

**PROPOSAL  
TO ESTABLISH A NEW  
VOLUNTARY AIDED SCHOOL**

**BARNET HILL  
ACADEMY**

***2022***

## PROPOSAL DOCUMENT

This document sets out the proposal for the establishment of a new voluntary aided school to be known as Barnet Hill Academy (the “school”) which will replace the existing independent school, known by the same name. It is being sent to the decision maker, the London Borough of Barnet.

### Contact Details

<b>1. The name of the proposer or proposers and a contact address.</b>
The Governors of Barnet Hill Academy 10a Montagu Road Hendon Barnet NW4 3ES  <a href="mailto:va@barnethillacademy.org.uk">va@barnethillacademy.org.uk</a>

### Implementation

<b>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.</b>
It is proposed that the new school be opened on 1 September 2022 (being the start of the 2022/23 academic year). As the school is already well established as an independent school (since 2008), it is proposed that the opening be implemented in onestage, initially operating as a one-form entry school, with each subsequent year accruing an additional form, completing the transition to a full two-form entry school by 2029/30.
<b>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.</b>
The proposals are to be implemented by the proposers. All capital costs are to be met by the proposers.

### Reason for the new school

<b>4. A statement explaining the reason why the new school is considered necessary and whether it is to replace an existing school or schools.</b>
The proposal is for the existing co-educational, independent school, Barnet Hill Academy, to enter the maintained sector by becoming a voluntary aided school and catering for pupils from Reception through to Year 6. The new voluntary aided school will be 2FE with accommodation for 420 pupils in total. The present school is located at the original Victorian school site of 10a Montagu Road, Hendon NW4 3ES which has

operated as a school from the 1900's and latterly, for a period, a college, prior to reverting back to a primary school in its current form. Since its foundation in 2008, the school has had as its primary objective the provision of mainstream education to pupil's resident in Hendon and more widely Barnet. This is due to the fact that the largest contingent of the Muslim community across Barnet indeed resides in West Hendon and surrounding wards, hence the location of the school.

The current independent school was established in 2008 to meet an increasing demand for additional school provision which follows the National Curriculum tailored to meet the needs of the Islamic faith community in Barnet, North West London. As it is it will be only the second such Islamic VA school across the entire North and North West London community. The current school aims to achieve the highest educational standards in both secular and religious studies. It seeks to provide this education in a warm, forward looking and progressive environment, where children are happy and can grow into valued members of the community. It is intended that the current school's successful approach will be continued within the maintained sector as a VA school.

The new (VA) school, which will replace the existing independent school, is necessary as there is a current well-recognised need for additional primary school places in the maintained sector at schools serving the needs of the Islamic faith population of North West London. The shortage of (Islamic faith school) places in the maintained sector is evidenced by the current popularity of the existing independent school which is over-subscribed in many of its recent admission years notwithstanding the burden of paying fees particularly during the economic impact of CoVID during the past two years - such demand for the school has not ceased. It is well-recognised by the current school that its present popularity is due to a lack of suitable equivalent provision in the maintained sector in Barnet.

Becoming a maintained school will also support the diversity of provision within the Barnet maintained sector reflecting the religious, ethnic and cultural diversity of Barnet's significant, growing population which has enlarged by some 12% since 2011. By entering the maintained sector Barnet Hill Academy will greatly enhance Barnet Council's educational offer to students of both the Islamic and non-Islamic faith traditions by ensuring a greater diversity of provision, further school-led inter-faith opportunities and a stronger community engagement portfolio with the minority ethnic groups present in one of London's most populous Boroughs. Further, by entering the maintained sector, the governors of Barnet Hill believe that the school's ability to provide high quality education will be enhanced by providing the school with greater access to the skills, knowledge and resources available to all schools, faith and non-faith, in the maintained sector. Such an opportunity will also enable the school and the community it serves to benefit from the experience and expertise of other schools in Barnet through empowering the school to become an active participant in the wide, diverse family of multi-denominational, maintained schools.

### **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.**

The governors intend that Barnet Hill Academy will be an Islamic Faith school providing the Muslim community in Barnet with access to high quality general education that meets the National Curriculum as well as excellent religious education in accordance with Islamic norms and practice.

The ethos of the school is reflected in its vision which states that the Academy's aims are expressed in its tripartite focus:

***Faith Excellence Knowledge***

Barnet Hill Academy seeks to achieve this vision of delivering a high quality education, by ensuring that its students succeed academically and spiritually. In addition, the school seeks to holistically develop its pupils by imbuing in each child a love of Islamic practice as demonstrated in its Quranic values and the Prophetic traditions, thereby supporting children in developing positive personality morals, habits and traits. The Muslim prayer and the study of the Prophetic manners and well established Sunnah and Hadith literature (ritual practices and, sayings of the Prophet Muhammad), alongside SMSC and PSHE programmes aim to encourage positive character traits and are therefore integral to the overall curricular programme. Through such an approach, Barnet Hill Academy places a high value on developing pupils as well-rounded individuals who can play a part in modern British society. Explicitly teaching British values and preparing them for life in modern Britain is therefore integrated into the curriculum, including Islamic studies, and is an important part of pupils' education at Barnet Hill Academy.

Barnet Hill Academy therefore will:

- provide an outstanding and inspiring Islamic studies curriculum that is integrated with an excellent secular education
- create a warm and friendly school for the local community
- work in partnership with parents to help their children learn and develop
- add to the life and well-being of the school's local community
- foster a safe, supportive and nurturing learning environment
- ensure that all children have equal access to a broad and balanced curriculum
- encourage children to have respect for themselves and for others
- offer care and support to children with special educational needs

**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 an Islamic religious character. The proposer intends to ask the Secretary of State to designate the school as a school with such a religious character albeit its current designation in the independent sector is already of an Islamic faith designation.

**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.**

See section 4 above. The London Borough of Barnet is one of the largest, most populous Boroughs across all thirty-two London Boroughs, of whom some 11.8%, equating as some 46,000, of Barnet residents designated Islam as their religion according to the latest Census data. There are no other primary, nor secondary, schools in Barnet that seek to provide education in accordance with the tenets of the Muslim Faith, with parents travelling across Borough's or relocating for an Islamic faith school provision, evidencing the high demand for places at schools in the area for this type of education. Indeed, faith schools, nationally, are traditionally oversubscribed and it is well established that faith schools generally perform very well. It may be of note that some 25 years on, after a similar transition from the independent to the VA (maintained) sector, the Published Admission Number (PAN) for the next nearest maintained Islamic faith school, Islamia Primary School (in Brent) is 60, but the school, still annually attracts over a fourfold number of applicants for admissions to Year 1, demonstrating the need and demand for Islamic faith schools in North West London.

Present demographic trends for Barnet representing the growth of the Muslim community indicate that this demand will continue to grow. 11.8% of the Barnet population is Muslim with 39.2% being Christian and, 19.1% Jewish. The population growth phenomenon of the Muslim community can be witnessed principally across particular wards. An analysis of the wards inhabited by the largest congregation of Muslims indicates that the three most populous wards are: Colindale (19.3%), Burnt Oak (18.4%) and West Hendon (17.1%), with the school residing in West Hendon which borders the Burnt Oak and Colindale wards in the South-West corridor of the Borough. Hence, these three wards form the immediate catchment area of the proposed Voluntary Aided school. At the present moment there are no faith schools for children of Muslim descent; Christian, Catholic and Jewish faith schools are accounted for by 33 VA faith schools of the 90 or so primary schools across Barnet i.e. over 36% of Barnet's schools are of a faith designation in the form of a VA school, which clearly underscores the importance of values based, faith education for Barnetonians of all denominations.

The school has the support of the three long established central community mosques in Barnet: Hendon Mosque and Islamic Centre (HMIC), The Islamic Association of North London (IANL) and, Islamic Centre Edgware (ICE) which encompass the broad Muslim community in Barnet. As such, the proposal is heavily supported by the local Muslim community and this demonstrates the broad appeal and support enjoyed by the school from across the Muslim community spectrum. The current demand, which outstrips available places, for children to attend the existing independent Barnet Hill Academy, notwithstanding the requirement to pay fees, during an economic downturn and high cost of living, is itself evidence of the demand for this type of educational provision.

### **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.**

It is proposed that the school will have 420 day pupils, boys and girls, once it's operating at full capacity. This will consist of a Reception with an admission number of 60 and a primary school through to Year 6 with an admission number of 60 per form.

### **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, it is proposed that the school will give priority to children of the Muslim faith. Any priority given, however, will be subject at all times to meeting the requirements of the School Admissions Code. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). Verification of Islamic practice will be obtained from the Imam of the local, Barnet mosque where the applicant family regularly attends and primarily based across one of the three, established mosques (earlier referenced as HMIC, IANL and ICE) in Barnet. Evidence will be sought of active Islamic worship and observance of Islamic practice.

Accordingly, in the event that the school is oversubscribed, priority will be given as follows:

- Looked After and Previously Looked After Muslim faith children
- Muslim faith children with siblings who are currently at Barnet Hill Academy at the time of the application.
- Other Muslim faith children
- Other Looked After and Previously Looked After children
- Other children

Children with a statement of special educational needs or an Education, Health and Care (EHC) plan that names the school will be admitted. This is a separate process to the normal admission procedure. The SEND policy can be found online: [www.barnethillacademy.org.uk](http://www.barnethillacademy.org.uk). The full proposed admissions criteria for the school can be found at Annex A.

### **Early Year 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;**
  - (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.**

The school does not propose to have an Early Years provision.

### **Sixth Form Provision**

- 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.**

It is not proposed to provide secondary education at the school and accordingly there will be no Sixth Form provision.

### **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.**

The school aims to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;

The school aims to provide a happy, healthy and safe school environment by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

The school will work to ensure that all its pupils feel valued, are secure and are given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils in both the religious and secular curriculum. The school aims to ensure that all pupils have access to all the school's resources and that they have the opportunity to experience success, are treated fairly and that their individual needs are met.

The school recognises the importance of early identification and assessment of children with special educational needs and it promotes a multi-disciplinary approach. The school believes that it has a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

The school's approach to SEN concentrates on raising the aspirations and expectations for all pupils. The school provides a focus on outcomes for children and young people and utilizes the expertise of support staff to meet their learning social and emotional needs. The school actively analyses data to track and monitor pupil progress and to ensure that interventions are effective and have sustainable and noticeable impact. The school recognizes that it is working in partnership with parents and it is receptive to their views, concerns and contributions regarding their children.

For the benefit of all pupils the school works closely with the health service, social care, the learning and behaviour support team, and the education social worker.

**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.**

This school will not be replacing existing education provision for children with special needs.



### **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.**

It is not proposed that the school will admit pupils of a single sex only. The school will admit both boys and girls.

### **Curriculum**

- 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 Proposers confirm that the school will meet the general requirements in relation to the curriculum contained in section 78 of EA 2002.

The school will provide for a curriculum that offers secular studies and Islamic studies with the aim of delivering excellence in both. To deliver this, the school will be teaching a timetable of which 90% is allocated to deliver the National Curriculum. The balance of the timetable approximately 10%, is allocated to Islamic Studies educational provision that is in addition to the requirements of the National Curriculum although Religious Education is incorporated into this element also thereby further covering aspects of the National Curriculum. The school ensures that the two parts of the curricula are integrated where possible to enhance the effectiveness of the educational provision.

### **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.**

The school is being proposed by the Governors of the existing Barnet Hill Academy, who collectively have developed extensive experience in education through the successful operation of the current independent school and beyond i.e. the Chair is a National Leader of Education and practising Headteacher and, others have extensive GB experience from other schools also. The present governing body includes individuals with the following expertise – these individuals have all indicated their intention to continue as governors on entry of the school into the maintained sector:

- Two governors with over 15 year's involvement as governors of schools, taking leading roles in establishing and developing the school.
- The present chair of governors, a Headteacher, with some twenty years' experience, has served as a governor of the school since its inception.
- The school already operates with a full complement of qualified teachers. The Head Teacher, who also sits as a governor of the school is highly experienced in education having joined the school with some 15 years of prior Local Authority

experience, mostly in neighbouring Local Authority's and thus brings to the school a proven track record of working to raise standards. He holds an NPQH, PgCert (in Leadership, Development & Consultancy) and, is presently undertaking the NPQ in Executive Leadership.

- A governor with professional business/accounting expertise for schools including prior governance experience.
- A governor with professional expertise as a senior medical clinician locally for a NW London Hospital Trust, who has supported the school extensively throughout the CoVID pandemic.
- A governor with professional experience as a teacher at the school and also holding some 12 years' experience working in Islamic faith communities as an Imam and including extensive safeguarding expertise.

### **Effects on standards and contributions to school improvement**

**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 primary school options available to Muslim faith parents in the London Borough of Barnet. The school will provide access for Muslim children to Islamic religious and secular education within the maintained sector, in response to considerable demand for such education in the London Borough of Barnet. The school will increase the diversity of provision within Barnet's maintained sector reflecting the religious, ethnic and cultural diversity of its population and further strengthening the local community and equity of access for Barnet's children from the Islamic faith background to have a school of their denomination available to them in Barnet. The purpose built school building, established for over 100 years from the Victorian school era, will allow the school to expand provision to 60 pupils per class. This will provide the much needed additional education provision in Barnet that is tailored to meet the requirements of the growing Muslim faith population in Barnet and in particular in the locale where the school is currently based, enhancing Barnet's community assets as a consequence and promoting inclusion.

The current school has an established track record of excellent results at the primary school phase and on entry to the maintained sector the school will be able to offer access to pupils without the need to charge fees, allowing a greater diversity of access. An important focus of this school is the integration of the secular (National Curriculum) and Islamic Studies with the aim of raising achievement and achieving excellence in both.

- b) The school is already a high performing independent school and was judged Good by Ofsted at its most recent inspection, which was conducted in 2018. The school's most recent KS2 SATS results found the school to be well above the national average and at least on a par, with some instances of better results than the Barnet average. The school's contribution to school improvement 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.

Approval of these proposals will contribute to the overall quality of education and school improvement in Barnet. In particular:

- Standards of achievement are currently above the national average and the school expects the standards of educational provision to continue to rise in the new primary school.
- The most recent Ofsted reports for the school judged the school overall as Good.
- The 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 primary school age range. The school will work in partnership with other schools to share good practice and learn from their successes within and beyond the curriculum and it already does so with effective partnerships with local Barnet schools i.e. Hasmorean, Noam and others, from outside Barnet also.

### **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) The school will serve primarily the Muslim community of Barnet, but may attract some Muslim families with children from neighbouring Boroughs due to its proximity bordering both the boroughs of Harrow and Brent.
- b) The school will continue to occupy a single site at 10a Montagu Road, Hendon, Barnet NW4 3ES.
- c) The freehold of the permanent site is owned by Hendon Mosque and Islamic Centre (a registered charity). An effective premises arrangement has been in place throughout the school's tenure and a lease arrangement will be extended for the long term future to allow the school to continue, this will be expected to operate on a renewable, long lease basis as the site was initially purchased by HMIC for the operation of a school.
- d) The site is not currently used for the purposes of another school and since its acquisition has always been used as a school site serving the needs of the local Muslim community.
- e) There are no budgeted capital costs whatsoever of providing the site for school purposes as there are no capital costs required to continue the operation of the

- school site as it transitions to the maintained sector.
- f) All necessary planning permissions required for the school building have been obtained a long time ago, given the site is a 1900's Victorian school site and no further planning permission is required.
  - g) No funding will be required from the Secretary of State or the Local Authority for capital costs of providing the site. The site has an excellent Health & Safety track record and is fully compliant with all regulatory aspects of building control and with effective risk management systems in place.

### **Travel**

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

The school is currently a TfL Gold Star school and has been since 2018 therefore amongst, "the top 10% of London schools, setting high standards to inspire others to transform travel habits, fully engage the wider community to promote best practices," (TfL) and, is aiming for reaccreditation this academic year.

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.**

There are no proposals for the school to be established as a federated school.

### **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.**

- a) The premises/lease arrangement will be between HMIC and Barnet Hill Academy Educational Trust (the schools foundation body for the purposes of the SSFA 1998) which will make the site available to the school.
- b) The governing body is able and willing to carry out its obligations under Schedule3 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

The school will not be a foundation or foundation special school.

**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 premises at the proposed permanent site will meet the requirements of the School Premises (England) Regulations 2012

**Annex A:** Proposed admissions criteria for Barnet Hill Academy when it enters the Maintained Sector (NB criteria are subject to change and may be amended as part of the statutory proposals process)

**This is the comprehensive admissions policy and procedure for entry into Barnet Hill Academy.**

Barnet Hill Academy was founded to provide a sound Islamic religious and secular education and priority for admission is given to those children of practising Muslim families, defined broadly as one where the parents are regular attendees of mosques and whose principles and practices are in accordance with the mainstream Ahl-al-Sunnah doctrine. The decision as to whether or not an applicant qualifies for priority consideration will be based on the information provided by the applicant in the Supplementary Information Form ("SIF"). In this policy those who qualify for priority are referred to as Muslim Children.

**Admissions**

- The school has a Published Admission Number (PAN) of 60 children.
- In the event that the school is oversubscribed priority will be given as follows.
  - Looked After and Previously Looked After Muslim children.
  - Muslim children with siblings who are currently at Barnet Hill Academy at the time of the application. For these purposes "siblings" shall include half-siblings, step-siblings and adopted siblings who are Muslim Children and who are living at the same address.
  - Other Muslim children
  - Other Looked After and Previously Looked After children
  - Other children
- If in any category there are more qualifying applicants than there are available places, a random ballot will be used to determine which children will be admitted under the criterion in question, in the presence of an independent observer.
- 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. A "Previously Looked After child" is a child who was in public care, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order immediately after being in public care. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. A special guardianship order is defined by section 14A of the Children Act 1989.
- Verification of regular, Islamic practice <sup>1</sup> will be obtained from the Imam of the one of the three established Mosques in Barnet following the mainstream Islamic doctrine in line with the Muslim ethos of the school. Evidence will be sought of active Muslim worship and observance of Islamic laws and practice.
- Special Circumstances: The Governors reserve the right to give priority to applications which are considered by the Governors to merit special consideration. Applicants under this category must supply evidence to support their special circumstance.

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<sup>1</sup> Islamic practice is defined as observance of the five core tenets of the Islamic faith including regular attendance at mosques, fasting, alms-giving, pilgrimage and acceptance of the Shahada (proclamation of faith).

## **Admissions Procedure**

- All applications for places at the school must be submitted on the Barnet CAF form and, if the applicant seeks consideration for priority admission, the applicant should provide a completed SIF. This must be sent to the school at the same time as the CAF is completed.
- The closing date for all applications to the Reception class will be a date set each year in line with nationally set dates for the making of offers for admission in the school year (1 September to 31 August) in which the child will attain four years of age. Late applications will be dealt with in accordance with the London Borough of Barnet Coordinated Admissions Scheme.
- Parents will be notified by the London Borough of Barnet in accordance with its Coordinated Admissions Scheme. Parents must indicate in writing within 10 days their intention to take up a place

## **Waiting List**

- When all available places have been filled, children not allocated places will be placed on a waiting list ranked in descending order according to the published admissions criteria. The waiting list will remain in operation from the day the original places are awarded and will be open until the end of the academic year. Those who wish to remain on the waiting list after this period should notify the school each year in writing.

## **Applications on behalf of Twins or Triplets (Multiple Births)**

- If only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, those children will be admitted in excess of the Published Admission Number to avoid a situation where the children have to attend different schools. The children admitted over the PAN will be “excepted pupils” until the class size falls back to 30 pupils.

## **Request to delay entry to school (known as deferred entry)**

- Children reach compulsory school age at the beginning of the term following their fifth birthday. Where a child has been offered a place at the school, that child is entitled to a full-time place in the September following the child's fourth birthday. Parents of children below compulsory school age may, however, defer their child's entry to a Reception class until later in the school year. However, a Reception class place must be taken up by the start of the summer term. Where parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age. If parents want their child to take up a Year 1 place in the following academic year a fresh application must be made.

## **Summer-born children**

- Parents of summer born children may choose not to send that child to school until the September following their fifth birthday and may request that their child is admitted out of their normal age group – to Reception rather than Year 1.
- If parents wish to apply for their summer-born child to join a Reception class, instead of Year 1, in September of the following year, they must complete an application for Reception of the current admission year **and** must submit a separate written request

**to the Governing Body. Summer-born children are those born between 1 April and 31 August.**

### **Requests for admission outside the normal age group**

- Children are educated in school with others of their age group, with the curriculum differentiated as necessary to meet the needs of individual children. However, parents may request that their child is exceptionally admitted outside their age group, for example if their child is gifted or talented or has experienced problems such as ill health. The Governing Body will decide whether or not the individual circumstances make this appropriate on educational grounds and in the best interests of the child. This will include taking account of the parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The Governing Body will also take into account the view of the Head Teacher of the school.

### **Special Needs**

- Children with a statement of special educational needs or an Education, Health and Care (EHC) plan that names the school will be admitted. This is a separate process to the normal admission procedure.

### **Incorrect or Misleading Applications**

- If the information given in the application form is not accurate or up to date, your child may lose priority. In such a case, the Governing Body will have discretion to refuse the offer of a place. The Governing Body reserves the right to withdraw the offer of a place where it is found that the place was offered on the basis of fraudulent or misleading information.

### **Appeal Procedure**

- If a place is not offered, parents will be advised as to their right to appeal to the Independent Appeal Panel and will be advised on the process for appeal.



