

NOTICE OF MEETING

Cabinet Member Signing

THURSDAY, 26TH MARCH, 2015 at 12.30 pm HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillor Ann Waters, Cabinet Member for Children and Families

AGENDA

1. URGENT BUSINESS

The Leader/Cabinet Member will advise of any items they have decided to take as urgent business.

2. MUSWELL HILL PRIMARY SCHOOLS CONSULTATION - FUTURE PRIMARY SCHOOL PLACES IN THE MUSWELL HILL AREA (PAGES 1 - 114)

The report provides information on the outcome of a wider consultation with the parents, carers and schools across the Muswell Hill area, following an initial consultation on the possible expansion of St James' C of E Primary school, on primary reception school place provision in this area. The report also makes recommendations on the next steps required to ensure that we can continue to ensure school place sufficiency in the local area in years to come.

3. SCHOOL ADMISSION ARRANGEMENTS 2016/17 (PAGES 115 - 170)

The report will seek Cabinet Member Approval for the proposed Admissions Arrangements for the academic year 2016/17. The Cabinet Member will also be asked to agree the In-Year Fair Access Protocol. The local authority is the admissions body for community schools and voluntary controlled schools. Admission arrangements must be determined by 15 April each year.

4. NEW ITEMS OF URGENT BUSINESS

To consider any new items of urgent business admitted under Item 1 above.

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Published on 18th March



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Report for:	Lead Member Signing	Item Number:	
Title:	Muswell Hill primary schools consultation - Future primary school places in the Muswell Hill area		
Report Authorised by:	Anji Phillips, Interim Director, Schools and Learning		
Lead Officer:	Jennifer Duxbury, Head of Education Services Eveleen Riordan, Deputy Head of Education Services		
Ward(s) affected: Muswell Hill, Fortis Green, Alexandra and Bounds Green wards, but also surrounding wards because the demand for and supply of school places does not limit itself to ward boundaries and the provision of additional places in one ward will ripple out in its effects to surrounding wards and beyond.	Report for Key/Non Key Decisions: Key		

1. Describe the issue under consideration

- 1.1. Demand for primary reception places in our borough is rising and the data in our annual School Place Planning report (SPPR) sets out that we will need additional places from 2015 if we are to continue to meet our statutory duty to provide enough school places. The 2014 SPPR is available to view on line at www.haringey.gov.uk/schoolplaceplanning and provides detailed information and data to underpin this projected rising demand.
- 1.2. We have previously (September to November 2014) consulted on the possible expansion of St James' C of E Primary school from one form of entry (30 places) to three forms of entry (90 places) to meet projected future demand in the Muswell Hill Planning Area (PA1 – see Appendix 1). The results of the consultation last set out that a wider consultation with the parents, carers and schools across the Muswell Hill area would best inform agreed and sustainable proposals (s) for school place provision in the longer term in this area.
- 1.3. This report provides information on the outcome of the wider consultation and makes recommendations on the next steps required to ensure that we can continue to ensure school place sufficiency in the local area in years to come.



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2. Recommendations

1) To undertake further feasibility at:

- Coldfall Primary - to determine whether it is possible to physically expand the school from 3 to 5 forms of entry
- Muswell Hill - to determine whether it is possible to physically expand the school from 2 to 3 or 4 forms of entry
- St James – to determine whether it is possible to expand the school from 1 to 2 forms of entry within a prescribed budget

This feasibility work will provide information relating to the school place planning principles of space and cost.

2) For the results of this feasibility work to inform a report to be considered in July setting out where it is proposed that additional places could be delivered.

This timing will also allow for decision to be informed by:

- the latest pupil projections (published in July 2015),
- any information about any potential free school applications made in the current round of free school applications.

3. Alternative options considered

3.1. **A free school** - The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the academy/free school presumption) to the Education and Inspections Act 2006. Local authorities are not able to set up new schools in this way and there are currently no known free school providers proposing a school in this area. Any proposals would be subject to central government approval and subject to a site being identified. The current Free school window is Wave 9. The period during which a Free schools provider can apply to open a free school is from Friday 22 May until midday on Friday 29 May 2015.

3.2. **A through school** – this would entail expanding the age range of one of the existing local secondary schools or a new through school provided by a free school provider. The two local secondary schools are not maintained and any decision to expand their age range would need to come from their respective governing bodies. Again, a free school provider has not proposed a free school in the area and further, the paucity of suitable sites to accommodate such a school would make this very challenging for any provider who did.

3.3. **Take no action** – if plans are not implemented to provide additional local places our projections show that we will not be able to meet future demand. therefore the option to do nothing at this stage is not viable.



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- 3.4. This report makes recommendations based on the representations we have received and having regard to our Place Planning Principles and the previous feasibility work. The report recommends further consultation and does not make a final recommendation on how and where any new places will be provided.

4. Background information

- 4.1. This report proposes how the next steps to ensure sufficient school places are available in the coming years. Previous reports (July 2013 and July 2014 and a Cabinet member signing report dated 11 December 2014) have set out why additional school places are required in this area, and the December 2014 report sets out why we have sought a wider consultation with Muswell Hill stakeholders on how additional places could be provided. This consultation supports our agreed Place Planning Principles
- 4.2. Our SPPR report sets out that we need more places (see para 1.1 above). Where we seek to expand existing schools we will use our agreed Place Planning Principles (Appendix 2) to ensure that we are seeking to expand schools in areas where there is proven demand, and that the schools we select have proven standards, leadership and management to drive through a successful expansion that meets the needs of local families and does not unnecessarily impact on the demand for other local schools. We also need to ensure that there is space to provide additional places and that the indicative cost of building provides value for money.
- 4.3. In 2013 we carried out feasibility work and identified three schools (Bounds Green Infant and Junior School, St James C of E Primary School and St Mary's CE Primary School) that were capable, having regard to the Place Planning Principles, of meeting identified unmet local demand for reception places, and without which, we projected there would be families who would not be able to secure a local school place in the coming years. Consultation on the possible expansion of these schools was carried out between September and November 2015 and a Cabinet member report prepared outlining the feedback from the consultation and recommending next steps.
- 4.4. The 11 December 2014 Cabinet member signing report (Appendix 1) made recommendations (which were agreed) to proceed to the issuing of statutory notices for the expansion of Bounds Green Infant and Junior School and St Mary's CE Primary School setting out the local authority's intention to expand both schools by one form of entry each, meaning they both move from two form entry to three form entry schools (beginning in with the September 2015 reception entry for St Mary's and the September 2016 reception entry for Bounds Green).



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- 4.5. The December report sets out the reasons for undertaking a broader consultation on place planning provision in and around the Muswell Hill area, that such consultation to be open minded about how and where additional places would be provided, with no specified steer on the location(s) of such additional provision or the type of places provided.
- 4.6. In particular paras 5.16.2 to 5.16.5 of the report provide information on the feedback received during the consultation, and paras 5.27 to 5.50 provide an outline of the analysis of the responses and why a recommendation was proposed to broaden out the conversation in a more open ended way, without specifying one single school for expansion.

How we engaged stakeholders on school place provision in Muswell Hill

- 4.7. The consultation was held between Monday 19 January and Tuesday 24 February 2015. During this period we consulted in the following ways:
- A consultation document sent to all the schools in the Muswell Hill area and was also available to download from <http://www.haringey.gov.uk/muswell-hill-primary-schools-consultation>. Copies of the consultation document were also sent electronically to all Muswell Hill schools and hard copies were made available in the Muswell Hill Library and at the public meeting held in February 2015 (see below)
 - Information was sent to every school and nursery provision in the Muswell Hill area
 - A public meeting was held at Alexandra Park School on Tuesday 3 February between 6pm and 8pm to allow interested stakeholders to hear about demand for school places and to question a panel of officers on , among other things, demand for places, projected school rolls, options for how places might be increased, how any expansion is physically delivered, the role of free schools, local site availability and the local authority's duty to ensure school place sufficiency and its duty under the provisions of the London Plan to meet an annual housing target of new homes in the borough
 - Drop in sessions were held in Muswell Hill Toy Library on Tuesday 17 February 3pm-5pm, Wednesday 11 February 5pm-7pm and Thursday 5 February 3pm-5pm with Place Planning Officers available to answer questions and provide additional information on a face to face basis
- 4.8. Full details of how the consultation was carried out and a breakdown and analysis of the representations received is available to view at Appendices 5.

What the feedback from the consultation told us



4.9. There was a wide ranging number of both general and more specific views and opinions expressed through the consultation including:

- a new local authority school should be built,
- a new free school should be built,
- utilising vacant or near end of life buildings in the local area to either expand an existing school into or to provide a new school,
- address the issue of renting to secure a school place which drives up demand,
- expanding a school in Barnet (Archer Academy) to become a through school to provide places for Haringey children,
- improve the quality of educational provision in some other schools in the borough so that they are more attractive,
- liaise with Barnet and Enfield as school place planning is not limited to borough boundaries,
- expand Rhodes Avenue to four forms,
- the best schools are one or one and a half forms of entry,
- expanding any school where there are less than three forms of entry
- utilise the whole of the Cranwood site to expand St James
- there are bigger issues in the borough like Sure Start closures
- that schools with a faith element are not expanded
- expand St James by one class, Muswell Hill Primary by one, St Martin's by one and Eden by one
- expand Our Lady of Muswell School (assuming any data held setting out religious preference is available)

4.10. In addition to these views and comments, we received representations from local schools expressing interest in delivering the additional forms of entry. These schools were:

- St James C of E Primary
- Coldfall Primary
- Muswell Hill Primary

4.11. The proposals are set out in Appendix 5 of this report.

4.12. The themes of the views expressed as part of the representation period are explored in more detail below.

4.13. **Expanding an existing school** - We have previously expanded primary schools in the borough, and we will continue to look at expansion as a realistic and sustainable option of responding to increasing demand for school places.

4.14. We have previously carried out work across the borough to look at where there is projected unmet demand, which schools are capable of expansion/further



expansion and any physical site limitations, and which schools meet the requirements as set out in our agreed School Place Planning Principles (Appendices 2). It was the results of this work that led us to select Bounds Green Infant and Junior School, St James C of E Primary School and St Mary's CE Primary School to for potential expansion to meet projected demand in the short term.

- 4.15. Our projections show that further additional provision of places will be required over the coming years, with an additional 310 places provided borough wide by 2024. You will have read elsewhere in this report that the expansions of Bounds Green and St Mary's have progressed to a first statutory stage with the publication of statutory notices setting out our intention to expand both schools. By the date of the signing of this report Cabinet will have made a decision (17 March) on whether or not either or both of these schools should be permanently expanded.
- 4.16. Initial consultation work on the possible expansion of St James met with substantial opposition, not least because parents and carers (as well as some local residents) did not support an expansion of the school from its current one form to three forms of entry. The consultation that we have just completed is a more open ended look at how additional places might be delivered locally in Muswell Hill and expansion proposals have indeed been put forward for local schools (see para 5.22 below). Expanding local schools outside of the local area to meet Muswell Hill demand is not sustainable. Parents and carers want local school places and want certainty in where and how they will be provided. Making provision outside of the local area will not address unmet need in Muswell Hill and may have a negative impact on other schools in areas where demand is currently sufficient.
- 4.17. **Providing a new local authority school** - The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the academy/free school presumption) to the Education and Inspections Act 2006. Where a local authority thinks there is a need for a new school in its area it must seek proposals to establish an academy/free school.
- 4.18. **Providing a new free school** - The Education Act 2011 allows free school providers to put proposals forward to the Secretary of State for Education to open a free school in any area. At the time of writing no free school provider had submitted a proposal to open a new free school in the local area that would meet future unmet demand. There is an added difficulty for Muswell Hill and indeed for London. There are a limited number of brownfield or open sites that could accommodate a school that meets twenty first century curriculum and play needs. While free schools don't have to have outdoor space in practice, particularly at primary level, outdoor space is seen as an important factor in supporting the development of a child through both formal recreation (PE etc) and more informal play (play time and breaks). There are every few sites locally that could



accommodate a school and ancillary facilities in the local area. The St Luke's site has been mentioned through the consultation as a potential site for a) a free school, or b) as a second site to allow the expansion of St James. The site is not in the Council's gift. This site is now being developed by Hanover Housing Association.

- 4.19. **Improving the standards at other schools** - The Council's Schools and Learning Service supports schools in terms of school improvement offering a lighter touch to good and outstanding schools where standards and year on year data show the school is maintaining and driving up standards. The service intervenes in those schools where there is underachievement and improvement is required to meet the borough's overall vision of Outstanding for All across the schools estate. The work of the School Improvement team is ongoing and is progressed irrespective of the work of the School Place Planning team. There is very little surplus capacity in any of our reception classes across the borough (55 surplus places as of 13 February, well below the recommended 2% surplus to allow for parental choice and movement) and projections indicate that there will be unmet demand in the coming years. Even where standards are raised, this will mean that additional places will still be required through expansion or bulge work, or through the provision of a new school.
- 4.20. **A through school in Barnet** – as part of our planning work we talk to our neighbouring boroughs, including Barnet. Barnet's demand for additional reception places is not as pressing in the area close to Haringey. Further a free school, Archer Academy, has recently opened in East Finchley, close to the Haringey border and which provides places for any unmet demand in the secondary phase moving forward. Furthest distance offered in the primary sector is much smaller than at secondary level and provision of additional primary places may meet a very small proportion of unmet demand in Muswell Hill but cannot be relied on to meet the identified unmet need for Haringey over the next ten years.
- 4.21. **Sure Start provision** – the provision of three and four year old places is a critical part of planning but must be balanced against the identified need for future reception places as those three and four year olds move into the primary phase.

Conclusions on consultation period

- 4.22. This consultation was designed to be deliberately broad. Representations made to a previous consultation on the Council's preferred option in this area (see Appendix 1) expressed the opinion that the proposal was too narrow and that a wider opportunity to set out views would be welcome.
- 4.23. Although a wide range of views were made, there were key themes that did emerge including quality of provision and the importance of providing local places and continuity of education. We also heard views relating to:



- the expansion of St James and how this might be achieved
- the expansion of other local schools
- the expansion of other specific schools
- to not expand any schools
- building of new schools (free schools)

- 4.24. Full details of all of the responses we received are available to view in the Consultation Report at Appendix 5. The views heard will be referred to and referenced in any future proposals that are set forward so the stakeholders who have responded to this consultation can be assured that their voice has helped to shape the future local school landscape.
- 4.25. We heard representations from stakeholders at St James expressing their desire to deliver additional places at the school and we also heard from those would not support this. A number of local parents expressed an interest in additional places being delivered at one of each of several primary schools.
- 4.26. The material representations from three individual schools provided some new ideas for providing the places that will be required in the future.
- 4.27. However these proposals require further feasibility work to establish which projects are best able to deliver high quality, value for money places and to ensure that any proposals meet our Place Planning Principles.
- 4.28. For the Lead Member to note that a further public consultation and or representation will take place in accordance with the School Organisation guidance produced by the Department for Education.

Possible next steps

- 4.29. **Free schools** – at the present time there is no proposal from a free school provider to provide additional places in the Muswell Hill area.
- 4.30. **A through school** – this would entail expanding the age range of one of the existing local secondary schools or a new through school provided by a free school provider.
- 4.31. **Take no action** – if plans are not implemented to provide additional local places our projections show that we will not be able to meet future demand. Therefore the option to do nothing at this stage is not viable.
- 4.32. **Expansion of St James by one form on the existing site** – some parents and carers of children currently attending St James were very clear that they would support an expansion to two form entry in the way that they could not support an expansion to three forms. Further work could be carried out to see how this



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might be possible with known budgetary restraints and having regard to all of our Place Planning Principles, including the need to make the best use of scarce capital resources whilst ensuring the education delivered is enriched.

- 4.33. **Expansion of Muswell Hill Primary** – governors at Muswell Hill Primary have set out their in principle desire to expand their school from its current two forms to either three or four form entry. Details of the governors' submission are available to view in the Consultation Report at Appendix 5. Before any further steps could be taken on such a proposal there would need to be detailed feasibility work to understand the physical and financial constraints of how this might be achieved and how any work would meet the five Place Planning Principles.
- 4.34. **Expansion of Coldfall Primary from three to five forms of entry** – the governors of Coldfall have submitted a representation setting out their desire to expand their school from three to five forms of entry. As with Muswell Hill Primary, feasibility work would be required to see how this might be achieved on the existing site and what the financial cost would be. Any feasibility would also need to be measured against our agreed Place Planning Principles.
- 4.35. The school place planning principles (see Appendix 2) will provide the framework to ensure that the final proposals that go forward to consultation will provide high quality, value for money places. The proposals from local schools have been made by schools that are judged Outstanding by Ofsted and the demand element of the planning principles is set out in our School Place Planning Report and has already been discussed.
- 4.36. The key elements to space and indicative cost have been determined to a certain extent with the work already carried out at St James C of E School however the proposal put forward by the school is asking the Council to consider a far simpler proposed expansion and some additional work would need to be carried out to determine whether a smaller building project could provide some or all of the required places, whilst not compromising government space standards.
- 4.37. The proposal submitted by Muswell Hill Primary requires an indicative feasibility study to provide information on proposed cost of an expansion and to establish if there is sufficient space to provide the additional places required in the area and the Coldfall site would require a similar assessment.
- 4.38. It is proposed that this work is concluded and reported to the Lead Member in July so any consultation or representation can take place in September 2015.

5. Comments of the Chief Finance Officer and financial implications

Revenue Funding



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- 5.1. **Maintained Schools** – The Dedicated Schools Grant (DSG) will provide for the revenue implications of school expansions. The Schools Block of the DSG is determined by the October school census preceding the financial year and therefore will not reflect September increases in roll until the following financial year. Individual school budgets are based on the same data but the School and Early Years Finance Regulations allow a schools forum to set aside a growth fund for in-year planned expansions covering the unfunded period from September to March for maintained schools.
- 5.2. Haringey's Schools Forum have previously approved funding criteria for expanding maintained schools on the basis of 7/12th of the relevant Age Weighted Pupil Unit (AWPU) funding plus £500 multiplied by the standard class number (30 in primary schools). The report sets out the constraints on new local authority schools but in the event of one being established regulations allow for pre-opening costs to be met from the Growth Fund. Arrangements for academies and free schools are more complex involving a longer unfunded period for the school. The Education Funding Agency make recoupment adjustments to boost the Growth Fund to provide for this in academies and make interim funding arrangements for new free schools.

6. Comments of the Assistant Director of Corporate Governance and legal implications

- 6.1. The Assistant Director of Corporate Governance has been consulted on the content of this report and comments as follows.
- 6.2. Section 13(1) of the Education Act 1996 imposes on the Council an obligation to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education is available to meet the needs of the population of their area.
- 6.3. Section 14 of the Education Act 1996 provides that the authority must secure that there are sufficient schools for providing primary education in its area. The School Admissions Code dated 19 December 2014 states that admission authorities must provide for the admission of all children in the September following their fourth birthday.
- 6.4. If the Lead Member approves recommendation 1 then the implications flowing are that a feasibility study would be undertaken which would require procurement of consultant/s in compliance with EU Competition requirements under the new Public Contracts Regulations 2015 which are effective from 26 February 2015 and the Councils' Contract Procedure Rules including Contract Standing Orders.
- 6.5. It is proposed that the outcome of the feasibility report will form the basis of a representation and consultation on the expansion of one or more of the schools. Any consultation in relation to expansion of a school should be undertaken in



accordance with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 (“Regulations”) under which the authority must, when bringing forward proposals to which the regulations apply, to expand a school, consult with interested parties and in doing so have due regard to the Secretary of State guidance as issued from time to time. The relevant guidance is for the School Organisation Maintained Schools, Guidance proposers and decision - makers issued January 2014 (the Guidance). The authority must also have regard to the Guidance when considering or determining proposals and making decisions in relation to their implementation.

7. Equalities and Community Cohesion Comments

- 7.1. The Council has a statutory duty to secure sufficient education provision within Haringey to promote higher standards of attainment and must ensure that all Haringey children of Reception age have a place at school. In this statutory role, the Council must respond to changes in demand for school places over time by increasing or removing capacity as the case may be.
- 7.2. Evidence set out in this report clearly demonstrates the need for additional reception places in the Muswell Hill Planning Area.
- 7.3. The Council also has a general equality duty under section 149 of the Equality Act 2010 to have due regard to the need to, among other things, advance equality of opportunity and foster good relations between groups in Haringey.
- 7.4. Ensuring there is sufficient provision to enable all Haringey children of Reception age to have a school place is consistent with this duty. However, the duty also requires that the Council demonstrate due regard to the wider impact the proposal might have on persons or groups who might share any of the characteristics protected by sections 4 – 12 and 17 of the Equality Act 2010. To comply with this duty, the Council must seek to identify what impact the proposals may have and take steps to address any adverse impact they may have on any relevant protected characteristics.
- 7.5. It is advised therefore that the final decision as to where any further consultation should take place should be informed by a full equality impact assessment.
- 7.6. **Policy Implication** - Our continued assessment of actual demand and projection for school places across all of our schools and settings helps to ensure that we are contributing towards planning to meet the projected demand for future places from both children who have already been born and for those children that it has been projected will be born over the coming years.
- 7.7. Our place planning principles contribute towards ensuring that this process is robust and considered. This underpins the Children and Young People Strategic Plan 2009 - 2020 which seeks to develop sustainable schooling (under the



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priority of Enjoy and Achieve) and empower families and communities through the provision of local school places (under the priority of achieving economic wellbeing). The provision of additional reception places to meet identified future unmet demand also contributes towards the 'Outstanding for All' outcomes and priorities as outlined in Haringey's Corporate Plan.

8. Head of Procurement Comments

- 8.1. **Policy Implication** - Our continued assessment of actual demand and projection for school places across all of our schools and settings helps to ensure that we are contributing towards planning to meet the projected demand for future places from both children who have already been born and for those children that it has been projected will be born over the coming years.
- 8.2. Our place planning principles contribute towards ensuring that this process is robust and considered. This underpins the Children and Young People Strategic Plan 2009 - 2020 which seeks to develop sustainable schooling (under the priority of Enjoy and Achieve) and empower families and communities through the provision of local school places (under the priority of achieving economic wellbeing). The provision of additional reception places to meet identified future unmet demand also contributes towards the 'Outstanding for All' outcomes and priorities as outlined in Haringey's Corporate Plan.

9. Reasons for Decision

- 9.1. This report considers how two additional forms of entry can best be delivered in the Muswell Hill area (Planning Area 1). It provides representations from stakeholders and sets out that some proposed next steps. The decision to undertake some additional further time limited feasibility will ensure that the future school places in this area will best meet the published Place Planning Principles.

10. Use of Appendices

- 10.1. See below for full list of appendices

11. Local Government (Access to Information) Act 1985

- Appendix 1: Dec 11 Cabinet member signing report (without appendices)
- Appendix 2: School Place Planning Principles
- Appendix 3: The Statutory process
- Appendix 4: Demand for reception places
- Appendix 5: Muswell Hill Consultation Report



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**Appendices for Cabinet Report 2015
School Expansions**

Appendix	Title
1	Cabinet Member Signing report December 2014
2	School Place Planning Principles
3	The Statutory process
4	Demand for reception places
5	Muswell Hill Consultation Report



Appendix 1

Cabinet Member Signing report December 2014



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Report for:	Cabinet Member Signing	Item Number:	
Title:	School Expansions – outcome of stakeholder consultation held between September and November 2014 and recommendations on whether or not to publish statutory notices – Bounds Green Infant and Junior School N11, St James C of E Primary N10 and St Mary’s CE Primary N8		
Report Authorised by:	Jon Abbey – Interim Director, Children’s Services Anji Philips – Assistant Director, Schools and Learning		
Lead Officer:	Jennifer Duxbury – Head of Education Services Eveleen Riordan – Deputy Head of Education Services		
Ward(s) affected:	The wards within which the affected schools sit (Bounds Green ward, Hornsey ward and Muswell Hill ward and their adjacent wards are primarily affected, but the provision of school places has the potential to impact on all wards in the borough as the benefits of local place sufficiency ripples out across the borough	Report for Key/Non Key Decisions:	Key

1. Describe the issue under consideration

- 1.1. On 15 July 2014 Cabinet agreed that Education Services could begin a public consultation on the how we might provide additional reception places in the borough to meet projected demand.
- 1.2. Between 15 September and 7 November 2014 consultation was carried out with stakeholders¹ on the possible expansion of three primary schools –

School	Expansion	Proposed implementation date
St James C of E Primary N10	Expansion from one form (30 pupils) to three	Phased: September 2016 Reception

¹ parents, carers, schools, pupils, local residents, businesses and anyone who might have an interest in the provision of additional reception places



	forms (90)	cohort expanding from one to two forms September 2018 Reception cohort expanding from two to three forms
Bounds Green Infant and Junior School N11	Expansion from two forms (60 pupils) to three forms (90)	September 2016 reception cohort
St Mary's CE Primary N8	From two forms (60 pupils) to three forms (90)	September 2015 reception cohort

- 1.3. This report provides comprehensive details of the feedback on the responses we received from all stakeholders on the consultation including together with the latest available data on demand for school places in the borough. Having regard to all of the material information as outlined above this report makes a number of recommendations and these are set out in paragraph 3 below.

2. Cabinet Member introduction

- 2.1. This is a report for sign off by the Cabinet Member for Children and Families: therefore there is no Cabinet Member introduction

3. Recommendations

- 3.1. The Cabinet Member for Children and Families is asked to:

- 1) Note the views, opinions, and evidence received in response to consultation carried out between 15 September and 7 November on the possible expansion(s) of:

Bounds Green Infant and Junior School N11
St James C of E Primary School N10
St Mary's CE Primary School N8

- 2) Note the:

- analysis of the views, opinions and evidence of the feedback received;
- analysis of other factors including the demand for and supply of reception places across Haringey and in particularly in and around the wards within which the above three schools are sited;
- projections for school rolls in our primary schools for up to ten years ahead based on actual and projected birth rates;



- 3) In considering 1 & 2, agree to the publication of a statutory proposal (Stage 1 of the statutory steps outlined in the Department for Education's Guidance²) in January 2015 immediately followed by a (fixed) four week period of representation (Stage 2) in respect of the following two schools:
 - Bounds Green Infant and Junior School, and
 - St Mary's CE Primary School;
- 4) Note that a Cabinet report will be prepared for March 2015 making recommendation(s) on whether or not these two schools should be expanded;
- 5) Agree that, having regard to representation received as a result of consultation, that a statutory notice for the expansion of St James C of E Primary School should not be published at the present time;
- 6) Note that a wider school place consultation will be undertaken with stakeholders in Planning Area1, with a particularly focus on the Muswell Hill area and a report produced where appropriate.

4. Alternative options considered

- 4.1. Demand for primary reception places in our borough is rising and we know from the data from the School Place Planning Report that we will need additional places from 2015 if we are to ensure that we continue to meet our statutory duty of being able to provide enough school places.
- 4.2. Information on the supply of and demand for school places is set out in our annual school place planning report and is published online. A summary of this information is included in paragraph 5 below and in the associated appendices.
- 4.3. Previous reports (July 2013 and July 2104) have set out why the specific schools were indentified for consultation and at this juncture, the results of the consultation and demand have informed the next steps.
- 4.4. The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the academy/free school presumption) to the Education and Inspections Act 2006. For the local authority, therefore setting up a new community school could not be considered.

5. Background information

² School Organisation: Guidance for proposers and decision makers January 2014



5.1. **Why are we thinking about increasing reception places?**

Our School Place Planning report shows a projected shortfall of reception places in the coming years (see Appendix 1 which sets out actual and projected demand for reception places). Our latest borough wide projections (2014) show that if we do not provide additional places we will have a shortfall of 1 form of entry (1fe) in 2015, rising to 11fe by 2024.

5.2. This shortfall mirrors the position across the capital triggered by a rise in birth rates and net migration into London. This shortfall does not take account of the 2% recommended surplus advised by the DfE to allow for some parental preference and movement. In Haringey 2% equates to approximately 65 reception places (3fe) based on an overall published admission number of 3260 for the borough's reception cohort.

5.3. **Meeting future demand**

In July 2013 the Council's Cabinet agreed that the borough could carry out initial feasibility work to see if several of the borough's schools were physically capable of expansion. These schools had been selected according to our published Place Planning Principles (Appendix 2) as well as work to see where additional places could best be provided within the borough to most effectively meet projected unmet need.

5.4. In July 2014 the Cabinet agreed that the Council could begin consultation on the possible expansion of three primary schools: Bounds Green Infant and Junior School N11, St James C of E Primary School N10 and St Mary's CE Primary School N8. Initial feasibility had shown that all of these schools were capable of expansion and projections indicated that these schools would be well placed geographically to meet future rising demand. The schools also met the spirit and content of our published School Place Planning Principles (Appendix 2).

5.5. **Consultation – the statutory process**

Where a local authority wants to expand a school (increase the numbers admitted each year) and the expansion involves physical building works, the Department for Education's (DfE) School Organisation: Guidance for proposers and decision makers sets out the statutory stages that must be followed. The four stages are:

1. **Stage 1: Publication** (of a statutory proposal)
2. **Stage 2: Representation** (formal consultation – fixed period of four weeks only)
3. **Stage 3: Decision** (must be within two months of the end of the representation period)
4. **Stage 4: Implementation** (when the first intake of the expanded cohort starts)



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- 5.6. Para 10 of the Guidance acknowledges that there is no requirement for a “pre-publication consultation period” but does say that there is a “strong presumption” that local authorities will “consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take account of all relevant considerations”.
- 5.7. We see the gathering of views and evidence on the expansions as critical to informing a balanced and robust process. We carried out an eight week consultation³ period for each of the three schools, during which time the following actions were instigated:

Stakeholders	
Consultation document (appendix 8)	All parents, carers, staff and governors were provided with a copy of the full consultation document (Appendix 8) which provided them with information on the proposed expansion and set out details of how they could express their views
Consultation Flier (appendix 4)	Houses, flats and businesses at a radius of 1km from the centre of the school were leafleted (Appendix 4) advising of the expansion consultation, giving the web link details and advising on public meeting dates and times
Other consultees	All adjoining boroughs, the borough’s MPs, all councillors, the diocesan boards and all relevant council departments were advised of the consultation via an email
Posters	Posters were displayed at all schools where an expansion was being considered and at all of the borough’s libraries
Public meetings – two public meetings were held at each school: one in the morning to coincide with school drop off, and one in the evening to allow working parents/local residents to attend	<u>Bounds Green Infant and Junior School</u> Thursday 2 October at 9.15am and 6.15pm <u>St James C of E Primary</u> Wednesday 24 September at 7pm and Thursday 25 September at

³ The consultation was originally scheduled to run for six weeks (15 September to 24 October) but was extended to eight weeks (ending on 7 November) to accommodate requests from stakeholders across all three schools



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	9.15am <u>St Mary's CE Primary</u> 22 September 2014 at 9.15am and 6.30pm
Emails/ letters	All electronic submissions were acknowledged via email and questions and queries raised through the consultation period were responded to so as to ensure respondents were able to make fully informed comments on the proposals
Design drop-ins	Design drop-ins were held at each school and allowed all stakeholders to view some indicative drawings for how any expansions might be delivered and officers were available to talk through the indicative designs and answer questions and queries.

5.8. A comprehensive Consultation Report setting out the documents we shared with stakeholders and all of the feedback given to us, together with Council responses to questions raised during the consultation process (as well as a list of frequently asked questions and answers provided as part of the consultation documentation) is included at Appendix 8 and Appendix 3 to this report.

5.9. We have had some representations from pupils through the consultation process. The voice of the pupils of each school will be addressed at any statutory notice stage through working with individual schools and their School Councils or as appropriate.

5.10. Demand for reception places in the borough

Demand for reception places in our borough is rising. At the present time we have a very low surplus of reception places in the borough – 54⁴ reception places available places across all of our schools (out of a total of 3350 reception places (1.6% surplus). Our projections show that, in the shorter term (up to 2018/19) we will have a deficit of 120 places (4fe)⁵, rising to a deficit of 310 places (11fe) by 2024 if we do not increase the number of reception places we have available to meet rising demand. While our projections are more accurate in the shorter term (because they take account of children that have actually been born but have not yet started school), we do know that accuracy in recent years has been within the range of 0.2% and 2.71% over the last six years (with 0.2% equating to

⁴ As of 6 Nov 2014

⁵ Based on a Published Admission Number (PAN) of 3260 reception places



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6⁶ pupils or less than one form of entry and 2.71% equating to eighty pupils or just under three forms of entry). The 2% DfE recommended surplus (to allow for some parental choice and movement) based on 3350 available reception places is 60 places.

- 5.11. We know from the projections that we have that to do nothing to increase capacity is not an option as we will not be able to meet future demand and therefore meet our statutory duty as a Council. An in-depth analysis of the demand for and supply of reception places across the borough together with actual and projected school rolls is set out in our annual School Place Planning Report (SPPR) 2014 which is published on our website and is available to view at www.haringey.gov.uk/schoolplaceplanning
- 5.12. The SPPR was signposted to all stakeholders during the consultation period and a link to it provided on the Council's consultation webpage so that those stakeholders who were interested in the data that informs our projections and the school roll data that we hold across the borough could access information that informed why Cabinet agreed to begin consultation on expanding some of our schools. There is table taken from the SPPR at Appendix 1 setting out the number of births and pupil roll projections by corresponding intake year compared against the number of available places across the borough. This table shows the projected shortfall in reception places measured in forms of entry on a year by year basis from 2015 through to 2025.
- 5.13. Below is an analysis of the demand for places in the local area close to each of the schools we are thinking about expanding, together with a summary of the consultation responses we have received for each school. The summary of the responses received **must** be read in conjunction with the full consultation report for each school included at Appendix 8 of this report. The consultation reports set out in their entirety the responses we have received during the consultation period. The Consultation Report at Appendix 8 contains a list of frequently asked questions for each school and Appendix 8 also contains has a summary of the questions and answers flowing from the public meetings that were held. Where any questions were asked that were not covered by the FAQs or the Q and As the appendices have been supplemented to reflect these additional questions.
- 5.14. The schools are considered in alphabetical order beginning with Bounds Green Infant and Junior school.

5.15. Bounds Green Infant and Junior School

⁶ Based on the 2014 PAN of 3350



5.15.1. Demand for reception places local to Bounds Green Infant and Junior School

Bounds Green Infant and Junior School falls into Planning Area 1 (PA1) for the purposes of school place planning (see Appendix 5, map of Planning Areas). However, the school rolls for Bounds Green show that demand and supply of places in PA5 (comprising of Noel Park, West Green, Woodside, south half of Bounds Green wards) has the most impact on how demand is played out at Bounds Green. For the purposes of this report the data for PA5 is used to reflect demand and supply in the area around Bounds Green Infant and Junior School. This shows (Appendix 1) that demand is projected to outstrip supply by approximately one form of entry (1fe) from 2015, rising to 2fe in 2018 and 3fe in 2021 based on a published admission number (PAN) of 3260.

5.15.2. In addition to monitoring demand for places and school rolls in the area around Bounds Green, we are also in regular contact with our colleagues in Enfield with regard to demand for places in Enfield in the area close to Bounds Green. We know that Enfield's North Circular Road Area Action Plan (NCR APP), together with several regeneration projects (including the Ladderswood Estate) will mean an increase in demand for local school places. The Greenwich Judgement of 1989 established the right of any child to apply for admission to any school; whether they succeed in that application or not, however, will depend upon the admissions criteria for that school but not upon whether that school is under the control of the local authority where the child happens to live.

5.15.3. Enfield have/are planning to increase local capacity for school places (including at Garfield Primary School which increased from 2fe to 3fe in 2013 and a potential 2fe primary provision at Ashmole Academy from 2015) but we are carefully monitoring the impact of the AAP and other regeneration on demand for places on our side of the borough boundary, specifically at Bounds Green Infant and Junior School and St Martin of Porres. As of November 2014 there were 47 Enfield children in Bounds Green Infant and Junior School (see Appendix 7)

5.15.4. Bounds Green Infants and Junior school – summary of consultation findings

53% of respondents to the consultation (16) said either that they supported or that they strongly supported the proposal to expand the school compared to 43% (13) who either did not support or strongly not support an expansion (see Figure 1 below for complete results).

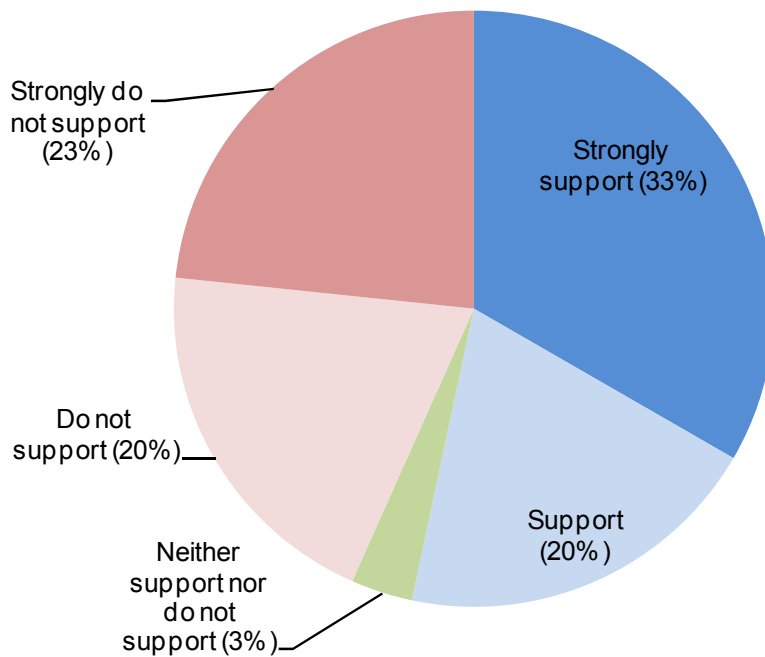
5.15.5. We received 18 electronic and 12 paper consultation responses (making a total of 30 responses). The largest respondent group were

parents/carers of a pupil at the school (20 responses) followed by parents or carers of a child not yet of school age (9).

Figure 1 below sets out a summary of the responses in a pie chart.

**Figure 1: Support for proposed expansion
(Bounds Green Infants and Junior school)**

Source: LBH Consultation survey 2014



Note 1: Totals may not sum to 100% due to rounding

Note 2: For the precise questioning used for each survey please refer to the survey forms given in the appendices.

5.15.6. The most often cited advantages of an expansion were the reduction of school waiting lists (10) and new buildings / classrooms (7). In contrast the most often cited disadvantages were less space (17), the school losing character (9) and the disruption caused by the development (8).

5.15.7. Conclusions on the recommended next steps for Bounds Green Infant and Junior School are set out in 5.22 to 5.26 below.

5.16. St James C of E Primary School

5.16.1. Demand for school places in the area local to St James C of E Primary School



St James C of E Primary falls into Planning Area 1 (PA1) for the purposes of planning for school places. Demand for places in this part of the borough is high and as of November 2014 there were no spaces at reception level and waiting lists existed for all schools in the PA⁷. Our projections show that we currently do not have enough reception places to meet local demand (as a result a bulge class of 30 was provided at St James for the September 2014 entry) and we project that we will need 1fe from September 2015 rising to 2fe (60 places) from 2016.

5.16.2. St James C of E Primary school – summary of consultation findings

A total of 82% of respondents to the consultation (133) said *either* that they did not support or that they strongly did not support an expansion of the school compared to 14% (23) who either support or strongly support an expansion (see Figure 1 below for complete results).

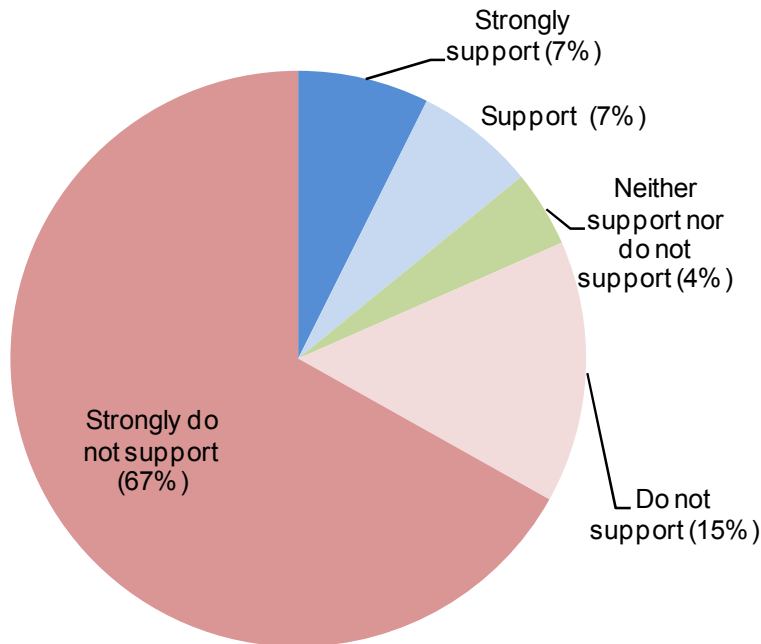
5.16.3. We received 144 electronic and 19 paper consultation responses (a total of 163) and the highest category of respondent was a parent/carer of a pupil at the school (117 responses) followed by a parent or carer of a child not yet of school age (21).

A summary of the responses is set out in a pie chart in figure 1 below

⁷ Bounds Green Infant and Junior, Coldfall Primary, Eden Primary, Muswell Hill Primary, Our Lady of Muswell RC Primary, Rhodes Avenue Primary, St James' CE Primary, St Martin of Porres RC, Tetherdown Primary

**Figure 1: Support for proposed expansion
(St James C of E)**

Source: LBH Consultation survey 2014



Note 1: Totals may not sum to 100% due to rounding

Note 2: For the precise questioning used for each survey please refer to the survey forms given in the appendices.

5.16.4. The most often cited disadvantages of an expansion were less space (114), local parking or traffic issues (73) and the disruption caused by the development (56). Sale of Land was also cited by 24 respondents. The most frequent cited advantages of expansion were new buildings / classrooms (45), the reduction of school waiting lists (36) and better prospects for staff (28).

5.16.5. Conclusions on the recommended next steps for St James C of E Primary School are set out in paras 5.27 to 5.50.

5.17. St Mary's CE Primary School

5.17.1. Demand for school places in the area local to St Mary's CE Primary School

St Mary's falls into Planning Area 2 (PA2) for the purposes of planning for school places. We currently provide a total of 626 reception places in this PA and, for September 2014, we increased this capacity to 656 by providing an additional 30 places at St Mary's to meet projected



unmet demand. As of November 2014 all three reception classes were full and there was a waiting list for reception places at the school. We expect demand to outstrip supply in this area by 2fe (60 places) in 2015/6, settling back down to 1fe (30 places) from 2016/17 onwards.

5.17.2. St Mary's CE Primary - summary of consultation findings

A total of 56% of respondents to the consultation (10) said either they did not support or that they strongly did not support an expansion of the school compared to 39% (7) who either supported or strongly supported an expansion of the school (see Figure 1 for complete results).

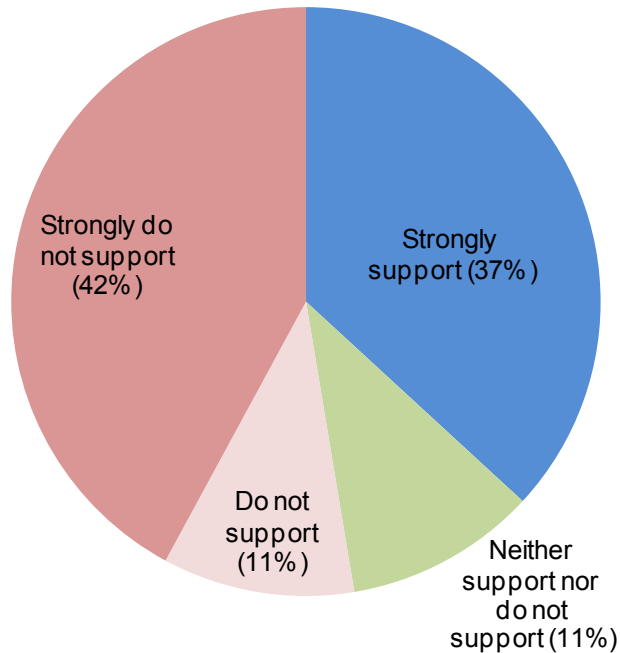
5.17.3. We received 14 electronic and 5 paper consultation responses (making a total of 19 responses). The biggest respondent group was a parent/carer of a pupil at the school (12 responses) followed by a parent or carer of a child not yet of school age (5).

5.17.4. 53% of respondents to the consultation (10) said that either they did not support or they strongly did not support the proposal compared to 37% (7) who said they either supported or strongly supported an expansion of the school (see Figure 1 below for complete results).

5.17.5. St Mary's CE Primary school received 14 electronic and 5 paper consultation responses. The largest respondent type was a parent/carer of a pupil at the school (12 responses) followed by a parent or carer of a child not yet of school age (5).

**Figure 1: Support for proposed expansion
(St Mary's CE)**

Source: LBH Consultation survey 2014



Note 1: Totals may not sum to 100% due to rounding

Note 2: For the precise questioning used for each survey please refer to the survey forms given in the appendices.

5.17.6. According to respondents the greatest disadvantages of any expansion were the disruption caused by the development (9) and the school losing character (7). The most frequently cited advantages of expansion were a reduction of school waiting lists (9) and more money for the school as a result of increased pupil numbers (3).

5.17.7. Conclusions on the recommended next steps for St Mary's CE Primary School are set out in paras 5.51 to 5.56 below.

5.18. Conclusions on all three schools

We have seen an overall upward trajectory in birth rates in our borough in recent years which has meant a rise in the demand for reception places in the borough. Nationally birth rates show a similar trend: up by 18% in England and Wales in the last decade⁸. There is no single explanation underlying the rise in fertility in England and Wales but the Office for National Statistics cites that the possible causes may include:

⁸ Source: The Independent, February 2014



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- more women currently in their twenties having children
- more women at older ages (born in the 1960s and 1970s) are having children that had previously postponed having them
- increases in the numbers of foreign born-women who tend to have higher fertility than UK-born women
- government policy and the economic climate indirectly influencing individuals' decisions around childbearing

- 5.19. Our last known projections from the GLA (reproduced at Appendix 1) reflect this upward trend and show an overall upward trajectory for births between now and 2024 so that by 2024 we expect there to be 295 more births in that year.
- 5.20. We have previously expanded several of our primary schools (Rhodes Avenue 2012, Welbourne 2013) and we have also used 'bulge' or one off classes at a number of schools across the borough to meet local demand. In addition the opening of several free schools in the borough since 2012 has meant that an additional 140⁹ free school reception places have been provided across the borough.
- 5.21. During the consultation across the three primary schools we heard varied and differing views and concerns both in favour of and against the expansion of all three schools. When we made a commitment to carry out this non statutory consultation with all stakeholders we made clear that the feedback we received would be a vital factor in helping us to form recommendations on any next steps for the expansion of school(s) in the borough. The conclusions on next steps for all three schools is set out below in the following paragraphs –

Bounds Green Infant and Junior School - inclusive	Paras 5.22 to 5.26
St James C of E Primary - inclusive	Paras 5.27 to 5.50
St Mary's CE Primary - inclusive	Paras 5.51 to 5.56

- 5.22. **Bounds Green Infant and Junior School** - Para 5.15.1 above sets out the demand for reception places close to Bounds Green and shows a deficit of 3FE (90 places) in the coming years. Paras 5.15.5 provide a summary of the consultation responses. Of those who opposed the expansion the main points of concern was the perceived lack of onsite space within which to provide an additional form of entry together with a fear that the current ethos of the school would be lost and that building

⁹ 30 places at Eden Primary N10, 60 Places at Brook House Primary School N15 and 60 places at Harris Academy Tottenham N17



work would be disruptive and that the education of children at the school would suffer.

- 5.23. We know that an expansion of any school brings challenges to a school and we have set out in some detail in the consultation material (Appendix 8) how such challenges could be addressed generally and with more specific reference to the leadership at Bounds Green (and to the leadership of the other schools in their dedicated consultation material). Parents and carers who have children who are not yet of school age have also come forward to express support for an expansion of the school and the additional local school places that the expansion will provide for their own or other children as they reach statutory school age. The school's leadership, including governors, have set out their in principle support for an expansion to meet the needs of local families although they do retain some concerns about how an expansion is delivered as well as how robust the projections for future demand are. We have further collaborative work to carry out with the school in the coming months to agree more detailed work on delivery of an expansion, and we do have confidence that our projections across the borough show a very small margin of error as each reception cohort comes forward in September of each year (between 0.2% and 2.71% in the last six years, equating to 80 reception places at its highest based on an overall reception capacity of 3350 as was provided for September 2014 entry).
- 5.24. On balance and having regard to consultation responses, school roll projections and the comments from the leadership of the school it is recommended that a statutory notice is issued for the expansion of the school from two to three forms of entry, to take effect from 2016. It is recommended that a notice is published in January 2015 and a fixed statutory period of representation (consultation) will immediately follow during which all stakeholders will once again have the opportunity to express their views.
- 5.25. Following that representation period a report will be prepared for the Council's full Cabinet in March 2015 to make a final decision on whether or not to expand the school. The March 2015 report will also have the benefit of the latest available statistics for reception applications for the September 2015 intake¹⁰. We will be able to measure these statistics against our September 2015 school roll projections to establish the accuracy of these projections. This information will provide a valuable check against the projections on which we are currently make a recommendation to expand the school.

¹⁰ The closing date for applications for reception 2015 is 15 January 2015



- 5.26. During the period between now and March 2015 we will also be having further detailed conversations with the senior leadership of Bounds Green Infant and Junior School on, among other things, design of any expansion and school roll projections and their accuracy together with local demand for school places. We will report back to Cabinet on the outcome of these conversations in March 2015. The options open to officers for the Cabinet report in March 2015 will be to: 1) recommend expansion of the school, or: 2) to recommend that the school is not expanded. Any recommendation will be based on the latest available data and the representations made as part of the statutory consultation scheduled for January/February 2015, including from the governors of the school. The Cabinet will be the decision maker based on the recommendations and the information contained in the report.
- 5.27. **St James C of E Primary** - Para 5.16.1 above sets out the demand for reception places close to St James and shows a deficit of 2FE (60 places) in the coming years. Paras 5.16.3 provide a summary of the consultation responses with a vast majority very firmly against an expansion of the school based on the information shared through the consultation period, although there was a proportion of a response that supported an expansion and recognised the need to increase the number of local school places.
- 5.28. There has been a very strong opposition put forward by stakeholders to the expansion of the school based on a proposed overall reduction in the curtilage of the school site, together with the increased attraction of traffic to the school that residents expect as a result of an expansion. Respondents also expressed concern about the disruption the expansion would have on the school and the resultant impact on the delivery of education to the children at the school. Where support was shown for the expansion the grounds cited were the new classrooms and buildings that an expansion would bring, together with reduced school waiting lists and more money for the school to use to enrich the curriculum and learning.
- 5.29. The proposed expansion of St James is more complex than the other two proposed expansions for two main reasons: an expansion from one to three forms is proposed over a phased period between 2016 (when the school would move to two reception classes) and 2018 (when the school would move to three reception classes); and 2) the building works to deliver an expansion proposes a holistic development which takes advantage of using the existing St James' school site located on Woodside Avenue (in the ownership of the diocese) and, the adjacent former residential care home known as Cranwood House (in the ownership of the Council and on Muswell Hill Road).



- 5.30. This holistic approach would provide enhanced, modern education facilities to meet projected unmet need for school places as well as providing affordable housing, particularly council rented homes, which are in serious undersupply in this part of the borough. It is these two elements of a proposed expansion that lie at the heart of the opposition to the expansion from current parents and carers of children at the school and from local residents.
- 5.31. The holistic approach to facilitating an expansion of St James C of E Primary School does require a swap of land which is currently in London Diocesan Board for Schools ownership and land which is currently in local authority ownership.
- 5.32. Consultation responses from stakeholders and more specifically from parents/carers at St James have focused on a significant concern regarding the overall reduction of Diocesan land and the play space offered within the design for the new 3fe school.
- 5.33. While the overall gross site area (existing school site boundary) is reduced, the onsite changes mean that an expanded school would benefit from a slight increased net useable play space, and a 3fe school at three storeys as opposed to the school's current one storey building. To achieve this increase in play space the design is reliant on the use of play decks (play space above ground floor level and seen in many school settings in built up areas where space is at a premium). The total area of play space as proposed in a 3fe school exceeds DfE standards for primary schools by 5%. To provide any additional play space over and above that set out at design stage would potentially impact on the proposed housing development and the percentage of affordable housing units (which are already less than the 50% set out in the borough's Local Plan). A breakdown of proposed external space is set out below:
- Sport England tennis court is offered at 24m x 11m = 264 sq metre.
 - The schools current MUGA (multi use games area) is 383 sq metre.
 - The proposed first floor offers 2 play decks, 550 and 819 sq metre (square and rectangular spaces to suit all activities)
 - The proposed second floor play deck is offered at 213 (informal play/outdoor learning area)
- 5.34. The budgetary constraints for this holistic approach means that the proposed housing development would cross subsidise the new 3fe school (approximately £4m housing contribution against an indicative £9m education budget). The Diocese would be required to undertake a land swap within the existing school site to support the proposed housing. The works to expand also do allow some condition issues that currently exist at St James to be addressed as part of the new build.



- 5.35. This land contribution would be offset by a smaller portion of land given over to the school from the existing Cranwood site (see map at Appendix 9). There remains an overall reduction in school land. The exchange of land has proved contentious for many parents and carers of the school and there have been some misconceptions that school land is being sold to fund the increase in school places.
- 5.36. In fact 2631m² of land currently in diocesan ownership is being given over in exchange for 870m² of land currently in Council ownership. The principle of offering a parcel of land was known by the Diocese and Governors and informed their preferred option offered in August 2014. The risk of obtaining support by the Charities Commission was considered low by the Diocese based on benefits and precedent set previously. The present design exceeds BB99 DFE primary space guidance by approx 5%.
- 5.37. The redevelopment of the former Cranwood House site for residential units will go ahead regardless of whether or not a decision to expand St James C of E Primary is taken. The Cranwood House site has been designated in the borough's Local Plan for a number of years as a site suitable for residential development and it provides a valuable opportunity to provide a mix of housing that is in demand in the borough and across London. Provision of residential on this site also allows a significant contribution to Haringey's London Plan housing target of 820 units a year to contribute towards the overall shortage (including affordable) of housing in the Capital. The further alterations to the London Plan (FALP) proposed an even higher annual housing target for the borough of 1502 units from 2015. A holistic approach to redevelopment of this site together with an expansion of St James has been proposed because the timings have aligned in such a way as to consider a school building that crosses the two sites and residential development that provides some financial uplift to partially pay for delivery of the school expansion.
- 5.38. Governors of the school, while supporting the principle of an expansion of the school to either two or three forms of entry, have expressed strong concerns about a) financial limitations flowing from the land swap proposed between the adjacent Cranwood House and some diocesan land currently within the curtilage of the school, and b) from an environment and facility perspective governors consider that the land being lost and the benefits secured for future pupils in imbalanced as currently proposed. The Governors' full submission is appended in the consultation report at Appendix 8 to this report.
- 5.39. The objections to the proposed expansion of St James using a holistic solution that takes account of the adjacent local authority owned



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Cranwood site are strong. They are set out in full in Appendix 8 to this report and include officer and other responses to the objections that have been raised.

- 5.40. The Head teacher of another local primary (Highgate Primary) has set out his concerns about a) perceived inaccuracies in the authority's published consultation information and the School Place Planning Report in terms of projections and new development and b) loss of prospective pupils to St James if it is expanded.
- 5.41. The full response from Highgate is included in the consultation report at Appendix 8 of this report. The Head teacher believes the expansion would have a significant and destabilising impact on Highgate Primary School as pupils who might have chosen to go to/been offered a place at Highgate Primary would be likely to be offered a place at an expanded St James. The consultation document refers to the number of applications we received for a reception place in PA1 against the number of reception places in PA1 – 554 for 540 leaving a shortfall of 14 places.
- 5.42. This information is factual based on applications we received and is correct. Following offer day there were residents in PA1 who had not been offered a local school place and had to be offered a place some distance from their home address. Ten families living in N10 were not given one of their preferred schools on national offer day (17 April) and we had to allocate them a school place out of the local area.
- 5.43. We were subsequently able to offer all of these families a local place but this would have been helped by the bulge class opened in reception at St James in September 2014. Without this bulge class it is likely that the ten local families not offered a local place would have been higher and that other children would have been offered lower preference schools, further away.
- 5.44. Even when set against the unmet future demand for reception places in the local area and the risk we face to insufficiency of school places locally if we do not take action to increase capacity, the strength of feeling against an expansion of St James C of E Primary by two forms of entry based on the holistic proposal (using adjacent LA land and uplift from a residential development to part fund the expansion) is very clear and the risks to proceeding to issuing a statutory notice based on the current proposal without the full and unconditional support of the school's governing body and the parent and carer body of children currently at the school would make the delivery of an expansion very difficult if not impossible.
- 5.45. The DfE's statutory Guidance on School Organisation contains important information about process, decision making and appeal and can be viewed



at <https://www.gov.uk/government/publications/school-organisation-maintained-schools> and is included at Appendix 10 to this report.

- 5.46. Having regard to all of the above, including the projected unmet demand for local school places and the strong opposition to an expansion that requires a land swap, even allowing for the benefits that could be achieved through the resultant uplift from the adjacent residential development, it is recommended that a statutory notice in respect of an expansion of St James is not published at the current time.
- 5.47. The feedback from the recent consultation has told us that the expansion as currently proposed does not have sufficient support and there would be too many associated risks to any final decision making and implementation in taking it forward at this stage. These risks cannot, at the current time, be offset by the provision of additional local school places that an expansion at St James would bring.
- 5.48. It is also recommended that a wider consultation with local parents (of school children and pre-school aged children) together with local residents, local schools and all other stakeholders takes place in the Muswell Hill area early in 2015.
- 5.49. Feedback from this consultation will be reported to Cabinet in March 2015 together with any necessary recommendations, including any further consultation on expansions and/or bulge classes, to ensure that we have sufficiency of school places in the local area looking forward. Governors, staff and parents/carers of St James will of course be part of this conversation about local school place delivery.
- 5.50. During this further proposed consultation period outlined above for the Muswell Hill area the Council will continue to develop and progress works for the redevelopment of the Cranwood site to provide residential development.
- 5.51. **St Mary's CE Primary N8** - Para 5.17.1 above sets out the demand for reception places close to St Mary's and shows a deficit of 2fe (60 places) then 1fe (30 places) in the coming years. Paras 5.17.5 provides a summary of the consultation responses to an expansion based on the information shared through the consultation period.
- 5.52. Of those opposed to an expansion the main reasons cited were the disruption caused by the building works and the loss of character within the school that parents envisaged would result if the school went from two to three forms of entry. Where support was evident the strongest reasons were a reduction in school waiting lists and more money within the school as a result of the additional pupils. A full record and analyse of comments



received during the expansion is included at Appendix 8 to this report and should be read in conjunction with the recommendations in this report.

- 5.53. The projections for the local area are very clear: there are more applications for a school place in the local area than there are places available. This high demand for places has already meant that we have sought and secured bulge classes in the local area at Weston Park Primary (two consecutive bulges) and one at St Mary's. Without a more permanent solution to future projected unmet demand we will be unable to give parents and carers the certainty they seek in terms of a securing a school place for their child and we project that we will not have enough school places locally to continue to meet demand.
- 5.54. On balance and having regard to all comments received during the consultation period and the projections for school rolls in the local area it is recommended that a statutory notice is published in January 2015 setting out the authority's intention to expand this school. A fixed statutory period of representation (consultation) will immediately follow during which all stakeholders will once again have the opportunity to express their views.
- 5.55. Following that representation period a report will be prepared for the Council's full Cabinet in March 2015 to make a final decision on whether or not to expand the school. The March 2015 report will also have the benefit of the latest available statistics for reception applications for the September 2015 intake¹¹. We will be able to measure these statistics against our September 2015 school roll projections to establish the accuracy of these projections. This information will provide a valuable check against the projections on which we are currently make a recommendation to expand this school.
- 5.56. The options open to officers for the Cabinet report in March 2015 will be to: 1) recommend expansion of the school, or: 2) to recommend that the school is not expanded. Any recommendation will be based on the latest available data and the representations made as part of the statutory consultation scheduled for January/February 2015, including from the governors of the school. The Cabinet will be the decision maker based on the recommendations and the information contained in the report.

6. Comments of the Chief Finance Officer and financial implications

- 6.1. The report has both capital and revenue implications

6.2. Capital Implications

¹¹ The closing date for applications for reception 2015 is 15 January 2015



The majority of funding to provide school places is provided by the DfE via annually announced capital grant allocations for both school place provision and maintenance of the school estate. The Council pools these resources to ensure that the highest priority projects can be supported. As yet no indication has been given from government as to the level of capital funding that will be available from 15/16 onwards, and there is therefore some risk that insufficient allocations will be made.

- 6.3. The total DfE allocation for estate maintenance and for new pupil places in 14/15 was £6.4m, and the current programme estimates are that this level of allocation will continue for the next 3 years. This funding is required to support the expansions which are the subject of this report, **as well as provide the resources for all other maintenance and pupil place requirements over the next 3 years for all Haringey community schools**. As has been the case since 2010 there will therefore be severe pressure to limit the level of general maintenance or investment across the community school estate to ensure that sufficient school places can be provided.
- 6.4. The Council will need to formally commit to providing the funding required for the expansions once it moves to statutory consultation on the proposals. This will mean that should the future allocations of grant from government fall short of current projections, the Council will need to find the resources from other sources, or reduce planned expenditure on other improvements to the school estate.
- 6.5. The indicative estimates of total capital cost at the feasibility stage for all three projects are as follows:
- St James – full new build of 3FE school- £13m
 - St Mary's – adaptations and extension - £3.5m
 - Bounds Green – adaptations and extension - £3.3m
- 6.6. The estimates are from an early stage of design work. Firm cash limit budgets will be determined once further detailed design has been undertaken. Design work is planned to continue at risk for those projects where it is agreed to move to statutory consultation i.e. St Mary's and Bounds Green.
- 6.7. In the case of St James, there are a number of options for the configuration of the school and housing on the site. In terms of value for money, assessed as the number of new school places achieved in relation to total whole life cost investment required, expansion to 3FE via a new build solution is the preferred option. However, there is no doubt that this option is only financially viable, deliverable and affordable if the holistic project (i.e. including the adjacent Cranwood site) generates a minimum of



£4m of capital receipts, and this is the basis of the planned funding package for the project to proceed. This requirement reduces the level of affordable housing that can be provided from the site, but is necessary in order to make the expansion viable.

- 6.8. In order to avoid the risk of abortive costs of design work on the St James project it is recommended that such work is suspended until the outcome is known from the further public consultation recommended in the report.

6.9. Revenue Implications.

The Dedicated Schools Grant (DSG) will provide for the revenue implications of school expansions. The Schools Block of the DSG is determined by the October school census preceding the financial year and therefore will not reflect September increases in roll until the following financial year.

- 6.10. Individual school budgets are based on the same data but the School and Early Years Finance Regulations allow a schools forum to set aside a growth fund for in-year planned expansions covering the unfunded period from September to March. Haringey's Schools Forum have previously approved funding criteria for expanding schools on the basis of 7/12th of the relevant Age Weighted Pupil Unit (AWPU) funding plus £500 multiplied by the standard class number (30 in primary schools). A recommendation will be put to the Schools Forum on 4 December for a 2015-16 Growth Fund that will cover the expansion at Bounds Green and St Mary's CE and the already agreed bulge class at St James.

- 6.11. The average school receives through the Haringey School Funding Formula 92% of its allocation via pupil led factors, including nearly 74% through the AWPU. An increase in pupil numbers will therefore bring a substantial increase in income to a school and reduce the per pupil cost of school overheads.

7. Comments of the Assistant Director of Corporate Governance and legal implications

- 7.1. The Assistant Director of Corporate Governance has been consulted on the content of this report and comments as follows.
- 7.2. Under section 14 of the Education Act 1996 the authority must secure that there are sufficient schools for providing primary education in its area. The School Admissions Code dated 1 February 2012 states that admission authorities for all children in school must provide for the admission of all children in the September following their fourth birthday.



- 7.3. Sections 18 and 19 of the Education and Inspections Act 2006 (the 'EIA') provide for alterations to schools. Section 19 relates to the publication of proposals to make alterations. The relevant regulations made under the EIA are The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 ("Regulations") under which the authority must, when bringing forward proposals to which the regulations apply, to expand a school, consult with interested parties and in doing so have due regard to the Secretary of State guidance as issued from time to time. The relevant guidance is the School Organisation Maintained Schools, Guidance for proposers and decision - makers issued January 2014 (the Guidance) is attached at appendix 10 to this report. The authority must also have regard to the Guidance when considering or determining proposals and making decisions in relation to their implementation.
- 7.4. Paragraph 10 of the Guidance provides that although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on LAs to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations. Schools will also need to ensure that they have the consent of the site trustees and other relevant religious authorities (Including the CofE Diocesan Board of Education) (where necessary).
- 7.5. Paragraph 11 of the Guidance provides that it is best practice to take timing into account when considering a significant change or prescribed alteration to a school. For example, by holding consultations and public meetings – either formal or informal – during term time, rather than school holidays. The location of any public and stakeholder meetings should also be planned to maximise response. The admissions cycle should also be taken into account, for changes that will impact on the school's admission arrangements.
- 7.6. The recommendation on expansion for all the above schools including Bounds Green is that the Regulations are followed with regard to 'pre-publication' consultation.
- 7.7. The Lead Member should note that in the case of Bounds Green, expansions at a mainstream school that do not require a physical enlargement to the premises of the school are not covered by the Regulations. An increase in pupil numbers may be achieved solely by increasing the PAN in line with the School Admissions Code. The School Admissions Code provides that for a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN. In undertaking wider consultation the local authority



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will have discharged as part of their duty under public law to act rationally and take into account all relevant considerations.

- 7.8. Due consideration must be given to responses received as a result of the pre-publication consultation before any final decision is reached concerning the publication of a proposal for St Mary's CE of Primary School and Bounds Green Infant and Junior School. The Lead Member is referred to paragraphs 5.15.4 to 5.15.7 and 5.17.2 to 5.17.7 and appendix 8 of the report.
- 7.9. Paragraph 12 of the Guidance provides that the publication of a statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. Annex A.2 of the Guidance sets out the minimum that this should include. Further the proposal should be accessible to all interested parties and should therefore use 'plain English'.
- 7.10. Due regard must also be had to the authority's public sector equality duty before a final decision is reached the expansion taking into the public sector equality duty under the Equality Act 2010.

8. Equalities and Community Cohesion Comments

- 8.1. Corporate Policy Team has been consulted in the preparation of this report and they comment that:
- 8.2. The Council has a statutory duty to secure sufficient education provision within Haringey to promote higher standards of attainment and must ensure that all Haringey children of Reception age have a place at school. In this statutory role, the Council must respond to changes in demand for school places over time by increasing or removing capacity as the case may be.
- 8.3. Evidence set out in this report clearly demonstrates the need for additional reception places in School Planning Areas 1 and 2 where the three schools – St James', Bounds Green and St Mary's – which are the subject of the expansion proposals in this report are located.
- 8.4. The Council also has a general equality duty under section 149 of the Equality Act 2010 to have due regard to the need to, among other things, advance equality of opportunity and foster good relations between group in Haringey.
- 8.5. Ensuring there is sufficient provision to enable all Haringey children of Reception age to have a school place is consistent with this duty. However, the duty also requires that the Council demonstrate due regard



to the wider impact the proposal might have on persons or groups who might share any of the characteristics protected by sections 4 – 12 and 17 of the Equality Act 2010. To comply with this duty, the Council must seek to identify what impact the proposals may have and take steps to address any adverse impact they may have on any relevant protected characteristics.

- 8.6. It is advised therefore that a final decision be informed by among other relevant considerations, full equality impact assessment of the expansion proposal in regard to each of the three schools, especially bearing in mind that the results of a recent six-week consultation of stakeholder show that in regard to one of the schools (Bound Green Infant and Junior) there is a significant minority of current parents and carers who, on various grounds are opposed to expansion and a significant majority also opposed to expansion in regard to the other two schools.
- 8.7. The concerns and anxieties expressed by those stakeholders who are opposed to expansions should be addressed; and we note that the period between now and March 2015 will provide the opportunity and will be used for further engagement activities to address those concerns and anxieties before a report is put to cabinet for a decision whether or not to proceed with expansion.

9. Policy Implication

- 9.1. Our continued assessment of actual demand and projection for school places across all of our schools and settings helps to ensure that we are contributing towards planning to meet the projected demand for future places from both children who have already been born and for those children that it has been projected will be born over the coming years.
- 9.2. Our place planning principles contribute towards ensuring that this process is robust and considered. This underpins the Children and Young People Strategic Plan 2009 - 2020 which seeks to develop sustainable schooling (under the priority of Enjoy and Achieve) and empower families and communities through the provision of local school places (under the priority of achieving economic wellbeing). The provision of additional reception places to meet identified future unmet demand also contributes towards the 'Outstanding for All' outcomes and priorities as outlined in Haringey's Corporate Plan.

10. Reasons for Decision

- 10.1. The Council has a statutory duty to ensure that there are sufficient school places available to meet demand. At the present time we have a very low



Haringey Council

surplus of reception places in the borough – 60¹² reception places available places across all of our schools (out of a total of 3350 reception places (1.7% surplus).

- 10.2. Our projections show that, in the shorter term (up to 2018/19) we will have a deficit of 120 places borough wide (4fe), rising to a deficit of 310 places (11fe) by 2024. While our projections are more accurate in the shorter term (because they are based on children that have actually been born but have not yet started school), we do know that accuracy in recent years has been within the range of 0.2% and 2.71% over the last six years (with 0.2% equating to five pupils or one form of entry and 2.71% equating to 80 pupils or just under three forms of entry).
- 10.3. We know from the projections that we have that to do nothing to increase capacity is not an option as we will not be able to meet future demand. the decision to proceed to publication of a statutory notice in two of the schools – Bounds Green Infant and Junior School and St Mary's CE Primary School – is made based on an an analysis of the representations submitted to us during the recent consultation period together with the balance of the lack of future local school places if we do not take action now. In contrast, a recommendation has been made not to proceed to the statutory notice stage on St James at this point in time. There was considerable representation made against the proposal to expand the school incrementally from one to two forms from September 2015 and then to three forms from September 2018. Having listened to this feedback we would like to have a wider consultation with local stakeholders on how they might like to see additional local school places provided. This further consultation with stakeholders will help to inform any next steps on St James or any supplementary or alternative proposals to increase capacity locally to meet identified unmet need.

11. Use of Appendices

Appendix	Title
1	Table showing actual and projected demand for reception places 2008 to 2025
2	School Place Planning Principles
3	Consultation documents (pamphlet) for each school and fliers
4	List of streets where fliers were delivered
5	Map of Planning Areas (PAs)
6	Demand for places PA5
7	Number of children residing in Enfield who are in Bounds Green Infant and Junior School

¹² As of 24 Oct 2014



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8	Consultation report – contains detailed information on feedback received on all three schools during the consultation period together with consultation material, FAQs, and questions asked at public meetings/in correspondence.
9	Map showing land swap between diocesan owned land at St James and local authority owned land at Cranwood House
10	Link (and document) to the DfE statutory guidance on expanding a school - https://www.gov.uk/government/publications/school-organisation-maintained-schools

12. Local Government (Access to Information) Act 1985

GLA roll projections for Haringey
 Haringey PLASC returns
 ONS birth data

Appendix 2



School Place Planning Principles



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Appendix 2: School Place Planning Principles

We have refreshed the five place planning principles to reflect current national and local policies and strategies including the findings of the education commission in their report Outstanding for All. The refreshed principles are:

- a) Seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities;
- b) Supporting work to make all our schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, we should favour the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school;
- c) Have regard to the impact of any changes on the viability and standards at existing and new schools;
- d) Bring forward proposals that make best use of scarce capital resources;
- e) Work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that school.



Appendix 3

The statutory process



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The statutory process

The Department for Education (DfE) has produced statutory guidance for proposers and decision makers on expanding a school¹³. The guidance sets out the four statutory stages in expanding a school

1. Publication of a statutory notice
2. Representation
3. Decision
4. Implementation

There is no longer (as had previously existed) a statutory requirement to carry out consultation prior to the publication of a statutory notice, but the guidance does make clear that:

“although there is no longer a prescribed ‘pre-publication’ consultation period for prescribed alterations, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations”.

The gathering of and consideration of all views on how school places are provided in the borough is considered a critical part of the role of Education Services. Along with the annual publication of a School Place Planning Report (SPPR) which sets out in detail actual and projected school rolls for the next ten years for primary, secondary and special schools, as well as information on adjoining boroughs, we believe that open consultation provides all of our parents, carers and other residents with transparent and accessible information on how school places in our borough are provided. Further, where an expansion is being considered, a consultation allows interested stakeholders to influence the process through expression of their views and opinions on any proposals put before them or questions asked about local provision. The consultation carried out during September to November 2014 was an important part of gathering views and information on school places from all interested stakeholders, and this further period of consultation is a further way of ensuring all views and opinions are considered before any further decisions are taken on school places in and around the Muswell Hill area. This further period of wider consultation is a precursor to any statutory stage that may follow.

¹³ Department for Education’s School Organisation: Guidance for proposers and decision-makers January 2014



Appendix 4

Demand for reception places

Demand for reception places

Demand for reception school places in Haringey is rising and, as of 13 February 2015, there were a total of 58 reception places available across all of the borough's



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primary schools (out of a total of 3350 available places, representing a surplus of 1.7%). The DfE recommend a surplus of 2% to allow for some parental movement and choice and to ensure there are some places available for parents and carers moving into the borough with school age children.

Our projections (based on actual and projected school rolls and actual and projected birth rates) show that in the shorter term (up to 2019) we will have a deficit of 120 places (four forms of entry – 4fe), rising to a deficit of 310 places (11fe) by 2024. While our projections are more accurate in the shorter term (because they are based on children already born) we do know that accuracy in recent years has ranged from 0.2% (6 pupils) to 2.71% (80 pupils). Further and more detailed information, including supporting data, is available to view in the 2014 SPPR and in the December 2014 report at paras 5.10 to 5.13. Where provision of additional school places is being considered the Council uses Cabinet agreed School Place Planning Principles to inform all considerations. The Principles can be viewed at Appendices 2.

In July 2013 we sought and achieved Cabinet approval to begin feasibility on the expansion of three of our primary schools – Bounds Green Infant and Junior School, St James C of E Primary School and St Mary's CE Primary School. This approval was sought following a detailed analysis of our schools against the criteria of the School Place Planning Principles and balanced against where there was identified unmet need in the borough. Feasibility work showed that all three schools were capable of expansion and that there was continued unmet demand in the areas in which they were located. Following a period of consultation on all three schools which ran from September to November 2014 the Cabinet Member for Children and Families agreed in December 2014 to publish notices on the expansion of Bounds Green and St Mary's. The Cabinet member did not agree to the publication of a statutory notice on St James but instead agreed to a wider consultation on how additional places might be provided in Muswell Hill.

Appendix 5

Muswell Hill Consultation Report

Title:	Analysis from the 2015 Consultation survey for the future of primary school places in Muswell Hill.
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Haringey Council

Report authorised by:	Jennifer Duxbury, Head of Education Services
Lead Officer:	Nick Shasha, School Place Planning Lead Tel: 020 8489 5019 Email: nick.shasha@haringey.gov.uk

1. This analysis considers feedback from a consultation survey that was run between 19 January and 24 February 2015.
2. The survey was open to all and it was widely publicised on the Haringey website homepage and on the council's Schools Expansion webpage. The survey was also brought to the attention of all primary and secondary schools in the Muswell Hill area as well as nurseries and children's centres.
3. Drop-in sessions were also held at Muswell Hill library on Tuesday 17 February, 3pm-5pm, Wednesday 11 February, 5pm-7pm and Thursday 5 February, 3pm-5pm. In addition a public meeting was held at Alexandra Park Secondary School, Bidwell Gardens, N11 2AZ on Tuesday 3 February, 6pm-8pm.

4. Introduction and approach

- 4.1. All responses to the consultation that ran between 19 January and 24 February 2015, together with an analysis of these responses are published in this report for the consideration of the Council's Cabinet member for Children and Families (Cllr Ann Waters) who will take a decision on the next steps at a member signing on Thursday 26th March 2015.
- 4.2. The responses have been addressed in the following ways:
 - The questions asked at the public meetings were answered and then published on the Council's website (see Appendices item 6)
 - Individual specific questions asked via email received a response (see Appendices item 7)
 - All comments received have been published (included in Appendices item 4 and 5)
- 4.3. As a result of analysing all the responses from the consultation survey, 6 unique themes have been identified which have been presented below. In some occasions, responses have been shared between themes.



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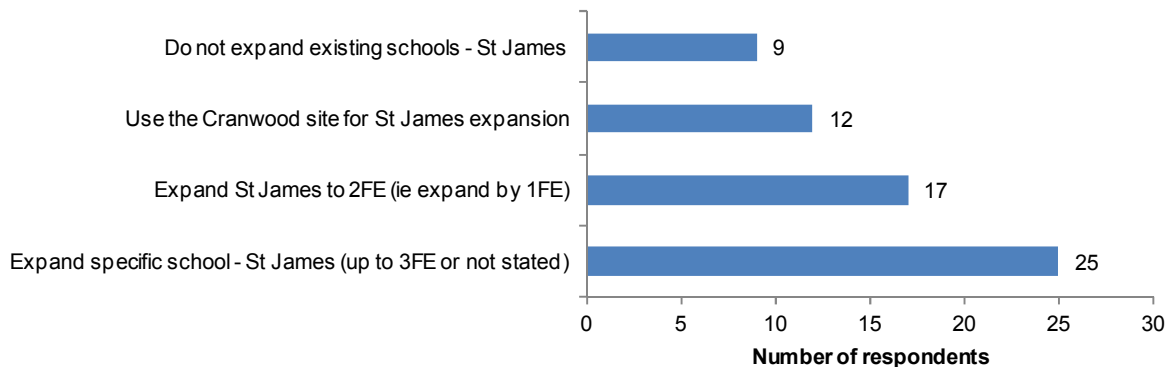
5. Themes

1st theme: St James CofE school

- 5.1. Prior to this consultation an earlier consultation was run proposing the expansion of St James CofE school (St James) from one form of entry to three (growing from 30 to 90 in each year group). This consultation received a significant response (163 responses) and it is apparent that many respondents to this latest consultation have views about St James.
- 5.2. There were some respondents who felt St James should be expanded and specifically mentioned expansion to 2FE (17). Others advocated expansion at St James (but didn't mention 2FE specifically) or stated a 3FE expansion would be acceptable (25). It is very important here to state that many of those who suggested 3FE expansion (12) did so on the proviso that the Cranwood site was utilised in its entirety¹⁴. 9 respondents stated that they didn't want St James to be expanded.
- 5.3. To fully appreciate the diversity of opinion about St James, please read the individual responses to questions 1 and 2 in Appendices 4 and 5.

Figure 1: Theme (St James CofE school)

Source: LBH Consultation survey 2015



2nd theme: Expand specific school

- 5.4. Figure 2 below gives an analysis of the number of times respondents mentioned specific schools that could be expanded. In addition to St James (see analysis in Figure 1 above) Muswell Hill school was mentioned by 14

¹⁴ The Council has considered both the proposed development of St James and Cranwood House site as a holistic option. Fundamentally we have acknowledged the funding gap of approximately £4m which the contribution of a parcel of land from the Diocese and housing development is intended to support.



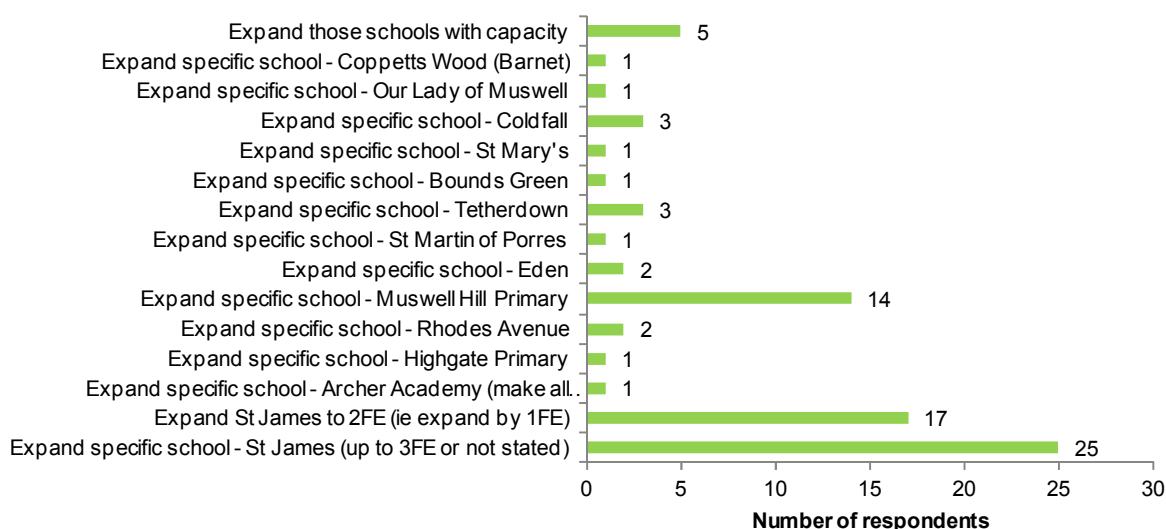
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respondents whilst Coldfall and Tetherdown were mentioned by 3 respondents each.

- 5.5. 5 respondents also specifically stated that only those schools with capacity should be expanded whilst 1 mentioned that Coppetts Wood (in the London Borough of Barnet) be expanded and another that the Archer Academy (also LB Barnet) be made an all-through school.

Figure 2: Theme (Expand specific school)

Source: LBH Consultation survey 2015



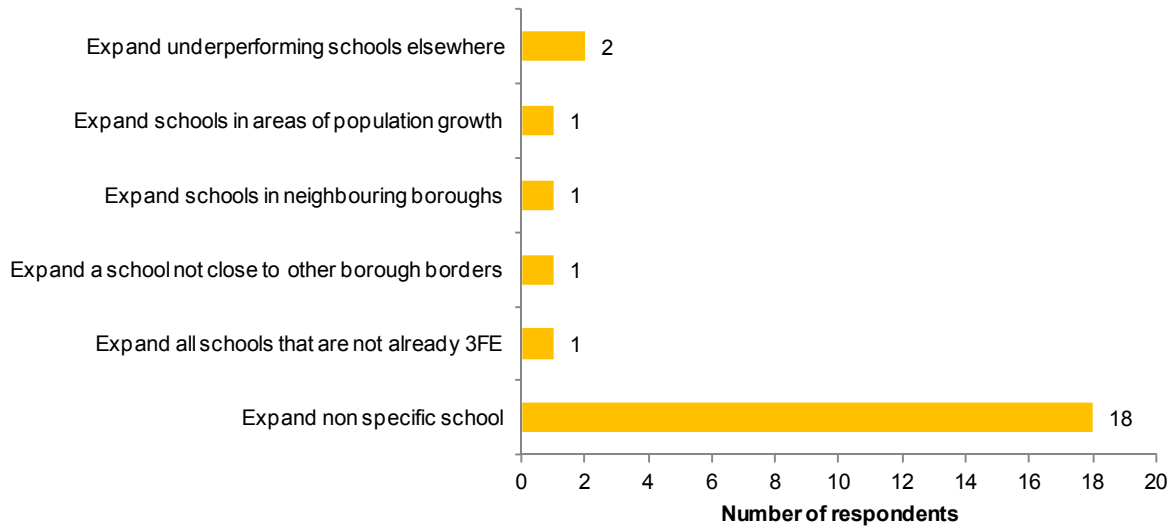
3rd theme: Expand schools / other

- 5.6. Figure 3 below gives an analysis of other views expressed by respondents that are relevant to the theme of schools expansion. Some 18 respondents were supportive of school expansion without mentioning a specific school. In some cases this was in addition to supporting the expansion of a specific school, i.e. "I believe St James should take 1 form and another school an additional form". Another similar comment which inferred expansion of unnamed schools was "Certainly new forms should be added to schools where there is space to expand (like St James)".
- 5.7. Again this is a response that requires careful interpretation so please read the individual responses to questions 1 and 2 in Appendices 4 and 5.
- 5.8. 2 respondents felt that underperforming schools outside of Muswell Hill should be expanded. One respondent each felt that schools should be expanded in areas of population growth, in neighbouring boroughs, not close to borough borders and that all primary schools should be expanded that weren't already 3 forms of entry.



Figure 3: Theme (Expand schools / other)

Source: LBH Consultation survey 2015

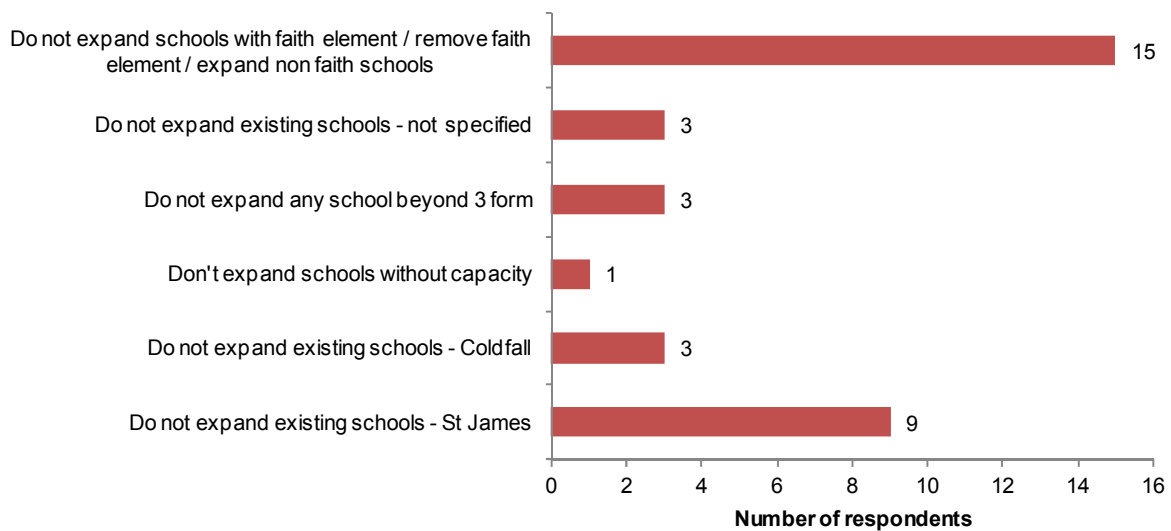


4th theme: Do not expand schools

5.9. Figure 4 below gives an analysis of those views expressed by respondents in connection with not expanding schools. A respondent may still have been supportive of the idea of schools expansion but expressed specific reservations.

Figure 4: Theme (Do not expand schools)

Source: LBH Consultation survey 2015



5.10. Some 15 respondents felt that either those schools with a faith element should not be expanded, that those schools with a faith element should have it removed or that specifically non-faith schools should be expanded. 9



respondents (also see Figure 1) felt that St James school should not be expanded whilst 3 felt Coldfall shouldn't be expanded.

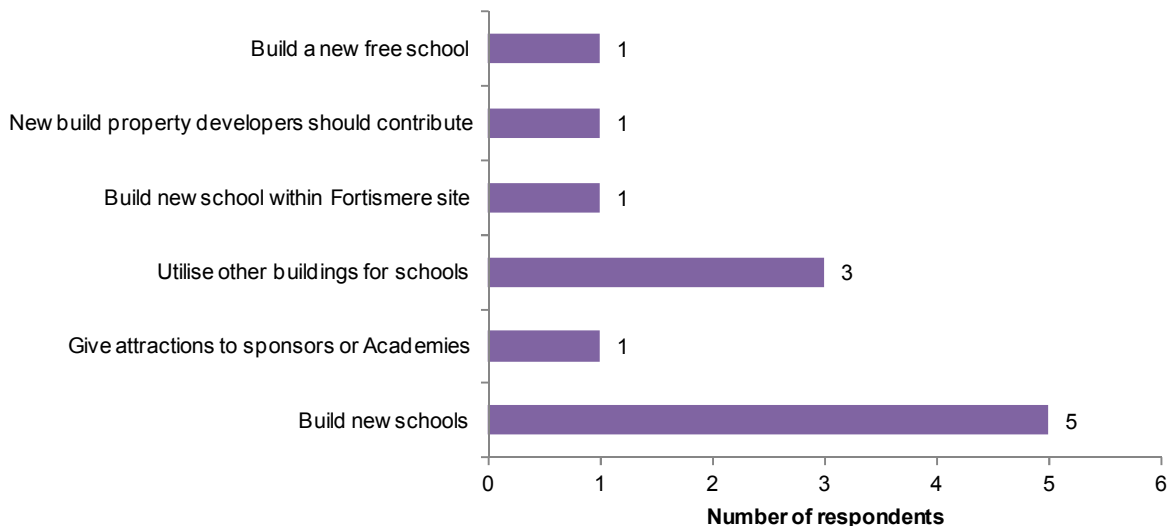
5.11. 3 respondents felt that schools should not be expanded without naming a specific one and 3 respondents also felt that no school be expanded beyond 3 forms of entry. 1 respondent felt that schools without capacity shouldn't be expanded.

5th theme: Building of schools

5.12. Figure 5 below gives an analysis of those views expressed by respondents in relation to the building of schools or usage of buildings in relation to schools expansion. 5 respondents felt that new schools should be built whilst 3 felt that other buildings should be utilised for schools. One respondent each felt a new free school should be built, that new build property developers should contribute, that a new school should be built within the Fortismere site and that attractions should be given to sponsors or Academies.

Figure 5: Theme (Building of schools)

Source: LBH Consultation survey 2015



6th theme: Other

5.13. Figure 6 below gives an analysis of those views not captured in the other themes. 4 respondents felt that the council should stop people short term renting to secure a school place whilst 3 each had concerns over traffic following expansion and felt that the council should liaise with other councils in the provision of school places.

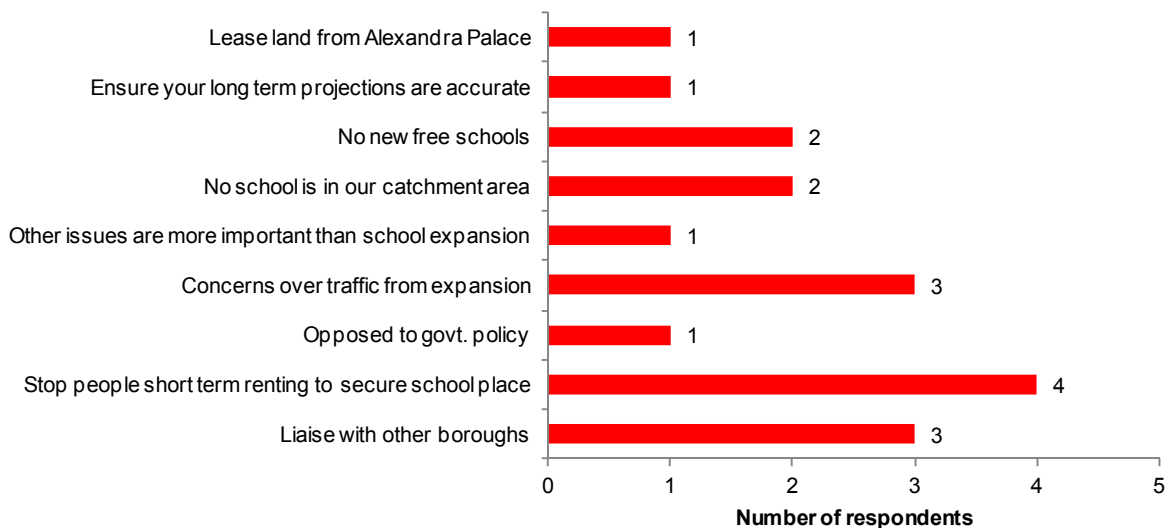


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5.14. Two respondents stated they didn't want any new schools and another two claimed that they had no schools in their catchment area. One respondent each suggested the council should lease land from Alexandra Palace to supply school places that the council should ensure its long term projections are accurate, that other issues are more important than school expansion and that they were opposed to government policy on the provision of school places.

Figure 6: Theme (Other)

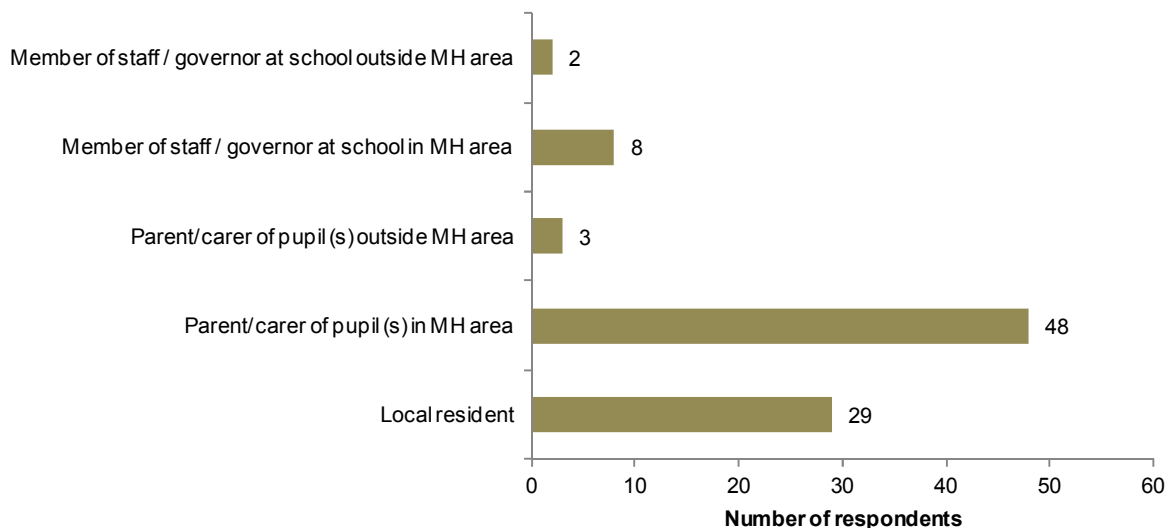
Source: LBH Consultation survey 2015



6. Respondent type

6.1. The Consultation survey for the future of primary school places in Muswell Hill received 66 responses (59 received via the online survey form and 7 via email). The most popular respondent type was parent / carer of pupil (s) in the Muswell Hill area (48) followed by local resident (29). Respondents could tick as many categories as applicable. Please also see Figure 7 below:

Figure 7: Respondent type
Source: LBH Consultation survey 2015



7. Respondent background – Gender and Ethnicity

7.1. Of all 66 respondents to the survey, 62% (41) were female and 23% (15) were male. Some 8% (5) answered that they preferred not to say what gender they were whilst another 8% (5) skipped answering this question altogether. Of all 66 respondents to the survey, 71% (47) were White, 6% (4) were mixed/multiple ethnic groups, 2% each (1) were Black/African/Caribbean/Black British or part of an Other ethnic group. Some 5% (3) answered that they preferred not to say what ethnicity they were or skipped answering this question altogether. See Figures 8 and 9 below:



Figure 8: Respondent type - Gender
Source: LBH Consultation survey 2015

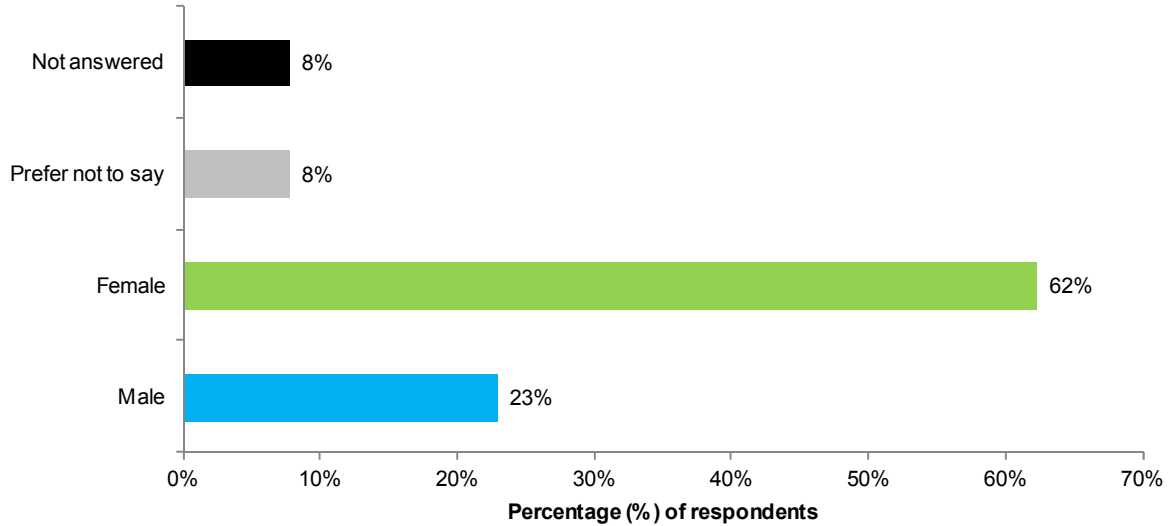
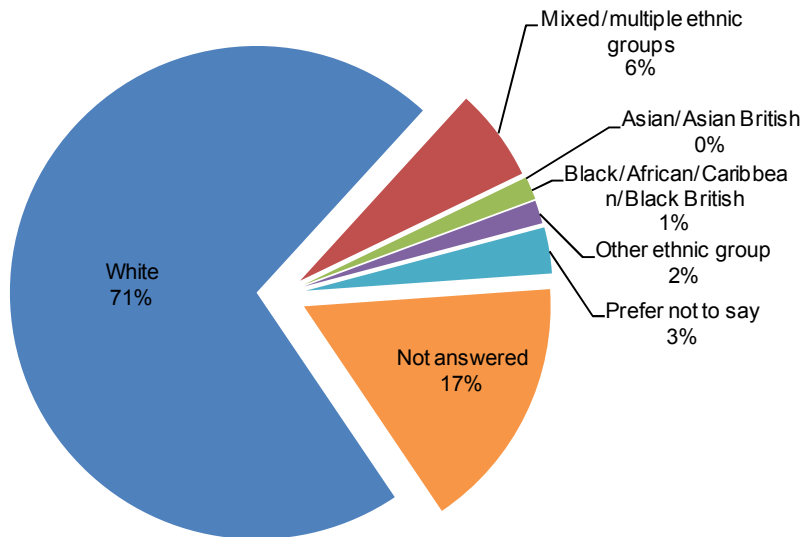


Figure 9: Respondent - Ethnicity
Source: LBH Consultation survey 2015



8. Summary of submissions received from Governing Bodies, Schools and the Diocese

8.1. During the consultation period three schools expressed an interest in contributing to the provision of the additional 2 forms of entry required in the Muswell Hill area:

8.2. **St James CofE Primary school N10 3JA**



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A submission was received from Jonathan Gardner (Chairman of the Governing Body expansion) and Ian M Roberts, Secretary to the Church Council of St James Church. The proposal offers the addition of one or two forms of entry at St James taking the school from one to either two or three forms of entry.

8.3. Muswell Hill Primary school N10 3ST

A submission was received from the Headteacher James Wiltshire. The proposal offers the addition of 2 forms of entry taking the school from 2 to 4 forms of entry.

8.4. Coldfall Primary school N10 1HS

A submission was received from the Headteacher Evelyn Davies. The proposal offers the addition of 2 forms on entry taking the school from 3 to 5 forms of entry.

8.5. Please see the complete submissions in Appendices 8.

9. Appendices

9.1. A full set of appendices has been developed from the consultation and include:

- Appendix 1: Muswell Hill wider area consultation document (inc. Survey Form)
- Appendix 2: Letters to Muswell Hill Chair of Governors / Headteachers and Parents / Carers
- Appendix 3: Terms of Reference for the Muswell Hill consultation
- Appendix 4: Open Text responses to Question 1 - Haringey needs to provide at least two forms of primary school entry of high quality value for money school places in the Muswell Hill area. Please set out your proposal for achieving this.
- Appendix 5: Open Text responses to Question 2 - Do you have any further comments?
- Appendix 6: Minutes taken at the public meetings including Q and A
- Appendix 7: Transcripts of emails received/sent from the Consultation mailbox
- Appendix 8: Full Formal response from Governors, Headteachers and Diocese



Haringey Council

Appendix 1: Muswell Hill wider area consultation document (inc. Survey Form)



Outstanding for All

We want to hear your views on providing new primary school places in Muswell Hill



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(2015)

Have your say from from Monday 19 January until 24 February 2015

PUBLIC MEETINGS

Drop in sessions at Muswell Hill Library, Queens Avenue, Muswell Hill, London, N10 3PE Thursday 5 February 3PM-5PM, Wednesday 11 February 5PM-7PM and Tuesday 17 February 3PM-5PM

Public Meeting at: Alexandra Park Secondary School, Bidwell Gardens, London, N11 2AZ Tuesday 3 February 6PM-8PM

1



Haringey Council

Purpose of this consultation

The aim of the consultation is to gather and develop views on how additional reception places might be provided in the Muswell Hill area to meet future projected demand.

Our population is growing

Demand for school places in London is rising and this is reflected in the overall number of applications we receive each year for primary places in our borough. In 2003/04 there were 2,820 reception children in our schools: by 2013/14 this figure had risen to 3,139¹, representing an increase of 11 forms of entry (319 places) across Haringey. Further information about projected pupil numbers is available in our School Place Planning Report at www.haringey.gov.uk/schoolplaceplanning

Additional school places are needed in Muswell Hill

The projected number of school places required in the Muswell Hill area is shown below in the following table.

The information shows that in the Muswell Hill area (shown on a map on the front of this leaflet) one reception class is required in 2016 and 2017 and 2 additional classes will be required from 2018 onwards.

Figure 1: GLA projections for planning area 1

Year	Number of Births for the equivalent school year	Actual (2009/10-2013/14) & Projection (2014/15-2024/25) reception aged pupils	Number of existing school places	Surplus/Deficit of places
2013/14	506	509	510	1
2014/15	604	554	540*	-14
2015/16	646	534	510	-24
2016/17	638	557	510	-47
2017/18		555	510	-45
2018/19		564	510	-54
2019/20		567	510	-57
2020/21		569	510	-59
2021/22		570	510	-60
2022/23		571	510	-61
2023/24		570	510	-60
2024/25		569	510	-59

* For September 2014 St James CE took a bulge class

¹ Source - (Pupil Level Annual School Census January 2014)



Haringey Council

This leaflet sets out the work that has happened since July 2013 to provide additional primary school places in Muswell Hill and seeks your views on what should happen next

What we have done so far – working with St James C of E Primary²

We have already carried out a lot of work with the parents, residents and other stakeholders at St James C of E Primary, a one form entry school, with approximately 30 children in each year group.

- Together with the governing body and the Diocese we have opened an additional reception class at St James in September 2014 for 30 pupils and another will be opened in September 2015. We are not allowed to open any further additional classes without moving to a permanent expansion
- Together we proposed ambitious plans to expand the school from one form of entry to three forms of entry. We proposed that the school would grow slowly so the first year the school would be completely full would be 2024.
- The proposals included a brand new school building which was proposed to be part funded by two housing projects at either end of the school site.
- This project had an indicative £9m education budget with a £4m housing contribution.
- Last autumn we consulted parents and residents on these plans and. We analysed the feedback from 163 stakeholders
- The majority of those who responded did not support the proposal for a three form entry new build school.
- The council's Cabinet Member for Children and Families decided not to progress the proposal and approved a recommendation for further consultation looking at how to deliver the required places in the Muswell Hill area.

Consulting with the local community

The feedback we received on the possible expansion of St James C of E Primary School was varied:

- There was an acknowledgement of the need to provide additional local school places;
- There were also substantial concerns expressed about the expansion of St James from its current one form to three forms of entry;

² Please see www.haringey.gov.uk/schoolexpansions2014 for more details of expansions proposals at Bounds Green Infants and Junior School and St Mary's CE Primary school



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- There were also concerns about the proposal put forward that would see a complete rebuild of the school in a manner that proposed that it should be partially located on the adjacent Cranwood House site;
- There were concerns about play space
- Local residents also expressed concerns about the impact of the potential development of St James at the same time as the proposed redevelopment of the former Cranwood House site and part of the St Lukes site;
- There was however broad support for moving from 1 form of entry to 2 forms of entry

Have your say on what happens next – information to consider

Following the decision not to proceed with the proposal at St James C of E Primary – we want to hear your views on how additional reception places might be provided in the Muswell Hill area to meet future projected demand.

We ask you to consider a number of factors in your response.

We have a set of five Place Planning Principles that guide and inform the work that we do.

1. We seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities;
2. Expansion should support the work to make all our schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, we should favour the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school;
3. We should have regard to the impact of any changes on the viability and standards at existing and new schools;
4. We should forward proposals that make best use of scarce capital resources;
5. We should work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that school

These are additional local factors for your consideration

- By 2018 we will need at least an additional new 2 forms of entry in the Muswell Hill area.
- Providing these classes at the same school represents value for money
- Funding is finite. Haringey Council has a limited budget available for school expansion, furthermore the council does not have the power to create new schools,



Haringey Council

only expand existing ones. The total Department for Education allocation to Haringey for estate management and new pupil places in 2014/15 was £6.4m.

- The Education Act 2011 changed the arrangements for establishing new schools and introduced the presumption that all new schools should be free schools or academies. Where a provider wants to open a new school they must make an application to central government who will approve or reject the proposal. Sites must be identified for new schools.

Have your say

This consultation runs from Monday 19 January until 24 February 2015

There will be further opportunities to express your views on more detailed proposals in the future once this consultation has concluded.

There are a number of ways you can let us have your views on this consultation

- By attending the public meeting arranged at Alexandra Park Secondary School, N11 2AZ on Tuesday 3 February 6PM-8PM where you will have the opportunity to ask questions, share your views and hear the views of others
- By visiting a drop in session at Muswell Hill Library, N10 3PE to tell us your views and ask questions. These will be held on Thursday 5th February 3PM-5PM, Wednesday 11th February 5PM-7PM and Tuesday 17th February 3PM-5PM
- By email to mhschoolplaces@haringey.gov.uk
- By telephoning **020 8489 5019**
- By completing the response sheet attached and either handing it in to your school office or, if you do not have a child at a local school, by posting it to: **Muswell Hill Schools Consultation, Education Services Third Floor, 225 High Road N22 8HQ**
- A copy of this consultation document can be downloaded from the Haringey website at www.haringey.gov.uk/schoolexpansions2014. Further background information that informs this consultation can also be viewed on this page including our 2014 School Place Planning Report that contains data on existing birth rates and school rolls.

What will happen next?

After the consultation period ends on 24 February 2015 all the evidence that we have collected from meetings, and via consultation document will be collated. This evidence will be used to compile a report with proposals on how additional school places should be delivered in the Muswell Hill area.



Haringey Council

The council's Cabinet Member for Children and Families (Councillor Ann Waters) will consider this report and make a decision about the next steps to provide future school places in Muswell Hill. This will be delivered at a public Cabinet Member signing meeting which will be held in Haringey Council on 26 March 2015.

Key Dates

Publication of Final report – 18 March 2015

Cabinet Member signing – 26 March 2015



Haringey Council

Survey Form – Muswell Hill Primary Schools Consultation

Please respond no later than 24 February 2015

You may find it easier to complete the electronic version of this survey found at:

www.haringey.gov.uk/mh-consultation

Before completing the survey form please refer to the section above: Have your say on what happens next – information to consider

Question 1 - Haringey needs to provide at least two forms of primary school entry of high quality value for money school places in the Muswell Hill area. Please set out your proposal for achieving this.

Please complete the box below:



Haringey Council

Question 2 – Do you have any further comments?

Please complete the box below:

Question 3 – Please indicate your gender.

Tick ONE answer only:

- Female
- Male
- Prefer not to say

Question 4 – Please indicate your ethnicity.

Tick ONE answer only:

- White
- Mixed / Multiple ethnic groups
- Asian / Asian British
- Black / African / Caribbean / Black British
- Other ethnic group
- Prefer not to say

Question 5 – Please indicate in what capacity you are completing this questionnaire.

Tick as many answers as apply:

- Local resident
- Parent / Carer of pupil(s) at school in Muswell Hill area
- Parent / Carer of pupil(s) at school outside Muswell Hill area
- Local business
- Member of staff / governor at a school in the Muswell Hill area
- Member of staff / governor at a school outside the Muswell Hill area

Please send back to: Nick Shasha, Muswell Hill Schools Consultation, Education Services, 3rd Floor, Haringey Council, River Park House, London, N22 8HQ

Deadline for return: 24 February 2015



Haringey Council

Appendix 2: Letters to Muswell Hill Chair of Governors / Headteachers and Parents / Carers

Children's Services

Education Services, Floor 3, River Park House, 225 High Road, London N22 8HQ
Tel: 020 8489 1000 Minicom: 020 8489 2088
www.haringey.gov.uk

Head of Education Services: Jennifer Duxbury



Haringey Council

Dear Head teacher and Chair of Governors

Primary School Place Planning in Muswell Hill

I am writing to the Head teacher and Chair of Governors at every school in the Muswell Hill area to open a conversation about primary school place planning in the area.

Additional reception classes will be needed

Every year we project the number of school places we will need in the borough and we publish this information in the School Place Planning Report. This is available to view in full at

www.haringey.gov.uk/schoolplaceplanning

The projected number of children in the Muswell Hill area and therefore school places needed in this area is shown at the end of this letter. The information shows that in the Muswell Hill area (the area shown on the map) we will 1 additional reception class in 2016 and 2017 and 2 reception classes from 2018.

Plans for additional classes

In July 2013 we set out in our School Place Planning Report that we would need more school places in this area. We applied our school place planning principles to identify the school that that was best places to deliver an expansion. The principles consider school standards, demand for places, available space and indicative cost of an expansion.

Following this work, we asked for the agreement of Cabinet (the Council's decision making body) for a feasibility study to be undertaken determine whether or not expansion could be physically possible at St James C of E Primary. The study showed it could be possible and in July 2014 we asked Cabinet if we could consult on the possibility of expanding St James C of E Primary school from one form or entry to three forms of entry.

A reception 'bulge' class was opened at St James in September 2014 and another will be opened in September 2015.

Feedback from the consultation

We consulted with the local area around St James CE Primary school stakeholders on whether we should expand this school. The feedback we received on the possible expansion of St James C of E Primary School was varied

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- There was an acknowledgement of the need to provide additional local school places;
- There were also substantial concerns expressed about the expansion of St James from its current one form to three forms of entry;
- There were also concerns about the proposal put forward that would see a complete rebuild of the school in a manner that proposed that it should be partially located on the adjacent Cranwood House site;
- There were concerns about play space
- Local residents also expressed concerns about the impact of the potential development of St James at the same time as the proposed redevelopment of the former Cranwood House site and part of the St Lukes site;
- There was however broad support for moving from 1 form of entry to 2 forms of entry

We also received feedback that the proposals were set out were too constrained and that stakeholders would welcome a wider conversation about how to deliver additional places in the area.

Further consultation

On 19 January we will be launching a consultation across planning area 1 to seek the views of as many people as possible about how the providing new places in the area. Please join to conversation and respond to the consultation and encourage your parents and carers to do so too. I attach a letter that I would be grateful if you could send to your parents/carers via parent mail. We will also deliver some paper copies of the consultation for those who do not want to go online. The consultation will finish on 24 February.

What will happen next

Once the consultation has ended we will analyse the results and write a report which will set out recommendations for delivering new places in the future.

This report will be considered at the end of March by Councillor Waters who is the Lead Member for Children and Families.

For further information please go to www.haringey.gov.uk/mh-consultation

Yours sincerely

Jennifer Duxbury

Head of Education Services

www.haringey.gov.uk [twitter@haringeycouncil](https://twitter.com/haringeycouncil) facebook.com/haringeycouncil



Children's Services
Education Services, Floor 3, River Park House, 225 High Road, London N22 8HQ
Tel: 020 8489 1000 Minicom: 020 8489 2088
www.haringey.gov.uk
Head of Education Services: Jennifer Duxbury



Dear Parent and Carers

Primary School Place Planning in Muswell Hill

I am writing to all parents of children who currently go to school in Muswell Hill to open a conversation about future primary school place planning in the area. As you will be aware, in the autumn term last year we consulted with you on a proposal to expand this school from 1 form of entry in each year group to 3 forms of entry in each year group.

The feedback from this consultation is available to view at www.haringey.gov.uk/schoolexpansions2014

We consulted with the local area around St James CE Primary school stakeholders on whether we should expand this school. The feedback we received on the possible expansion of St James C of E Primary School was varied

- There was an acknowledgement of the need to provide additional local school places;
- There were also substantial concerns expressed about the expansion of St James from its current one form to three forms of entry;
- There were also concerns about the proposal put forward that would see a complete rebuild of the school in a manner that proposed that it should be partially located on the adjacent Cranwood House site;
- There were concerns about play space
- Local residents also expressed concerns about the impact of the potential development of St James at the same time as the proposed redevelopment of the former Cranwood House site and part of the St Lukes site;
- There was however broad support for moving from 1 form of entry to 2 forms of entry

We also received feedback that the proposals we set out were too constrained and that stakeholders would welcome a wider conversation about how to deliver additional places in the area.

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Therefore, on 11 December Cllr Waters, the Lead Member for Children and Families, made the decision *not* to issue a Statutory Notice to set out our formal proposal to expand the school. Instead Cllr Waters agreed a recommendation for further consultation across the Muswell Hill planning area.

Further consultation – we want to hear what you think

The projected number of children in the Muswell Hill area and therefore school places needed in this area is shown at the end of this letter. The information shows that in the Muswell Hill area (the area shown on the map) we will 1 additional reception class in 2016 and 2017 and 2 reception classes from 2018.

On 19 January we will be launching a consultation across planning area 1 to seek the views of as many people as possible about how the providing new places in the area. Please join the conversation and respond to the consultation and encourage others to do so too. The consultation will finish on 24 February.

Please visit www.haringey.gov.uk/mh-consultation to complete an online questionnaire and paper versions are available in school if you prefer.

What will happen next?

Once the consultation has ended we will analyse the results and write a report which will set out recommendations for delivering new places in the future.

This report will be considered at the end of March by Councillor Waters who is the Lead Member for Children and Families.

For further information please go to www.haringey.gov.uk/mh-consultation

Yours sincerely

Jennifer Duxbury

Head of Education Services



Appendix 3: Terms of Reference for the Muswell Hill consultation

Terms of reference for consultation in Muswell Hill on provision of additional reception places

The following Terms of Reference (TOR) describe the aim and process of the consultation that will be carried out in the Muswell Hill area in the first part of 2015.

1. Aim of the consultation

The aim of the consultation is to engage stakeholders and gather/develop views on how additional reception places might be provided in the Muswell Hill area to meet future projected demand. The borough's Corporate Plan sets out a priority of 'Outstanding for All' which seeks to allow children to thrive. In consulting on the provision of additional local places of a sufficiently high standard to meet future demand we are supporting this priority.

The Council has previously consulted on the possible expansion of one of the primary schools in Muswell Hill, but representations to the consultation showed strong opposition in the proposal as set out. In response to this representation the Council decided to hold a wider consultation on how additional provision might be secured. How this provision might be provided is necessarily undefined as the aim of the consultation is to hear wide and all encompassing views from all stakeholders.

The consultation will also be underpinned by the Council's published and agreed School Place Planning Principles –

- 1) Seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities;
- 2) Supporting work to make all our schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, we should favour the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school;
- 3) Have regard to the impact of any changes on the viability and standards at existing and new schools;
- 4) Bring forward proposals that make best use of scarce capital resources;
- 5) Work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that particular school, giving each school the capacity to meet our aspirations.

2. Stakeholders, roles and responsibilities (i.e. who will take part in it)

Engagement during the consultation period will be across all stakeholders who might have an interest in how reception places are provided in our borough. This includes but is not limited to children, parents (of school age children and of pre-school age children), local residents, local and other schools including school leadership, staff and governors, local businesses, local councillors, adjoining boroughs, elected members of parliament.



Haringey Council

The local authority (Education Services) will be responsible for delivering the consultation and ensuring it meets the provisions of the [Consultation Charter](#) as published on Haringey's website. The Charter defines consultation as a process of dialogue that helps lead to a decision. We will undertake this consultation so that people who live and work in the borough have a say in the Council decision making process and know that their views have been taken into account.

We will deliver the consultation using engagement appropriate to the aims of the consultation. This includes leafleting local residential properties and businesses, a dedicated webpage containing detailed information and an online survey, the opportunity to submit email or written views, drop in sessions to allow access to officers and ask questions and a public meeting to be held at a secondary school in the borough.

3. Decision making process following the consultation

Once views have been gathered through this consultation a report will be compiled which will be presented to the Cabinet Lead for Children and Families to consider. The report will summarise how the consultation was conducted and contain recommendation(s) on next steps. Any next steps are likely to include further consultation on more detailed proposals which will be informed by feedback gathered during this period of consultation.

4. Timeline (indicative)

19 January – start of consultation

24 February – end of consultation

26 March – Cabinet Member signing for report on recommended next steps

May 2015 and beyond – further consultation on defined proposal(s) and, where appropriate, publication of a statutory notice(s) and representation period(s).



Haringey Council

Appendix 4: Open Text responses to Question 1 - Haringey needs to provide at least two forms of primary school entry of high quality value for money school places in the Muswell Hill area. Please set out your proposal for achieving this. Please complete the box below:

Please note: These responses are as received and uncorrected for spelling and punctuation

- expand St James's Primary School from 1 to 2 forms of entry - expand Muswell Hill Primary School from 2 - 3 forms of entry - consider expanding St Martin of Porres from 1 to 2 forms of entry - consider expanding Eden Primary School from 1 to 2 forms of

A 2009 Ofsted report undeniably illustrates that outstanding schools are mostly those with 1-1½ form entry as St James. The prevailing view is that in smaller schools compared to other schools: the quality of teaching is slightly better, levels of extra-curricular participation are much higher and pupils have more positive interpersonal relations with other pupils and teaching/admin staff. Also, there are closer links with parents aiding more frequent informal discussions and better understanding of each pupil's education need. As such, at present, St James and its teaching/admin staff demonstrate an exceptional personal touch, which will also be lost as a result of any expansion. Any expansion will simply make the School excessively large, so the Council should seek alternative routes to deliver the school places, e.g. build a new school or expand a school, which doesn't have a church admission criteria. If the Council is to secure more spaces, then it should evaluate where and how to build a new school. If it is prohibited from doing so, then it must fight against that decision and not propose to destroy already outstanding schools.

Any primary school with fewer than three reception classes should be expanded. This includes new schools and church schools.

As a parent of a child at St James I strongly propose that Haringey expands St James Primary School by one form of entry on the existing footprint of the school, the additional form of entry to be accommodated by a permanent extension to the existing building. The second form of entry could be provided by finding another school prepared to expand by one form. Alternatively we propose providing a two forms of entry expansion to St James on its existing site together with part or all of the Cranwood site, in a phased approach to be started once St James has already expanded by one form (ie as per Option 1 above but without another school providing the second form of entry).

As local residents and parents of a child at St James we should like to contribute our views to the consultation. We understand from the governors that there are a number of schools in the area other than St James that are keen to expand. Given the difficulties of expansion at St James it would seem the best solution to locate the new forms in those schools, particularly if one has the ability and desire to accommodate both forms, given the cost effectiveness of using the same site. Better still would naturally be an entirely new school, and given the regrettable restrictions on the Council taking this route itself it should be seeking out and encouraging academies and free schools to do so. By taking the bump classes St James has stepped up to its responsibility to contribute to solving the problem; given the restrictions on space it faces and the difficulties already in prospect from major construction at two adjacent sites it is time for other schools to be given their chance to expand.



Haringey Council

As parents of a child we were hoping to send to St James for intake 2016/17 we commented on the St James school expansion last Autumn. We are now in a very difficult position, in that the two years ahead of 2016/17 intake are two form entries, and 2016/17 is returning to one form entry, and the volume of siblings make it much more unlikely that our son will get a place, despite attending St James church regularly for over two years. We were, and still are, supportive of expanding St James school from a one form entry, to ideally two form entry, or if a suitable proposal is suggested, three form entry. We did not, and do not, support the proposal laid out in Autumn 2014, namely to reduce the school site whilst tripling the number of students, in a sub-standard, urban design not at all suited to the site and location. Our first suggestion would be to return to the expansion plans, without reducing the school site and ideally expanding it, and with appropriate and detailed consultation with all stakeholders. If this was not possible then of course another of the Muswell Hill schools needs to be expanded. Without direct knowledge of the school sites, I couldn't say what the best proposal would be but it looks like Muswell Hill school and Tetherdown are probably already at capacity. A free school would also be welcomed by parents but it is not clear whether there are any sites that Haringey are happy to be developed. If this is the case, then they should make this possibility clear in the consultation and see if there is appetite for a brand new school in the area which could still be built in time for the 2016/7 intake.

As parents of a child we were hoping to send to St James for intake 2016/17 we commented on the St James school expansion last Autumn. We are now in a very difficult position, in that the two years ahead of 2016/17 intake are two form entries, and 2016/17 is returning to one form entry, and the volume of siblings make it much more unlikely that our son will get a place, despite attending St James church regularly for over two years. We were, and still are, supportive of expanding St James school from a one form entry, to ideally two form entry, or if a suitable proposal is suggested, three form entry. We did not, and do not, support the proposal laid out in Autumn 2014, namely to reduce the school site whilst tripling the number of students, in a sub-standard, urban design not at all suited to the site and location. Our first suggestion would be to return to the expansion plans, without reducing the school site and ideally expanding it, and with appropriate and detailed consultation with all stakeholders. If this was not possible then of course another of the Muswell Hill schools needs to be expanded. Without direct knowledge of the school sites, I couldn't say what the best proposal would be but it looks like Muswell Hill school and Tetherdown are probably already at capacity. A free school would also be welcomed by parents but it is not clear whether there are any sites that Haringey are happy to be developed. If this is the case, then they should make this possibility clear in the consultation and see if there is appetite for a brand new school in the area which could still be built in time for the 2016/7 intake.

Build a new school Increase entry forms in existing schools

By expanding one of the existing schools, eg Coldfall or another school with sufficient space.

Can we please make sure that not only C of E schools get expanded? To my mind there is sufficient space to expand Rhodes Avenue Primary to offer outstanding education to our children. Could there be an extra entry form there? Free schools should not be the priority to create more school places.

Children should attend schools in Highgate, Crouch End or Bounds Green.



Haringey Council

Dear Nick,

Further to meeting you at Muswell Hill Library on Tuesday, I am writing to re-iterate my opposition to the expansion of St James' school as I believe that, in general, people in the area want good local schools which are open to all and which are not linked to religious beliefs. Now that I have read the consultation document, I am shocked to learn that 4 out of 9 schools in Muswell Hill are faith schools. I do not think that this is a reflection of the local population and therefore probably contributes to the shortage of places in the area as these schools presumably serve a catchment area wider than Muswell Hill instead of providing places for local children. Surely, the only option to provide the required school places for children living in Muswell Hill is to expand one or two of the community schools, which offer places to children based on proximity to the school and not on attendance at a place of worship.

I have also read the Council's Primary School Admissions booklet and have read the oversubscription criteria for the various faith schools so fail to see how expanding any of these schools would help the ordinary resident of Muswell Hill as they offer most if not all of their places to people attending a place of worship, not to people who live locally.

Expanding faith schools also raises questions about the ability to recruit the best teachers as again faith schools generally specify that they prefer to recruit teachers who practise their religion. Strictly speaking, this cannot be in accordance with Haringey's Equal Opportunities Policy.

In conclusion, I urge the Council to consider only the expansion of one or two of the local community schools which are not linked to any particular faith.

Yours sincerely,



Haringey Council

Dear Sir/Madam,

I would like to understand how the decision to extend primary schools in the Muswell Hill area will be reached. As you will be aware, Muswell Hill encompasses both Barnet and Haringey. Are the statistics given in the consultation document reflective of Barnet's obligations? For example, there are two schools within the Muswell Hill area, Coppetts Wood School and Hollickwood School, that are both one form entry. Is Barnet having the same consultation and if not, why not?

I am a parent of children that attend Coldfall Primary and I am concerned that as a 3 form entry school, the impact of increasing to 4 forms may not be a positive one. Local traffic around the school is already heavy. My children are in nursery and reception and the school already feels very large, particularly and drop off and pick up when the playground is heaving with parents and children. I worry what the impact of another class per year will have on our children. I also would want to know whether a feasibility study has been conducted on the all the different proposed sites and if so, where a copy of this can be obtained.

I am not able to attend any of the consultation meetings as the timings are not convenient when you have young children. Therefore, where can I obtain a copy of the minutes taken? I understand the consultation will end on 24 February. What will be the next steps?

I look forward to hearing from you.

Yours faithfully

Expand st James school to 3 form entry. Abolish the religious entry requirement enabling more local children to attend and not religious children from further away. Or 1 extra form each at st James plus muswell hill an coldfall which have plenty of room

Expanding Muswell Hill Primary School from a two form to three form entry would provide an excellent option as part of the solution. Expanding St James CoE is less desirable as it is not as inclusive for non church-going parents.

Expanding muswell hill school and. James school. Trying to overturn the church criteria for entry o st James which allows people who don't live in the area to trend.

Expansion of St James School through use of the whole of the Cranwood site

Extend the existing school by 1 class first on existing foot print Obtain more land to phase in the 3rd form

Extension of St James Primary. New primary school near Muswell Hill Road.



Haringey Council

Future Primary School places in the Muswell Hill area

I am writing in response to Haringey's consultation on Future Primary School places in the Muswell Hill area.

I am a parent of three children. The eldest attends St James School. The other two will hopefully attend in subsequent years. I have lived in the area for 11 years.

I have submitted two Freedom of Information requests to the Council. The first related to the original plans to expand St James School. The second the "decision" that has been referenced by several Council employees and in Council communications that the redevelopment of the Cranwood site for housing purposes will proceed and that there is no longer an option to use any of the site for school buildings.

I have also had a series of exchange with Councillor Ann Waters on this matter to express concerns about the process the Council has followed to date and the selective release of important and relevant information.

I have offered in these exchanges suggestions to the Council on how it might better engage with parents and the local community to try and find an acceptable solution to the problem of expanding primary school place provision and avoid further delays and petitions.

Yesterday I finally managed to get a response to questions I asked the Council over a month ago about the plans for the Cranwood site and the process going forward. This was one day before the school places consultation closes. These answers are directly relevant to this consultation and are still the subject of a parallel consultation by Haringey Council on the Local Plan.

The current consultation on future primary school places has followed a fundamentally flawed process. The Council has provided respondents with a selective and incomplete set of "facts" around the need for more places that have been challenged, inter alia, by the Headmaster of one of the local primary schools in the previous consultation on expanding St James.

Respondents have been asked two generic questions that they cannot possibly meaningfully engage with on the basis of the information supplied by Haringey.

Respondents are asked to: "Set out your proposals for achieving [at least two forms of primary school entry]" and "Any further comments".

Respondents are in no position to sensibly answer the first question. The Council has not provided any relevant information to enable them to answer this. For example the potential options based on: available land to build a new free school; the existing footprints and land available to expand any of the existing schools; and the relative advantages and disadvantages of potential options.

In response to the previous consultation to expand St James a large number of respondents clearly asked for this information in any future consultation.



Haringey Council

The Council have also deliberately mislead respondents on the status of the Cranwood site and left them with a clear impression that the decision to not make any of this land available for school buildings has been taken and will not be looked at again.

This is clearly untrue as the Council is currently consulting on Haringey's Local Plan: Preferred Option. Site SA53 refers to Cranwood and St James and refers to "an expanded school, subject to consultation". The Council has made no attempt to refer respondents to this important related consultation.

The Council's own strategic planning documents, also out to consultation, make clear that they will only proceed with new housing developments where they can demonstrate that there is sufficient local infrastructure to accommodate additional housing. There is already a significant housing development (St Lukes) planned for the area that Haringey has identified as requiring additional primary places. This is the largest single development in living memory and could lead to demand for more than 50 additional primary places alone.

The Council have no plans or strategy to meet this increase in primary school place demand let alone accommodate additional demand if Cranwood is developed.

The Council's School Planning Report also identifies a looming shortage in secondary school places in the area within 3-5 years. It currently has no plans to meet this demand before any further housing development and the associated demand.

The major constraint to meeting increased demand for school places is land. It is therefore irrational to even consider building additional housing in Muswell Hill until the Council has in place a plan, agreed with local residents, to meet the forecast increase in primary and secondary school places.

For all of these reasons, both of the current consultations are fundamentally flawed and Haringey needs to set aside both consultations and start again.

On the schools places issue, Haringey needs to consult on a more meaningful basis on costed options to expand primary school places and include options around the use of some (or all) of the Cranwood site for this purpose. Haringey also need to commence a similar process for secondary school places with the Cranwood site also considered for this purpose.

Once this process is complete, Haringey can then consider whether there will be sufficient places to develop any sites (including Cranwood) for housing in that area.

If the Council decides not to re-start both consultations then any decision(s) taken on the basis of either consultation would clearly be unreasonable and irrational and be open to successful judicial review.



Haringey Council

Haringey need to liaise with Barnet and Enfield about their current plans for their schools and bulge classes in the surrounding Muswell Hill area. Population expansion is not confined by borough boundaries. There should be quicker turnaround of pupil places. When one child leaves, unplaced pupils should be able to start within a week. Bulge classes are only a temporary option in a city with continued growth, more schools would eventually need to be built. Give attractive proposals to sponsors or academies to promote the building of a new school in a high demand area like Muswell Hill. School appeals panels should take into account the increase in population to justify successful appeals for overcrowded schools. New build property developers should contribute to the provision of existing services to ensure all local services can cope.

I agree with the view that St James should be expanded by one form as an immediate priority based on its current buildings. Ideally another school would be able to do something similar. If not St James could perhaps be expanded further once the the original expansion had completed.

I attended the public meeting on 3 February 2015. I came away from that meeting a little bemused. From what I heard it would seem logical to build out the proposal already worked up for St James. Development for whatever purpose will always attract criticism from those affected but those affected should only prevent development where they have a valid criticism. If it works financially and practically then this should over-ride short term concerns over implementation. There was no analysis of expansion possibilities at any of the existing schools or summary of when existing schools recently expanded and which schools have the greatest pressure. A high level desktop analysis might have helped the debate on the night. Some presumably could be discounted because of site constraints or recent expansion. If St James really is a non starter then presumably this would have been done. Finally please can it made clear whether the proposal at Bounds Green is included in the figures and whether this contributes to meeting any of the need.

I don't know all the schools in the area but feel that those school with the physical space to allow expansion, should be expanded.

I favour local places for local families and am a strong supporter of the quality of education that Haringey provides with particular reference to Muswell Hill - my local area. All of the area's primary schools are Ofsted rated good or outstanding and I strongly support expanding those really good schools to create additional places. I was very disheartened to see some of the comments of the existing St James' parents who seemed to take the attitude that their children were in and with very little regard for those families who wont have a local school places if there aren't more available in the coming years. I realise that expanding a school is a challenging process but it has been done well and proven very successful in this borough before so why not again? A free school is an unknown entity and national press has shown that they have no better a track record than local authorities in providing school places, not to mention problems with financial irregularities. Besides, where is the land in Muswell Hill for a new school? Perhaps the local authority would be better to look at working with schools and governing bodies where the agreed aim is to work together to overcome problems and to create solutions with a healthy dose of realism about the need for places and the money available to provide them across all parties. Thank you for thinking about this problem before we run out of places and seeking views instead of imposing solutions without consultation. There are lots on anxious local families and the last consultation seemed to be hijacked by families who already have a school place and aren't bothered about the rest of us. This was shown by a Mumsnet discussion where a parent from St James sought to twist facts and was shot down by anxious parents and by others who believe school places should be local and adequate to meet demand

<http://www.mumsnet.com/Talk/primary/a2228891-St-James-C-of-E-Primary-School-Woodside->



Haringey Council

[Avenue-N10](#)

I feel that by limiting the response, saying no new school can be built, is negative. WHY NOT? there is HUGE competition for spaces in the area and the residents in the area pay taxes and should be able to send kids to local schools, be it using existing building like next to St James or why not in planned new developments (like St Lukes). Certainly new forms should be added to schools where there is space to expand (like St James)

I more class at Tetherdown and supporting Eden more so they can go to two forms

I propose expanding St. James' by one form (to two) as soon as possible and to further expand it to three forms over time, but by 2018. I am a parent and governor at Tetherdown primary school and am fully aware that we do not have the physical capacity to expand beyond our two form intake. I think that the solution of St. James is a good one as it also goes some way towards addressing the huge impact that the development of St. Lukes will have on the demand for school places in the surrounding area. Currently this development is set to completely alter Tetherdown's intake and is likely to leave families to the north of the site and school, who currently would get into Tetherdown, without a viable. local primary school option. If St. James could be expanded to absorb this influx, it would also prevent a bubble of families left without satisfactory local provision elsewhere.

I propose that at least one of the additional forms is added to Muswell Hill Primary school which has a very small (the smallest?) catchment and is also not a religious school. By adding one or more forms to this school demand would be better supported whilst in a more inclusive way.

I propose that one form of entry is provided by extending the school building at St James' primary school. The plans would need to be carefully managed to ensure that the new building provides the necessary requirements, for example a kitchen, another larger hall, specialist rooms for things like IT and music, additional play space for the additional children and sufficiently large classrooms etc. This should be easily provided with the budget of £4.5m. The overall site of St James should not be altered, ie no land swaps and no sale of land to fund anything. The other form of entry would need to be provided by another school in the local area, of which I think there are a few who are keen - Muswell Hill primary and Highgate primary to name two who I have heard are keen. Again this should be manageable with the additional £4.5 m available (ie a total budget of £9m). There is not room on the current St James site for an expansion by 2 forms of entry.

I think existing schools should be expanded where possible. However, I do not think any school should go beyond 3 form entry. I think it is vital something is put in the Haringey admissions booklet ensuring people are forbidden from renting on a short term basis just to get their child into a school. Every child should have the right to go to their nearest school and people renting short term are stopping this from happening. It is grossly unfair.

I think it would be a shame to try and expand existing successful schools when the resources are stretched enough. I feel this may compromise the quality of school you speak of. There are buildings that are not in use, like the old St Luke's Hospital, where a new free school might be able to reside.

I totally agree with the proposal of enlarging St James school to 3-4 forms. I think locals will always be scared of changes, but new places are necessary. The expansion of coleridge school went well, despite concerns before that happened.



I wonder if it would be possible to make the Archer Academy an all through school? Whilst this is not in Haringey, it could help ease pressure on schools in the Borough. I think expansion of St James' Primary to 2 forms of entry could be achievable - but that the design for this should protect the amount of playground for children at the school.

I would suggest expanding Muswell Hill Primary or St James COE. These schools are centrally-located in the borough and would serve a maximum number of local residents. Despite some objections to the two-form St James proposal, it does seem that parents there are keen to expand the school. Perhaps new plans could be drawn to look at how this would be achieved? Otherwise, Muswell Hill Primary has a larger bit of land than St James, and an expansion there could involve new buildings that are built higher up. Failing these two options, what about proposing a new school at the heart of Muswell Hill? The old Police Station comes to mind as a premises, for instance... Or could parts of Alexandra Palace be converted? There is also the possibility of a new free school that should be thoroughly considered.

If I understand correctly, St James has not currently been expanded, it just has a bulge class. If this is correct, I think it should be expanded to at least two forms of entry. You should then look at the other smaller schools in the area to see which could best be expanded. It would have been useful to see some data about this, eg, current size, size of site, etc. How about Our Lady of Muswell? Do you have data on the religion of future children?

Instead of creating more spaces at existing schools in Muswell Hill, why don't we use the money to improve the existing underperforming schools in the wider borough? That way the demand for additional places will drop in Muswell Hill. Do you know whether there is a significant number of additional families moving into the area chasing good schools - i.e. is the demographic and age mix consistent across Haringey or is Muswell Hill overindexing in families? My experience is that too many families are still renting on a short term basis to secure a school place and then moving out of the area. If we continue to expand our schools we will inevitably place more strain on other services like transport and recreation facilities. Achieving a sensible balance is paramount.

It makes sense to expand a school that is in the heart of Haringey, ie not on the edge of Barnet or Enfield as you may find many of the Haringey places being taken up with Barnet & Enfield Pupils. I also believe it would be a mistake to expand a faith school by the new 2 form entry as there maybe some parents who wouldn't choose that school.

It seems only reasonable and fair that any new school places for the community should be in a community school, and not at a faith schools - where at least 50% of new places would need to go to children from church families. Area 1 has a diverse cultural mix. Therefore expansion at St James seems wholly and utterly inappropriate. Given that there is an outstanding school with ample grounds in the heart of Muswell Hill, much in need of a new building and keen to expand - Muswell Hill Primary School - it seems imperative to consider an expansion there, through the delivery of a knock down and build. Either way Muswell Hill Primary will need a KDAB in the next 10 years. So it would be sensible to carry out a feasibility project on the site to weigh the pros and cons.

Muswell Hill Primary should be expanded to three form entry. The school is old and needs to be renovated anyway. It also has one of the smallest catchments and is located in an underserved area. The residents of landsdowne street and east are being offered places in Wood Green which is a disgrace. Tetherdown could also add a form. St James isn't in the area of greatest need and will cause an already bad traffic pattern to worsen. And a faith school shouldn't be the one to expand.



My children attend Coldfall Primary school which is already a 3 form entry school. I believe this is already as large as a primary school should ever be. Any bigger than this would make it too big, and daunting for young children just starting school. I therefore think it would be a good idea to expand one of the other schools in Haringey, or to open another school.

My proposal is not to extend any existing schools but to spend the resources on ensuring that local children go to local schools. There are a huge number of parents who take out short term rents in the "catchment area" of an over-subscribed school. I have seen and talked to people who have done this. It is common practice and everyone in the area is aware of it. My feeling is that if systems were put in place that could deter this, then there would be enough places in local schools for local children. This could be done by: Invest in schools in different areas of the borough to encourage parents living in those areas to send their children to those schools Carry out regular checks to ensure people are living at their address Ensure the requests for proof of address are valid and appropriate Ensure parents are aware of the consequences of providing inaccurate information

My recommendation would be to look at Place Planning more holistically, taking into consideration capacity in schools on the borders of the Muswell Hill Planning Area.

not expanding schools on sites that are too small.

Over rule the st james parents and expand st james school. The currently very small (in pupil numbers) school is built on a very large plot. There is ample room to expand. There are so many benefits to larger schools- a small number of powerful parents have sought to sabotage a very sensible suggestion

Preferred option is to expand St James into 2 form entry if the footprint is not reduced in any way. 3 form entry is viable if the adjacent Cranwood land is used and the development is phased.

Provide a Nursery at Tetherdown Primary School to ensure continuity of excellent provision form age 3.

rebuild muswell hill primary to accommodate 3 form entry, new sports hall, new cafeteria; the site could be enlarged by creating a second story for classrooms and library

Rebuild of St James CoE

Reinstate three forms of entry at Bounds Green School and expand St Mary's School. Look for opportunities to acquire new sites where schools could be expanded to an adjacent site (ie have one primary school located on two sites to get around the free school/academy presumption). Haringey or Fortismere itself to build a new primary school within the Forstismere site sharing open space facilities, governance, maintenance etc.

Some years back, Our Lady of Muswell expanded and more children from outside the area were given the extra school places, as you have to be Catholic to go there. Pages Lane is a nightmare on schooldays, both in the morning and around 3/4 pm, as a result of all the parked cars ferrying in children from other areas. Don't see how expanding St James's can help the local children, unless they are CofE and attending church. Feel, a newly built, non religious school would be the best option. Another option, would be to stop selling off old buildings and renovate one, the old St Luke's hospital for example.



Haringey Council

St James expansion is not the answer that best serves the community. It is very near to Tetherdown and would centralise quite a few places in the most expensive part of Muswell hill. It would give the most privileged even more choice. It's not appropriate to expand a faith based school where priority of places can be influenced by church attendance. Muswell hill primary is a far better candidate. Perhaps land could be leased from Alexandra palace if necessary as there is the abutting orchard.

St James or additional class at cold fall/Rhodes.

St James school has to be expanded to take more children instead of one form entry which I believe its a waste of land

the building next to St James's Primary is empty. Expand on to this site. Don't see the problem with using this area so long as playground space preserved. Identify new site in MH and build new local authority controlled school with access to all children to meet population growth. Why not use one of the sites like St Luke's to build a new school or transfer infants or juniors over there from St james's? If Coleridge can have two sites on opposite sides of the road why not St James's. By allowing new homes to be developed on the St Luke's site you are just exacerbating the pressure on local school places.

The information received clearly indicates the urgent need to provide additional reception places within the Muswell Hill area. As one of the Catholic primary schools within the area, we would ask that the L.A. contact Mr J.P. Morrison, Director of Education at the Diocese of Westminster to explore and discuss this matter further. I will pass this email on to him. Our Governors have made them aware of this from a school point of view. We are also aware that there is proposed redevelopment of the Durnsford Road and Tunnel Gardens areas, which are both near to schools within Bounds Green area.

There are two options: 1. Retain existing building & footprint at St James and expand by 1 FE. This would obviously mean expanding another school by 1FE. 2. Cranwood site becomes part of the St James school footprint - thereby providing a large enough site for expansion by 2FE.

There is little scope to extend the Haringey schools in the area without taking park or allotment land. The Council should therefore look to the schools on its borders that are within other Council areas. Coppetts Wood school is a 1FE school just over the northwest border of the borough in Barnet. It sits on a sizeable plot so has lots of space to expand. The A406 effectively cuts this school off from much of Barnet, so that Council would perhaps not be interested in expanding it - it's difficult for the bulk of its residents to reach. Haringey could propose taking the school over, but politically this may not be feasible - the school is Outstanding and in these days of league tables, losing such a school would depress Barnet's results average while increasing Haringey's. So Haringey would likely have to work with Barnet to co-fund an expansion. Adding 2FE capacity to this school would reduce pressure on the surrounding schools: Coldfall, Rhodes etc. Another option would be to use the land currently assigned to the proposed NLWA waste re-processing centre next to A406, just north of the Muswell Hill Golf Course. This is not ideal as it is enclosed on three sides (A406 to the North, a railway line East and the golf course to the South. Access is therefore via side roads from Colney Hatch Lane and a new school here would perhaps benefit Barnet residents more than Haringey, though again, it would help relieve the pressure on schools to the south.



Haringey Council

We (myself and my wife) consider that St James Primary School should be expanded by one form of entry on the school's existing footprint. The extra form should be accommodated via a permanent extension to the existing building. The second form of entry should be provided via another school's expansion by a single form. Or St James expands by two forms but on the existing site plus all some of the adjoining Cranwood site in a phased approach to be commenced once St James has already expanded by one form (ie as the option above but without another school providing the second form of entry).

We are concerned about the space available at the current site. We therefore propose an expansion to St James by just one additional form of entry on the existing footprint - this could be achieved by a permanent extension to the existing building. The second new form could be at another school. if that isn't possible, there could be a 2 form expansion to St James on its existing site together with part or all of the Cranwood site. This would have to a phased approach - starting with the one form expansion and then the other form and new buildings coming later.

We have a child in St James and a two year old we hope will join her. We have been active in our engagement with the school, parents and Haringey about realistic development of the school. Development that would meet the identified objectives of the governors and school community without further reducing vital play space for the increasing numbers of children given the impact of the current bulge class and the as yet unknown impact of the next bulge class. We were strongly opposed to the proposed three form entry plans and opposed to reduction of the footprint. We are in support of an expansion to two form entry, using the land up to the front door of the school.

why not look at expanding the non religious schools? it looks to me as if there are too many religious schools and not enough secular ones, it seems unfair to expand a school which will exclude children? what do I do if my child isn't Christian/catholic?



Haringey Council

Appendix 5: Open Text responses to Question 2 - Do you have any further comments?

Please note: These responses are as received and uncorrected for spelling and punctuation

<p>There are schools in Islington council that are under subscribed. Have you looked into the number of places that might be able to absorb the over flow of the reception children from Haringey?</p>
<p>2 form is the absolute max on the current site As there is available land adjacent to the school this should be used for the 3rd entry form There is unlikely to be a suitable site next to another school in the area 3 forms need a larger area and for youngsters health they need to play outside and on the ground as much as possible for immunity</p>
<p>Extending the St James' School will impact the area by having additional traffic on the soards during the school term. Also its not the best school to extend as it's got very strict religiuos guidelines for entrance requiremnts. Extend Highgate Primary School instead.</p>
<p>fewer religious schools should be given the go ahead in any form as should any minority interest free schools. integration within the wider community should be the focus not further fracturing. for example (in islington) there is a school for scandinavian pupils. how does this benefit the community at large? in haringey there is a new jewish school, which encourages jewish parents to remove their children from the wider community impoverishing the community's overall culture</p>
<p>From looking at the map and the size of each school in terms of classes and playground area I believe that Muswell Hill Primary ticks many boxes and it should be this school like Coleridge which is very successful to become a 4 form entry school.</p>
<p>Having read the material produced by St James, there seems broad agreement that St James can and should be expanded. Hopefully, consensus can be reached as to how this can best be achieved.</p>
<p>Having thoroughly gone through the school section of the Haringey website and used the distance calculator provided, it is clear to us that we are not in the catchment area for any of the Haringey schools and haven't been for the last few years, despite being in the Muswell Hill school catchment when we bought our house five years ago. Looking at this information, in addition to your stats projecting 47 too few places in the area for intake 2016/17, we find ourselves in a very difficult situation. We had set our hearts on St James, which is now looking tenuous, and have no other state school alternatives. I am also aware of people on our road (Etheldene Avenue) in the past being offered places at temporary rooms in Tottenham, or even home schooling. This is absolutely appalling. We live a third of a mile from Muswell Hill primary school and very close to a number of other Haringey schools, and there should be a place for our children at one of them.</p>
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Haringey Council

I am completely opposed to the government policy of only building new schools if they are free schools or academies. We need more schools within local authority control which are accessible to all children in the local community. I do not want schools which have any element of privatisation or are able to create any kind of selection criteria to suit their own aims. We already have a COfE, Catholic and Jewish school. We need another multi faith /multi cultural school which reflects our community. I was appalled when the government stopped the school buildings funding when the school building funding was removed after the last election. This has resulted in existing school buildings being under funded - such as Muswell hill primary and has contributed to the problems with school place pressures now

I don't think we would want any four form primary schools in the area. I don't think playing fields should be sold off. Make it imperative that someone has to live in their house longer than the current rules state to stop people just renting for a few months to get into a school and then moving out of the area.

I have watched the expansion of Rhodes Avenue School for instance with interest. We live 0.3 miles from Rhodes Avenue (our nearest primary school). When we applied for a place for my daughter in 2009, she was 17th on the waiting list, that year, the distance of last child offered at Rhodes was 0.267. We took the first offer we got, a month later which was at Coldfall school (0.6 miles away). In 2011, that distance grew to 0.451, after the expansion to 3 forms. In subsequent years, that distance shrank and is now 0.355. This leads me to feel that increasing school size is not actually an effective long-term plan - my belief is that the distance of last child offered to Rhodes will continue to decrease because of the effect that good reputation and good Ofsted has on parental choice. People will still continue this behaviour (short term rents) which not only questions the actual figures of school-age children in Muswell Hill, but doesn't solve the problem - the schools can't keep getting bigger and bigger.

I just think that if the council approves things like more flats (Fortis Green) and building more homes (St Lukes) then they are obliged to provide extra spaces, no matter how. I think Muswell Hill is often overlooked by the council because of its higher property houses (so it is assumed the residents are well off) - it is still important, no matter background, that children go to school in the area they grow up in. That is what makes a community.

I think this is unacceptable. There are bigger issues in the borough such as providing high quality of educational provisions to different areas within Haringey. For example: sure start children's centres cuts.

I would prefer a new free school, but understand that it is not in the council's powers to provide this and also that finding a suitable site might be difficult.

I would strongly object to expanding Coldfall Primary due to its location at the edge of the borough. The larger area of intake would mean more Barnet children are admitted than Haringey children. Expanding Coldfall would therefore not serve the purpose of creating spots for Haringey children, but the Haringey tax payer would foot the bill. This is poor value for money. The area already suffers from appalling traffic.



If an immediate solution cannot be found at St. James' I propose that the development of St. Lukes be halted until such a time as the local authority has a carefully thought through set of proposals as to how they will cope with the knock on effect that the influx of so many families will have on local services; schools are of particular concern but other public services such as doctors and transport will also suffer without proper strategic planning.

If the Cranwood housing development was stopped and all of this land became available to St James then it would potentially possible to solve all of the problems by expanding St James by 2fe on the current site plus the additional Cranwood site. Without this additional land it is impossible to expand the school by 2fe and still provide the necessary play space and quality of schooling. How the housing department can build new houses when there is already clearly a shortage of primary school places is beyond me. surely the issue of schools needs to addressed first before more housing is built? Can the education department not put a stop to this, particularly as the land was originally earmarked for education?

In my capacity as Headteacher of Highgate Primary School, I contributed to the first consultation on the expansion of St James to three forms of entry as our Governing Body felt that this expansion would have a significant and destabilising effect on Highgate Primary School. Highgate Primary is located around 800m from St James. In September 2014 our Reception classes had six places unfilled, with an additional 21 unfilled places in Nursery. The original consultation document made clear the case for expansion of schools in Haringey, which is not in dispute. However the GLA predictions show that the main population growth is not in Muswell Hill or Highgate, but in Crouch End and Tottenham. The school's governing body believes that expansion of St James to three forms of entry would result in children who would have attended Highgate Primary instead being allocated places at an expanded St James. As a consequence, places at Highgate Primary would be filled by pupils from the rising population of Crouch End and Tottenham. This situation would clearly go against the Place Planning Principle that the council 'should have regard to the impact of any changes on the viability and standards at existing schools'. In addition, as there is no direct public transport for this journey, there would be an impact on school attendance and an increase in cars on already congested roads. A better solution would of course be to expand schools in the areas of population growth.

It would be helpful if schools published their catchment areas a couple of years in advance so parents had ample time to consider whether they have a reasonable chance of getting a place in their preferred school.

It's a good idea to expand the school to accommodate more children in this area .

Living in London means that most of us do not live in big houses or have much outside space for our children to play in safely. Given the levels of obesity in this country outside space at school is very important to a child's development. St James school is already on a restricted site - doubling the number of pupils on the existing site would be just about do-able. To triple the size would require enlarging the footprint. This is especially true when benchmarked against other school plots/sizes in the area.



Haringey Council

Much of the Cranwood site is 'sunken' meaning there is a natural light issue if the ground can't be raised. Can facilities be placed here that are not needed by one set of individuals for the whole day, ie. don't have a classroom there but have the hall there. With the combined footprint of the current school and the Cranwood site there is then huge scope for sufficient outdoor play space and sufficient classrooms and other useable areas. The council needs to operate with an increased bigger picture outlook. Selling Cranwood for housing is a short term fix that will generate a wider problem. St Lukes is already a substantial housing project in progress. The supporting infrastructure cannot cope, ie. the roads, access to doctors, access to schools (primary/secondary). Are there plans to increase these services? Yes in regards to primary, but a portion of the additional quota benefit will be lost if the new occupants have children! Without demolishing houses, it won't be possible to increase traffic flow around Woodside Ave will it? There may be a need for increased affordable housing in London, however this should not be at a cost of everyone else already living there. There will be other London areas in which to create affording housing.

No

No

No free schools especially faith schools which exclude pupils from the area not of that religion

Perhaps a new intake form could be added to two schools - Muswell Hill Primary and St James- rather than focusing on two new forms for just one. Catchments would be better spread out to include pupils over a wider area.

Please can you keep under review longer term population projections. I cannot argue with the short term projections but as far as I understand in the longer term the rate of growth in London's population is not so clear. London will still grow but maybe at a lower rate than we have seen in last ten years. The recession has caused a change in migration out of London and currently for whatever reason people are staying put. Please see Chapter One of the Further Alterations to the London Plan for an explanation of the uncertainty or contact Greater London Authority demography team for further detail. I raise this because whilst there maybe some housing development in Muswell Hill I cannot see where the sites are to continue this growth so I consider that growth in school numbers comes mostly from increase in birth rate and those people are not moving out as much as they used to in the past. I hope this is clear!

Proposed development near to the North Circular Road / Station Road is likely to increase the demand on places within the immediate local area. This could impact further on the numbers of reception places needed in the future.

The area is already subject to major building work and new housing (the St Luke's site is enormous) which will already cause a lot of disruption - and only further restrict the catchment area. The site is already not very large for the number of children and without additional land, there is definitely insufficient outside space (and probably inside space) for 3 forms. why does the consultation paper not also refer to the September 2015 bulge class? It appears that Haringey are trying to make the shortage look worse than perhaps it is.

There are a lot of streets out of catchment which is a worry for many parents.



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Two of my sons are in schools that have been expanded (Coleridge & Rhodes). Despite the initial reservations about expansion & some temporary disruption with building, it has not been a problem at all and both schools are functioning well. I think it's more important to be able to provide families with school places in their immediate locality, so targeting areas where there are large waiting lists is a good start. If Rhodes had done its expansion earlier we would have been better off with both my sons going to the same school when we moved up to Ally Pally. But as my eldest son is in a year that is still 2form entry we are still having to travel back to the area we used to live in on a daily basis. Adding to traffic & pollution. I know everyone likes the idea of small community schools. But this is London. We need to be able to accommodate all Haringey kids so yes expand where necessary.

We are committed to assist the school community and haringey where possible, to develop school places in muswell hill for children living in the locality in need of a place . Notwithstanding we both work, we will seek to be part of the consultation , even though we don't finish til 6pm minimum and the sessions are mostly in the afternoon so we will be unable to hear others views,

We are committed to working with Haringey to come up with specific building options that will give the best opportunities for the local children of today and tomorrow whilst being considerate of financial constraints. The governors, LDBS and parents of St James School strongly support a permanent expansion. Haringey knows the school very well and we hope that all works undertaken so far will make a valuable contribution to this new project. We wholeheartedly supported the bulge classes of September 2014 and 2015 with the view to expand this school permanently if the opportunity arises and we would like to work with the local authority to achieve this.

We see absolutely no advantages of any form of expansion of the existing St James. The estimates for school places shortfall is a fact, which has long been speculated with. The truth is that there are still 1-2 spaces in most years throughout most schools and they are not filled up.

Why was Rhodes not expanded to 4 form at the time if the new build-or cold fall...St James also have space so seems ludicrous and very unchristian for them to deny this and try to maintain exclusivity !



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Appendix 6: Minutes taken at the public meetings including Q and A Planning Primary School Places in the Muswell Hill Area



Haringey Council

**Note of Public Consultation Meeting at 6.00pm on 3 February
2015 held at Alexandra Park Secondary School**

PRESENT

Cllr Ann Waters - Cabinet Member for Children and Families
Jenny Duxbury - Head of Education Services
Anji Phillips - Interim Director of School Standards
John Chilton - Clerk

25 members of the public (not all present at the start of the meeting)

Purpose of meeting

To encourage debate and seek a wide range of views and suggestions from residents and schools (parents/carers, staff and governors) on how to increase the number of primary school places to meet the anticipated increase in demand for places up to September 2014.

Welcome

Chairing the meeting, Cllr Ann Waters thanked everyone for coming, explained the purpose of the meeting and introduced Jenny Duxbury, the officer in charge of school place planning.

The need for additional primary school places

Jenny Duxbury explained that the Local Authority reviewed the provision of school places annually against known and anticipated demand. In predicting future demand for primary school places, the local authority took account of a number of factors including; birth rates and population movements, popularity of schools and new housing development in the area as well as the existing and proposed provision of places in adjoining boroughs. The Borough was divided into five areas for the purpose of planning school places.

Muswell Hill was part of the Local Authority's Planning Area One in which there was currently the need for one additional form of entry (ie a shortage of 30 places). Based on current figures and knowledge, it was anticipated that the requirement for additional spaces would continue to grow until September 2018 when a further form of entry would be required within the planning area (ie a total requirement for an additional 60 primary school places by September 2018). The current shortfall had been met by a September 2014 "bulge class" at St James CE Primary School; as would also be the case in September 2015.

Provision of additional places

Jenny informed the meeting that the Authority had agreed a set of five Place Planning Principles to guide decision making in determining how and where additional school places should be provided;

Planning primary school places in the Muswell Hill area

Page 1 of 6

Note of Public Consultation Meeting held on 3 February 2015 at Alexandra Park Secondary School



Haringey Council

- seek to meet demand for places within established, new or emerging local communities, having regard for the role of schools at the heart of sustainable communities
- supporting work to make all schools good or outstanding, ensuring that every child has a place at a good or outstanding school. Where expansion is needed to meet demand for places, the LA favours the expansion of schools where there is proven demand and well-established and successful leadership and management at a good or outstanding school
- have regard to the impact of any changes on the viability and standards at existing and new schools
- bring forward proposals that make best use of scarce capital resources
- work with schools to provide the optimum forms of entry appropriate to the capacity of the school site and the level of demand for that school.

There were only three ways in which school places could be increased;

- "bulge" or one off classes (as at St James) to provide up to two additional classes in a school in agreement with the Head teacher and governors. There was no statutory requirement for wider consultation
- school expansion to provide an additional class(es) in every year group at the school following a formal consultation
- provide new schools - but under current legislation all new schools must either be free schools or academies and in order for them to open an application has to be made directly to the Department for Education. In short, opening a new school to meet additional demand is not an option for any local authority. A further practical obstacle to new free schools/academies was the shortage of suitable sites in the borough.

Anji Phillips informed the meeting that there was a possibility that the Secretary of State would invite a further tranche of applications for new free schools before the General Election in May 2015. However this wasn't certain and the opportunity to complete this before the General Election reduced each day.

Steps taken so far

As previously stated, bulge classes had been agreed at St James CE Primary School for September 2014 and September 2015. In addition the LA had consulted with the local area around St James School and with stakeholders on whether this school should be expanded. The feedback from this consultation was varied and could be summarised as;

- there was an acknowledgement of the need to provide additional local school places
- there were substantial concerns expressed about the expansion of St James from its current one form to three forms of entry
- there were concerns about the proposed redevelopment of the school which would then be partially located on the adjacent Cranwood House site



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- local residents had expressed concerns about the impact of the potential development of St James School at the same time as the proposed redevelopment of the former Cranwood House site and part of the St Lukes site
- there was broad support for moving from 1 form of entry to 2 forms of entry.

A full account of the responses to the consultation is available on the Council's website.

Responding to the current consultation exercise

The current consultation, which started on Monday 19 January, would close on 24 February 2015. The Council was seeking a wide range of views and suggestions for increasing the number of primary school places in the Muswell Hill area by 2018 and there would be further opportunities for residents/schools to express their views on any detailed proposals once this consultation had finished.

Residents and schools were encouraged to express their views on this consultation:

- through questions and comments at this meeting
- by attending the drop-in sessions at Muswell Hill Library where there will be opportunities to ask questions, share views and hear the views of others
- completing the online survey
- submitting comments and suggestions by email

Once the consultation period had ended (24 February 2015) a report would be prepared for consideration by Councillor Waters on 26 March 2015.

Questions and Answers/Comments and responses

The meeting was opened up to questions and comments from the floor.

C.1 Representing St James CE Primary School - The School had learnt a lot from the process so far and were committed to expanding. They had accepted an additional (bulge) class for two successive years and had some concerns about how they might in future accommodate any younger siblings of the additional children in the two bulge year groups. The proposal for one additional form of entry based on the existing school buildings (and therefore the cheap option) was well supported by the school community. (This message, that St James had a strong desire to expand, was repeated several times throughout the meeting.)

Q.2 Was it better to provide the required additional two forms of entry across two schools or at one school?

A.2 Generally it would probably be more cost effective to carry out a single development providing an additional two forms of entry at one school. However in practice it would depend on the site, the capacity of existing buildings at the school in question (and at any alternative schools) to meet some of the additional need, and origin (location) of the additional demand. While a single development at one school was probably the most desirable outcome, if it wasn't physically possible or not cost effective, then expansion by one form of entry at two schools was the only possible long term solution.



C.3 This process has been going on for a long time. It is clear that locations capable of expanding by two forms of entry are rare. The Council has good experience in successfully expanding primary schools by one form of entry.

R.3 The key determinant for the successful expansion of a school is the quality of leadership and management at the school. Having only recently joined the Council, Anji had been struck by the way school expansions had been carried out in Haringey in the past; in her view exceptionally well compared to other boroughs.

C.4 Expansion at Coleridge to four forms of entry had been opposed but had not affected the quality of education offered by the school which had retained its outstanding Ofsted rating.

C.5 Addressing the meeting, the Head Teacher of Coldfall School described the process of school expansion as exciting, offering as it does opportunities for staff, better training and improved facilities for pupils and staff. Again, in her view, it wasn't size but all the other factors that had been mentioned that determined the quality and success of a school. The remodelling of the school required to increase its capacity had taken place over 2 years and had presented particular challenges for staff who had had to move equipment into and out of storage, move classrooms and occasionally had to use corridors at classrooms. Throughout the process the School had retained its strong family ethos.

C.6 Parents with children at St James School supported expansion of the School but preferred by one form of entry rather than 2.

R.6 At the moment the Council is just seeking people's views and suggestions as to how to go forward. Additional places are required now and a permanent solution from September 2016.

Q.7 Is the Council looking for places at other schools?

A.7 Yes, and there is always a need to have some spare capacity to allow for flexibility in the system. At the present time Highgate Primary School has some spare capacity. The Council tries to match any plans for additional capacity to the locations that are generating the additional demand. If St James School had not had a bulge class in September 2014 some children would have been able to attend Highgate Primary School, but would have had much further to travel each day. As a proposal, the bulge class at St James School had been discussed with the Head of Highgate Primary School which had interdependencies with other schools in other boroughs and in other sectors.

Q.8 What is the process for carrying out a consultation on ideas? (Alternatively, what are the steps in this process?)

A.8 Officers are looking for a wide range of ideas from the community. These will be evaluated and a set of recommendations identified which will determine the next steps. If it is proposed that a school should be permanently expanded then another, now formal, consultation would be undertaken on the specific proposal. Alternatively the solution to the shortage of spaces could be a new free school. That would require an application being made to the Secretary of State and would not involve the Local Authority.

Q.9 Muswell Hill Primary is at the centre of the Muswell Hill area with new homes being built in the vicinity. How feasible would it be to expand this school?



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A.9 Nothing will be proposed until after this consultation exercise is concluded. Officers had spoken to the School (and included every other school in the Borough in this consultation) and understood that the School would like to expand, but it is a difficult site.

Q.10 What are the decision making criteria for determining the right solution and how soon will a decision be taken? St James School was in the position of accepting additional children into a bulge class (Sept 2014 and Sept 2015) without a firm prospect of being able to offer places to their siblings in September 2016 and beyond. St James positively wanted an additional form of entry and ideally wanted two additional forms of entry.

A.10 The final decision will be taken on the basis of cost and quality with the proviso that any solution will have to be affordable. The Council knew where the additional places are needed. It was also a given that Tetherdown Primary School couldn't expand any further. There had also been a lot of discussions with Head Teachers creating a degree of consensus of what might be the solution. This exercise was about finding new ideas that might provide alternative solutions, if not for immediate implementation then at some time in the future.

Q.11 St James School was desperate to expand, if perhaps not so keen about the disruption that would result in a decision to expand to two forms of entry in one development. How did the Council propose to take this forward?

A.11 The Council has met the immediate need for more primary school places. Expanding St James to three forms of entry would require the complete redevelopment of the school site and possibly part of an adjoining site. Initial estimates of cost indicated that this would exceed the Council's capital budget for schools which was also required for other development projects and for maintaining the Borough's ageing schools. It would be a major project and result in significant disruption to pupils.

Q.12 The turn-out this evening is disappointing. What attempts have been made to contact parents of future pupils?

A.12 Yes attendance was disappointing and it was difficult to motivate people about an idea. However, this was not the only event as there would be drop-in sessions at Muswell Hill Library; nor was it the only means for parents to express their views and a number had already commented by email. Councillors were aware that other schools were also considering whether or not they wished to expand if the circumstances were right.

C.13 Representing St James School, it was agreed that there is a need for creativity. Living in Alexandra Park Road there was no obvious local primary school and neighbours children attend five of six different schools. The road wasn't in any catchment area and her child only got a primary school place as a result of her church attendance. With some creativity, which might involve taking more land, it would be possible to redevelop St James Schools to three forms of entry.

R.13 Residents and parents also need to be aware of the Council's other duties to provide housing, achieve value for money and stay within budget, which is why the Council is looking for more creative solutions. The Council owned the Cranwood House site and had proposed a land swap with the diocese; but the housing development was still required to partially fund the comprehensive redevelopment of



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the School that would be required following a decision to move to three forms of entry.

Q.14 What is the reach of this consultation exercise?

A.14 The Council is consulting as widely as possible. All nurseries, including private nurseries have been contacted. Letters have gone to all parents/carers with a child that has a nursery place.

Q.15 Has consideration been given to all the residential developments taking place in the Borough? There is a big development taking place in Hornsey.

A.15 The annual School Place Planning Report takes account of all known residential developments taking place in the Borough. Hornsey is in Planning Area Two where there is a need for an additional form of entry. Formal notice has been given for the proposed expansion of St Mary's Primary School.

C.15 While they may live in PA2, parents in the new Hornsey development may still seek places at St James School.

Q.16 Is it possible to see a street by street analysis of where demand for school places is coming from?

A.16 It is not possible to do a house by house analysis and some parents will only be identified at the point that they apply for a school place. In addition, parental preference can't be anticipated.

Q.17 How do free schools get established?

A.17 An application is made to the Department of Education who may find the site, purchase it and hand it to the school. Sites for free schools are often small and barely appropriate for their new educational use.

Q.18 Why is there no mention of free schools in this consultation?

A.18 There are no obvious sites for a new free school(s) and proposing a free school is by definition not a matter for the Local Authority. At the same time the Council can't rely on a new free school being proposed, developed and opened at the right time and in the right place.

Having thanked everyone for coming Councillor Waters closed the meeting at 7.30pm



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Appendix 7 - Transcripts of emails received/sent from the Consultation mailbox

Please note: These responses are as received and uncorrected for spelling etc....

EMAIL RECEIVED 22/02/15

Dear Nick,

Further to meeting you at Muswell Hill Library on Tuesday, I am writing to re-iterate my opposition to the expansion of St James' school as I believe that, in general, people in the area want good local schools which are open to all and which are not linked to religious beliefs. Now that I have read the consultation document, I am shocked to learn that 4 out of 9 schools in Muswell Hill are faith schools. I do not think that this is a reflection of the local population and therefore probably contributes to the shortage of places in the area as these schools presumably serve a catchment area wider than Muswell Hill instead of providing places for local children. Surely, the only option to provide the required school places for children living in Muswell Hill is to expand one or two of the community schools, which offer places to children based on proximity to the school and not on attendance at a place of worship.

I have also read the Council's Primary School Admissions booklet and have read the oversubscription criteria for the various faith schools so fail to see how expanding any of these schools would help the ordinary resident of Muswell Hill as they offer most if not all of their places to people attending a place of worship, not to people who live locally.

Expanding faith schools also raises questions about the ability to recruit the best teachers as again faith schools generally specify that they prefer to recruit teachers who practise their religion. Strictly speaking, this cannot be in accordance with Haringey's Equal Opportunities Policy.

In conclusion, I urge the Council to consider only the expansion of one or two of the local community schools which are not linked to any particular faith.

Yours sincerely,



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RESPONSE

Dear xxxx

Many Thanks for your response to the consultation which has been included in the analysis which will be used for the report to be produced on 26 March.

The role of this consultation is to seek broad views about how to provide 2 forms of entry in Muswell Hill and this has included all the schools in the Muswell Hill area. This includes community schools without any faith criteria.

It should be stated that an expansion of St James CofE Primary school would still result in a net increase in the number of school places on offer to the local community since 50% of the new places offered would be made to local children irrespective of religious belief.

Yours sincerely

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School Place Planning Lead

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EMAIL RECEIVED 23/02/15

As local residents and parents of a child at St James we should like to contribute our views to the consultation. We understand from the governors that there are a number of schools in the area other than St James that are keen to expand. Given the difficulties of expansion at St James it would seem the best solution to locate the new forms in those schools, particularly if one has the ability and desire to accommodate both forms, given the cost effectiveness of using the same site. Better still would naturally be an entirely new school, and given the regrettable restrictions on the Council taking this route itself it should be seeking out and encouraging academies and free schools to do so.

By taking the bump classes St James has stepped up to its responsibility to contribute to solving the problem; given the restrictions on space it faces and the difficulties already in prospect from major construction at two adjacent sites it is time for other schools to be given their chance to expand.

RESPONSE

Dear xxxxx

Many Thanks for your response to the consultation which has been included in the analysis which will be used for the report to be produced on 26 March.

Yours sincerely

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THIRD EMAIL (received as a Word document via email 24/02/15)

XXXXX
London
XXXXX

24 February 2015

Future Primary School places in the Muswell Hill area

I am writing in response to Haringey's consultation on Future Primary School places in the Muswell Hill area.

I am a parent of three children. The eldest attends St James School. The other two will hopefully attend in subsequent years. I have lived in the area for 11 years.

I have submitted two Freedom of Information requests to the Council. The first related to the original plans to expand St James School. The second the "decision" that has been referenced by several Council employees and in Council communications that the redevelopment of the Cranwood site for housing purposes will proceed and that there is no longer an option to use any of the site for school buildings.

I have also had a series of exchange with Councillor Ann Waters on this matter to express concerns about the process the Council has followed to date and the selective release of important and relevant information.

I have offered in these exchanges suggestions to the Council on how it might better engage with parents and the local community to try and find an acceptable solution to the problem of expanding primary school place provision and avoid further delays and petitions.

Yesterday I finally managed to get a response to questions I asked the Council over a month ago about the plans for the Cranwood site and the process going forward. This was one day before the school places consultation closes. These answers are directly relevant to this consultation and are still the subject of a parallel consultation by Haringey Council on the Local Plan.

The current consultation on future primary school places has followed a fundamentally flawed process. The Council has provided respondents with a selective and incomplete set of "facts" around the need for more places that have been challenged, inter alia, by the Headmaster of one of the local primary schools in the previous consultation on expanding St James.



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Respondents have been asked two generic questions that they cannot possibly meaningfully engage with on the basis of the information supplied by Haringey.

Respondents are asked to: "Set out your proposals for achieving [at least two forms of primary school entry]" and "Any further comments".

Respondents are in no position to sensibly answer the first question. The Council has not provided any relevant information to enable them to answer this. For example the potential options based on: available land to build a new free school; the existing footprints and land available to expand any of the existing schools; and the relative advantages and disadvantages of potential options.

In response to the previous consultation to expand St James a large number of respondents clearly asked for this information in any future consultation.

The Council have also deliberately misled respondents on the status of the Cranwood site and left them with a clear impression that the decision to not make any of this land available for school buildings has been taken and will not be looked at again.

This is clearly untrue as the Council is currently consulting on Haringey's Local Plan: Preferred Option. Site SA53 refers to Cranwood and St James and refers to "an expanded school, subject to consultation". The Council has made no attempt to refer respondents to this important related consultation.

The Council's own strategic planning documents, also out to consultation, make clear that they will only proceed with new housing developments where they can demonstrate that there is sufficient local infrastructure to accommodate additional housing. There is already a significant housing development (St Lukes) planned for the area that Haringey has identified as requiring additional primary places. This is the largest single development in living memory and could lead to demand for more than 50 additional primary places alone.

The Council have no plans or strategy to meet this increase in primary school place demand let alone accommodate additional demand if Cranwood is developed.

The Council's School Planning Report also identifies a looming shortage in secondary school places in the area within 3-5 years. It currently has no plans to meet this demand before any further housing development and the associated demand.

The major constraint to meeting increased demand for school places is land. It is therefore irrational to even consider building additional housing in Muswell Hill until



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the Council has in place a plan, agreed with local residents, to meet the forecast increase in primary and secondary school places.

For all of these reasons, both of the current consultations are fundamentally flawed and Haringey needs to set aside both consultations and start again.

On the schools places issue, Haringey needs to consult on a more meaningful basis on costed options to expand primary school places and include options around the use of some (or all) of the Cranwood site for this purpose. Haringey also need to commence a similar process for secondary school places with the Cranwood site also considered for this purpose.

Once this process is complete, Haringey can then consider whether there will be sufficient places to develop any sites (including Cranwood) for housing in that area.

If the Council decides not to re-start both consultations then any decision(s) taken on the basis of either consultation would clearly be unreasonable and irrational and be open to successful judicial review.

Yours sincerely

RESPONSE

Dear XXXXX

Many Thanks for your response to the consultation which has been included in the analysis which will be used for the report to be produced on 26 March.

The involvement of key stakeholders such as yourself will help to ensure that the solution to school place sufficiency is secured in the Muswell Hill area in the most effective way.

Our projections for school places follow a robust process and use data supplied to us from the GLA. We believe them to be the best available though accept that as with all demographic projections there is a wide variety of data available from numerous sources so different models and forecasts can be developed. We understand that even a small number of surplus places in neighbouring areas is a concern to governors and Head teachers and we have sought to work with those concerned to explain the data and any potential impact in future years. However we cannot under provide places so where our projections show we need additional places, plans must be made to deliver these.

In our previous consultation, we received feedback saying that the proposal we set out was too specific. Therefore we designed a questionnaire which was simple and



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allowed all stakeholders to set out their aspirations for school places in this. I am sure you can appreciate that there may be a number of different ways to bring 2 forms of entry to the Muswell Hill area and in widening the approach of the consultation to as many potential respondents as possible we hope to be able to field all conceivable and practical options. Please be rest assured that if there are any further proposals are made to provide additional school places at existing schools, there would be further periods of consultation or/and representation as required.

The St James dedicated webpage provides a comprehensive overview of the original proposal and the minutes taken at the school meetings (along with Q&A's) and provide a rich source of information and this information was signposted in the consultation documents.

With regards to your comments concerning the usage of the Cranwood site, Haringey is committed to providing both additional school places and housing. Moreover, any new housing developments are taken into account in our annual School Place Planning Report which uses a methodology developed by the GLA to assign child yields to specific types of development.

A report will be presented to Cllr Waters, the Lead Member for Children and Families, on 26 March 2015. This will provide recommendations setting out the proposed next steps for providing school places in the area.

Thank you again for your views at this juncture and please do not hesitate to contact me should you wish to discuss anything further.

Yours sincerely

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School Place Planning Lead

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Appendix 8: Summary of responses from Governors, Headteachers and Diocese

Response from Jonathan Gardner, Chairman of the Governing Body expansion committee St James C of E Primary school, N10 3JA. (1 of 2)

Received: 24/02/2015

Dear Sir/Madam,

Please accept this as the formal response to the consultation on school places from St James Primary School Governing body. Please could you acknowledge receipt of it?

Kind regards

Jonathan Gardner Chairman of the Governing Body expansion committee

Question 1:

Option 1 : How do you propose Haringey provides the two forms of entry?

We propose that Haringey expands St James Primary School by one form of entry on the existing footprint of the school, the additional form of entry to be accommodated by a permanent extension to the existing building.

The second form of entry could be provided by finding another school prepared to expand by one form.

Or

Option 2 : Alternatively we propose providing a two forms of entry expansion to St James on its existing site together with part or all of the Cranwood site, in a phased approach to be started once St James has already expanded by one form (ie as per Option 1 above but without another school providing the second form of entry).

Question 2:

We are committed to working with Haringey to come up with specific building options that will give the best opportunities for the local children of today and tomorrow whilst being considerate of financial constraints. The governors, LDBS and parents of St James School strongly support a permanent expansion. Haringey knows the school very well and we hope that all works undertaken so far will make a valuable contribution to this new project. We wholeheartedly supported the bulge classes of September 2014 and 2015 with the view to expand this school permanently if the opportunity arises and we would like to work with the local authority to achieve this.

Jonathan Gardner



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**Response from Jonathan Gardner, Chairman of the Governing Body
expansion committee St James C of E Primary school, N10 3JA (2 of 2)**

Received: 24/02/2015

Dear Jenny,

We would like to add the following to the email sent earlier as part of our formal response. Although we would ask that this consultation process would note formally all the reasons that were previously outlined in the previous consultation process about why expanding St James School is a very sensible and right thing to do and how the majority of parents are supportive of expansion to two forms of entry.

The governors of St James School would like to reaffirm our commitment to the expansion of the school and to working with Haringey to produce proposals which will gain the support of the parents and local community.

We would like to work with you to come up with specific building options that will give the best opportunities for the local children of today and tomorrow whilst being considerate of financial constraints.

The permanent expansion of the school is a major part of our School Improvement Plan (SIP). We have shared this vision with the parent community and the LDBS and we would all like to proceed to make this vision a reality. We have always strongly believed that every pupil now and in the future has the right to the very best quality of education. In order to achieve this we need to try and provide a school that is fit for the future of the children currently here and the local children who will join us in the future. In reality this means providing children, staff and Governors with an improved teaching and learning environment; a greater opportunity for children to mix with their peers; a broader range of after school activities; the chance to recruit, train and retain more specialised teachers. We all agree that the added benefits of a permanent expansion will help each child to be the best they can be as they gain from the enhanced facilities and resources that comes with it.

It is clear that there is a shortage of primary school places in this part of the borough and Haringey Council needs to expand schools in Planning Area 1 (PA1) to provide additional forms of entry for local children.

We have met with parents to discuss how we can work together to meet this need. There are two options that Haringey could consider. The first is to expand the school by one form of entry on the existing footprint of the school, the additional form of entry to be accommodated by a permanent extension to the existing building. The second form of entry could be provided by finding another school prepared to expand by one form. The second option is to provide two forms of entry expansion to St James on its existing site together with part or all of the Cranwood site, in a phased approach to be started once St James has already expanded by one form (i.e. as per Option 1 above but without another school providing the second form of



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entry). We know that acquiring the additional land necessary to undergo a phased development may be challenging but we would like Haringey to consider this for further school developments. The efficiency of the design of any new build or that of the adaptations works that are made within the existing building is important as it will need to be sensitive to further developments.

We all agree that we need to 'put our heads together' to come up with plans that will make the best use of the limited funding available to provide the children with what they need.

As you know we wholeheartedly supported the introduction of the bulge classes of September 2014 and 2015 and worked with Haringey with the clear view of permanently expanding the school after this period to provide our local children with school places.

We have all come a long way in doing all we can to meet the needs; both in funding already spent to date and in non-financial ways. We all need to work together to achieve this.

The governors, LDBS and parents of St James School strongly support a permanent expansion. Haringey knows the school very well and we hope that all works undertaken so far will make a valuable contribution to this new project.

As we have outlined previously we believe expansion for St James is very important for the following reasons:

1. Our building

A school with more space and better facilities will allow our teachers to be more creative in the way they teach our children and give our children a more stimulating and varied environment in which to learn.

2. Our children

At present our children have no choice but stay with the same classmates from Reception through to Year 6. And while this is not necessarily a negative factor, there is little opportunity for them to interact with a wider group of peers and enhance their social and other life skills. In addition if there is, for example, a particular boy heavy or girl heavy class or severe friendship issues within a class, at present there is a limit to what the school can do to change things.

3. Our teachers

A larger school is often attractive to teachers as it can provide them with a depth of experiences, challenges and career opportunities.

4. Our finances

Whilst we have and will continue to run our school in a financially rigorous manner, however, obviously if we grew there would be economies of scale that we currently cannot take advantage of.

Just as importantly, the Governors have always been aware of a more immediate issue on the horizon in September 2016 that will affect some of our families already at school. Currently we have a bulge Reception class this year and we will have the



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same in September 2015 (so two Reception classes with a total of 60 children for two years running).

Consequently if we do not expand permanently and revert back to just one form of entry (30 children in our Reception year) many parents may face the very real problem of not being able to get younger brothers or sisters into St James and will end up having children in different schools.

Kind regards

Jonathan Gardner on behalf of the Governing Body.

Jonathan Gardner



Haringey Council

Response from Ian M Roberts, Secretary to the Church Council of St James Church, Woodside Avenue, N10 3DB

Received: 24/02/2015

Dear Sirs.

I have been asked to write to you on behalf of the Parochial Church Council of St James Church, Muswell Hill, in response to the school places consultation, regarding St James School, Woodside Avenue, Muswell Hill, London N10 3JA.

In response to the question "How do you propose Haringey provides the two forms of entry?", we, the Parochial Church Council of St James Church, Muswell Hill, would like wholeheartedly to support the options put forward by St James School as follows:

Option 1: That Haringey expands St James Primary School by one form of entry on the existing footprint of the school, the additional form of entry to be accommodated by a permanent extension to the existing building.

The second form of entry could be provided by finding another school prepared to expand by one form.

Or

Option 2 : Alternatively, by providing for a two forms of entry expansion to St James on its existing site together with part or all of the Cranwood site, in a phased approach to be started once St James has already expanded by one form (i.e. as per Option 1 above but without another school providing the second form of entry).

Yours faithfully,

Ian M Roberts

Secretary to the PCC,
St James Church,
St James Lane,
Muswell Hill,
London N10 3DB



Haringey Council

**Response from James Wiltshire, Headteacher, Muswell Hill Primary School,
N10 3ST Received 23/02/15**

Headteacher: James Wiltshire
Top of Muswell Hill
London N10 3ST
020 8444 8488



office@muswell-hill.haringey.sch.uk
www.muswellhillprimary.co.uk
Entrance: 20-28 Dukes Ave, N10

**Formal Response to Haringey School Place Consultation 19 January - 24 February 2015
Submission for and on behalf of Muswell Hill Primary School**

Distribution

1. email to mhschoolplaces@haringey.gov.uk
2. email to School Governors and Staff
3. school website: muswellhillprimary.co.uk

Question 1: Haringey needs to provide at least two forms of primary school entry of high quality value for money school places in the Muswell Hill area. Please set out your proposal for achieving this.

Re-build and expansion of Muswell Hill Primary School

The parents / carers, staff, senior leadership and Governing body of Muswell Hill Primary School propose that Muswell Hill Primary School should be re-built as a FOUR form entry school.

Why do we believe that this is the best outcome for Haringey?

- a) Muswell Hill Primary is an outstanding primary school. Our core values are Joy, Discovery and Diversity. The school is mostly a single story pre-fabricated building occupying a large level site in the heart of the community both physically and metaphorically with our strong community ethos and active Staff Parent Association.
- b) The school is well established, perennially oversubscribed and enjoys dedicated leadership which is both challenged and supported by a pro-active Governing body. Our Ofsted [outstanding] was in 2006 with a further inspection in 2010 maintaining that grade. A more recent LEA inspection in June 2014 commented:

"Key Strengths:

- There is a clear vision for the school which is supported by all stakeholders
- The new Headteacher and the subsequent changes in the leadership structure have refocused the school on the monitoring and raising attainment agenda with all leaders knowing their roles and responsibilities within this agenda
- The SEF [Self Evaluation Form] feeds into the school plan and is part of a very clear cycle
- The quality of teaching staff, the engagement they have with the pupils and the learning environments they create
- The involvement and engagement of the Governors in supporting and developing the school
- The pupils who are polite, engaged and wanting to learn and participate in school life"

- c) The school has three key issues which endanger its medium viability
 - i. **Property.** The School fabric and facilities were constructed in 1968/69 with a 30 year life expectancy. They are now over 45 years old. In a number of significant respects,



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the school buildings and equipment have exceeded their useful working lives. As a result, there are fundamental issues that go with the ongoing functionality of the fabric and installations. Most of the M&E installations and services are now becoming increasingly prone to problems and inefficiencies that results in the school finding that a disproportionate amount of time and income is being diverted to the upkeep of the property. This places a strain on overall school finances.

The condition of our School premises is the single biggest issue that is raised by our parents / carers and staff. A full survey of the fabric of the school, including M&E equipment has been carried out by CBRE, which has highlighted that, in addition to the ongoing regular maintenance schedule, the school needs substantial capital investment on

- New electricity supply
- Re-plumbing
- Up to date fire alarm system
- New lighting, including emergency lighting
- Re-wiring
- New heating system
- IT infrastructure

We believe that the building is increasingly restricting our ability to provide the type of education that the children in our care aspire to. Although problems are well masked by a dedicated staff ruthlessly focusing on what we can achieve; we are none the less restricted and can only see the situation deteriorating without investment.

- ii. **Income.** The school's intake area is increasingly attractive to young families. This is fuelling residential development and the growing population that is increasing demand for primary education. The net result for Muswell Hill Primary is high demand for places, low mobility and low deprivation scores. All these factors limit the school's budget. On per pupil income, we rank 58th of 61 within Haringey and given the increasing demands of our property, the school is reliant upon SPA funding to enhance our education offering. Expanding the school roll, and the economies of scale that follow, will help to fund additional necessary education resources for all our pupils.
- iii. **Catchment.** Muswell Hill Primary is proud to be a community school, however we are oversubscribed with a 2014 intake area of 382 meters. This will be dramatically reduced as a result of the number of residential units being developed inside this small catchment [ex Raglan Hotel, ex Offices opposite, LCCCP adjacent, Land on Muswell Hill, ex-Library]. Inevitably our ability to serve our diverse community will be reduced dramatically as our catchment shrinks. Many of our parents / carers believe that local schools are for local people and without expansion we will not be in a position to deliver for our community.

A number of options have been explored [doing nothing, bulge class, expansion via portacabin classrooms, complete re-build]. The only option that meets both the school's medium term objectives and Haringey's desire for high quality value for money school places would be a re-build with all 60 additional places being made available to the whole community. We also believe we have sufficient space for innovative use in order to provide wider and better *extended day care*, a *nursery* as well as allow for *income generation* for the school.



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- d) Whatever decision is taken significant capital investment will be required in the near term to keep the current building functional and safe. At some future date Haringey will need to address the fundamental point that the current structure and fabric of the building will negatively impact learning. All these costs can be off set against the investment of a re-build and expansion. Significant funds are also accruing to Haringey via Section 106 obligations within the Muswell Hill area; these should also be directed to offset costs of a re-build. In fact some S106 money is specifically earmarked for education purposes. Expansion will help give the school a budget that will drive even better results and learning. Re-build will reduce maintenance costs and allow more precious resources to flow into teaching and learning. Imaginative use of school grounds could open up new income streams to augment the education budget and provide for wider community facilities.
- e) School grounds are more than sufficient to support a larger intake; indeed if we were to build a multi-storey school, play space could actually be increased as a result of a re-build. In addition, the school grounds could be extended temporarily, or permanently, further into The Grove where a small parcel of little used land could readily be incorporated.

The Senior Leadership team at the school together with the Governing body are ambitious and support this project. Meetings have already taken place with parent / carers in order to assess their appetite for investment and expansion. 61 families attended meetings on 12/13th of February: 95% supported some form of re-build, with 60% happy to consider expansion to FOUR-form entry subject to more information on:

- A clear plan outlining how construction will be managed together with continued excellent education
- How to ensure preservation of our cherished school ethos as the school expanded
- How we could expand the school and yet retain the small community feel [careful architecture]

By openly communicating and sharing with the parent / carer community already, the School Leadership and Governing body is demonstrating that there is both understanding and support for change. The status quo of aging facilities, low income per pupil and a reducing catchment is increasingly unacceptable to all stakeholders. Investment, with the associated expansion, is seen as the best [and for some the only] way forward.

Question 2: Do you have any further comments?

The largest local building development is at St Luke's Hospital N10. This development is expected to add 98 children to local school rolls. The development is 0.6 miles from Muswell Hill Primary – walkable in 10 minutes along the pedestrian Parkland Walkway. Further planning developments have been approved with the current school's catchment – all mean that Muswell Hill Primary will continue to be oversubscribed with a shrinking catchment unless investment and expansion is supported.

Other local schools have already been expanded / had significant capital investment [Coldfall, Tetherdown, Rhodes Avenue, Eden], some are too far from the main local building developments to impact [Bounds Green, St Martin of Porres] and others deemed less than suitable [Our Lady of Muswell, St James].

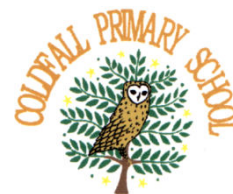
Only Muswell Hill Primary has the need, the space and the appetite for expansion.



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Response from Evelyn Davies, Headteacher, Coldfall Primary School, Muswell Hill, London N10 1HS

Received: 23/02/15



A proposal to expand Coldfall Primary School to 5 forms of entry

*A response to the London Borough of Haringey's consultation on
providing new primary school places in Muswell Hill*

About Coldfall Primary School

Coldfall is a successful, oversubscribed primary school with a track record of successful expansion and outstanding education for its pupils.

In October 2014 OFSTED awarded the school an "Outstanding" rating for overall effectiveness, as well as an "Outstanding" rating for each of the five assessment areas: leadership and management, behaviour and safety of pupils, quality of teaching, achievement of pupils and early years provision.

The report said that "pupils say they feel extremely safe and happy" and demonstrate "consistently high levels of attainment" within a "caring, tolerant atmosphere". The Head Teacher was recognised as "an outstanding leader who models exemplary practice" and leaders and managers were praised for working "relentlessly to ensure that the school community is cohesive and high performing". The staff benefit from "rigorous training and development programmes" and are as a result "highly skilled" and teach "lessons which are exciting and challenging".

Our community of parents and carers from a wide variety of backgrounds and cultures "works closely with the school and regularly contributes their views".

Coldfall has a successful track record of managing expansion to meet the needs of the local community. In 2000 we increased from one to two forms of entry and in 2006 from two to three forms of entry and have grown from 200 pupils fifteen years ago to our present population of 680. This process has been carefully managed to benefit the school and ran in parallel with our improvement journey.

Our duty as a community school to support local educational provision

Coldfall is an oversubscribed school and currently we can only offer a place to 18 per cent of the parents and carers who put us down as one of their choices. The scarcity of



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places at Coldfall and other good local schools is an issue of increasing concern to local people and is a recurring theme in our recent parent tours.

As a community school we have a responsibility to meet the educational needs of the area and in this respect, our duty extends beyond that of our current pupils. Provided that we can manage the expansion programme with a sensible and staged methodology, we have absolute confidence in our capacity to offer an excellent education to more local children.

If managed correctly, expansion will not impact on our exemplary standards, but offer opportunities to develop our Teaching/Training School model and enrich the educational opportunities available for our pupils.

An outline proposal to manage expansion

Coldfall meets all of the borough's requirements for expansion:

- it is oversubscribed and there is significant demand for places;
- it is an Ofsted 'outstanding' school with proven successful leadership and management;
- it has a proven track record of dealing with expansion very successfully;
- it has extensive grounds for building;
- it could accommodate an additional 2 forms of entry, providing more value for money.

We propose that Coldfall becomes an thriving five-form entry primary school run on two sites within our grounds, Coldfall Oak and Coldfall Beech. A purpose-built structure adjacent either to the car park or the current main hall would accommodate sufficient classrooms and support facilities for two forms of entry, as well as a new school hall and additional play space.

Selective renovation of our existing facilities will support the delivery of whole-school and training activities, play and specialist teaching. The existing main hall requires attention and we would expect this work to be factored into the expansion programme to offer best value for money. There would also be scope to incorporate community resources, such as a parents' room.

Facilities across the site would be configured to support our whole-school ethos and the well-established principles, values and systems that currently ensure our children receive an outstanding education.

We would develop our staffing structure to meet the increase in pupil numbers while ensuring consistency and continuity of standards. Our focus would remain on ensuring



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we have the most inspirational of teachers, working closely in teams and sharing their talents to the advantages of the children.

We would continue to develop and nurture each child as an individual allowing them to achieve their potential in all areas and would remain at the forefront of the very best practice, ensuring innovation, creativity and the highest of standards.

We would take the advice of an architect and structural surveyor to identify any restrictions on building works, seek innovative design solutions and provide a high quality, sustainable and value-for-money development.

We would naturally also work closely with the local authority on a travel plan to ensure effective access, promote sustainable transport and minimise disruption to local residents. Comprehensive engagement with parents and local people would provide them with information to address any concerns, offer reassurance and allow us to plan effectively to meet their needs.

How this proposal would benefit Coldfall

This proposal avoids short term 'fixes' in favour of a longer term plan to deliver purpose-built facilities, greater budget flexibility and more specialist teaching to enrich our pupils' education.

There would be considerable benefits to pupils including improved resources and facilities, better preparation for secondary school and opportunities for more creative and innovative teaching and learning.

Crucially, the expansion will not impact on the quality of teaching within the classroom itself – which is the most important factor influencing pupil progress. On the contrary, it will cement our progress in becoming an educational centre of excellence, offering career development opportunities, high standards and motivated staff.

Our Teaching/Training School model keeps us at the forefront of innovation, creativity and best practice. Becoming a larger school would enable us to expand our teacher training and development programme and provide development opportunities for our excellent leadership team. It will also enable us to train an increasing number of graduates, providing a continuous supply of excellent teachers and a self-sustaining recruitment model.

The implications of not expanding

Census data indicates that the long-term demand for primary school places is likely to continue increasing within the Muswell Hill area. With this in mind, future expansion at



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Coldfall is very likely. Being proactive in submitting a proposal enables the school to take control and manage any proposed expansion positively.

Under the government's latest plans for outstanding schools and Teaching Schools, it is also likely the leadership team at Coldfall will come under increasing pressure to lead and manage schools elsewhere. Given the need for provision in the immediate area, it would make sense for the leadership team to invest their expertise, time and effort into a successful expansion at Coldfall.

Conclusion

The leadership of the school is passionate about ensuring that the local community need for places can be met and confident that Coldfall could expand to provide outstanding education to additional pupils.

If cabinet members consider that expansion at Coldfall is worth exploring further we would relish the opportunity to work in partnership with local authority colleagues to develop our proposals further. We would also be delighted to engage in dialogue with the local community to address any concerns from parents and residents, involving our stakeholders to ensure any expanded provision is the very best it can be.

February 2015



Haringey Council

Report for:	Cabinet	Item Number:	
Title:	Admission Arrangements 2016/17		
Report Authorised by:	Anji Phillips, Assistant Director, Schools and Learning		
Lead Officer:	Jennifer Duxbury, Head of Education Services Carlo Kodsi, Team Leader Admissions		
Ward(s) affected: All	Report for Key/ Decision: Yes		

1. Describe the issue under consideration

- 1.1. Admission arrangements are proposed and determined by admission authorities. The local authority is the admission authority for community schools and voluntary controlled schools. Admission arrangements must be determined annually by 15 April each year.
- 1.2. This report and attached appendices set out the arrangements to be determined for 2016/17 and include:
 - admission arrangements for entry to school in the academic year 2016/17 for Haringey's community and voluntary controlled Nursery, Infant, Junior, Primary, Secondary and Sixth Form schools. (Please see Appendices 1,2,3,and 6)
 - admission arrangements for in-year applications to community schools in Haringey 2016/17. In-year applications are applications which are received at any point throughout the year other than for reception or secondary school transfer. (Please refer to Appendix 4.)



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- Haringey's In-Year Fair Access Protocol which all schools and Academies must follow (Please refer to Appendix 5)

2. Recommendations

2.1. For Lead Member to agree:

- the proposed Admission Arrangements for 2016/17
- the proposed In Year Fair Access protocol in Appendix 5 will come into force from 20 April 2015.

3. Alternative options considered

3.1. None. This is a statutory requirement.

4. Background information

- 4.1. All admissions authorities must have admission arrangements that clearly set out how children will be admitted, including the criteria that will be applied if there are more applications than places at the school.
- 4.2. Oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies do not discourage parents from applying for a place for their child.
- 4.3. The Council is the admission authority for community school and voluntary controlled schools within the borough and is therefore responsible for determining the admission arrangements for these schools.
- 4.4. Academies, foundation schools and voluntary aided schools are their own admission authority; they must consult on and determine their own admission arrangements by 15 April 2015. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code.
- 4.5. Admission authorities are responsible for admissions and must act in accordance with the School Admissions Code (2014) the School Admission Appeals Code (2012), other laws relating to admissions, and relevant human rights and equalities legislation.



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5. Consultation

5.1. Following Cabinet's agreement to consult, the consultation on the proposed admission arrangements took place from the 2 January 2015 to 27 February 2015. The consultation on Haringey's admission arrangements has been undertaken in accordance with the School Admission Code and related regulations.

5.2. Consultation was undertaken with:

- a. parents of children between the ages of two and eighteen;
- b. other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- c. all other admission authorities within Haringey
- d. the governing bodies of the schools covered by the proposed admission arrangements
- e. any adjoining neighbouring local authorities to the Council

5.3. The information on the proposed arrangements was made publicly available on the Haringey Council website with details of the person within the Council to whom the comments could be sent and of the areas on which comments were not sought. It was also circulated to Headteachers, Chair of Governors and adjoining neighbouring local authorities. Notification of the consultation was also published in the local press - Haringey Independent.

5.4. Respondents were able to respond to the consultation by:

- Completing the online form
- Emailing comments back to the schools admissions service
- Completing and returning a hard copy of the questionnaire

6. Responses to the consultation

6.1. In total the Council received one written individual response to the consultation. A consistent theme throughout the response was the priority given to applicants who move closer to a school.



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- 6.2. The respondent was concerned that an applicant could move to gain access to a preferred school and set out that they would like is for local residents who have lived in the area for a considerable time to be given priority over new arrivals.

- 6.3. In response to this and representations made to the service outside the consultation process, This will be considered when we revisit our policy in the summer term in preparation for the publication of the admissions booklets in September.

- 6.4. It is not proposed to make any revisions to give priority to an applicant based the time spent at an address. New arrivals in the area should not be disadvantaged from gaining a local school place.

7. Academies

7.1. The governors of the following academies have set out they would like to follow the admission arrangements proposed by the Local Authority.

a. Primary

- Noel Park
- Harris Academy Phillip Lane
- Harris Academy Coleraine Park
- Trinity Primary Academy
- Brook House Primary School

b. Secondary

- Heartlands High School
- Alexandra Park School
- Woodside High School

8. Comments of the Chief Finance Officer and financial implications

8.1. There are no direct financial implications as a result of this report; however, the Schools Forum and the Cabinet have agree to a change in the secondary school funding formula in order to create a centrally retained budget for IYFAP placements in years 10 and 11. The change in the formula will come into effect in April 2015 for maintained schools and September 2015 for academies, for the latter interim arrangements will need to be put in place for the summer term 2015.

9. Comments of the Assistant Director of Corporate Governance and legal implications

**Haringey Council**

- 9.1. The Assistant Director of Corporate Governance has been consulted on the production of this report and comments as follows;
- 9.2. The current School Admissions Code (“the Code”) came into force on 19 December 2014 issued by the Department for Education under section 84 of the School Standards and Framework Act 1998. The Code is to be read alongside the School Admission Appeals Code, as well as the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 (“the Regulations”) as amended by the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) (Amendment) Regulations 2014 (“the Amendment Regulations”). The Regulations came into force on the 1st February 2012 and the Amendment Regulations came into force on the 19th December 2014. The Code and the Regulations and the Amendment Regulations apply to admission arrangements determined in 2014 and later years. In determining its admission arrangements for 2016/2017 the Council has a statutory duty as an admission authority to act in accordance with the Regulations and with the relevant provisions of the Code. It must also as a result of its duty under section 149 of the Equality Act 2010 have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct which is prohibited by or under the Act, advance equality of opportunity, and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.
- 9.3. As part of determining its admission arrangements, the Council must set an admission number for each school’s “relevant age group” i.e. the age group at which pupils are or will normally be admitted to the school.
- 9.4. Where changes are proposed to admission arrangements, the Code requires the admission authority to consult by 1st March on their admission arrangements that will apply will apply for the following academic year. Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period. Consultation must last for a minimum of 8 weeks and must take place between 1st November and the 1st March in the determination year.
- 9.5. In relation to consultation the authority must consult with parents of children between the ages of two and eighteen; other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions; all other admission authorities within the relevant area; whichever of the governing body and the local authority who are not the admission authority; any adjoining neighbouring local authorities where the admission authority is the local authority and in the case of faith schools, the body or person representing the religion or religious denomination. The Code also requires the admission authority for the duration of the consultation to publish a copy of the full proposed admission



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arrangements (including the proposed Pupil Admission Numbers) on their website together with details of the person within the admission authority to whom comments may be sent and the areas on which comments are not sought.

- 9.6. In relation to consultation the authority must consult with parents of children between the ages of two and eighteen; other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions; all other admission authorities within the relevant area; whichever of the governing body and the local authority who are not the admission authority; any adjoining neighbouring local authorities where the admission authority is the local authority and in the case of faith schools, the body or person representing the religion or religious denomination. The authority must also for the duration of the consultation publish a copy of the full proposed admission arrangements (including the proposed PAN) on its website together with details to whom comments should be sent and the areas on which comments are not sought.
- 9.7. It is the responsibility of the authority to ensure that admission arrangements are compliant with the Code. Arrangements mean overall procedures, practices, criteria and supplementary information to be used in deciding on the allocation of school places. In drawing up the admission arrangements, the authority must ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective and comply with the relevant legislation including equalities legislation. Members' attention is drawn to the Equality and Community Cohesion Comments at section 11 of the report. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated. It is for the authority to decide which criteria would be the most suitable according to local circumstances. The proposed admission criteria for 2016 -17 for Nursery, Reception and Juniors; Secondary Transfer and Sixth Form can be found at Appendices 1, 2, 3 and 6 to this report respectively.
- 9.8. The Code requires that the Council must have a Fair Access Protocol, agreed with the majority of schools in its area to ensure that – outside the normal admissions round- unplaced children, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. Members will see the Proposed Fair Access Protocol at Appendix 5
- 9.9. The proposed admission arrangements and the consultation undertaken on them would appear to be in compliance with the Code and the Regulations.

10. Equalities and Community Cohesion Comments



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- 10.1. An Equalities Impact Assessment (EqIA) was undertaken for the 2014/15 Cabinet report. The proposed admission arrangements for 2016/17 do not differ materially from the arrangements for previous years and we therefore do not consider that another full equality impact assessment is necessary at this stage. We have continued to monitor and assess the impact of any changing trends – please see updated information in Appendix 7 for the EqIA.
- 10.2. The admission arrangements set out in this report comply with the public sector equality duty and ensures that as an Admissions Authority, the Council's arrangements do not directly or indirectly unfairly disadvantage a child or group that possess any of the relevant characteristics protected under sections 4 – 12 of the Equality Act 2010.
- 10.3. The publication of clear admission arrangements for all of our schools (a statutory requirement) ensures that admission to schools is a clear and transparent process and that parents and carers are able to select preferences for a school place with full knowledge of how admission to their local school(s) is determined.
- 10.4. The School Admissions Code makes specific reference to the primary legislation and regulations most relevant to admissions decisions namely the Equality Act 2010, Human Rights Act 1998 and School Standards and Framework Act 1998.

11. Head of Procurement Comments

N/A

12. Policy Implication

- 12.1. The proposals set out in this report ensure that Haringey is meeting its statutory duty to provide a transparent and objective schools' admissions process. The Education [Determination of Admission Arrangements] [England] Regulations 2012 require the admission authority to consult where changes are proposed to admission arrangements.
- 12.2. The consultation outlined in the report included family of two-year olds. This is in line with government policy which extended early education by introducing early learning places for the 20% most disadvantaged 2-year-olds from September 2013, and for around 40% of all two-year old from September 2014. It also reflects the early help approach adopted by Haringey's children's services which is currently being piloted; this aims, in the longer term, to prevent or avert problems and to help children develop greater resilience from their earliest years.



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12.3. The proposals are also in line with [London local government education policy](#) (London Councils Leaders' Committee, 16 October 2012) which endorsed five key areas for change including:

- Meeting the growing demand for school places
- Making the education system more accessible to parents and local Communities

12.4. The report contributes to Outcome 1 of the Council's Corporate Plan 2013-2015: Outstanding for all: Enabling all Haringey children to thrive, and its priorities to:

1. Work with schools, early years and post 16 providers, to deliver high quality education for all Haringey children and young people
2. Enable every child and young person to thrive and achieve their potential.

12.5. [The Mayor's Education Inquiry](#) (October 2012) recognised that the education landscape is changing, Ofsted is setting challenging new goals for headteachers, and the economic climate means there is tighter pressure on budgets than ever before. London faces particular challenges from a rising population with around 90,000 more school places needed by 2016.

13. Reasons for Decision

13.1. To ensure that every community school has the admission arrangements which are clear and transparent and are set in accordance with the mandatory provisions of the School Admissions Code.

14. Use of Appendices

- | | |
|------------|--|
| Appendix 1 | Starting nursery in Haringey in the academic year commencing in September 2016 |
| Appendix 2 | Admission criteria for reception and junior admissions September 2016 |
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Haringey Council

Appendix 4	Arrangements for in-year admissions 2016
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Appendix 7	Equality Impact Assessment (update)

15. Local Government (Access to Information) Act 1985

1. The Schools Standards and Framework Act 1998.
2. The Education Act 2002.
3. The Education and Inspections Act 2006.
4. Education and Skills Act 2008.
5. The School Admissions Code (2014).
6. The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) (Amendment) Regulations 2014
7. The School Admissions (Infant Class Sizes) (England) Regulations 2012.
8. The School Admissions (Appeals Arrangements) (England) Regulations 2012.
9. The Education Act 2011.
10. The School Admissions Appeals Code (2012).

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Starting Nursery in Haringey in the Academic Year Commencing in September 2016

Admission Criteria for Nursery Classes in Community Primary Schools and St. Aidan's VC School

Children may have a part-time place in a nursery centre or a class attached to a school in the September following their third birthday. If there are more requests than part-time places available, the admission rules (over-subscription criteria) explained below will be used to decide which children will be admitted. There is no right of appeal against the decision to refuse admission of children to nurseries.

Parents/carers should note that admission to a nursery class in a school does not guarantee a place in the reception class at the same school. Parent/carers must complete their home authority School Admissions Application Form, which will be available on line, by 15 January in the academic year their child turns four.

Admission Criteria for part time places

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1) Children in Care/Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2) Social/Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3) Brother or Sister

Children who will have a brother or sister attending the school (or its associated Infant or Junior school) at the time of admission. This category includes foster brothers and sisters, half brothers and sisters, stepbrothers and sisters or adopted brothers and sisters. Parents should note that in all these cases, the brother or sister must be living at the same address as the child for whom the application is being made.

5) Distance

Children living closest to the preferred school.

The tie-breaker for all criteria is children living closest to the school measured in a straight line from the home post office address point to the entrance of the school's using a computerised mapping system.

The tiebreak for two or more applications that live exactly the same distance from the school will be random allocation using a computerised system.

Admission Criteria for Reception and Junior Admissions 2016

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/ Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Linked school

This rule applies only to junior school admissions. Applicants attending an infant school will be prioritised under this rule for admission to the linked junior school. The Linked infant and junior schools in Haringey normally share the same names (e.g. Rokesly Infant School is linked to Rokesly Junior School with the exception of St Peter –in-Chains Infant School and St Gildas' Junior School).

4. Brother or Sister

Children with a brother or sister already attending the school and who will still be attending on the date of admission. This category includes foster brothers and sisters, half brothers and sisters, stepbrothers and sisters or adopted brothers and sisters. Parents should note that in all these cases, the brother or sister must be living at the same address as the child for whom the application is being made.

5. Distance

Children living closest to the preferred school.

Tie breakers

The tie breaker for all criteria is: children living closest to the school measured in a straight line from the post office address point for the child's home, to the post office address point of the school, supplied by the Royal Mail using a computerised mapping system.

The tiebreak for two or more applications that live exactly the same distance from the school will be random allocation using a computerised system.

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, we will ask community schools to go over their published admission number.

DEFERRED PLACES - before compulsory school age

Paragraph 2.16 of the School Admissions Code (2014) states that admission authorities must provide for the admission of all children in the September following their fourth birthday. The authority must make it clear in their arrangements that, where they have offered a child a place at a school:

- a) that child is entitled to a full-time place in the September following their fourth birthday;
- b) the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which it was made; and
- c) where the 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.

SUMMER BORN – Children educated outside their chronological age group

Paragraph 2.17 of the School Admissions Code (2014) states that the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1. Any application for a summer born child to be educated outside their chronological age group will be considered by the admission authority on an individual basis.

The admission authority must make a decision on the basis of the circumstances of the case and in the best interests of the child concerned. This will require the admission authority to take account of the child's individual needs and abilities and to consider whether these can best be met in reception or year one. It will also involve taking account of the potential impact on the child of being admitted to year one without first having completed the reception year. The views of the head teacher will be an important part of this consideration.

Parents should write to the admission authority, giving reasons for their request and providing compelling professional evidence. This should be accompanied by a paper application form for that child's actual age group. The application will be processed and a school place will be secured. This place can later be withdrawn if the request for delayed admission is approved by the admission authority. Parents who are granted their request must then make a fresh

application for 2017. The decision will be reviewed once the child has started school at intervals agreed by the family and the school.

Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

Admission Numbers

The admission numbers for Haringey community primary and infant schools (and St Aidan's VC Primary) for the 2016/17 school year will be as follows:

School	Admission number	School	Admission number
Alexandra	60	Mulberry	90
Belmont Infants	56	Muswell Hill	60
Bounds Green	60*	North Haringay	60
Bruce Grove	60	Rhodes Avenue	90
Campsbourne	60	Risley Avenue	90
Chestnuts	60	Rokesly Infant	90
Coldfall	90	St Aidan's VC	30
Coleridge	120	Seven Sisters	60
Crowland	60	South Haringay Infant	60
Devonshire Hill	60	Stamford Hill	30
Earlham	60	Stroud Green	60
Earlsmead	60	Tetherdown	60
Ferry Lane	30	Tiverton	60
Highgate	56	Welbourne	90
Lancasterian	58	West Green	30
Lea Valley	60	Weston Park	30
Lordship Lane	90	The Willow	60

**On the 17th March 2015, the Council's Cabinet will make a decision on whether or not to permanently expand Bounds Green Infant and Junior School. If the Council's Cabinet agrees that the school should be expanded, the PAN (published admission number) will increase to 90 in September 2016.*

The admission numbers for Haringey community junior schools for the 2016/17 school year will be as follows:

School	Admission number
Belmont Junior	56
Rokesly Junior	90
South Haringay Junior	60

The governing bodies at the following schools have asked Haringey to set any apply their admission arrangements on their behalf:

School	Admission number
Brooke House Primary	60
Harris Primary Academy Coleraine Park (formally Coleraine Park Primary)	60
Harris Primary Academy Philip Lane (formally Downhills Primary)	60
Harris Academy Tottenham	60
Noel Park Primary	60
Trinity Primary (formally Nightingale Primary)	60

Admission Criteria for Secondary Transfer 2016 to Haringey Community Co-educational Secondary Schools

Oversubscription criteria

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/ Looked After Children

Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Brother or Sister

Children with a brother or sister already attending the school and who will still be attending in years 7-11 on the date of admission. This category includes foster brothers and sisters, half brothers and sisters, stepbrothers and sisters or adopted brothers and sisters. Parents should note that in all these cases, the brother or sister must be living at the same address as the child for whom the application is being made.

4. Distance

Children living closest to the preferred school.

The tie breaker for all criteria is: children living closest to the school measured in a straight line from the post office address point for the child's home, to the post office address point of the school, supplied by the Royal Mail using a computerised mapping system.

The tiebreak for two or more applications that live exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

MULTIPLE BIRTHS

If only one place is available and the next child to be offered is from a multiple birth, we will ask community schools to go over their published admission number.

Determined Admission Criteria to Hornsey School for Girls for 2016

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan or statement of special educational needs naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children in Care/Looked After Children

Girls who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).

2. Social Medical

Girls who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other relevant independent professional. The information must confirm the exceptional medical or social need and demonstrate how the specified school is the only school that can meet the defined needs of the child.

3. Siblings

Girls with a sister already attending the school and who will still be attending in years 7-11 on the date of admission. This category includes foster sisters, half sisters step sisters or adopted sisters. Parents should note that in all these cases, the sister must be living at the same address as the girl for whom the application is being made.

4. Girls living in the priority area

Places will be offered to girls living in the following Wards:

Alexandra	Harringay	Northumberland Park	Tottenham Hale
Bounds Green	Highgate	Seven Sisters	West Green
Bruce Grove	Hornsey	St Ann's	White Heart Lane
Crouch End	Muswell Hill	Stroud Green	Woodside
Fortis Green	Noel Park	Tottenham Green	

Places will be offered to each Ward in proportion to the number of applications received for the School. This means that the more applications received from a Ward, the more places will be offered to girls living in that Ward.

If there are more applications from a Ward than there are places available for that Ward then the tiebreak will be girls living closest to the School.

(This criterion will only be used until 1 March 2016 and the waiting list will be maintained in distance order.)

5. All other applicants

The tie breaker for all criteria is: children living closest to the school measured in a straight line from the post office address point for the child's home, to the post office address point of the school, supplied by the Royal Mail using a computerised mapping system.

Tie breaks

The tiebreak for two or more applications that live exactly the same distance from the school (and who are not from multiple births) will be random allocation using a computerised system.

MULTIPLE BIRTHS

If only one place is available and the next child to be offered is from a multiple birth, we will ask community schools to go over their published admission number.

The admission numbers for Haringey community secondary schools for the 2016/17 school year will be as follows:

Gladesmore Community School 243 places

Heartlands High School 216 places

Highgate Wood School 243 places

Hornsey School 162 places

Northumberland Park Community School 210 places

Park View Academy 216 places

The governing bodies at the following schools have asked Haringey to set and apply their admission arrangements on their behalf

Alexandra Park 216 places

Woodside High School 210 places

Arrangements for In-Year Admissions 2016

Parents living in or outside of Haringey applying for a place in a Haringey school need to complete and return an In-Year Admissions Application Form to the Haringey School Admissions Service. Haringey parents applying for schools outside of the borough need to apply directly to the borough the school is located in.

Oversubscription criteria

Primary, Infant and Junior community schools

The criteria set out in Appendix 2 will be applied

Secondary community schools

The criteria set out in Appendix 3 will be applied

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In-Year Fair Access Protocol for Haringey Schools

Introduction

1. The School Admissions Code requires local authorities to have in place a fair access protocol which all local schools and Academies must adhere to.
2. Its aims are to:
 1. acknowledge the real needs of vulnerable young people who are not on the roll of a school and to ensure that an appropriate placement is identified quickly and pupils are on roll within 15 days of the panel
 2. seek to find an alternative placement or support for those on roll of a school where it can be demonstrated that they are at risk of permanent exclusion
 3. fairly share the admission of vulnerable students across all schools and Academies (where the panel agree that another mainstream school place should be identified)
 4. arrange such admissions openly through a process which has the confidence of all
 5. record the progress and successes of the young people placed through this panel

This protocols reflects the LA's responsibility for safeguarding and promoting the welfare of children and young people as well as educational attainment

3. It is essential to the success of IFAP that all Head teachers and governing bodies agree to the aims, principles and procedures and give their fullest support.
4. All schools recognise their collective responsibility for all pupils and accountability for some and will work collaboratively to manage pupils with challenging behaviour, involving multi-agency support, accessed where appropriate. All members will work together to secure commitment to the inclusion agenda and to reduce exclusions from schools.

Students within the scope of this scheme

5. The admission to school of the following students falls within the scope of this scheme:
 - children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
 - children who have been out of education for two months or more;
 - children of Gypsies, Roma, Travellers, refugees and asylum seekers;
 - children who are homeless;
 - children with unsupportive family backgrounds for whom a place has not been sought;

- children who are carers; and
 - children with special educational needs, disabilities or medical conditions (but without a statement or education, health and care plan).
 - those permanently excluded or
 - where children who are out of school where there is evidence that they were at risk of exclusion prior to leaving their last school;
 - children removed from school and unable to find a place after a number of fixed term exclusions;
 - pupils ready for reintegration from the Pupil Support Centre or secure units;
 - Those who are at risk of permanent exclusion
4. The Fair Access Panel will also administer the process for managed moves.

Schools must inform the School Admissions Service of any pupil who they are going to refer for a managed move. The receiving school will be recorded and the meeting and progress reports be taken to every panel until the pupil is on roll at the new school or it is determined that they should remain at their original school.

Schools may refer a child at risk of permanent exclusion for the panel to consider a managed move. However, if it is agreed that a managed move is in the best interests of the young person, the placement must be agreed between the substantive and receiving school and the family. This may happen outside the panel meeting. In every case, the Admissions Service must be informed,

5. There are dedicated arrangements for children with statements of Special Educational Needs (SEN) or Education, Health and Care plans and this protocol does not override those arrangements. However, it has been agreed that pupils who are placed through those arrangements will be noted by the IYFAP panel (see later section).

Composition and frequency of the panel

Secondary

6. A panel, consisting of a minimum of 3 secondary Head teachers (or their designated representative), will meet once a month (or as necessary) to ensure prompt and fair allocation of young people to schools. Heads will be notified of their designated meetings at the beginning of the academic year,
7. The Head of Education Services or another designated LA Officer will chair the panel.
8. In the event that the placement decision is not unanimous, the designated Head teachers will decide.
9. Where a young person is known to a particular service or agency, an officer with knowledge of that young person will be invited to the panel, or a short written statement may be submitted.

10. The membership of the panel can include as necessary, a representative of children's social care, educational psychology service, youth offending service, children missing education, children in care, the police and any other relevant professional supporting a case.

Primary

11. A panel, consisting of three primary Head teachers (or their designated representative), will meet once a half term, (or as necessary) to ensure prompt and fair allocation of young people to schools.
12. The Head of Education Services or another designated LA Officer will chair the panel.
13. Where a young person is known to a particular service or agency, an officer with knowledge of that young person will be invited to the panel, or a short written statement may be submitted.

The decision-making process

14. Cases will be brought to the panel by the Haringey Admissions Service which will be the point of referral. The cases must be submitted under one of the categories given in paragraph 5 above and the child must be without a school place.

The Panel will be administered by the Haringey Admissions Service which will provide data for the current and previous school year (figures to be based on actual figures where IYFAP pupils have been admitted).

The following data will be provided at each panel:

- The number of pupils on roll at each school in each year group
- The number of vacancies at each school in each year group
- The number of pupils that have been admitted to each school in each year group through the 'normal' in year admissions process since the last panel
- The number of pupils that have been admitted to each school in each year group through the Fair Access admissions process since the last panel
- The total number of pupils that have been admitted to each school in each year group through the Fair Access admissions process in the last academic year and the number of schools or Academies (if any) that have failed to admit
- Background/ pupil history/ information, where available and where consent has been confirmed
- The number of students with statements of Special Educational Need allocated over number through the SEN procedures.

15. The placement panel for Children in care will continue to determine the most appropriate placement for each young person and their case will be presented for the panel to ratify. In

order to ensure that CIC are admitted to school quickly, they will be placed before the panel and it will not be possible for these cases to be brought back to the panel for reconsideration.

16. When making the decision as to appropriate school placement for the child, the panel will take into account:
- preferences made and views of parents/carers and the view of the pupil (including religious affiliation)
 - the admissions criteria
 - the published TYPO admission number and number of forms of entry so placements can be made proportionality to the number of forms of entry
 - the number of students admitted through IYFAP in the previous and current academic year
 - the needs of the student, where this is known
 - any capacity/capability reasons why the school may not be able to respond to the needs of the student
 - the individual context of a school in relation to recently excluded students if the applicant has attended school Haringey previously. For secondary applicants, it will be the presumption that wherever possible pupils will return to a school if they have previously been on roll there

Note

Where a school has admitted pupils above its admission number in error, these additional pupils will not count and cannot be off-set against IYFAP referrals.

17. Where an alternative educational placement is determined most suitable to meet the needs of a young person, this provision will be identified in principle by the Inclusion Service, following assessment, and ratified by the panel.
18. Decisions will be reached by consensus, whenever possible, with the chair mandated to take appropriate action where this has not proved possible.

Implementation of the decisions

19. Decisions regarding placement of students under the Fair Access protocol will be made by the panel, and will be final.

Admission must take place within 15 school days of the school receiving notification of the decision.

20. In exceptional circumstances, the allocated school may request that the panel reconsider their decision at the next meeting. This will only be possible where the school has prior knowledge of the specific young person which was not known to the panel at the time of decision, which makes the placement inappropriate. This request must be made in writing to the Chair within 5 school days of the school receiving notification of the decision. The formal offer letter will be sent on the 6th day.
21. The Department for Education recognises that admission of a young person through the Fair Access Panel could potentially take the school above the planned admission number for that year group.

22. It is recognised that there is usually little available information about the young people who are being admitted in-year to school. The Admissions Service will try to acquire as much educational information as practical to accompany in-year admissions to assist smooth integration to the school.

Risk assessments

23. Risk assessments will be undertaken as necessary by the referring body.

Relationship with appeals

24. Where young people are admitted to a school above the planned admission number in any year group under the protocol, this should not prejudice the provision of efficient education or the efficient use of resources of the school.
25. Appeal panels will be made aware of the conditions of the scheme, and that the admission of an additional student under this scheme is different from a school voluntarily exceeding its admission limit. Panels will also be made aware that any decision made to allow appeals will place further pressure on the school's resources.
26. A school placement made through IYFAP shall not remove a parent/carer's right to appeal for a school place elsewhere.

Monitoring the operation of the Protocol

27. The Admissions Service will undertake scheduled checks and monitor admission dates and pupil days.
28. The anonymised details of all decisions will be made available to the Director and Lead Member to demonstrate that the Protocol is being effective.
29. This will include any school or Academy that has not taken a pupil on roll within 15 days of the decision being notified.
30. Details of any school or Academy who has not taken a pupil on roll within 15 days of the decision will also be available at the next IYFAP meeting.
31. On the 16th day the Head of Education Services will contact in writing the Headteacher of any school or Academy that has failed to admit within the agreed timeframe to request an on roll date.
32. If the school or Academy fails to provide an on roll date, within agreed timescales, then the direction process will apply as set out in the School Admissions Code and in accordance to the Department for Education advice: "Fair Access Protocols: Principles and Process".

The protocol will be reviewed on an annual basis by the Local Authority, in conjunction with Head teachers/principals. In order to assess its effectiveness in ensuring that unplaced children are being allocated places at schools/ academies or in alternative educational provision on an equitable basis.

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Admission Criteria for Sixth Form 2016

ALEXANDRA PARK SCHOOL

- Minimum number of students to be admitted from outside the school = **40**

AS/A levels

Students must have at least five Grades A* – C at GCSE. Some subjects have specific entry requirements and for many AS/A level subjects a B grade in that subject at GCSE is usually necessary.

BTEC Courses

Students with an average points score of at least 40 points (equivalent to grade C) can apply for our Level 3 BTEC courses in the following subjects: Applied Business Studies, Applied ICT, Applied Science, Music Technology, Music Performance, PE BTEC.

Joining the sixth form for Year 13

Students wishing to join the Sixth Form after having completed their AS levels at another institution may be able to complete A2s in Year 13. To do so they must have secured satisfactory passes in their AS levels, and their course choice must be compatible with the school timetable.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Pupils who have statements of Special Educational Needs specifically naming the School.
2. Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
3. Students who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
4. Students living closest to the school.

Distance will be measured in a straight line from the post office address point of the student's home to the main entrance of the school.

HORNSEY SCHOOL FOR GIRLS

- Minimum number of students to be admitted from outside the school = **10**

All students will be invited to an informal discussion about their subject choice. The general entry requirements are as follows:-

A/S and A2 Level

A minimum of 5 GCSE passes at A* - C including English and Maths.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Pupils who have statements of Special Educational Needs specifically naming the School.
2. Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
3. Students who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
4. Students living closest to the school.

Distance will be measured in a straight line from the post office address point of the student's home to the main entrance of the school.

Progression to Year 13 A level Subjects

Students enrolled on a two year course must complete Year 12 successfully in each subject in order to progress with that subject. Completing successfully means achieving at least Grade D in AS at the end of Year 12. In addition, students are expected to achieve within one grades of their Alps target. Students who do not do this will need to have a formal meeting with their Director of Learner and subject teachers to decide whether they can continue with a subject. The Director's decision will be final. Students who do not meet the criteria in a subject will not be able to continue with that subject. If a student is then unable to continue with at least three subjects, he/she may be asked to leave the College.

HIGHGATE WOOD SCHOOL

- Minimum number of students to be admitted from outside the school = **10**

All students will be invited to an informal discussion about their subject choice. The general entry requirements are as follows:-

AS and A2 Level

At least five GCSE passes at A* - C, with specific requirements for particular subjects based upon the national statistical guidance for successful outcomes. We consider ourselves to be an open access Sixth Form and so the criteria are matched to what is required to ensure positive outcomes. Full details for different subjects are available on the website: <http://highgate.digitalbrain.com/highgate/web/post16/main/>

Level 3 BTEC/OCR National

At least five GCSE passes at A* - D with at least three of these at C or better including in the relevant subject(s). These courses are equivalent to 2 A levels and are in Business Studies and New Media Arts. Students are expected to take one AS level alongside.

GCSE Maths & English

Applicants require a high D to be admitted to these courses. It is not expected that a student will need to follow both courses.

Extended Project

Applicants will need to have an average of GCSE A grade across their GCSE results to be admitted to pursue an extended project and this will be alongside a programme of 4 AS levels.

Admission priorities

Where the number of eligible external applicants for a course of study exceeds the places available then admission will be determined in accordance with the following priority of admission criteria:

1. Pupils who have statements of Special Educational Needs specifically naming the School.
2. Children who are looked after by a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
3. Students who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
4. Students living closest to the school.

Distance will be measured in a straight line from the post office address point of the student's home to the main entrance of the school.

THE HARINGEY SIXTH FORM CENTRE

Haringey Sixth Form Centre is now a 16-19 Academy and as such it has an Admissions Policy which has been directly agreed with the Department for Education (DfE) Different types of courses have different entry requirements. The Centre will provide courses at Entry to Level 3 and will be fully inclusive. The total number of students to be admitted in September 2016 = **550**

To study AS/A levels

Students must have a **minimum** of 5 GCSEs at grades A*-C which **must** include English and Maths. The number of AS/A Levels that are studied will be determined by the number of GCSE passes at grade C or above and the grades achieved. All subjects have particular entry requirements such as more than 1 grade B or higher in English and/or Maths or in relevant subjects

Level 3 Vocational programmes

BTEC Level 3 students will need to have a **minimum** of 5 GCSEs at Grade A*- C or an equivalent Level 2 qualification such as a Level 2 BTEC at **Distinction**. GCSE English at grade C is also required. However, some vocational programmes may require a Grade C or above in English **and** Maths.

Level 2 programmes

BTEC Level 2 students will need to have a **minimum** of 4 GCSE passes at Grade D or above. However, experience, ability and interest in the chosen vocational area will also be taken into account.

Level 1 programmes

BTEC Level 1 Diploma students will need to have GCSEs at Grade E-G or an equivalent qualification and have an interest in the chosen vocational area.

Entry or Pre –Entry level programmes

Students do not need any formal qualifications but do need a personal commitment to further study in the area.

Priority rules

The closing date for applications will be the last day of the spring term. The Sixth Form Centre will normally be able to offer places to all applicants provided they meet the minimum entry requirements for the course applied for, and equal priority will be given to all applications received by this date. In the event that there are more applicants than places by this date, priority will be given in the following order:

1. Young people who have statements of Special Educational Needs
2. Young people who are looked after by a local authority or were previously looked after children
3. To students on roll in Year 11 at one of the following partner schools:
 - Gladesmore Community School
 - Heartlands High School
 - Northumberland Park Community School
 - Park View School
 - Woodside High School

All applications received after the last day of the spring term will then normally be considered purely on a 'first-come-first-served' basis

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HARINGEY COUNCIL
EQUALITY IMPACT ASSESSMENT FORM: SERVICE DELIVERY

Service:	Admissions and School Organisation
Directorate:	CYPS
Title of proposal:	Admission to Schools – Proposed Admission arrangements for 2014/15 UPDATED FOR THE PROPOSED ADMISSION ARRANGEMENTS FOR 2016/17
Lead Officer (author of the proposal):	Jennifer Duxbury
Names of other Officers involved:	Corinne David and Jessica Lewis

Statement of purpose

In making this proposal, we have been mindful of our public sector equality duty to have due regard to the need to:

- a) eliminate discrimination;
- b) advance equality of opportunity between different groups and;
- c) foster good relations between groups in Haringey.

In addition we are committed to ensuring that we promote social inclusion in all council services making sure that they address the needs of those vulnerable residents who rely most heavily on them. The most socially excluded residents predominantly have the protected characteristics defined in the Equality Act 2010.

The purpose of this assessment is to:

- a) Identify whether and to what extent this proposal: could produce disadvantage or enhance opportunity for any groups with the protected characteristic defined in the Equality Act 2010;
- b) Establish whether the potential disadvantage is significant enough to call for special measures to remove or reduce the disadvantage;
- c) Identify and set out the measures that will be taken to remove or reduce the disadvantage;
- d) Where mitigation measures are not possible, to set out and explain why;
- e) To ensure that Members are fully aware of the implications the proposal may have for the Council's public sector equality duty before they decide on the proposal.

Step One: Identify the aims of the proposal

1) Please state:

- **What problems the proposal is intended to address**
- **What effects it is intended to achieve**
- **Which group(s) it is intended to benefit and how**

The Local Authority has a duty to put in place admission arrangements that comply with the mandatory provisions set out in the School Admissions Code 2014. These consist of Admissions Criteria and a Coordinated scheme and aim to provide a clear admissions system and oversubscription criteria which are transparent to those parents applying for a school place.

The Council is the admissions authority for community and voluntary controlled schools within the borough and therefore is responsible for determining the admission arrangements for these schools. Academies, foundation schools and voluntary aided schools are their own admissions authority; they must consult on and then determine their own admissions arrangements. The Council has a statutory duty to monitor the arrangements determined by own admitting authority schools to ensure compliance with the School Admissions Code. The Council is the coordinating authority for all schools in the Borough (except independent fee paying schools) and will send out school place offer letters to all Haringey residents.

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability.

“In drawing up their admission arrangements, admission authorities **must** ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective. Parents should be able to look at a set of arrangements and understand easily how places for that school will be allocated” page 7, para 3 - School Admissions Code 2014.

The Code provides admission authorities with some flexibility to determine and implement their own admission arrangements through local consultation, in order to meet circumstances in their area. However, the purpose of the framework is to aim to ensure that unlawful and unfair arrangements are not adopted and that the needs of all children are met.

As in all Boroughs, some schools are more popular than others and inevitably some parents will not secure a place at their preferred school. However the Local Authority has ensured that the proposed Haringey Admission arrangements 2016/17 are compliant with all areas of the Admissions Code, are equitable and transparent and include measures to actively promote fairness.

Proposed Admission Criteria

The proposed admission criteria for 2016/17 vary slightly according to the type of provision (nursery¹, primary, secondary etc) they apply to – the criteria for all these settings can be viewed in appendix 1 through to appendix 3. However the main principles for Haringey community and voluntary controlled schools are set out below:

Statement of Special Education Needs - Where a child has a statement of Special Educational Needs which names the school, they will be admitted in accordance with section 324 of the Education Act 1996.

If the number of applicants without statements of educational needs naming the school is higher than the number of places available, the following rules are applied, in the order of priority to decide who will be offered a place:

- 1. Looked After Children** – Children in the care of a local authority or were previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order
- 2. Social Medical** - Children who the Authority accepts have an exceptional medical or social need for a place at one specific school. Applications are supported by a written statement from a relevant independent professional and assessed at a SocMed panel.
- 3. **Linked school** - This rule applies only to junior school admissions. Children attending an infant school will be prioritised under this rule for admission to the linked junior school.
- 4. Siblings** - Children who will have a sibling attending the school at the point of admission. This category includes foster brothers and sisters, half brothers and half-sisters or stepbrothers and stepsisters. They must also be living at the same address as the applicant.
- 5. Distance** - Children living closest to the school. Distance is measured in a straight line.

Proposed Pan London Co-ordinated Scheme 2016/17

Haringey Council's coordinated scheme is developed in line with the Pan London recommendations and sets out the procedures which all schools for which Haringey is the admitting or coordinating authority agree to sign up to.

In-Year Fair Access Scheme

¹ In the case of nurseries, the Authority is responsible for admissions but these are managed by schools with nurseries and nursery centres.

The 2016/17 arrangements also contain an In-Year Fair Access Scheme which acknowledges the need to deal with vulnerable young people who are not on the roll of a school, quickly and sympathetically. This scheme also fairly shares the burden of admitting vulnerable students across all schools and Academies, taking account of their resources to support each student.

Relevant Legislation

According to the Equality Act 2010 an admission authority must not discriminate on the grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, or sexual orientation against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. This Act contains limited exceptions to the prohibition of discrimination on grounds of religion or belief and sex. Schools designated by the Secretary of State as having a religious character (faith schools) or single sex schools are exempt as they are allowed to make a decision based on religious belief or sex respectively.

Admission Authorities are also subject to the Public Sector Equality Duty and therefore must have due regard to the need to eliminate discrimination, harassment, and victimisation, advance equality of opportunity and foster good relations in relation to persons who share a relevant protected characteristic and persons who do not share it.

Step Two: Consideration of available data, research and information

Instruction: You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups, etc. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The Haringey Borough Profile of Protected Characteristics (can be found on the Website) will help you to make comparisons against Haringey's population size. The most up to date information can be found in the [Joint Strategic Needs Assessment](#).

- 1) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:**
- are significantly under/over represented in the use of the service, when compared to their population size?
 - have raised concerns about access to services or quality of services?

The school population of Haringey can be compared to national averages but will represent the general population of Haringey. The context of over or under representation does not apply to school admissions because the service users and the wider school population with which you would compare this group are one and the same.

The School Admissions Code, states that personal information that does not directly relate to the application of the admissions criteria cannot be collected through the admissions process. These regulations are in place to ensure that unlawful discrimination cannot take place based on personal information.

Given the above, it is not possible to complete a full analysis of equalities data relating to the proposed admission arrangements for 2016/17. Information below provides information on the current statutory school age population in Haringey schools.

Age:

January 2014 CENSUS	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Year group			
Reception	3178		3178
Year 1	3324		3324
Year 2	3318		3318
Year 3	3053		3053
Year 4	3024		3024
Year 5	2974		2974
Year 6	2929		2929
Year 7		2198	2198
Year 8		2213	2213
Year 9		2315	2315
Year 10		2289	2289
Year 11		2261	2261
Grand Total	21800	11276	33076

The table above shows that there is no significant difference between age groups and the current trend of year on year increasing cohorts coming through the key stage one year groups.

Gender:

January 2014 CENSUS	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total	Primary Reception to Yr 6	Secondary Yrs 7-11	Grand Total
Gender						
Female	10585	5518	16103	48.60%	48.90%	48.70%
Male	11215	5758	16973	51.40%	51.10%	51.30%
Grand Total	21800	11276	33076	100.00%	100.00%	100.00%

The table above show that within the school population there is a not a significant difference between the sexes; the percentage difference in the primary sector is 2.8% with slightly more boys. In the secondary sector there are slightly more boys than girls with a difference of 2.2%.

Disability:

	Primary Reception to Yr 6	Secondary Yrs 7-11	Primary Reception to Yr 6	Secondary Yrs 7-11
Haringey Statement of Special Educational Needs	561	556	2.60%	4.90%
England Statement of Special Educational Needs	94,405	103,625	2.20%	3.80%

The data indicates that Primary children in Haringey with a SEN statement are in line with the national average. The proportion of Secondary school children in Haringey with a SEN statement is higher than the national average.

Ethnicity Analysis

The analysis below compares the ethnic breakdown from the most recent Haringey PLASC (Pupil Level Annual Schools Census) to the national data as at January 2014. This is the most recent data available which contains full ethnicity fields².

The data shows that.....

Ethnicity:

Jan 2014 census (Pupils of compulsory school age)	Haringey primary numbers	Haringey primary	<i>England primary</i>	Haringey secondary numbers	Haringey secondary	<i>England secondary</i>
White British	4,278	19.8%	75.8%	1,936	17.7%	73.5%
Irish	224	1.0%	0.3%	82	0.7%	0.4%
Traveller Of Irish Heritage	58	0.3%	0.1%	22	0.2%	0.0%
Gypsy/ Roma	120	0.6%	0.3%	49	0.4%	0.2%
Any Other White Background	5,350	24.8%	5.3%	2,899	26.4%	4.1%
White And Black Caribbean	691	3.2%	1.5%	404	3.7%	1.3%
White And Black African	312	1.4%	0.7%	187	1.7%	0.5%
White And Asian	371	1.7%	1.2%	35	0.3%	0.9%
Any Other Mixed Background	867	4.0%	1.9%	574	5.2%	1.5%
Indian	217	1.0%	2.7%	131	1.2%	2.7%
Pakistani	176	0.8%	4.3%	119	1.1%	3.7%
Bangladeshi	581	2.7%	1.7%	355	3.2%	1.6%

² Important note about classifications: The national school census figures use a simplified breakdown of ethnicity comparable to that used by the decennial national ONS census of the population. The ethnicity data collected at a local Haringey level is more detailed so it has been aggregated to best fit those categories used nationally. Please see the read across table below for more details.

Jan 2014 census (Pupils of compulsory school age)	Haringey primary numbers	Haringey primary	England primary	Haringey secondary numbers	Haringey secondary	England secondary
Any Other Asian Background	364	1.7%	1.6%	115	1.0%	1.6%
Caribbean	1,957	9.1%	1.3%	1,071	9.8%	1.4%
African	3,716	17.2%	3.7%	1,716	15.7%	3.1%
Any Other Black Background	418	1.9%	0.7%	206	1.9%	0.6%
Chinese	231	1.1%	0.4%	54	0.5%	0.4%
Any Other Ethnic Group	1,318	6.1%	1.7%	801	7.3%	1.4%
Unclassified	363	1.7%	0.7%	206	1.9%	1.2%
All pupils	21,612	100.0%	100.0%	10,926	100.0%	100.0%

Note 1: Percentages may not add up to 100% due to rounding

Note 2: The above table does not include the following schools since the DfE data separately analyses data from special schools, pupil referral units and alternative provision without splitting between primary and secondary (Blanche Neville, The Octagon, Haringey Tuition Service, The Brook Special school, Vale and Riverside)

Source: Haringey PLASC as at January 2014 and <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014>

Ethnicity read across (Haringey PLASC data vs. National PLASC data)

Jan 2014 Haringey PLASC ethnicity	Jan 2014 National schools census ethnicity
White	
White British	White British
White Irish	Irish
White Irish Traveller	Traveller of Irish heritage
White Gypsy Roma	Gypsy/ Roma
White Other/White Turkish/Cypriot/White Greek Cypriot/White Albanian/White Kosovan	Any other White background
Mixed	
Mixed White Caribbean	White and Black Caribbean
Mixed White African	White and Black African
Mixed White Asian	White and Asian
Mixed Other	Any other Mixed background
Asian	
Asian Indian	Indian
Asian Pakistani	Pakistani
Asian Bangladeshi	Bangladeshi
Asian Other	Any other Asian background
Black	
Black Caribbean	Black Caribbean
Black African/Black Somali/Black Ghanaian/Black Nigerian/Black Congolese/	Black African

Jan 2014 Haringey PLASC ethnicity	Jan 2014 National schools census ethnicity
Any other Black background	Any other Black background
Chinese	Chinese
Other/Other Kurdish/Other Latin American/Other	Any other ethnic group
Refused / Not obtained	Unclassified

The table above shows that the Haringey school population is under represented for the White British ethnicity; average 19.8% compared to 75.8% respectively.

Haringey is under represented compared to the national in Asian ethnicities apart from Bangladeshi which is nearly double the national average. Mixed ethnicities are slightly over represented in Haringey.

Children of Caribbean and African ethnicities are significantly over represented at both Primary and Secondary schools. However there is not any major variation of ethnic groups from primary to secondary school indicating the school population is indicative of the borough population.

The Jan 2014 CENSUS data has been employed for this analysis rather than the Jan 2015 data, as currently the DfE has not published the national ethnicity information from the Jan 2015 CENSUS.

Within the school admissions code there is provision and reference to the Equality Act 2010 and states that an admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil. Supplementary forms are collected by schools that have an additional criteria for entry, for example evidence of worship within a given area.

The oversubscription criteria consulted on are reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, that do not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.

2) What factors (barriers) might account for this under/over representation?

The school admissions framework is intended to ensure that the school admissions system is fair to all children regardless of race, ethnicity, gender or ability and the School Admissions Code already prohibits admission authorities from disadvantaging children from any particular social or racial group or those with disabilities or special educational needs (School Admissions Full Equality Impact Assessment January 2009). The proposed Haringey Admission arrangements 2016/17 are compliant with all areas of the School Admissions Code, and aim to be equitable and transparent and include measures to actively promote fairness.

The population of schools is determined by the application of Haringey's School Admissions Criteria to the preferences stated by parents/carers on their application forms for school places. The fifth criterion (distance) means that the majority of pupils attending a primary school live locally to that school. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. According to a Greater London Authority (GLA) ethnic diversity briefing, Haringey is the fifth most diverse Borough in the country when looking at all 16 Census ethnic group categories. 53.7% of the borough is composed of Non White British populations. Haringey also has proportionately more Other White, Black Caribbean and Black African populations than either London or England and Wales. The school population as a whole is representative of the Haringey population.

3) What other evidence or data will you need to support your conclusions and how do you propose to fill the gap?

The data collected regarding the profile of the Haringey school profile is comprehensive and up to date.

Step Three: Assessment of Impact

Instruction: Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect any of the existing barriers facing people who have any of the characteristics protected under the Equality Act 2010. State what actions you will take to address any potential negative effects your proposal may have on them.

1) How will your proposal affect existing barriers? (Please tick below as appropriate and use the space to explain why)

Increase barriers?	Reduce barriers?	No change? X
--------------------	------------------	--------------

The Schools Admissions code state that oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. Admission authorities must ensure that their arrangements will not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs, and that other policies around school uniform or school trips do not discourage parents from applying for a place for their child. Admission arrangements must include an effective, clear and fair tie-breaker to decide between two applications that cannot otherwise be separated.

It is a requirement that local authorities ensure that disabled children and those without a SEN statement are covered by the Fair Access Protocol. The Fair Access Protocol ensures that a school place will be found quickly for such who require a place outside of the normal admission round.

Many admission authorities give priority to children who live closer to the school, however, in some circumstances, those living in the area around the school may be predominantly from one social or ethnic group, whilst those of other social or ethnic groups tend to live further away and therefore may not gain a place.

2) What specific actions are you proposing in order to reduce the existing barriers and imbalances you have identified in Step 2?

No equalities groups are underrepresented or over represented relative to the wider school population (because as stated above, these groups are one and the same). However this does not necessarily mean that there are no issues relating to the admission arrangements which may have a specific impact on certain equality groups or adverse impact on these groups. The issues identified have been set out below.

Gender

All primary and all but one of the secondary schools within the Borough are coeducational. For all of the other schools, the gender of the pupil is not a factor of the admission arrangements.

Age

The policy applies equally to all children of statutory school age.

Race

The Local Authority has a duty to ensure the proposed arrangements do not unfairly disadvantage any child based on race. However, in some instances parents may be unsure as to how to secure a school place for their child. Translated applications are available on request for those who do not have English as their first language and face to face workshops are held for parents of prospective applicants to support their application process. The admission arrangements are designed for fairness and this can be increased by ensuring that all schools in the area provide an Ofsted defined 'good' education for children.

Religion and Belief

For community and voluntary controlled schools, religion is not a factor of the admission arrangements. The governing bodies of faith schools are the admitting authorities for these schools and the admissions criteria are therefore outside of these arrangements. However faith schools are allowed to set objective criteria relating to faith, inline with the mandatory provisions of the Schools Admission Code.

Disability

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names their school. These children are placed in the relevant school before all other places are allocated.

Where a child with a disability or special educational need is to attend a Special School, allocation of places is through a specialist a panel and are outside of the scope of these admission arrangements.

Sexual Orientation

All schools included in the arrangements have to admit pupils regardless of sexual orientation.

Pregnancy and Maternity

In addition to the criteria set out in Part 1, if only one place is available at the school and the next child who qualifies for a place is one of multiple birth siblings, the the Local Authority would ask community schools to go over their published admission

number. This aspect of the criteria ensures that multiple birth families are not disadvantaged by the proposed arrangements.

The council should work with all schools to increase standards to ensure that all children have equal access to a high level education.

3) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?

Race

In the proposed arrangements, children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with as a late application. However, this approach is seen as fair and necessary and is endorsed by the School Admissions Code.

Step Four: Consult on the proposal

Instruction: Consultation is an essential part of an impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal. Potentially these will be people who have some or all of the characteristics listed below and mentioned in the Equality Act 2010:

- Age
- Disability
- Gender Re-assignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race, Religion or Belief
- Sex (formerly Gender) and
- Sexual Orientation

Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

1) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

The School Admissions Code requires all admission authorities to consult by 1 March on the admissions arrangements for those schools for which they are responsible. Where changes are proposed to admission arrangements, the admission authority must first publicly consult on those arrangements. If no changes are made to admission arrangements, they must be consulted on at least every 7 years. The consultation period must last for a minimum of eight weeks, to ensure that all consultees have enough time to respond.

Under the School Admissions Code, to consult with parents and other groups in the local area, the admission authority must publish a copy of their proposed admission arrangements on their website. This must include details of where comments should be sent and by when, and a notice must be published in a local newspaper of where these arrangements can be viewed.

The consultation on the proposed admission arrangements took place from 2 January 2015 to 27 February 2015. Notification of the consultation was published in the Haringey Independent detailing where further information on the proposed arrangements for September 2016 could be viewed and commented on.

The information on the proposed arrangements was made publicly available on the Haringey website. People were able to respond back to the consultation by:

- Completing the online form

- Emailing comments back to the admissions team
- Completing and returning a hard copy of the questionnaire

The final arrangements will be determined by Cabinet on 26 March 2015.

Responses to the consultation

In total we received one online response to the consultation.

A consistent theme throughout the response was the priority given to applicants who move closer to a school. The respondent was concerned that an applicant could move to gain access to a preferred school and set out that they would like is for local residents who have lived in the area for a considerable time to be given priority over new arrivals.

In response to this and representations made to the service outside the consultation process, this will be considered when we revisit our policy in the summer term in preparation for the publication of the admissions booklets in September 2015.

It is not proposed to make any revisions to give priority to an applicant based the time spent at an address. Current arrangements include reference to address verification procedures which are used when applying the distance criterion– this includes the date by which the applicant must be living at the address, in order for it to be used in the calculation of home to school distance. The School Admissions Code 2014 specifies that oversubscription criteria **must** be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, that does not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs. Having a criterion that stipulates length of time a family has lived at the property would potentially disadvantage those families for whom it would not have been possible to reside in the borough for a longer period of time.

2) How, in your proposal have you responded to the issues and concerns from consultation?

The potential for such indirect discrimination will be reduced by the requirement that admission authorities consult parents on their admission arrangements, by the requirement for the local authority to report annually on the legality, fairness and effectiveness of the admission arrangements in their area, and by the School Adjudicator's new wider role.

3) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?

We will be publishing the covering cabinet report accompanying the admission arrangements on the website and this equally impact assessment. This contains the councils responses to the questions and queries raised during the consultation.

We will be asking for cabinet to agree to Hornsey School for Girls to reduce their Planned Admission Number (PAN) from 216 to 162.

Step Five: Addressing Training

Instruction: The equalities issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

- 1) Do you envisage the need to train staff or raise awareness of the equalities issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?**

Staff in the Haringey School Admissions Team are provided with yearly refresh training in line with the Admission arrangements, which addresses any changes to either the Criteria or Coordinated scheme.

Step Six: Monitoring Arrangements

Instruction: If the proposal is adopted, there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the protected characteristics detailed in Step 4 above. The purpose of equalities monitoring is to see how the proposal is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address those effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Corporate Equalities Board.

- 1) What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?**
- **Who will be responsible for monitoring?**
 - **What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?**
 - **Are there monitoring procedures already in place which will generate this information?**
 - **Where will this information be reported and how often?**

The Head of Admissions and School Organisation at Haringey Council will be responsible for monitoring. The School Admissions Return to DfE is an Annual report which sets out information on the effectiveness of the admission arrangements e.g. number applicants who received one of their preferences for a school place. The annual report to the Office of Schools' Adjudicators monitors the fairness of the admission arrangements. This information will be reported to the DfE and the OSA annually.

Two main mechanisms will be used by the DfE to provide feedback on how effective the measures in the revised Codes and regulations have been and to inform future policy development. In producing his annual report for the Secretary of State, the Schools Adjudicator will take account of the reports he will receive from each local authority on the legality, fairness and effectiveness of local admission arrangements.

Admission arrangements are subject to an appeal process that gives parents the right to appeal decisions. The process is also used to hold admissions authorities to account and ensure that the arrangements are applied.

Step Seven: Summary of Impact

Instruction: In the table below, summarise for each diversity strand the impacts you have identified in your assessment.

Age	Disability	Race	Sex	Religion or Belief	Sexual Orientation	Gender Reassignment	Marriage and Civil Partnership	Pregnancy and Maternity
No adverse impact identified	No adverse impact identified	<p>Parents may be unsure as to how to secure a school place for their child, for those who do not have English as their first.</p> <p>Children arriving into the borough after the application date, which will include migrants from other countries, will have their applications dealt with after all other applications</p>	<p>No adverse impact identified</p> <p>One secondary school within the Borough is single sex and therefore admission is restricted to females for this school</p>	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified	No adverse impact identified

Step Eight: Summarise the actions to be implemented

Instruction: Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead person	Timescale	Resource implications
Training for staff	Annual refresh training on admission arrangements to be delivered to all staff	Head of Admissions and School Organisation	2013	Within service resources
Parents who do not have English as their first language may struggle with the application process	Access to face to face contact with council officers for parents across the borough to support the application process.	School Admissions Team	Ongoing	Within service resources
Monitoring of admission arrangements	Annual reporting to DfE and OSA	Head of Admissions and School Organisation	DfE – March 2013 OSA – June 2013	Within service resources

Step Nine: Publication and Sign Off

Instruction: It is standard practice to publish the results of impact assessments. There is also a specific duty to provide as much relevant equality information as possible to enable the public to judge how well we are doing on our public sector equality duty. EqlA results are published not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

1) When and where do you intend to publish the results of your assessment, and in what formats?

Assessed by (Author of the proposal):

Name: Jennifer Duxbury

Designation: Head of Admissions and School Organisation

Signature:



Date: 27 February 2013

Quality checked by (Policy and Equalities Team):

Name: Inno Amadi

Designation: Senior Policy Development Officer (Equalities)

Signature:



Date: 25 February 2013

Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

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