAF across the partnership in Barnet and acknowledges the role that the e-CAF will play in supporting this. A greater number of contacts from Children's Centres, midwives and health visitors will help to achieve this.

As the Annual Report notes, the Early Intervention and Prevention (EIP) Strategic Board oversees the development of a multi-agency 5-year Early Intervention Strategy. In order to support embedding the EIP strategy into practice a number of areas of work are being developed:

A half day workshop with key partners has taken place to enable those responsible for children and young people and family services across Barnet to have professional conversations around EIP and integrated partnership working. The group undertook a review of current delivery against the EIF Early Intervention Matrix and agreed key actions to further develop partnership working in this area

The EIP Partnership Board has agreed the broad framework for EIP, which spans universal, universal plus, targeted and specialist services and interventions across three age groups. They have identified areas of work for a number of work streams that will further develop an integrated approach to EIP. The first work streams that commence in December focus on:

- A refresh of data and analysis to support targeted interventions in areas of need
- Pathways and a menu of interventions so that children and young people and families receive the right services when they are needed
- Developing an Early Help assessment and increasing the numbers of CAF's undertaken

These work streams have key deliverables and outcomes within three months and support the development of a locality model for an Early Help hub.

A more integrated approach is being taken within the MASH so that early help is an integral part of the MASH process and in addition clear step up and step down processes have been implemented.

2. Audit and Performance

As set out in the Annual Report, the Performance and Quality Assurance (PQA) sub-group of the BSCB oversees audits, and reviews and scrutinises single-agency audits and data to ensure the BSCB is sighted on, and can take proactive steps to respond to emerging issues by shaping the planning, commissioning and delivery of services.

Audit activity this year has included an audit of CSE cases. The learning from these was used to inform the action plan and the work of the Co-ordinator. Within the Council, quality assurance activity is linked to a wider programme of improvement work to support social work practice standards and ensure high quality. This is delivered by the Practice Standards Manager who is also Barnet's Principal Social Worker. Social work practice standards have been developed and a staff booklet is due to be launched soon. The Practice Standards Manager recently co-ordinated a multi-agency audit exercise on behalf of BSCB and arranged an audit of 6 child protection and child in need cases by multi-agency partners. The PQA will continue to scrutinise an audit each quarter, with a focus on the BSCB's priority areas as well as the Section 11 audit.

The PQA will continue to monitor the new multi-agency dashboard which contains indicators on safeguarding with a specific focus on the four priorities of the Board (CSE, neglect, domestic violence and e-safety). At quarterly meetings each agency, including the Council, will provide the narrative behind the indicators to help draw out key trends across the partnership and identify areas for challenge and collaborative action.

Going forward there will be a focus on strengthening links between the PQA sub-group and the other sub-groups and task and finish groups.

3. Challenge from the Board

The Council welcomes and responds to challenge from the BSCB and works in partnership with the other agencies. The Chairman of the Board meets with both the Commissioning Director for Children and Young People (DCS) and the Family Services Director regularly to discuss progress on key issues and to escalate any concerns about progress within the partnership. The BSCB responds well to emerging issues which are a challenge for the Council, and where the Board's input is required.

4. Voice of the Child

The BSCB report outlined the vision that in Barnet all children and young people will have the opportunity to participate in decisions which affect their lives. Since the publication of the BSCB Annual Report, work to embed the voice of the child has continued.

Barnet Youth Board (BYB) has expanded upon and continued its important role in developing safeguarding strategies as outlined within the BSCB Annual Report. Following the successful delivery of this year's Takeover Challenge and Barnet's Youth Convention this year at the RAF Museum, Barnet has recently been awarded a Gold commendation by the Children's Commissioner for on-going commitment to engaging children and young people in our work and hearing their voices.

Almost 200 young people from across the borough attended an event to give the Council their views on what should be included in the forthcoming new Charter for Children and Young People and what the Council's key priorities should be over the

next five years, including for keeping children and young people safe. Priorities identified at the convention will be incorporated into the Council's new Children and Young People's Plan, due to be published in March 2016 alongside the new Charter.

Progress will continue to be progressed and monitored through the Voice of the Child Strategy Action Plan 2015-17.

5. Board Priorities


The Council fully supports the BSCB's four priorities which are: CSE, Neglect, Domestic Violence, and e-Safety. They are key areas of focus within the service and formed the basis for Safeguarding Month, 2015. The Council is commissioning and delivering training in all four priority areas.

The Council has dedicated officers who are leading on delivering action plans around CSE (including Missing) and Neglect. This includes contributing insight and research capacity and chairing the BSCB neglect task and finish group. This group is developing a multi-agency approach to neglect which will include a strategy approved by the BSCB, agreeing the use of a tool for identifying and working with children and young people and families where neglect is identified, and developing guidance and training to support the implementation across a pilot area of the borough.

The multi-agency e-safety group of the BSCB has used national and local insight to design an e-safety programme for primary schools in Barnet. The programme has been rolled out across the borough and schools can gain the Gold, Silver or Bronze Barnet Mark for e-safety. Links are being made with the CSE, Gangs, Missing, and Radicalisation agenda given the relevance of e-safety to these areas.

In respect of Domestic Violence Abuse (DVA) and Violence Against Women and Girls (VAWG) the Council has a three year strategy and an action plan. It provides front line services for victims and perpetrators, both men and women, 16 years and over. The aim of these programmes is to stop the escalation of homicide and repeat victimisation.

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	<p align="center">Children, Education, Libraries and Safeguarding Committee</p> <p align="center">06 January 2016</p>
<p align="center">Title</p>	<p>Children, Education, Libraries and Safeguarding Committee Work Programme</p>
<p align="center">Report of</p>	<p>Commissioning Director, Children and Young People</p>
<p align="center">Wards</p>	<p>All</p>
<p align="center">Status</p>	<p>Public</p>
<p align="center">Urgent</p>	<p>No</p>
<p align="center">Key</p>	<p>No</p>
<p align="center">Enclosures</p>	<p>Appendix A - Committee Work Programme – January 2016-May 2016</p>
<p align="center">Officer Contact Details</p>	<p>Edward Gilbert, Governance Service Email: edward.gilbert@barnet.gov.uk Tel: 020 8359 3469</p>

<p>Summary</p>
<p>The Committee is requested to consider and comment on the items included in the 2016 work programme</p>

<p>Recommendations</p>
<p>1. That the Committee consider and comment on the items included in the 2016 work programme</p>

1. WHY THIS REPORT IS NEEDED

- 1.1 The Children, Education, Libraries and Safeguarding Committee Work Programme 2016 indicates forthcoming items of business.
- 1.2 The work programme of this Committee is intended to be a responsive tool, which will be updated on a rolling basis following each meeting, for the inclusion of areas which may arise through the course of the year.
- 1.3 The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

2. REASONS FOR RECOMMENDATIONS

- 2.1 There are no specific recommendations in the report. The Committee is empowered to agree its priorities and determine its own schedule of work within the programme.

3. ALTERNATIVE OPTIONS CONSIDERED AND NOT RECOMMENDED

- 3.1 N/A

4. POST DECISION IMPLEMENTATION

- 4.1 Any alterations made by the Committee to its Work Programme will be published on the Council's website.

5. IMPLICATIONS OF DECISION

5.1 Corporate Priorities and Performance

- 5.1.1 The Committee Work Programme is in accordance with the Council's strategic objectives and priorities as stated in the Corporate Plan 2015-20.

5.2 Resources (Finance & Value for Money, Procurement, Staffing, IT, Property, Sustainability)

- 5.2.1 None in the context of this report.

5.3 Legal and Constitutional References

- 5.3.1 The Terms of Reference of the Committee is included in the Constitution, Responsibility for Functions, Annex A.

5.4 Risk Management

- 5.4.1 None in the context of this report.

5.5 Equalities and Diversity

5.5.1 None in the context of this report.

5.6 Consultation and Engagement

5.6.1 None in the context of this report.

6. BACKGROUND PAPERS

6.1 None.

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**Children, Education, Libraries &
Safeguarding Committee
Forward Work Programme**

January 2016 - May 2016

Contact: Edward Gilbert 020 8359 3469 edward.gilbert@barnet.gov.uk

Title of Report	Overview of decision	Report Of (<i>officer</i>)	Issue Type (Non key/Key/Urgent)
Items to be allocated			
Noam Conversion to Voluntary Aided Sector	To approve the granting of voluntary aided status to Noam Primary School.	Education and Skills Director	Non key
Annual Report of Educational Standards	This is an Annual Report of Educational Standards.	Commissioning Director Children and Young People	Key
3rd March 2016			
Commissioning Plan	Committee to consider a report relating to the Commissioning Plan.	Commissioning Director Children and Young People	Key
18th May 2016			
Young People Focus Papers	Committee to receive various papers relating to Young People Focus.	Commissioning Director Children and Young People	Key

By virtue of paragraph(s) 3 of Part 1 of Schedule 12A
of the Local Government Act 1972.

AGENDA ITEM 15

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