

Free Schools - Proposal Form

The Proposal Form asks you for details on the educational aims and objectives, parental demand and premises of the proposed Free School. It also asks questions about the suitability of the provider(s) involved. All new Free Schools will be opened with the same legal status as Academies, in a binding agreement with the Secretary of State.

Please note, all information provided in this form will be published on the Department for Education website.

INITIAL DETAILS

Name (Please specify if you are the nominated representative of an organisation that wishes to set up a Free School)

██████████, nominated representative

Name of your organisation

Haringey Jewish Primary School

Address (of organisation or individual)

██████████: ██████████, London ██████████

Email Contact ██████████

Telephone Number

land: ██████████, mob: ██████████

Are you an existing independent school wanting to convert to a Free School?

No

If yes, please provide your 6-digit school unique reference number (URN)

If no, please confirm the nature of your organisation (educational group / charity / business / parent group etc)
Parent Group

Please confirm whether your organisation is incorporated i.e. set up as a Company which is registered at Companies House. If so, please provide the Company Registration Number, Company Address and details of the Directors and Secretary. If not, please indicate the approximate date by which it will be incorporated.

<input checked="" type="checkbox"/> Yes, our organisation is incorporated Company Registration Number: 7313138 Company Address: [REDACTED], London [REDACTED] Details of Directors and Secretary: Directors: [REDACTED], [REDACTED] <input type="checkbox"/> No, our organisation is not yet incorporated Approximate date by which it will be incorporated:

In which Local Authority area will the school be based? If you are near to a LA boundary, please include name of neighbouring LA(s)

Local Authority Haringey Neighbouring LAs Barnet, Islington
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Is your Local Authority aware of your intention to set up a Free School?

Yes

(If Y please give details of your discussions with them so far)

We have held several meetings with Haringey LEA ([REDACTED], [REDACTED] and [REDACTED], [REDACTED]). They fully approve of our plans, and recognise that there is a shortage of primary places in the borough. They see our school as having two major advantages:

- 1) Relieving the pressure on primary places in Haringey, and
- 2) Providing a much-needed educational resource that reflects the diversity of the borough's community

SUITABILITY OF PROVIDER

The Secretary of State will consider each proposal on its merits, and take into account all matters relevant to that proposal. Generally, he would expect that all proposals will comply with all aspects of the rigorous suitability and vetting tests throughout the application process, including due diligence and CRB checks and will reject any proposers who advocate violence, intolerance, hatred or whose ideology runs counter to the UK's democratic values.

Do any of the following apply to the organisation (or any consortium member), or to (any of) its director(s)/partners/proprietor(s) or individual applicants (select Y/N):	
Is in a state of bankruptcy, insolvency, compulsory winding up, receivership, composition with creditors (including any Individual Voluntary Arrangement), or subject to an Administration Order or any legal proceedings concerning their solvency?	No
Has been convicted of a criminal offence?	No
Is involved in any illegal activities?	No
Has not fulfilled obligations related to payment of taxes?	No
Is guilty of serious misrepresentation in supplying information?	No
Is not in possession of relevant licences or membership of an appropriate organisation where required by law?	No
Is barred from certain work with children as a result of being:	
[a] included in the list of those barred from Regulated Activity with children, kept by the Independent Safeguarding Authority? Or	No
[b] included in the list kept under section 1 of the Protection of Children Act 1999(4) (list of those considered by the Secretary of State as unsuitable to work with children)? Or	No
[c] subject to a direction of the Secretary of State under section 142 of the Education Act 2002 (5) (or any other disqualification, prohibition or restriction which takes effect as if contained in such a direction)? Or	No

<p>[d] disqualified from working with children under sections 28, 29 or 29A of the Criminal Justice and Court Services Act 2000(6)?</p> <p>For further information on [a], [b], [c] and [d], please contact the CRB www.crb.homeoffice.gov.uk.</p>	No
Is disqualified from registration under Part 10A of the Children Act 1989(7) for child minding or providing day care?	No
Is disqualified from registration under Part 3 of the Childcare Act 2006(8)?	No
Is a member, or has been a member in the past, of a proscribed organisation?	No
If the answer to any of these questions is "Yes" please give details below:	

EDUCATIONAL AIMS AND OBJECTIVES

Briefly outline your reasons for wanting to set up a Free School. Max 200 words.

Our main objectives are:

1) Increasing choice and diversity. There is currently no Jewish school of any kind in Haringey, despite it having one of the fastest-growing Jewish communities in the country. Jewish children are travelling up to 3 hours a day to get to and from school.

2) Community cohesion: schools - especially faith schools - must foster good relations between different communities. At present, too few Jewish schools do this. A growing number of Jewish families want their children to understand their own background but not be cut off from other children. We strongly support the 50% rule for faith-based admissions.

3) Driving up standards. Haringey's primary schools are ranked 5th from bottom in KS2 national SATs (2009 stats). Our school will raise achievement and attainment for all pupils.

4) To create a new model of Jewish school, which accepts and supports children from all backgrounds equally: Orthodox, Reform, Liberal, Masorti or Secular, alongside children from other communities.

5) To create a primary school that focuses on personal achievement, respect for others, and responsibility for oneself and one's community.

Local parents have said:

"We are very interested in sending our child to a Jewish primary which has an inclusive policy for all types of Jewish identity."

"We strongly support the ethos of the school – can't wait for it to be a reality."

"We want a local school to allow easy transfer of services such as speech therapy from nursery to primary school. Current Jewish schools are in other boroughs which makes socialising a problem."

"The Cultural Judaism course sounds fantastic. (Can parents sit at the back of the class too, please?)"

Local synagogues strongly support the school. Contacts include:

[REDACTED], [REDACTED], Assoc of Masorti Synagogues:

[REDACTED], Alyth Gardens Synagogue:

Please set out the Free School's aims and objectives. You should also describe:

- the teaching methods that will be used and whether the Free School will follow a particular philosophy (eg Montessori);
- the outline of the Free School's proposed curriculum, including any religious ethos;
- how the Free School will improve pupil learning and ensure strong discipline;

Max 2000 words.

1. Aims and Objectives

We plan to create a school that children will love going to; a school that promotes tolerance, friendship, a love of learning and the ability to reach one's own potential; a school where the needs of children come first, but that teachers will love working in; a school that will make parents wish they were young again so that they could go there too.

These aims are underpinned by four principles:

- **Pupils' Achievement**
Children will learn, on an individual basis, to recognise and reach their potential, whether academic, sporting, artistic or spiritual.
- **Tolerance and Understanding**
This means understanding and learning about people of all backgrounds, as well as the different strands of Judaism.
- **Jewish Learning**
The spirit of Judaism as a force for peace and learning will permeate the school, not just as an ideal for pupils but throughout the community of staff, parents and carers.
- **Help for the Most Disadvantaged**
According to the Local Index of Child Wellbeing (2009), Haringey is in the bottom 20 authorities in England for child wellbeing [www.communities.gov.uk/publications/communities/childwellbeing2009]. It is also in the bottom 20 authorities on the Local Deprivation indices (2007) [www.communities.gov.uk/communities/neighbourhoodrenewal/deprivation/deprivation07/]. Our high educational standards will help children find a path out of deprivation, and we will go further in offering a programme of assistance for families in need. This will include outreach work beyond school hours as described in sections 10 and 11 below.

2. Leadership

Our head teacher will carry the vision of our school through to reality. Key responsibilities are:

- To guide and develop the educational/spiritual life of the school with vision, imagination, resourcefulness and commitment.

- To lead the school efficiently, reliably and responsibly.
- To enthuse, involve and lead the staff with dedication and enthusiasm.
- To manage the school budget.
- To build the school roll.
- To champion an inclusive approach to Jewish education, in which children of all backgrounds are welcomed and valued without prejudice through Jewish teaching.
- To foster the development of the school as a centre for its community.
- To establish high academic standards.

3. Long-Term Plan

We see Haringey Jewish Primary as the first of a new model of Jewish school, built on the principles of integration and cohesion. As can be seen from the large numbers of people pre-registering, Jewish families are clearly crying out for a school that teaches their children about their heritage without cutting them off from the wider world. If successful, we anticipate opening a chain of Free Faith Schools based on our ethos.

4. Admissions

We welcome the Free Schools principle as applied to Faith Schools. 50% of our intake will be based on proximity, and 50% on faith.

We believe that learning about one's faith does not have to mean cutting oneself off from people of other faiths and ways of life, and we celebrate the diversity this will produce in our school.

Oversubscription criteria:

Priority Level 1: children in public care (50% based on proximity, 50% on faith).

PL2: children with acute medical or social need (same 50/50 split).

PL3: children with a sibling at the school.

PL4: 50% of remaining places offered to applicants on basis of proximity to school.

PL5: remaining places offered on basis of Jewish faith.

Jewish faith will be established by the religious and cultural practice of the applicant and/or their family.

4a. Diocesan Authority

We have had several meetings with the Jewish Community Day School Advisory Board (JCDSAB) which acts as Diocesan Authority for several schools. We are also considering appointing an independent authority to preside over our admissions, reflecting the independent nature of our school. We are in discussions with relevant groups.

5. Teaching Methods

We will ensure that:

- Learning is always enjoyable.
- Lessons will be devised creatively and in a manner that will stimulate and inspire the children.
- Our teachers will stimulate relentless curiosity in the pupils, not simply cram them with facts: we learn by doing, and we teach by being.
- We will encourage discussion, questioning and individual opinions. No child will be made to feel a failure.
- Lessons will be consistently supported by excursions and/or external activities so that children can relate what they are learning to the wider world.
- The school will promote learning through play as a key aspect of pupils' enjoyment and achievement.

6. Curriculum

Our curriculum will be balanced and comprehensive, preparing children thoroughly for the next stage of their education.

It will be built around the core subjects:

- Literacy (reading, writing, creative writing, literary analysis)
- Numeracy
- Language
- Science
- Jewish Studies. NB Torah study will be available to parents, carers and siblings as well as pupils, as it is bonded to the concept of lifelong learning.

These will be enhanced by our wider curriculum, incorporating:

- Art
- Music (group and individual by arrangement)
- PE
- History
- Geography
- Jewish Culture
- Information and Communication Technology
- Design Technology
- Performance

NB We are exploring with our education advisors the potential of developing subject areas in Philosophy and Nature. Philosophy will introduce KS2 children to concepts such as analytical thought and basic ethics. Nature (for KS1 and 2) will cover simple ecology, green awareness and woodcraft skills (every child in our school will be able to identify every tree they see in their local park - a rare achievement nowadays!)

PSHE: a strong pastoral curriculum will underpin the personal and social development of all children.

Children will sit KS2 tests, as our core subjects will be in line with the National Curriculum.

Curriculum delivery: this will incorporate thematic and subject-based approaches in order to capitalise on the strengths of both, allied to the age- and development-related needs of pupils and the professional judgment of teachers, remaining mindful of the needs of assessment regimes as may apply from time to time.

7. Jewish Studies curriculum

We have a fully developed curriculum which has received approval from both Orthodox and Reform rabbis. (See attached document.)

Its aims are to enable our young people:

- To grow up with a pride in their heritage, both British and Jewish;
- To articulate that pride through confidence and competence in their ability to read, write, understand and learn from a range of Jewish texts;
- To learn from, and apply to their own lives, a range of Jewish values;
- To understand the cycle of the Jewish year;
- To understand those special moments that punctuate a Jewish life and the contribution of parents, friends and family on those occasions;
- To recognise the role a belief in God plays in people's lives;
- To realise their responsibility and contribution to the wider community.

The Jewish Studies curriculum will interface with other parts of the curriculum very frequently. For example, performances will take place at the major festivals.

8. Jewish Culture curriculum

In addition to religious studies, we want to provide our children with a grounding in Jewish Culture. Cultural Judaism means learning about Jewish art, Jewish literature, Jewish history, philosophy, drama, architecture and entertainment.

We believe that being Jewish means more than purely religious understanding, and that both children and parents would benefit enormously from this curriculum. No Jewish school in the UK has any such dedicated course at present.

9. Discipline

We acknowledge the current government guidelines on discipline, which we will adopt in a manner tailored to our community. This produces a simple, clear and fair disciplinary model, which will be applied with absolute consistency. Our variations are briefly outlined here.

Children will receive recognition simply for doing what is expected of them, both in behavioural and educational terms. Restricting rewards only to

outstanding pupils or occasional good behaviour disenfranchises the majority of hard-working but less high-achieving pupils.

There will be a range of awards for good behaviour and good work, building to termly events and prizes.

There will also be a clear 'Step System' of consequences for unacceptable behaviour.

The standards we expect will be clearly defined and reinforced. They are:

- Do as you are asked by members of staff, at the first time of asking.
- Listen in silence when others speak.
- Keep hands and hurtful comments to yourself.
- Be a 'Mensch'! (a Yiddish term connoting generosity and fair-mindedness)

Standards of discipline apply equally to children, staff, parents and carers. There will be rewards and controls for adults as well as children.

Additionally, we will adopt a 'no staff room' policy, which will foster a greater sense of community within the school. Staff rooms too often become bolt holes to 'escape' from the children, and foster dissent.

10. Wider community

We will share our resources with others.

Our hall will be available for groups that need a meeting place outside school hours.

We will enable the school to be a meeting-place for parents – a hub of the community.

Education is shared between children, teachers and parents/carers. In addition to the elements already described, we will make full use of ParentMail and evening activities to ensure that every parent is fully up-to-date with their child's progress.

We will also create relationships with other schools: two of our proposed locations are next-door to a Church of England school, an autistic school and a community school. We want to help create a village of cooperative primary education.

11. Provision for children from deprived backgrounds.

Nobody will be excluded from our school because of financial restrictions. In addition to free school meals, we will also seek to offer childcare both before and after school. Inability to pay for these services will never prevent a child from using them.

We will also institute a volunteer tutor programme from among the parent

body, giving disadvantaged children extra time and support.

12. Speech and language

We intend to have, as part of our school, a speech and language provision for children who have a need for additional support within a mainstream environment.

We would hope to provide a speech and language therapist who, along with specialist teachers, will offer resources and an environment to meet the needs of children with a range of speech and language difficulties. This provision will add to the inclusive nature of the school.

Children needing this provision will be incorporated into the main classroom as much as possible.

13. SEN Provision

Our school will work closely with parents and carers and have a strong focus on individual learning including identification of those children with special educational needs. A comprehensive programme managed by a well-qualified SENCO will support these children within a mainstream setting to ensure their learning needs are met. Provision will have due regard to the SEN Code of Practice, and all children will work within an individual learning plan. We will recognise Fair Access Protocol arrangements relating to hard-to-place pupils (including those with special needs but without a statement) and our admissions arrangements will ensure such children are treated equitably. Premises options evaluation will take into consideration all implications relating to pupils with SEN.

14. Performance, Music and Exhibition

Performance is a vital component of school life. It builds confidence, personal pride, teamwork and creativity.

We will ensure that work displays and regular performances exist within the life of our school. These will often, but by no means always, be linked with Jewish events and festivals.

15. Extra-curricular activities

We will provide a great variety of enrichment opportunities in the form of clubs and activities for our children, both after school and at lunchtimes. Children will be encouraged to take part.

The immensely varied skills of parents and carers will come into their own here, with artists, film buffs and sports fans encouraged to get their CRB checks done and join in.

It will be part of the job description of every staff member (including non-teaching staff) to offer an extra-curricular activity.

Sample clubs will include:

- Bookworms
- Football
- Football For People Who Don't Like Football
- FilmClub
- Art Club
- Knitting
- Debating for Beginners
- Nature Club

16. Back-to-nature camping trips for Year 3 and above

We will take each class (age 7 and up), once a year, for a one-week nature camp. Living in a field, away from the trappings of modern life, will be a vital and wonderful experience for them.

These trips foster an understanding of the natural world and our responsibility towards it. They also help children develop confidence and an independent spirit.

17. SEAL

Responsibility for social and emotional aspects of learning will be shared across teaching and non-teaching teams to ensure that pupils have the skills needed to work cooperatively, manage conflict and strong feelings, recover from setbacks by remaining calm and optimistic, compete fairly, and respect others' rights while valuing diversity. Pupils' sense of well-being, self-confidence and social skills are seen as essential to securing enjoyment and achievement in school and beyond.

What are your organisation's core areas of work / aims? Max 500 words.

We are not affiliated to any other organisation at present. Our core areas and aims all relate to the establishment of this school.

What capacity and capability do you have (or have access to) in order to deliver the educational vision set out above? Please indicate the resources, experience and expertise (educational and legal) that you have or have access to. Max 500 words.

Educational expertise

We have held meetings with education providers including: Place Group Ltd, Synarbor, AET, Cambridge Education and Serco. All are keen to work with us as delivery partners. We have also held discussions with Aedas Architects on conversion feasibility.

We have had regular meetings with UJIA who provide informal advice and assistance on Jewish Studies.

We are working with JCoSS who are providing both resources and recent, relevant experience in setting up a school with a similar ethos to our own.

In addition, we have a talented and dedicated working party. It meets bi-monthly, and also consists of sub-committees for each area of work. The working group comprises:

██████████ Former chair of governors at a Jewish primary school. Providing shared leadership, coordination and vision. Time commitment: full-time.

██████████, ██████████, Educational Psychologist. Providing shared leadership and contacts in the wider community.

██████████ Lawyer. Provides legal services pro bono such as incorporation.

██████████ Commercial property lawyer. Provides advice on acquisition of premises, negotiating and locating sites.

██████████████████████. Provides advice on staff appointment and parallel experience of Free Schools programme.

██████████

Architect.

Provides advice on suitability of premises, school building regulations, and architectural services.

██████████ Chartered accountant and director in a big 4 professional services firm. Provides financial analysis, business cases and presentations.

██████████ Deputy / Assistant Headteacher. Provides experience and advice

██████████ IT consultant.
Provides website support.

██████████ Graphic designer.
Provides literature design, production of prospectus and advertising

██████████ Project and Human Resources manager. Provides project management for our plan.

██████████ Apex professional training consultant.
Provides marketing and management training.

██████████ Speech and Language Therapist with 13 years experience in paediatrics
Provides control and advice over our Speech and Language provision

██████████ TV producer, author, journalist.
Providing copywriting skills and media contacts.

██████████ Charities and fund-raising professional. Providing fund-raising work.

██████████ Assistant headteacher at a secondary school.
Provides educational vision, experience of policies, recruiting staff, school leadership, staff development and training.

██████████ Former primary infant teacher, now working in children's qualitative research. Provides advice on market research and education.

██████████
Public sector project manager and operational manager.
Provides organization and management structure.

██████████ HR Director.
Provides guidance on HR policy and implementation.

██████████ Primary school teacher with wide experience of school management. Provides educational management advice.

Provides links to parts of Jewish community and professional Hebrew language advice.

Former head of Jewish primary school, now head of Jewish Studies at secondary school.
Provides guidance on policies and educational philosophy.

GOVERNING BODY

The full governing body will consist of parents, teachers and associated professionals. We will advertise and interview for the posts.

We envisage a body of 12 governors, consisting of:

4 parents

2 trustees

2 staff (including head)

4 community, of which 2 will be attached to our partner institutions, and 2 will have religious advisory roles.

We will ensure that our governors all have areas of expertise crucial to our school's good maintenance, including education, special needs, legal, financial, marketing and property.

Do you have plans to work with a 3rd party organisation? If so, please include their details below and set out the intended nature of that relationship (for example, a contract, co-sponsorship arrangement, informal partnership).

Discussions are being held with education providers to establish the value of contracting a proportion of services from a company.

Support services will almost definitely be contracted out.

We have held meetings with the London Jewish Cultural Centre and JCoSS to set up Trust-style relationships.

We also intend to work with other local primary and secondary schools for a 'rainbow village' of education, sharing facilities, programs, and running joint activities.

Please name the key individuals / trustees involved in setting up the Free School (if available). Please also indicate whether trustees have been chosen and their roles confirmed. Please provide details of employment of these individuals and any conflicts of interest you believe might arise.

Trustees will be:

██████████. ██████████

██████████. Employment: Educational Psychologist.

██████████. Employment: ██████████. ██████████.

Employment: Speech and Language Therapist.

██████████. Employment: Teacher of Jewish Studies, former Head of primary school.

██████████. Employment: Commercial Property Lawyer.

██████████. Employment: Human Resources Manager.

Roles are not yet confirmed. We are in the process of gaining charitable status, but cannot formally become a charitable trust until donations reach a sufficient level.

EVIDENCE OF DEMAND

What evidence of local parental demand do you have? For example, a petition or a declaration from interested parents or pupil number projections for the area. Max 200 words.

Local Education Authority

Our borough has a shortage of primary school places which is expected to worsen. Haringey's 'School Place Planning report for 2009' is attached. Key conclusions appear in Section 17 'Provision of primary school places'. The conclusions include:

17.9 "The critical year when demand is projected to substantially outstrip supply is in 2011 creating a shortfall of 176 reception places."

17.10 "As with the reception projections, the future trend for Haringey's overall primary school population is upwards."

17.12 "With an increasing population, the total amount of surplus capacity is expected to reduce, and by September 2014 demand is predicted to outstrip supply if no additional capacity is created."

Registrations of interest

Since our website went live on 18th June 2010, we have received pre-registrations for 110 children. Confidential evidence is attached.

Survey

We have conducted a survey which demonstrated conclusively the desire for this school in our area.

The survey was conducted over two weeks and took opinions from members of three local synagogues.

We also carried out street surveys in the more disadvantaged areas of the borough of Haringey, including Tottenham and Wood Green. There were 131 responses in that period. The headline response was as follows:

In answer to the question 'If there were a Jewish school and a non-Jewish community school both available to you, and both within 15 minutes access, which school would you be more likely to choose for your child?'

93.8% said the Jewish school.

6.3% said the non-Jewish school.

The full results are attached to this proposal.

Public meetings

Our first public meeting, in April 2010, attracted over 100 people, all fully supporting the school.

What is the proposed capacity (number of pupils)? Max 200 words.

This is a single-form entry school. Capacity as follows:

Reception: 30
Year 1: 30
Year 2: 30
Year 3: 30
Year 4: 30
Year 5: 30
Year 6: 30

Total capacity: 210.

EYFS

It is our stated intention to open with one class in 2011 as we feel that this represents the least risk to the project. However, as a group and eventually as Trustees, we will continue to assess provision in Nursery and Reception years and the transitions therein. If and when appropriate, we may seek to bring this provision on stream if we are satisfied that this serves the best needs of our children and the wider community.

Given this number of pupils, and a per-pupil funding estimate in line with the LEA standard amount, along with additional funds from local authority 'holdback', pupil premium and capital outlay for building conversion, we are confident that the school will be financially viable. We look forward to discussing this further with the DfE, and to producing a full five-year business plan.

What is the proposed age range of the Free School? Please include details of planned pupil numbers in each year group.

5-11.

We intend to open with a Reception class initially, building by one class each year.

When do you hope the Free School will start operating (for your first set of pupils)?

September 2011

PREMISES

What steps have you taken to identify a potential site? Please include details of the geographical area the school seeks to serve; a list of any sites you have considered; and any discussions you have had to identify a suitable site. If known, please include the proposed location, premises and postcode of the Free School.

Our catchment area stretches across a part of North London from Crouch End in the East to East Finchley in the West.

GUARANTEED PREMISES FOR OPENING IN 2011

We have been offered the use of a part of JCoSS, the new Jewish Secondary School opening in September 2010, to house our school from 2011, while permanent premises are being prepared. JCoSS is opening with only one form per year, so they have a great deal of space available. This would be an ideal solution if work is ongoing at our permanent home.

The head teacher of JCoSS has offered us three different optional areas of the school, including use of outside play space, dining room, exclusive use of hall, toilets and two or more classrooms. Lease arrangements to be agreed.

PERMANENT PREMISES

We currently have eight potential sites under consideration, of which PfS have viewed five. Two are existing primary schools, three would involve adapting existing buildings, and three would be 'new builds'.

The sites under consideration are:

1) Ashmount Primary School (currently in use as a primary).

Ashmount is a two-form state primary in Crouch End. The school is moving to a new site, opening in September 2012. The existing building is ideal for our purposes, requiring only cosmetic restoration. It also has scope for us to expand to two-form in the future, which is part of our long-term plan. Renovation costs minimal, but face-lift required.

2) [REDACTED] (vacant primary school)

This building is owned by Highgate School, and has functioned as a primary in the past. It is an ideal option, and has scope for interaction with Highgate's extensive facilities. We are in discussion with the school about leasing. Renovation costs minimal.

3) [REDACTED] (adapt existing building).

An office building in central Muswell Hill. It has up to 17,000 square feet available for rent, and has direct access to Alexandra Palace Park. It also has sufficient space for an external playground. It has been viewed by PfS representatives who thought it was eminently adaptable for school use.

[REDACTED]. There is no additional charge for

use of external space. Alteration costs would be substantial to bring into line with current building regs.

4) Park House, East Finchley (adapt existing building).

Park House is an educational building currently available for hire or purchase from Barnet Council. It is big enough to house our school for up to three years. Renovation costs not substantial as building already in educational use, but still extensive.

5) [REDACTED] (adapt existing building)

This care home is of ideal size and has ample outdoor space. It is listed in Haringey's Local Development Framework as eligible for re-development for educational use, but is not yet being marketed.

6) Finchley Manor Garden Centre (new build)

A 2.2-acre site with planning permission for a medical centre. Spacious and easily adaptable. [REDACTED]

7) Hollickwood site (new build)

An area of waste land bordering the North Circular Road. It is owned by the North London Waste Authority. It was under consideration for development as part of the North London Waste Plan, but after public consultation it is now likely that the NLWA will focus on other sites. Estimated cost of building: £10 million.

8) St Luke's Hospital, [REDACTED] (new build)

A 5.5-acre site currently in use as a psychiatric hospital. The PCT are considering closing it down and selling off the land. They have shown us a 0.75-acre section of the grounds that would potentially be available for community use in the event of a sale. Prices not yet mentioned, but we estimate approx £1.5 million for land and £7.5 million building cost.

Further information

Please note, all information provided on this form will be published on the Department for Education website. Information that you supply on this form may be shared with (a) the New Schools Network and (b) the Local Authority in which you wish to set up the Free School. Information about the New Schools Network can be found at <http://www.newschoolsnetwork.org>.

Submission of this form will be treated as consent, from both you and anyone else whose personal data is contained on this form, to the sharing of this information as set out above.

In addition, information that you provide on this form, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

Next Steps

Please email completed Proposal Form to
freeschools.registration@education.gsi.gov.uk

You will hear back from a named official at the Department for Education within two weeks, who will offer you advice on how best to progress your application. The Secretary of State will make a judgement on the potential of the project based on criteria relating to educational aims and objectives, evidence of demand, potential premises, suitability of provider and any other relevant considerations to decide whether the proposed Free School project should move into stage 3, namely that of drawing up a business case and plan.