

Ayshe Simsek

0208 489 2929

0208 881 5218

13 July 2012

To: All Members of the Cabinet

Dear Member,

Cabinet - Thursday, 19th July, 2012

I attach a copy of the following reports for the above-mentioned meeting which were not available at the time of collation of the agenda:

**4. PROPOSALS TO EXPAND BELMONT INFANT SCHOOL AND BELMONT JUNIOR SCHOOL FROM TWO TO THREE FORMS OF ENTRY TO TAKE EFFECT FROM SEPTEMBER 2013 AT BELMONT INFANT SCHOOL AND SEPTEMBER 2016 AT BELMONT JUNIOR SCHOOL (PAGES 1 - 204)**

(Report of the Director of Children's Services to be introduced by the Cabinet Member for Children): The Cabinet will be asked to approve proposals to expand Belmont Infant and Belmont Junior schools. A previous report was withdrawn from the agenda at the Cabinet meeting held on the 10<sup>th</sup> July. This was withdrawn to allow for further consideration to be given, to issues raised by local stakeholders following the publication of that report before a decision was taken.

**5. ANNUAL SCHOOL PLACE PLANNING 2012 (PAGES 205 - 326)**

(Report of the Director of Children's Services to be introduced by the Cabinet Member for Children) To provide an overview of demand for pupil places in Haringey's Primary Secondary Special Schools and post sixteen settings and an update on the actions being made to ensure adequate places and robust planning are in place to meet demand for mainstream and special school and post sixteen places across the borough. This report was withdrawn from the agenda at the Cabinet meeting held on

the 10<sup>th</sup> July as it related to the earlier report which was withdrawn in relation to Belmont Infant and Belmont Junior Schools and to reconsider issues raised by local stakeholders following publication of the earlier report.

Yours sincerely

Ayshe Simsek  
Principal Committee Co-ordinator  
0208 489 2929



Haringey Council

## URGENT BUSINESS SHEET

**Report Title:** Proposals to expand Belmont Infant School and Belmont Junior School from two to three forms of entry, to take effect from September 2013 at Belmont Infant School and September 2016 at Belmont Junior School.

**Committee/Sub etc:** Cabinet

**Date:** 19 July 2012

### **The report is late because:**

Following the publication of the earlier report, further representations were received by the Council.

The key themes of the representations were as follows:

- Concerns about the negative impact on special educational needs provision and inclusion
- Finance and the indicative budget
- New schools and potential expansions of other schools
- Current school role numbers
- Averages of place planning assumptions
- Revised GLA projections

In order for the decision makers to have the necessary information made available to them to enable them to consider the representations made, the earlier report to cabinet on 10 July was withdrawn, and the decision postponed.

### **The report is too urgent to await the next meeting because**


In accordance with the Department for Education (DfE) Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form regulations the decision to expand a school must be made within 2 months of the end of the representation period. The representation period for this consultation ended on 1 June so the decision must be made by 1 August. Failure to do so will mean that the proposals would be sent to the Adjudicator for a decision. Alternatively the Statutory Notice (and therefore the proposal) would have to be withdrawn and therefore no decision would be required.

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The Head of Local Democracy & Member Services concurs with the admission of this item.



**Haringey Council**

<b>Report for:</b>	<b>Cabinet 19 July 2012</b>	<b>Item Number:</b>	
<b>Title:</b>	Proposals to expand Belmont Infant School and Belmont Junior School from two to three forms of entry, to take effect from September 2013 at Belmont Infant School and September 2016 at Belmont Junior School		
<b>Report Authorised by:</b>	 <b>Libby Blake    Jan Doust</b> <b>Director        Deputy Director</b>		
<b>Lead Officer:</b>	Eveleen Riordan – Deputy Head of Admissions (Place Planning) Ext 5019 <a href="mailto:eveleen.riordan@haringey.gov.uk">eveleen.riordan@haringey.gov.uk</a>		
<b>Ward(s) affected:</b> primarily the ward within which Belmont Infant School and Belmont Junior School are located –West Green ward and also wards surrounding West Green.	<b>Report for Key Decision</b>		

## 1. Describe the issue under consideration

- 1.1 There is a rising birth rate and a rising demand for reception places across Haringey generally, but with unmet demand identified in some planning areas, which means that additional school places are needed in specific planning areas in order to meet our statutory duty to offer every child a school place. West Green, Tottenham Green and Northumberland Park wards have been specifically identified as wards where it is projected that demand is or will shortly outstrip supply. Both Belmont Infant and Junior schools are located on one site adjacent to each other, with The Vale Special School also co-located on the same site. The Vale caters for children with physical disabilities and associated special educational needs. There is timetabling of children at the Vale school to spend time in the classes at Belmont Infant and Junior schools. To allow for this, the Planned Admission number of both Belmont Infant and Junior Schools is 56 rather than 60. This provides 4 places per year group to children at the Vale. It is not proposed that the capacity at The Vale School be changed.
- 1.2 To determine where these additional places should be proposed, the Pupil Place Steering group comprising of officers from school admissions, school place planning, property, school standards and finance applied the Haringey Council's school place planning principles to all primary, infant and junior school sites in Haringey.
- 1.3 The principles are as follows;

We should:

- Seek to meet demand for places within local communities, having regard for the role of schools at the heart of sustainable communities;
- Seek to make all our schools popular and successful. 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;
- 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 towards more schools having at least two forms of entry when building new schools and through active support for federation of schools to help give each school the capacity to meet our aspirations

- 1.4 As a result of applying the place planning principles and having regard to the requirements set out in the Department for Education (DfE) Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form regulations, the Children and Young People's Service set out a report to Cabinet recommending that the Council consult on the proposal to expand Belmont Infant and Junior Schools.
- 1.5 In July 2011 the Council's Cabinet agreed a first round of consultation on the possible expansion of Belmont Infant school and Belmont Junior School from their current two forms of entry to three forms of entry. The proposed expansions were planned to take place effect with the first additional reception class starting at Belmont Infants School in September 2013. It was proposed that the expansion of each school would grow incrementally so that each year one additional form of entry would be added. By September 2015 Belmont Infant School would have three forms of entry in every year group. The expansion would then continue through the Junior School so that by September 2019 the Junior School would have 3 forms of entry in every year group.
- 1.6 Consultations on the proposed expansions were carried out between 12 September and 2 November 2011 in line with the Department for Education (DfE) Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form regulations see paragraph 18 of the Guidance. The Cabinet report dated 20 December 2011 detailed in full the feedback received as a result of the consultations, together with further analysis on why additional reception school places continue to be required in the borough. The December Cabinet report recommended that the consultations on the expansion of the two schools proceed to the next stage – known as the publication of statutory notices.
- 1.7 Statutory notices were published on Monday 9 January 2012 in respect of the proposal to expand Belmont Infant School and Belmont Junior School. These notices were published in accordance with the Department for Education (DfE) guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form see paragraph 2.3 –2.4 of the Guidance. These notices were valid and sent to the DfE.
- 1.8 At the Cabinet meeting of 20 March 2012, members agreed to the withdrawal of the notices to allow a further period of consultation to take place with indicative drawings to show how any expansions of the schools might take place. Following the Cabinet meeting the statutory notices issued in respect of Belmont Infant School and Belmont Junior School were formally withdrawn in accordance with paragraph 4.80 of the above guidance (Expanding a Mainstreamed School by Enlargement or Adding a Sixth Form).
- 1.9 A further period of consultation, as part of the issuing of new statutory notices, was carried out regarding the expansion of Belmont Infant School and Belmont Junior School for the statutory four week period running from 4 May to the 1 June during which comments and objections could be made. There was strong opposition to the proposed expansions from the school communities at Belmont Infant School and Belmont Junior School. There was also concern from The Vale Special School (a special school catering for children with physical disabilities

and associated special educational needs which is collocated at the schools) at how the impact of any expansions might impact on Vale pupils.

- 1.10 The statutory representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the 'decision maker'. The decision maker is the local authority (where the local authority take this decision within two months of the end of the statutory representation period (in this instance by 1 August 2012 i.e. two months from the end of the consultation period – 1 June 2012) or the Schools Adjudicator where a decision has not been taken within the prescribed two months.
- 1.11 This report sets out the feedback from the further period of consultation and the responses to the statutory notice period and addresses the responses received to the publication of statutory notices and four week (statutory) public consultation on the proposed expansion of Belmont Infant School and Belmont Junior School and it provides the most up-to-date information on school rolls across the borough. It also details the location of the one free school that has been approved by the Department for Education (DfE) to provide 60 additional reception places and 60 additional Year 1 places in the borough with effect from September 2012. It also indicates the possible free school provision for September 2013.
- 1.12 The report will recommend that the expansions of Belmont Infant School and Belmont Junior School from two forms to three forms of entry is agreed. The proposal is that the first 3-form reception entry would start in the Infant School for September 2013 and 84 reception places would be offered in subsequent years. Across both schools we would have provided a total of 612 places by 2019 should the proposal be approved and implemented. The Infant school currently provides 168 places and the Junior School currently provides places for 224, totalling 392 pupils in year groups from Reception through to Year 6. It is not proposed that there is any change to the Vale Special School capacity or current nursery capacity at Belmont Infant School.
- 1.13 The recommendations contained in this report were due to be considered by Cabinet on Tuesday 10 July 2012.
- 1.14 Following the publication of the report, further representations were received by the Council.
- 1.15 The key themes of the representations were as follows:
- Concerns about the negative impact on special educational needs provision and inclusion
  - Finance and the indicative budget
  - New schools and potential expansions of other schools
  - Current school role numbers
  - Averages of place planning assumptions
  - Revised GLA projections
- 1.16 In order for the decision makers to have the necessary information made available to them to enable them to consider the representations made, the earlier report to cabinet on 10 July was withdrawn, and the decision postponed.
- 1.17 A commitment was made to hold a special Cabinet meeting before the end of the school term, to facilitate parent's attendance at the special Cabinet meeting. A date was set for 19 July 2012.

## **2. Cabinet Member introduction**

- 2.1** We have a statutory duty to ensure that all school aged children have a place at a school. At primary level we want to secure local places for children so that their journey to school is not far and so that our communities are sustainable.

- 2.2** We have listened to parents and staff at the school, including the considerable majority of those expressing views who have set out very clearly that they do not want the schools to expand for a wide variety of reasons. Councillors, including the Leader of the Council, have visited the schools on several occasions and have heard these views.
- 2.3** I must balance these views against families in the area who will need a place at the schools in the coming years and who, without expansion of the schools, will be without a local school place. I support the expansion of the schools and the benefits that it will bring to both existing and future pupils.
- 3. Recommendations**  
Members are asked to:
- 3.1** Consider the feedback from the consultations carried out in respect of the proposed expansion of Belmont Infant School and Belmont Junior School.
- 3.2** Consider the analysis of other factors including the provision of and demand for reception places across Haringey and, in particular, in and around West Green ward that is set out both in this report and set out in detail in the School Place Planning Report 2012 which is also before you for consideration today.
- 3.3** Having considered the findings of the consultation and objections attached at Appendices 9,10,11,12,16,17 and 22, and the Equality Impact Assessment attached at Appendix, agree the recommendation without modification (in line with para. 4.74 of the DfE guidance) that Belmont Infant and Belmont Junior Schools are expanded from 2 forms of entry (56/60 places) to 3 forms of entry (84/90 places) with effect from the reception intake in September 2013. This approval is conditional on the granting of any planning permission required as a result of the expansion works that may or may not be required under the relevant planning legislation.
- 3.4** Approve an increase in the estimated cost of the expansion scheme from £2.2m, within the currently approved Capital Programme for 2013-2015, to £3.5m.
- 3.5** Note that the design of how the additional form of entry will be delivered on site has not been finalised and will be the subject of ongoing further consultation with the school community, including its Senior Leadership Team (SLT) and Governors.
- 3.6** Paragraph 4.77 of the guidance states that 'all decisions must give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision'.
- 4. Other Options considered**
- 4.1** As part of the decision to provide additional reception places through either bulge classes or permanent expansion(s), an officer Pupil Place Steering Group considered the entire primary estate and assessed each school's suitability for expansion against a series of gateways which included, among other things, physical suitability, school standards, local demand and capacity and the school's leadership.
- 4.2** Possible alternatives to expanding Belmont Infant and Junior Schools are:
- **Not providing any additional places** - this would result in a shortfall of school places required locally and across the borough meaning that we could not meet our statutory duty to provide a school place for every Haringey child of statutory school age who requires one.



- **Providing bulge classes** – bulge classes are provided to meet a temporary increase in demand. Only a maximum of two consecutive bulge classes can be provided before consultation for a permanent expansion of that school would be required. This is set out in paragraph 14 of the DfE guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form where it states that statutory proposals are not required where “the alteration is a temporary one which will be in place for no more than 2 year”. Our projections demonstrate that the current and projected increase in pupil numbers is sustained so to meet this demand by continually providing one off bulge options in local schools would not be an efficient use of public funds. Also to provide the additional capacity in schools further away from Belmont Infant and Junior Schools might result in pupils having to travel further away from their homes. There are also implications for local children when bulge classes are provided. This is because pupils offered a place in a ‘bulge’ year may have siblings who will go to the school in a subsequent year when the PAN will be lower. This creates a cohort with a disproportionately higher number of siblings, leaving fewer places to be offered under the distance criterion for families apply for the first time. If we were to provide two bulge classes at Belmont, the same amount of external space would be required as if a full expansion of both schools (Infant and Junior) is implemented. Please refer to Appendix 1 for further information on this. The three indicative designs show that the additional external building work required across the school sites is equivalent to two classrooms.
- **Expanding an alternative school** – The information provided in appendices 2-6 and in paragraph 3.25 demonstrate that Belmont Infant and Junior School meet the principles for school expansion in a way that no other local school is able to at the present time.
- **New schools** – Please refer to paragraphs 4.3 and 5.34 to 5.38 below.

4.3 The Pupil Place Steering Group made recommendations on how to provide additional places based on detailed and carefully considered evidence for the most appropriate and sustainable way in which these additional places could be provided – by the expansion of four schools to provide an additional 87 reception places a year. The schools outlined for expansion were reported to the Council’s Cabinet as part of the annual School Place Planning Report in July 2011. As demand for school places is spread across the borough it was not considered by the Pupil Place Steering Group that one new school in one location could effectively address the foreseeable shortfall of primary school places within Haringey.

4.4 The detailed work that the group carried out was used as an evidence base to determine the most appropriate schools to expand and this information informed the School Place Planning Report 2011 and the School Expansions Report that was presented to Cabinet in December 2011, as well as a further report presented to Cabinet in March 2012.

## 5. Background information

### Demand for reception places

5.1 The annual School Place Planning Report 2011 (agreed by Cabinet in July 2011) outlined in detail that borough birth rates and school rolls are increasing year on year leading to a reduction in the number of surplus reception places that we have in the borough at the start of the academic year. Overall surplus capacity at reception in our borough fell from 7.58% in 2005/6 to 1.6% in 2011/12. The Greater London Authority Data Management Analysis Group’s (GLA DMAG) school roll projections, updated annually and used to help plan for sufficient school places, indicated that demand for reception places would outstrip supply in September 2011 leading to a shortfall in reception places of -3.32%. In fact, for the academic year 2011/12 we have had unprecedented demand for reception places across the borough. As of March 2011 the borough had received a total of 3498 applications for reception places for the academic year 2011/12. When broken down, this figure represents a total of 2952 on time applications and a further 546 late applications received i.e. received after the national closing date for applications for reception places of 15 January 2011. At that time this figure represented the highest demand for reception places on record in the borough.

- 5.2 We now have the latest figures available for reception applications for September 2012 entry. On time applications for entry into reception in September 2012 at offer day was 3194. This represents an increase of 244 on time applications when compared with the same period last year (an increase equivalent to approximately eight reception classes assuming 30 pupils per class). Full details of the applications to Haringey primary schools are set out in Appendix 2 to this report.
- 5.3 In addition to the 3194 on-time applications we have (as of 11 June 2012) received a further 236 late applications for September 2012 reception entry, making a total of 3430 applications for the 3170 places that are currently available. This means that we have 260 fewer places than we require for September 2012. How this shortfall will be addressed is set out in a report also before you for consideration tonight – the annual School Place Planning Report 2012.
- 5.4 As set out in the School Place Planning Report 2011, the provision of additional reception places for September 2011 were delivered through the use of ‘bulge’ (one-off) classes at Lancasterian Primary School and reinstating Alexandra Primary School’s PAN of 60 (previously 30) to create a total of 60 additional places in time for September 2011 entry. However, despite the additional 60 places created through the bulge classes outlined above, and the provision of an additional 30 places at Rhodes Avenue Primary School in September 2011 (as the result of a permanent expansion) and the provision of 30 places at Eden Primary (as the result of the opening of the borough’s first free school), two further bulge classes were provided (which opened in January 2012) at Welbourne Primary School and at South Haringay Infant School to ensure that every reception aged child had a school place.
- 5.5 Following the close monitoring of reception demand and supply, a further bulge class has now been provided at Seven Sisters Primary School and opened in February 2012 and a further bulge at The Triangle Children’s Centre.
- 5.6 We are now giving consideration to the provision of additional reception places for 2012. Based on the above figures we know that we will have to provide bulge classes to meet the demand for reception places. This demand has already exceeded the demand that we saw in 2011/12.

### **Birth rates in the borough and local to Belmont Infant and Junior Schools**

- 5.7 Birth rates in the borough are rising. This is a pattern repeated across the majority of London boroughs. The report to Cabinet in December 2011 showed that birth rates are on an upward trajectory which is expected to continue until 2017/18 (paragraph 5.9 of the December Cabinet report). Since that report was presented to Cabinet in December 2011, we have received a further set of birth data from the Office for National Statistics (ONS). This data provides us with the actual births for the period September 2009 to August 2010 (where previously we have had only projections for this period). This data corresponds to the September 2014 reception cohort intake. When compared with births for the corresponding period in 2008/9 the data shows an increase of 221 births (up from 4191 in 2008/9 to 4412 in 2009/10). The Greater London Authority (GLA) predicted that the total number of borough births for 2009/10 would be 4281. The figure of 4412 births shows that actual live births are 131 higher than the GLA projections and illustrate that we can expect a greater demand for school places than had previously been projected. A summary of this birth data is included at Appendix 3.
- 5.8 We know that between birth and school some families will choose to move out of the borough. Approximately 24% of children born in the borough will not seek a school place in the borough when they reach statutory school age. Even using this crude proxy, demand for school places in our borough will increase as a result of the increase in the number of children being born.
- 5.9 On a ward by ward basis, the births for West Green ward, where Belmont Infant and Junior schools are situated, are up by 30 births in the one year between 2008/9 and 2009/10 (rising

from 199 to 229) (see Appendix 3). These children will enter Reception in the year 2013/14 and 2014/15 respectively

- 5.10 The January 2012 PLASC<sup>1</sup> data for Belmont Infant and Junior schools shows the following pupils currently on their rolls:

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
58	59	55	56	49	52	48

- 5.11 This data shows that Foundation and KS1 cohorts in Belmont Infant School are almost full, whilst known borough-wide lower cohorts in KS2 are currently working their way out of Belmont Junior school.
- 5.12 We have also looked at mobility in the Junior school and see that over the last four years the school has gained as well as lost pupils. In some years pupil mobility (the term used to describe a pupil entering or leaving the school at a point other than the first day of reception or the last day of Year 6) has been offset when the number of in-year pupils lost has been the same as the number of in-year pupils gained. Both Belmont Infant and Belmont Junior schools have lower levels of pupil mobility than comparable schools close to them, and this is despite the fact that the schools are located in a planning area generally characterised by with higher levels of temporary accommodation units and where you might expect that pupil mobility would be higher. See Appendix 8 for Junior School mobility analysis.
- 5.13 We also know that both Belmont Infant and Junior School's are well led and well managed and that the senior leadership teams (SLT) are capable of carrying the expansions forward. Both schools at the last Ofsted inspections were determined as outstanding.

### School Roll Projections

- 5.14 The latest available school roll projections from the GLA for 2012/13 show that we expected around 3210 reception pupils for September 2012. By 15 January 2012 we had received 3194 confirmed on time reception applications for September. When including late applications (as of 11 June 2012) for September 2012 entry, this figure rises to 3430. Whilst we acknowledge that some of these applicants may have expressed preferences for out of borough schools, our neighbouring boroughs have reported similar pressures for reception places. We anticipate that we will have to accommodate the majority of these late applications within our schools and this figure already exceeds the GLA projection for 2012/13 by 220 children.
- 5.15 The GLA projections for 2013/14 show a moderate decline in reception aged pupils from their projection for 2012/13. A decline in the number of actual births from 4337 in 2007/08 to 4191 in 2008/09 (corresponding intake year 2012/13 and 2013/14 respectively) is a contributory factor. We have examined the projections by planning area and have concluded that these must be viewed with some caution in light of recent experience of actual applications received.
- 5.16 The GLA roll projections for 4 year olds are calculated using the catchment method. This is calculated by using the known number of 4 year olds (reception cohort) on roll from the January PLASC data set and comparing that to the estimated population of children aged 4, producing a population to school roll ratio. This ratio is applied to the projected population of children aged 4 to project the rolls forward. In planning areas, where there is little or no projected change in children aged 4, typically those with little new development and stable birth rates, the end result tends to be a flat trend. However, the projections do not fully account for demand from residents of other planning areas and with large developments planned in planning areas 8 (Tottenham Green), 9 (Tottenham Hale) and 13 (Noel Park), there is a very strong likelihood that some of these families may seek school places in surrounding wards. Also there is an issue where planning area projections are artificially "capped" by the

<sup>1</sup> PLASC – Pupil Level Annual School Census

school capacity within that planning area, and therefore do not show any growth. For example, Planning Area 12 can only accommodate a total of 236 reception aged pupils, with the schools full there is no ability for the schools to take further children resulting in the projections being suppressed even if there is additional demand .

### Free Schools

- 5.17 Back in March 2012 we reported that we were aware that one free school, provided by E-Act, had been given approval to open a two form entry reception and two form entry Year 1 primary in the Tottenham area of the borough for September 2012. At the time of the writing of the March Cabinet report, E-Act had still not secured a site for their free school. E-Act has now confirmed that they are to locate in a site at the former Cannon Rubber Factory on Tottenham High Road N17. This site is located on the border with the London Borough of Enfield. As the 60 additional places are being provided in Northumberland Park ward we know that these places will meet the local need, rather than the demand for school places that has been identified in and around West Green ward. Further, the close proximity of E-Act's free school to Enfield means that some of the children who enter the school under its admissions criteria will be Enfield children. The reality, therefore, is that while the provision of free school places is likely to have some positive impact on the overall demand for places in our borough, it will not address identified unmet demand to a level where no further additional places are required.
- 5.18 The deadline for groups to submit applications to the Department for Education (DfE) to open free schools in September 2013 was in February 2012. To date, whilst no free school provider has formally approached the Council to confirm that they have submitted an application, representatives of the Harris Federation have referred to their intentions to do this through the current academy consultation processes. We are aware that the Harris Federation, in partnership with the Academy of Entrepreneurship and Sporting Excellence (AESE), has set out their plans to open a through school (ages 4 – 19) in our borough from September 2013. They would provide a 2fe primary school, a 6fe secondary school and a 2fe sixth form. This would provide additional places to meet demand in and around the Northumberland Park ward and does not have any significant implications for the proposal now before you as places at the new school are likely to be taken by local children. Further information can be found on the Harris Federation website at <http://www.harrisfederation.org.uk/150/proposed-free-school-in-tottenham> . Further details on AESE's aims and objectives can be found on their website at <http://www.aese.org.uk>
- 5.19 **Why expand Belmont Infant and Junior Schools?**  
The DfE guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form sets out that we must consider the following factors when expanding schools. The guidance says that these factors should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals
- **Whether there is a need for expansion** - Members should take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places.
  - **Parental preference** - Parental preference for Belmont Infant and Junior Schools is given in appendix 4. This is shown in comparison to other schools in the same planning area.
  - **Popular Schools** – additional places should be created where there is proven parental demand and it should be easier for successful and popular schools to expand. Appendix 5 demonstrates how popular Belmont Infant and Junior Schools are.
  - **Standards and Successful Schools** - Both the Infant and the Junior Schools are judged as Outstanding by Ofsted and the respective key stage 1 and 2 results are given in Appendix 6. This is shown in comparison to other schools' performance in the

local area. The quality of education and opportunities afforded to pupils attending Belmont Infant and Junior Schools support our consideration of how the proposals will help achieve the Every Child Matters principles. Members should be satisfied that the proposals will contribute to raising local standards of provision, and will lead to an overall improved attainment for children and young people. They should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

- **Diversity and Equal Opportunities** – The Equality Impact Assessment carried out as a part of the consultation is included at Appendix 7 sets out how providing additional places at Belmont Infant and Junior Schools will allow access to an outstanding education to more pupils. It also explains how the challenges associated with an expansion which may affect different groups, including those pupils who attend the Vale School who have special educational needs, and outlines what steps can be taken to mitigate against their effect.
- **Capital** – Capital costs have been outlined based on the expansion of the two schools from 2fe to 3fe. In determining those costs the current and future provision of places at the Vale school has been taken into account. The Chief Financial officer confirms that capital funding is available to meet the indicative costs and that a scheme which is compliant with the requirements of BB99 can be achieved within the sum indicated.
- **Other interested parties** – There has been considerable objection amongst stakeholders to the proposals. We have always set out that the views of all stakeholders as to whether or not the expansions go ahead are an important consideration in the decision making process. However, this must be qualified with the fact that the views expressed are not the sole material consideration and we must balance these views against the fact that we do not have enough school places in the borough to meet the numbers of reception aged children that we know are coming through. We have sought to answer all objections received in the most informative and transparent way possible. We have sought to balance all views and opinions expressed against other material considerations in proposing the expansion of the Belmont schools.

### Indicative design proposals

5.20 Three indicative plans have been drawn up in accordance with RIBA stage B. This is an outline feasibility stage of construction which provides the high level information to inform the Council that there is enough space to expand on a site within the relevant building regulations. If the decision is made to expand Belmont Infant and Junior Schools then the project will progress to stages C and D which are the detailed part of the design process. To actualise stages C and D requires in the region of £167,000.00 so therefore to progress to stages C and D before the decision to expand in principle represents an inefficient use of public funds. If Cabinet agree that Belmont Infant and Junior Schools should be expanded then Cabinet will have agree the final detailed designs when they agree the award of contract.

5.21 Implementation of the proposals may require the grant of planning permission so that Cabinet is being asked to approve proposals conditional on the grant of any necessary planning permission.

### 5.22 **Potential Option 1: Minimum Expansion** –

This potential option was developed as part of an ongoing feasibility study with a view to remain within the original cash limited budget of £2.215m, whilst expanding the school to 3FE. It allows for additional teaching spaces but due to budget constraints was unable to address any additional requirements as part of the schools' expansions. This potential option was developed during feasibility as a test of the cash limited budget

*Positive*

- Consequential Improvements under Building Regulations Part L.
- Increase and improvement to teaching space.
- Potential for additional play areas to be created.
- The existing planted garden is maintained.

### *Negative*

- Overall play area per pupil is reduced (but still within current design guidance)
- Disruption to the school during construction
- Additional traffic
- More students

## 5.23 **Potential Option 2: Full 3FE Provision -**

This potential option was developed as part of an ongoing feasibility study; it removed the budgetary constraints noted in Potential Option 1, and was developed to determine what could be achieved with the site constraints and what would be an acceptable proposal in terms of current government design guidance and any other material considerations.

### *Positive*

- Consequential Improvements under Building Regulations Part L.
- Increase and improvement to teaching space.
- Increase and improvement to support space including
  - Staff room improvements
  - Group rooms
  - Treatment room
  - Additional toilet provision
- Potential for additional play areas to be created.
- A much more efficient use of space with 'dead' areas being utilised.
- A new 'planted garden' is created.

### *Negative*

- Overall play area per pupil is reduced (but still within current design guidance)
- Disruption to the school during construction
- Additional traffic
- More students
- The existing planted garden is moved.

## 5.24 **Potential Option 3: Full 3FE Provision – Shared Provision –**

As with Potential Option 2, this potential option was developed as part of an ongoing feasibility study; it removed the budgetary constraints noted in Potential Option 1, and was developed to determine what could be achieved with the site constraints and what would be an acceptable proposal in terms of current government design guidance and any other material considerations. It also tested the suitability of using shared resources between both the Infants and Junior school, such as library, ICT, and office space, with a view to allowing more efficient use of space on the site and the potential for more efficient management practices at the school.

### *Positive*

- Consequential Improvements under Building Regulations Part L.
- Increase and improvement to teaching space.
- Increase and improvement to support space including
  - Staff room improvements
  - Group rooms
  - Treatment room
  - Additional toilet provision
- Potential for additional play areas to be created.

- A much more efficient use of space with 'dead' areas being utilised.
- The use of shared resources such as the library, ICT suite, and office space allows more efficient use of space on the site and potential for more efficient management of both schools.
- A new 'planted garden' is created.

### *Negative*

- Overall play area per pupil is reduced (but still within current design guidance)
- Disruption to the school during construction.
- Additional traffic.
- More students.

### **An overview of consultation responses**

- 5.25 A period of non statutory consultation took place between 12 September 2011 and 2 November 2011. This was undertaken to ensure that we had the opportunity to hear the views of interested parties and take these into consideration when we made the decision on whether or not to publish Statutory Notices on the expansion of the schools. Please refer to Appendices 9 and 10 which provide the analysis of this consultation.
- 5.26 Statutory Notices proposing the expansions of Belmont Infant and Belmont Junior Schools were published on 9 January 2012 beginning a four week period of statutory consultation. Appendices 11 and 12 provide the analysis of this round of statutory consultation. We listened very carefully to the views of the interested parties and the Council's cabinet decision to withdraw the Statutory Notices on 20 March 2012 was informed by the clear message from the school communities that any expansions consultation had to set out indicative designs to show how the expansion of both schools might be delivered.
- 5.27 Statutory notices were published and a four week period of consultation took place on the proposed expansion of Belmont Infant and Belmont Junior Schools from two to three forms of entry between 4 May and 2012 and 1 June 2012. In the week preceding the start of the consultation a statutory notice was published in the Journal series of newspapers across the borough. A copy of the statutory notices are attached at Appendix 13. In addition to the publication of the statutory notices, the following methods were used to publicise that the consultation as taking place:
- Written notification (via email) to the London Diocesan Board (Anglican) and Diocese of Westminster (Catholic), the governing bodies of Belmont Infant and Belmont Junior Schools, MPs (Lynne Featherstone and David Lammy), all adjoining boroughs to Haringey (Barnet, Enfield, Islington, Waltham Forest, Hackney and Camden), all head teachers and chairs of governors in Haringey, the Chair of the Haringey Federation of Residents Associations (HEFRA) for dissemination to all residents groups within the borough, all relevant trade unions, all directors in Haringey, the DfE's School Organisation Unit
  - The consultation document (see Appendix 14) was sent Belmont Infant School, Belmont Junior School and The Vale Special School allowing enough copies for all families and staff members. The consultation document was also sent out to local residents and businesses in the area around the school.
  - A copy of the statutory notices were pinned to all entrances to the schools for the duration of the consultation period. A copy of the notices were also displayed in the Marcus Garvey Library.
- 5.28 Two public meetings were held at the schools – one on the evening of Thursday 17 May 2012, and one on the afternoon of Friday 18 May 2012. The public meetings included a question and answer session hosted by Cllr Claire Kober, leader of the Council and by Cllr Lorna Reith, Lead member for Children and Young People's Service (at the time of the meeting). The meetings were also attended by officers from Admissions and School Organisation (Place

Planning), Property Services and Finance. See appendices 12,16,22 which demonstrate how the decision makers listened and responded to questions and comments from interested parties

- 5.29 This round of consultation provided an opportunity for interested parties to view early proposed indicative designs for delivery of the expansions. These designs were displayed at the schools for the duration of the consultation period and were on display at the public meetings. Interested parties were able to address detailed questions about the indicative schemes to the architect and to officers from Property Services, as well as questions on the principle of expansion to officers from Admissions and School Organisation. In addition to the opportunity to complete a formal consultation response form, an opportunity was also given to leave questions and comments on a consultation board. These responses are given in appendix 16 to this report.
- 5.30 In response to the consultation, 41 individual objections were received as well as a petition objecting to the proposals and containing 449 signatures. A detailed summary of the consultation responses is included at Appendix 17 to this report.
- 5.31 The main points respondents have made across all three rounds of consultations (but not limited to) are:
- the impact of the expansion on the performance, school ethos and well being of the children (please refer to appendix 7)
  - the impact on children with SEN, (please refer to appendix 7)
  - the impact of expansion on the children at the Vale School (please refer to appendix 7)
  - the impact on neighbouring schools, the impact of the building work and enlarged school on neighbouring properties and streets (please refer to appendix 7)
  - internal and external space provision for a 3fe school (This is addressed in paragraph 5.20)
  - an insufficient budget to expand the school to a high standard and a budget that does not correspond with budgets for other similar expansions in the borough, (this has been addressed by increasing the budget to meet the cost of the preferred indicative design option.
  - the belief there is surplus capacity at other local schools that should be used (this is addressed in paragraph 5.19)
  - the fact objectors do not believe there are a shortage of places in this planning area (this is addressed in paragraphs 5.51-5.53)
  - the financial viability concern if the school does not fill at 3fe (please refer to paragraph 5.43)
  - the school and the local community do not support the proposals
  - use the Professional Development Centre for school provision (please refer to paragraph 5.39 in the report).
- 5.32 In every case these views have been listened to and the relevant appendices explain how these views have been addressed or mitigated against. Copies of the issues raised and the responses given are also included within appendices 9-17.
- 5.33 However, in addition to the questions already raised, further questions have been raised in respect of 1) the use of part of Belmont Recreation Ground as open space for the school to ease pressure on playtime and sports activities, 2) why a new school is not being built, 3) use of the PDC as a school 4) why Broadwater Farm Primary School (now The Willow) reduced from three to two forms of entry, 5) The future financial viability of the Schools including as a result of the impact of pupil mobility, 6) Concerns that school place projections do not show a future deficit of school places for the area. The responses to these additional questions are set out below.



- 5.34 **Use of part of Belmont Recreation Ground** – Belmont Recreation Ground is designated as Significant Local Open Land (SLOL) in the Council's current land use for the borough – the Unitary Development Plan. This designation is carried over into the draft Core Strategy which is currently the subject of an Examination in Public. Once adopted by the Council the Core Strategy will replace the UDP as the spatial plan for the borough. In common with almost all London boroughs, Haringey has an overall deficiency in public open space. Open space plays an important part in the lives of our borough's residents: not only does it meet recreational needs but it also contributes to the landscape and nature conservation value of the borough. It is essential for everyone's well-being that there should be green 'lungs' in urban areas. Policies contained in the Council's UDP and the emerging Core Strategy seek to protect the open space in the borough that we have and add to it where possible to ensure adequate provision for the growing population that we have in our borough. These open space policies are underpinned by regional policy set out in the London Plan 2011 which seeks to protect open space in London. The use of part of Belmont Recreation Ground would reduce the open space available for the use of local people in an area where there is already open space deficiency. Belmont Infant and Junior Schools currently use the park, on occasion, for events such as sports days and, following any expansion they might choose to continue to access this open space on an informal and occasional basis. The need to provide school places must be balanced against the need to provide sufficient good quality open space within the borough for recreational purposes.
- 5.35 **Why can a new school not be built?** – Statutory requirements under section 14 of the Education Act 1996 mean that local authorities, in their role as commissioners, must plan and secure sufficient schools for their area. Where a local authority identifies the need to establish a new school, new section 6A of Education and Inspections Act 2006 (EIA) places the authority under a duty to seek proposals to establish an academy/Free School and to specify a date by which proposals must be submitted.
- 5.36 Once the specified date for the proposals has passed, the local authority are required to send the Secretary of State a notification setting out the steps the authority has taken to seek proposals for an academy/Free School and copies of all proposals,
- 5.37 Under section 7 a local authority can, with the Secretary of State's consent, publish a notice inviting proposals for the establishment of a new foundation, voluntary or foundation special school, or an Academy. This competition process is likely to ensue only if the local authority has failed to get suitable proposals for an academy under section 6A. Local authorities cannot participate in the section 7 competition.
- 5.38 Under section 10 a local authority, with the Secretary of State's consent, may publish proposals to establish a community or foundation schools, but consent is likely to be given only where the section 6A and 7 processes have not identified a suitable school. Section 11 says that the local authority may (without the need for consent from the Secretary of State) publish its own proposals to establish a community or foundation school where no proposals are received in response to the section 7 competition notice or no Academy arrangements result from any such proposal. The local authority's proposals under sections 10 and 11 may in certain circumstances be referred to the Schools Adjudicator
- 5.39 The Council does not currently have any buildings or land suitable for a school on its disposal list and any land purchase costs have not been provided for and are likely to be prohibitive. In addition the capital construction cost of a new school is also significantly in excess of that required for an expansion scheme with an estimated cost in the range of an estimated £7m (for a 1FE school) to £11m (for a 3 FE school) being significantly in excess of the available resources. In overall terms therefore it has been concluded that a new school would not provide Value for Money where an expansion scheme is achievable at a local school meeting other key considerations.

- 5.40 **Use of the PDC as a school** – The PDC (Professional Development Centre) on Downhills Park Road) is currently occupied by staff and is a working building. It also currently provides a base for training facilities for teaching staff and for governors in the borough. The estimated cost of converting this space to a working school, including the cost of relocating existing services elsewhere, would be in the region of £6m.
- 5.41 **Why was Broadwater Farm Primary reduced in capacity?** - The PAN at Broadwater Farm Primary School (BWF) – now called The Willow - was expanded in September 1998 to 81 in response to perceived local demand. The additional places proved difficult to fill as the demand was not geographically compatible with the school. Discussions began in September 2007 to reduce the PAN back to its previous level of 60. This was undertaken in parallel with the early stages design work for the Inclusive Learning Campus. Prior to this date the school had already been informally operating at 2FE, with capacity to meet unmet demand in the area if required. In addition to difficulty in filling the school beyond the PAN of 60 there was also the consideration of the potential impact on the school of retaining an unachievable PAN coupled with the strain that would be caused by the creation of a fully inclusive campus. For this reason the PAN was formally reverted to 60 and the design agreed to provide a 2FE primary school and 100 place SEN school on the site. Please also refer to appendix 5. The current demand at this school satisfies a current PAN of 60 and not, at the present time, a higher PAN. Therefore to increase the PAN at this stage would work against our agreed school place planning principles and, further, would not satisfy the DfE guidance for the expansion of a maintained school (referred to in para 5.19 above).
- 5.42 **Financial viability** – The governing bodies of both schools have raised concerns about the financial viability of the schools should they not fill to a full 3 forms of entry across all cohorts. Particular concerns have been expressed in light of the fact that there are currently vacancies in some cohorts within Belmont Junior School. The School Place Panning Report 2012 demonstrates that the projected figures for pupils that will join the Junior School in 2016 are significantly higher than the current cohorts of pupils in KS2. The risk of future vacancies is mitigated against significantly primarily because the school is a very popular school. Officers have met with the Junior School to discuss their specific concerns around pupil mobility in KS2. The analysis of this mobility data is given in Appendix 8.
- 5.43 The Council has always been clear with the schools that the existing funding formula supports schools at both 2FE and 3 FE without any structural inefficiencies and that there is no reason to suggest that the expansion proposals would, in themselves, disadvantage any school financially. Indeed the perceived disadvantage from the loss of the 'small schools grant' would have been more than outweighed by the increase in pupil driven funding from the greater number of pupils at an expanded school.
- 5.44 However, at the time of the public meetings at the schools, the position in respect of the proposed Education Funding changes for 2013-14 inasmuch as they would affect the proposals to expand the Belmont Schools were unclear. The outcome of the government's last consultation exercise were awaited and there were concerns that the proposals did not allow for Councils to retain resources in order to support school expansions. Resources would have had to be delegated to all schools initially and then follow a process of seeking approval for de-delegation from the Schools Forum.
- 5.45 We have now seen the final proposals and they allow for Councils to continue to retain contingency sums to support the Council's statutory duties in this respect. There is therefore increased confidence that it will be possible to replicate the current arrangements for supporting expanding schools which has worked successfully in many schools.
- 5.46 It is also clear that, the simplification of the schools' funding formula and in particular the reduction in allowable formula factors and further increase in delegation will benefit larger schools over smaller schools. This gives further confidence that the concerns of the school over its financial viability during and following expansion are in fact unfounded.

- 5.47 **Capital Funding** - Within the approved capital programme there is currently provision of £2.2m for this expansion project. The approach taken to providing funds for capital projects reflects the necessity to provide initial indicative provision within the capital programme which is updated as the design process crystallises the scheme and therefore the updated costs.
- 5.48 One of the concerns highlighted through the consultation process is that the resources identified are considered insufficient by some respondents to deliver a scheme of a scope and quality acceptable to stakeholders.
- 5.49 Officers have sought to reassure at the various consultation events that the figure within the approved capital programme is an indicative figure and that following the detailed design stages (Stage D RIBA), which are undertaken in conjunction with the schools, appropriate provision would be identified in order to progress an appropriately defined scheme.
- 5.50 It is unusual to amend the estimated provision within the capital programme until the detailed design stages have been completed however, given the strength of concern that has been expressed in relation to this issue, officers are recommending that the indicative budget for the expansion scheme be updated to a sum of £3.5m which is considered to be a more realistic estimate of the ultimate scheme cost. Please see the Chief Financial Officer's comments at section 6 below.
- 5.51 **GLA Projections** - Responses to the consultations included concerns that the school roll projections from the GLA dated 2012 shows that there are sufficient places within PA12 for reception aged children in the coming years and concern has been expressed that, by expanding Belmont Infant School, only a fraction of the 30 additional places will be filled and the school will slip into a deficit budget as a result of carrying a high surplus capacity. Please see appendix 15 for background information on school roll projections.
- 5.52 **GLA projections for planning area 12** - The data below sets out the GLA projections for school rolls in PA12 in the coming years (source: DMAG, GLA).

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		249	257	-
2002/3		246	257	259
2003/4	465	249	257	276
2004/5	414	234	257	256
2005/6	480	222	257	213
2006/7	480	235	257	229
2007/8	471	228	257	198
2008/9	508	228	236	229
2009/10	494	235	236	269
2010/11	468	235	236	262
2011/12	540	238	236	230
2012/13	520	230	236	263
2013/14	495	229	236	
2014/15	529	230	236	
2015/16		232	236	
2016/17		236	236	
2017/18		237	236	
2018/19		236	236	
2019/20		233	236	
2020/21		230	236	

2021/22		227	236	
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The most recent School Place Planning Report (SPPR) 2012 (available to view as a Cabinet Report tonight) sets out very clearly the overall shortfall of reception places across the borough now and for the coming years. Paras 14.7 to 14.44 of the report set out the pressure for reception places that we currently face and also project that this pressure will continue to increase up until at least the academic year 2017/18. We have actual birth rate data for up to the year 2009/10 (these children will enter reception classes in 2014/15) and so projections up until this time are very accurate. Thereafter accuracy drops slightly as we are relying on projected birth rates and not actual known birth rates.

The table at para 14.44 of the SPPR sets out the shortfall in capacity across our reception classes up until 2016. This shortfall is based on GLA projections but experience has shown us over recent years that GLA projections are conservative and we have been experiencing a year on year demand that slightly exceeds GLA projections. We are in discussions with the GLA to adjust projections to ensure that they are as accurate as possible. Based on GLA projections we project a total shortfall of 180 places (6fe) by 2016 based on our current known PAN (including E-Act's 60 places and 30 permanent places at Welbourne Primary from 2013).

Belmont Infant and Junior School falls within Planning Area 12 (PA12) for the purposes of place planning. PAs enable manageable analysis and planning of school places in the borough. PA12 birth data shows a flattening of the trajectory for births over the coming years. However, while PAs allow the effective planning of school places, each PA should not be viewed in isolation from other PAs and in particular from PAs surrounding it. Parental choice and preference for school places is not based on PAs. The boundaries of PAs and the allocation of school places is based on admissions criteria which means that allocation of school places often crosses one or more PAs and not all children are able to be accommodated within the PA within which they live. This position is exacerbated when there is a high demand for the number of school places that is available. The Belmont schools lie close to the boundary with PA13 where birth rates are projected to increase beyond the number of school places available – for example PA13 is projected to be 29 places above PAN in 2015/16. The data for PA13 is shown below –

#### 5.53 GLA projections for planning area 13

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		120	141	-
2002/3		75	141	69
2003/4	177	87	141	79
2004/5	188	104	141	89
2005/6	197	96	141	77
2006/7	209	85	141	56
2007/8	168	88	111	61
2008/9	208	99	111	69
2009/10	194	107	111	74
2010/11	214	108	111	75
2011/12	201	136	141	83
2012/13	210	145	120*	96
2013/14	225	139	120	
2014/15	210	140	120	
2015/16		149	120	
2016/17		156	120	
2017/18		162	120	

2018/19		168	120	
2019/20		174	120	
2020/21		178	120	
2021/22		181	120	

\*For September 2012, Noel Park reduced the PAN to 60 and for September Alexandra reinstated their PAN to 60.

In PAs where there is little or no projected change in children aged 4, typically those with little new development and stable birth rates, the end result tends to be a flat trend. However, the projections do not fully account for demand from residents of other planning areas and with large developments planned in PA8 (Tottenham Green), PA9 (Tottenham Hale) and PA13 (Heartlands in Noel Park), it is anticipated that some of these families will seek places in the surrounding PAs. Demand for reception places at Belmont Infant School has shown that almost two children are applying for every reception place available.

In summary, the birth rates of a single PA are not the sole consideration when planning overall sufficiency of school places across the borough. The deficit of projected places in adjoining planning areas must also be considered.

- 5.54 The authority listened to views expressed at the public meetings and exhibitions that were held as part of the consultations to expand the schools. We also considered the letters and emails of objection that were submitted in response to the consultations. However, on balance, the objections were weighed against the need to provide additional school places in Haringey generally and more locally in West Green ward. Evidence was also carefully considered as to why these additional places should be provided at Belmont Infant and Junior Schools.
- 5.55 A summary of consultation responses received 4<sup>th</sup> May until 1<sup>st</sup> June 2012 is set out in Appendix 17 to this report.

### **Current Position in other boroughs**

- 5.56 We recently met with colleagues in neighbouring boroughs to discuss demand for school places in their boroughs. Pertinent to the possible expansion of Belmont Infant and Junior Schools is demand in Enfield as this borough has a boundary close to this school (within a mile). Enfield is also seeing a very high demand for school places and is planning for additional places in the form of expansions and bulges to meet this increasing demand.

### **Conclusion**

- 5.57 We have seen that birth rates are continuing to rise at a level that exceeds previous projections for the borough – an increase of 635 births per year since 2000/1. Nationally birth rates are at a 40 year high, with birth rates up by 2.4% in the last year alone<sup>2</sup>. Total fertility rates are also rising with the number of children women are having up from 1.96 in 2009 to 2.0 children per woman in 2013.
- 5.58 Our last known projections from the GLA (reproduced at Appendix 18) shows an increase of 121 births on the projected school rolls for 2009/10 and the actual school rolls for 2009/10. The latest projections from the GLA reflect this upward trend.
- 5.59 For September 2012 we sought to accommodate the vast majority of the expected demand in bulge classes to allow us to effectively manage the risk and to provide enough places in the short term, but not over provide if demand peaks in 2012 (projections become less certain the further into the future they predict). However, even allowing for bulge provision, we ran out of school places and have had to add additional bulge classes at several of our primary schools.

<sup>2</sup> Source: Office for National Statistics

<sup>3</sup> Source: The Guardian 13 July 2011

In assessing on time applications for 2012 reception entry we already know that demand is higher for the coming academic year than it was for the current 2011/12 academic year.

- 5.60 The location of the free school to be provided by E-Act will provide an additional 60 reception places in 2012 and is now known to be in Northumberland Park ward in Tottenham, very close to the Enfield borough border – not near enough to West Green ward and to Belmont Infant School and Belmont Junior School to make any significant impact on local demand for school places.
- 5.61 We have looked very carefully at the objections that we have received in respect of the proposals. We have sought to mitigate concerns where possible and have balanced these against the other evidence that we have on birth rates, school rolls, admissions data and surplus capacity.
- 5.62 Serious consideration has been given to why the additional places should be delivered at Belmont Infant and Junior Schools.
- 5.63 On balance we are of the opinion that the expansions of Belmont Infant School should proceed with effect from September 2013 with the expansion of Belmont Junior school to follow from 2016. This will ensure that we provide additional places in the area local to the Belmont schools and ensure that we are able to provide sufficient school places at schools that are
- popular with proven and increasing demand
  - outstanding and successful
  - able to meet all the requirements for expansion under our own school place planning principles.
- 5.64 We have listened to the views that have been expressed and while we acknowledge that the expansion will bring challenges to the schools and their pupils, we are confident that the schools and their senior leadership teams are very capable of meeting these challenges and ensure that Belmont Infant and Junior schools succeed as three form entry schools. Further, demand for school places in the local area and its continued upward trajectory reassures us that there will be no significant impact on the demand for places at other local schools.

## **6 Comments of the Chief Financial Officer**

- 6.1 The Chief Financial Officer has been involved in the drafting of this report and reflecting the current position in respect of the Capital and Revenue implications associated with this scheme. These issues are substantially addressed in paragraphs 5.41-5.49 of this report.
- 6.2 Specifically, it is confirmed that sufficient provision exists within the overall Children and Young People's capital programme to accommodate the proposed increase in the estimated capital costs associated with the expansion scheme, to £3.5m, that forms the basis of the recommendation at paragraph 3.4.
- 6.3 In common with all other capital projects, the costs will become firmer as design progresses and the financial implications of this will be highlighted to Members in subsequent reports e.g. at tender approval stage.

## **7 Head of Legal Services and legal implications**

- 7.1 The Head of Legal Services has been consulted on the content of this report.
- 7.2 Section 14 of the Education Act 1996 states that a local authority shall secure that sufficient schools for providing primary and secondary education are available in the authority's area with particular regard to the need to secure special educational provision.

- 7.3 Paragraph 2.16 of the Department for Education's The School Admission Code dated 01 February 2012 states that admission authorities for admission in 2013/2014 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;
- (a) parents can request that the date their child is admitted to the school is deferred until later in the academic year or until the term in which the child reaches compulsory school age, and
  - (b) parents can request that their child takes up the place part-time until the child reaches compulsory school age.
- 7.4 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. Sections 21, 24 and 27 allow the Secretary of State to make regulations governing the publication and determination and implementation of proposals.
- 7.5 The School Organisation (Prescribed Alteration to Maintained Schools) (England) Regulations 2007 made under section 18 of the EIA provide that those bringing forward statutory proposals to expand a school must consult with interested parties and in doing so must have regard to the Secretary of State guidance. The authority must also have due regard to that guidance when considering or determining proposals and making decisions on matters of implementation. The guidance is attached at Appendix 19 to this report.
- 7.6 Paragraph 31 of Schedule 5 to the Regulations states that in determining proposals to which the Schedule applies the local authority may -
- (a) reject the proposals;
  - (b) approve the proposals without modification
  - (c) approve the proposals with such modification as the authority think desirable before approving any proposals with modifications the authority must consult the governing body
- 7.7 Where proposals are approved by the authority (whether with or without modifications) the approval may be conditional on the occurrence of an event prescribed in paragraph 38. Such specified events, cited in the regulations, include, as relevant, the grant of planning permission. If the approval is expressed to take effect only if a specified event occurs then the event must occur by the date specified in the approval.
- 7.8 Under paragraph 39 proposals may be withdrawn by the local authority which published the proposals provided that
- (a) such proposals are withdrawn before any determination is made, and
  - (c) written notices are placed at the main entrance to the school or, if there is more than one main entrance, all of them
- 7.9 Paragraph 40 states that with regard to the implementation of proposals they must be implemented in the form in which they were approved.
- 7.10 Paragraph 41 provides for revocation of proposals after approval on the basis that the local authority is satisfied that
- (a) implementation of the proposals would be unreasonably difficult; or
  - (b) circumstances have so altered since the approval was given that implementation would be inappropriate.
- 7.11 The paragraph also sets out the procedure for effecting revocation including what the revocation proposals must contain and how they should be published. Under this paragraph the authority may therefore determine that the duty to implement ceases to apply to the proposals.

- 7.12 The Department for Children, Schools and Families (now the Department for Education) Guidance Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form A Guide for Local Authorities and Governing Bodies, attached at Appendix 19 to this report, contains both statutory and non statutory guidance for those considering publishing proposals to expand a school under section 19 of the EIA 2006, those deciding proposals and also in relation to information for those affected by proposals for the expansion of a school.
- 7.13 Paragraph 21 of the guidance states that where proposals require capital resources for their implementation the funding for the proposals should be in place when the proposals are decided.
- 7.14 Paragraph 2.6 states that there is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses and further states that the implementation date for the proposals should be within 3 years of their publication.
- 7.15 Paragraph 4.3 of the guidance states that if the LA fail to decide proposals within 2 months of the end of the representation period the LA must forward the proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They must forward the proposals within one week from the end of the 2 month period.
- 7.16 Paragraph 4.7 of the guidance sets out four key principles which the authority should consider before judging the respective factors and merits of the proposal that the information is complete, that the notices comply with the statutory requirements, that the statutory consultation was carried out and whether the proposals are related to other published proposals. Attention is drawn to paragraphs 4.17 to 4.24 which provide guidance in relation to the effect on standards and school improvement, 4.27 in relation to equal opportunity issues, 4.28 to 4.36 the need for places, 4.57 to 4.65 funding and land and 4.66 to 4.67 special educational needs. Attention is also drawn to paragraph 4.77 which states that all decisions must give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision. Appeals against the decision made by the authority may be made to the Schools Adjudicator. Any decision that Members take is liable to challenge by way of Judicial review

Due consideration must be given to responses received as a result of the consultation before any final decision is reached concerning the proposals outlined. An overview of the consultation is set out in paragraphs 5.25 to 5.55 of the report. Attention is drawn to paragraph 4.73 of the guidance which states 'The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.' Further information in relation to the consultation is provided in the Equality Impact Assessment at Appendix 7.

- 7.17 Due regard must also be had to the authority's public sector equality duty before a final decision is reached taking into account the Equality Impact Assessment attached at Appendix 7. Members are also referred in particular to the summary table at step 7 and the action plan set out at step 8. Details of the public sector equality duty under the Equality Act 2010 and to which the authority must have due regard are set out in Appendix 20 to the report.
- 7.18 Due regard must also be had to the authority's public sector equality duty under section 149 of the Equality Act 2010 before a final decision is reached taking into account the Equality Impact Assessment attached at Appendix 7. S 149 says:-

149 Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—



- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

(2) Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;

(c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

(3) The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

(4) Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to—

- (a) tackle prejudice, and
- (b) promote understanding.

(5) Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.

(6) The relevant protected characteristics are—

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

## **8 Equalities and Community Cohesion Comments**

8.1 Providing local school places to meet local demand helps to contribute towards the development of sustainable communities.

8.2 An Equalities Impact Assessment (EqIA) for Belmont Infant and Belmont Junior Schools was carried out as part of the first round of consultation on the possible expansion of the school. This EqIA was updated following the further round of consultation on the expansion that took place between May and June 2012. A copy of the updated EqIA is included at Appendix 7 to this report.

- 8.3 Consideration of the ward profile data for West Green ward indicates that residents of Asian, Black, and White Other ethnicities, and Hindu and Muslim residents, are overrepresented compared to the overall Haringey profile, and hence would particularly benefit from the creation of additional school places in the local area.
- 8.4 All 16 pupils attending the Vale-Belmont Integration Scheme have a physical disability. 11 pupils attending Belmont Infant & Junior Schools have statements of SEN – this is slightly above the Haringey average (2.6% compared to 1.6%). The overall impact of the proposed expansion will be positive for pupils with disabilities, as the indicative plans include a number of improvements to the school environment – see section 3(a) of the EqIA for details.
- 8.5 The Council will use the detailed planning process used in the development of the Inclusive Learning Campuses to manage the expansion process. This will ensure that all issues that may impact upon pupils with disabilities are identified and addressed, both in relation to managing the potential disruption arising from the building works and ensuring that the completed building work meets the needs of pupils.
- 8.6 When compared to the Haringey school population, Belmont Infant and Junior Schools have a higher proportion of pupils of Asian and Mixed ethnicities. The building works will create some disruption for all students, therefore these students will as a group be disproportionately affected. However, a range of actions are in place to mitigate the potential negative impact of the disruption – see section 3(a) of the EqIA for details.

## **9 Policy Implication**

- 9.1 The proposed expansions of Belmont Infant School and Belmont Junior School have been recommended following careful consideration of all material factors including the overall need for additional school places in the borough, the areas of the borough where that need is evident, the most effective way to increase the number of school places that we currently have, and an assessment of the schools that have the management and performance to carry an expansion forward successfully and representations in the consultation and objection procedures.. By providing additional places at these schools that we project will be required 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. This underpins the Council's Children and Young People's 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)

## **10 Use of Appendices**

**Appendix 1** Belmont Design Options

**Appendix 2** On time applications to Haringey for the last two years (set against overall PAN)

**Appendix 3** ONS birth data for Haringey by ward and planning area

**Appendix 4** Waiting List Numbers for Reception 2012 intake

**Appendix 5** Preferences for Haringey Schools

**Appendix 6** Key Stage 1 and Key Stage 2 results

**Appendix 7** EqIA for Belmont Infant and Belmont Junior schools

**Appendix 8** Belmont Junior School Mobility analysis

**Appendix 9** Summary of consultation held 12<sup>th</sup> September to 2<sup>nd</sup> November 2011

**Appendix 10** Minutes Public Consultation Meetings held on 21<sup>st</sup> September 2011

**Appendix 11** Summary of consultation held 9<sup>th</sup> January to 6<sup>th</sup> February 2012

**Appendix 12** Questions and Answers for Public Meeting 17<sup>th</sup> January 2012

**Appendix 13** Statutory Notices for Belmont Infant School and Belmont Junior School

**Appendix 14** Consultation documentation distributed during the May-June

**Appendix 15** Background information on school roll projections

**Appendix 16** Questions and comments from the consultation board 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Appendix 17** Summary of consultation responses received 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Appendix 18** GLA Projected Rolls

**Appendix 19** Expanding a mainstreamed school by enlargement or adding a sixth form

**Appendix 20** The Public Sector Equality Duty

**Appendix 21** Draft Communication Plan

**Appendix 22** – Summary of comments received from governing bodies of The Vale and Belmont Infant School, with Council response

**Appendix 23** Complete proposals for Belmont Infant and Junior Schools

**11 Local Government (Access to Information) Act 1985**

- 11.1 Previous School Place Planning Reports, School PLASC returns, GLA birth data and school roll data and projections, ONS birth data.

Appendix 7 – Equalities Impact Assessment for Belmont Infant School and Belmont Junior School

**HARINGEY COUNCIL**

**EQUALITY IMPACT ASSESSMENT FORM**



**Service:** Admissions and School Organisation

**Directorate:** Children & Young People's Service

**Title of Proposal:** Shaping the future of Belmont Infant and Junior Schools - Consultation on a possible school expansion

**Lead Officer (author of the proposal):** Jenny Duxbury

**Names of other Officers involved:** Eveleen Riordan; Carlene Liverpool; Jen Johnson; Tom Fletcher; Arleen Brown

**Step 1 - Identify the aims of the policy, service or function**

*State what effects the proposal is intended to achieve and who will benefit from it.*

*NOTE: This Equality Impact Assessment was originally completed in December 2011 following the completion of the first period of public consultation on the proposed expansion of Belmont Infant & Junior Schools. It has now been updated following the completion of the statutory four week representation period that ended on 1<sup>st</sup> June 2012 (see timeline on page 3).*

Belmont Infant and Junior Schools are located on Rusper Road N22. The Infant School (ages 4-7) currently takes 56 pupils into its two reception classes in September each year. At the Junior School (ages 8 – 11) there are 60 pupils in each year, again spread across two classes. Across the two schools, 16 places are available for pupils on roll at the Vale Special School, under the Vale-Belmont Integration Scheme (more information about this arrangement is provided on page 3 below). The proposal being put forward is to create additional school places in West Green Ward by expanding Belmont Infant and Junior Schools from their current 2 forms of entry to 3 forms of entry.

If the proposal to expand Belmont Infant and Junior Schools to 3 forms of entry is implemented, the first 3 form reception entry at Belmont Infant School would start in September 2013, offering 84 places. Belmont Junior School would also, in time, expand to accommodate the 3 forms of entry coming up from the Infant School. The first year group of 90 children would enter the Junior School in 2016 as they move from Year 2 to Year 3. The schools would eventually provide for 612 Reception to year 6 children by 2019.

Before we create more places, the local authority must ensure that:

- There is a demand for additional places in the local community
- The change can be made in a way that maintains and enhances educational standards at all schools affected by the outcome.
- The proposals makes the best use of the resources available, and:

- There is well-established and successful leadership and management at the school that we are expanding

All of the schools within West Green ward and the adjoining Bruce Grove ward are popular, successful and oversubscribed schools, with Belmont being the most popular. In 2010/11 the total percentage of unfilled places at reception level for all schools across these two wards was 1.7% with only 4 reception places vacant out of a possible 236 places. We know that if we do not provide additional places in the local area we are likely to run out of places to offer to all of those children who need one. Also, having so few spare reception places is likely to mean fewer parents will be offered a place at their preferred local school. On 18 April 2012 ('offer day' for primary places) a total of 239 families had listed Belmont Infant School as one of their preferred schools. Of these 239, 110 families had put Belmont Infant School as their first place preference – the school they would most like to go to.

Across the borough there are almost no vacant reception places and our birth data tells us that the demand for places is going continue to increase, a pattern that we have seen for several years. We have a statutory duty to provide sufficient school places for every child of school age who lives in the borough. The annual School Place Planning Report, available to view at [www.haringey.gov.uk/schoolplaceplanning](http://www.haringey.gov.uk/schoolplaceplanning), provides more detail on the way that we plan to ensure that there are enough school places to meet demand. The report also sets out those areas of the borough where we know that we are likely to run out of school places if we do not increase the number of places that we have.

When thinking about how best to provide additional school places in the borough, the local authority considers a number of factors including:

- The current number of spare places in the local area
- The demand for places in the school and for other schools in the local area
- The location of the school and the physical capacity on site to expand
- The performance of the school and the ability of the school to cope with an expansion

When considered against the above, Belmont Infant and Junior Schools were identified as schools where it was considered that the strong leadership of the schools could manage the expansion while still maintaining the schools' high standards, and where there is an identified demand in the local area for additional school places. By expanding Belmont Infant and Junior Schools we would be meeting our duty to ensure that a school expansion will contribute to raising standards of provision.

The table below sets out the timeline for the proposed expansion. Following the initial consultation, Cabinet agreed to proceed to stage 2. Statutory notices were published in accordance with section 19(1) of the Education and Inspections Act 2006 outlining the Council's intention to make a prescribed alteration to Belmont Infant and Junior Schools from 01 September 2013. Following the publication of the statutory notice, a four week representation period was undertaken 9 January – 6 February.

Feedback from both of those consultations was very clear: the school community was strongly opposed to the expansion of either of the schools. To respond to concerns, the council's Cabinet agreed in March 2012 to withdraw the statutory notices and carry out further consultation with the schools and their communities, and to provide more information about how the expansions might be delivered, as requested by stakeholders during the consultation.

On 4 May 2012 the Council issued two further statutory notices setting out the intention to expand Belmont Infant School and Belmont Junior School. These notices marked the start of a further 4 week representation period to seek the views of parents, carers, staff, governors and other members of the wider community. This period ended on 1 June and this EqlA has been updated to reflect the consultation responses received. The final decision will be taken by the Cabinet.

Statutory Stage	Description	Date
1	Start of consultation	12 September 2011
	Public meetings	20 September 2011 from 3.30 – 4.30pm and repeated between 6 – 7pm
	End of consultation	2 November 2011
	Cabinet decides whether to proceed and publish statutory notices	20 December 2011
2	The publication of a statutory notice setting out the final proposal	January 2012
3	Representation – a further four week opportunity to express views on the proposals.	January – February 2012
4	Decision – the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information. This stage has to be completed within two months of the representation period finishing. The decision was taken to withdraw the statutory notices and carry out a further representation period, and to provide more information about how the expansions might be delivered.	March 2012
2	The reissuing of publication of a statutory notice setting out the final proposal	May 2012
3	Representation – a further four week opportunity to express views on the proposals.	May-June 2012
4	Decision - the Council's Cabinet make a decision on whether the expansion should go ahead, having considered all of the relevant information	July 2012
5	If determined upon, implementation – the schools expand	September 2013

### The Vale

The Vale Special School caters for pupils with physical disabilities, some of whom have additional medical and/or learning needs. One of its two primary sites is co-located at Belmont Infant and Junior Schools. Overall there are 16 primary aged Vale pupils at Belmont Infants and Belmont Junior schools, where they are included full-time. This is usually arranged with eight children in each Key Stage and on average there are not more than two Vale children in a class. Admissions are co-ordinated by Haringey SEN Panel. It is possible for more than 16 pupils to be admitted however this happens very rarely and has to be agreed by all parties – the school, SEN panel, and the pupil's parents/carers.

Vale pupils attending Belmont require some specialist facilities and adaptations, and with varying levels of support, equipment and curriculum modifications, are full members of the school communities. Members of the Vale Inclusion Team provide teaching input and liaise with therapists and external agencies to provide the necessary conditions and support, which enables these pupils to benefit from a mainstream environment. Belmont has been adapted in order to make the site fully wheelchair accessible with ramps, a lift and disabled toilets.

## Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at presently, 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. 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 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

[http://harinet.haringey.gov.uk/index/news\\_and\\_events/fact\\_file/statistics/census\\_statistics.htm](http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm)

**2 a) 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?**
- **appear to be receiving differential outcomes in comparison to other groups?**

Those who may be affected by or have an interest in the proposal to expand Belmont Infant and Junior schools can be considered as two groups: the children who are currently attending the schools (including those attending the Vale-Belmont Integration Scheme) and their families, and the wider local population (including prospective pupils and their families, and other local residents). This section will use school census data to consider the profile of the school populations, and data relating to West Green ward to give an indication of the profile of the local population.

The school census data is from January 2011. It is noted that although the school census provides the most up to date profile of the school population, many of these pupils will have left by the date of the proposed school expansion. Ward data is mostly from the January 2001 census, though in the case of age and gender more recent (2011) GLA population projections are used.

For the purposes of this EqIA, the profiles of Belmont Infant and Junior School will be combined to produce a profile of children from ages 3-11. Details of pupils attending the Vale-Belmont Integration Scheme are included separately.

### Age

#### School Profile

The data below shows that the age profile of Belmont Infant and Junior Schools is broadly representative of the wider Haringey Primary School population.

Age Category	Belmont Infant and Junior	Haringey School Population
	%	%
2	0.0%	1.4%
3	12.1%	10.7%
4	13.8%	13.2%

5	13.1%	13.2%
6	13.3%	13.3%
7	12.6%	12.8%
8	12.1%	12.0%
9	10.7%	11.6%
10	12.4%	11.7%
<b>Grand Total</b>	<b>100.0%</b>	<b>100.0%</b>

The table below shows the ages of pupils attending the Vale-Belmont Integration Scheme.

Age	Number at Vale-Belmont	% at Vale-Belmont	Haringey School Population
4	1	6.3%	13.20%
5	0	0.0%	13.20%
6	5	31.3%	13.30%
7	2	12.5%	12.80%
8	2	12.5%	12.00%
9	3	18.8%	11.60%
10	3	18.8%	11.70%

#### Ward Profile

The 0-19 ward population is slightly over represented when compared to the wider 0-19 population (27.0% as compared with 24.1%) and the 20-39 population is slightly under-represented when compared to the wider profile (39.1% compared to 41.8%).

Age Group	West Green Ward	Haringey Total
<b>0-4</b>	8.3%	8.0%
<b>5-9</b>	7.2%	6.1%
<b>10-14</b>	6.0%	5.2%
<b>15-19</b>	5.6%	4.8%
<b>20-24</b>	8.5%	8.6%
<b>25-29</b>	12.0%	12.9%
<b>30-34</b>	10.7%	11.4%
<b>35-39</b>	7.9%	8.9%
<b>40-44</b>	6.6%	7.3%
<b>45-49</b>	6.2%	6.3%
<b>50-54</b>	4.9%	4.8%
<b>55-59</b>	3.9%	3.7%
<b>60-64</b>	3.2%	3.3%
<b>65-69</b>	2.7%	2.5%
<b>70-74</b>	2.8%	2.2%
<b>75-79</b>	1.8%	1.8%
<b>80-84</b>	1.0%	1.2%
<b>85-89</b>	0.4%	0.7%
<b>90+</b>	0.4%	0.4%

*Ward and borough population by age (GLA 2011 Round SHLAA Ward Population Projections)*



## Disability

### School Profile

As of 2011, the Schools Census now includes the facility for schools to submit data on disability, but not all schools are as yet doing so. More complete data is available on Special Education Needs (SEN). Whilst these are not interchangeable terms it should be assumed that children with SEN have a disability for the purposes of the public sector equality duty.

The proportion of pupils at Belmont Infant and Junior School with identified SEN is broadly in line with the Haringey school population overall (23.3% compared to 22.2%). Within this, fewer pupils are at School Action (the lowest level of identified need) and more are at School Action Plus relative to Haringey overall. 11 pupils have Statements of SEN – these are the pupils with the highest level of need. This comprises 2.6% of the school population, slightly in excess of the Haringey figure of 1.6%.

SEN Status	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
No identified SEN	329	76.7%	17557	77.8%
School Action	40	9.3%	2955	13.1%
School Action Plus	49	11.4%	1688	7.5%
Statement of SEN	11	2.6%	371	1.6%
<b>Grand Total</b>	<b>429</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

The 11 children with statements are all on roll at Belmont Junior School (none attend the Infant School). Of these, there are four with a diagnosis of autism, one with behaviour, emotional and social difficulties, four with moderate learning difficulties, one with speech, language and communication difficulties and one with a visual impairment.

All 16 children attending the Vale Inclusion Scheme at Belmont have statements of SEN. They all have physical difficulties and one pupil also has a diagnosis of autism.

No Ward level data for Disability is available.

## Ethnicity

### School Profile

The data shows that a higher proportion of children attending Belmont are of Asian and Mixed ethnicities compared to the wider Haringey School population (18% compared to 6% and 18% compared to 10% respectively). In contrast to this, children of Black ethnicities are under represented compared to the wider Haringey school profile (12% compared to 30%). The proportion of children of White UK, White Other, and Other ethnicities is broadly in line with the overall Haringey profile.

Ethnicity Haringey Groupings	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
Asian Bangladeshi	30	7.0%	632	2.8%
Asian Indian	19	4.4%	249	1.1%
Asian Other	5	1.2%	349	1.5%
Asian Pakistani	23	5.4%	211	0.9%

Asian TOTAL	77	17.9%	1441	6.4%
Black Caribbean	25	5.8%	2419	10.7%
Black Other	4	0.9%	377	1.7%
Black African	5	1.2%	1120	5.0%
Black Congolese	3	0.7%	437	1.9%
Black Ghanaian	2	0.5%	819	3.6%
Black Nigerian	1	0.2%	523	2.3%
Black Somali	10	2.3%	1073	4.8%
<b>Black TOTAL</b>	<b>50</b>	<b>11.7%</b>	<b>6768</b>	<b>30.0%</b>
Mixed Other	41	9.6%	841	3.7%
Mixed White African	11	2.6%	298	1.3%
Mixed White Asian	10	2.3%	331	1.5%
Mixed White Caribbean	16	3.7%	714	3.2%
<b>Mixed TOTAL</b>	<b>78</b>	<b>18.2%</b>	<b>2184</b>	<b>9.7%</b>
Other	8	1.9%	620	2.7%
Other Kurdish	12	2.8%	402	1.8%
Other Latin American	2	0.5%	353	1.6%
Other Vietnamese	3	0.7%	119	0.5%
Other Chinese	9	2.1%	188	0.8%
<b>Other TOTAL</b>	<b>34</b>	<b>7.9%</b>	<b>1682</b>	<b>7.5%</b>
White British	71	16.6%	4377	19.4%
<b>White TOTAL</b>	<b>71</b>	<b>16.6%</b>	<b>4377</b>	<b>19.4%</b>
White Albanian	2	0.5%	249	1.1%
White Greek Cypriot	0	0.0%	109	0.5%
White Gypsy/Roma	0	0.0%	165	0.7%
White Irish	4	0.9%	251	1.1%
White Irish Traveller	1	0.2%	67	0.3%
White Kosovan	6	1.4%	226	1.0%
White Other	69	16.1%	2592	11.5%
White Turkish	22	5.1%	1626	7.2%
White Turkish Cypriot	9	2.1%	107	0.5%
<b>White Other TOTAL</b>	<b>113</b>	<b>26.3%</b>	<b>5392</b>	<b>23.9%</b>
Refused/Not obtained	6	1.4%	727	3.2%
<b>Grand Total</b>	<b>429</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

*School population by ethnicity (Jan 2011)*

The table below sets out the ethnicity profile of the 16 pupils attending the Vale-Belmont Integration Scheme. Overall Haringey school population figures are included for reference however given the small number of pupils it is not possible to draw conclusions about over or under representation of particular groups.

Ethnicity of pupils attending Vale-Belmont Integration Scheme

Ethnicity	Number at Vale-Belmont	% at Vale-Belmont	Haringey School Population
Black - Somali	1	6.3%	4.8%

Black Caribbean	4	25.0%	10.7%
Other Black	1	6.3%	1.7%
Gypsy / Roma	1	6.3%	0.7%
Traveller of Irish Heritage	1	6.3%	0.3%
White British	1	6.3%	19.4%
White Other	2	12.5%	11.5%
Turkish	3	18.8%	7.2%
White and Black Caribbean	1	6.3%	3.2%
Bangladeshi	1	6.3%	2.8%

### Ward Profile

Ward-level data shows a small overrepresentation of Asian residents in West Green ward (8.7% of the community, compared to 6.7% across Haringey). Residents of Black ethnicities are over represented when compared with the wider Borough profile (25.3% compared to 20%), as are residents of White Other ethnicities (25.1% compared to 20.4%). The profile shows that White British ethnicities are under represented when compared to the wider profile (32.3% relative to 45.3%) and the Mixed ethnicity and Other Ethnic groups are in line with the wider Haringey profile (4.4% compared to 4.6%). This data is taken from the 2001 Census as more up to date population projections are not available for Ethnicity. Given this, it is important to note that it is not appropriate to directly compare this data with the school profile above.

<b>Ethnic Group</b>	<b>Ethnicity</b>	<b>West Green Ward %</b>	<b>Haringey Population %</b>
<b>Asian</b>	<b>Indian</b>	3.8	2.9
	<b>Pakistani</b>	1.0	1.0
	<b>Bangladeshi</b>	2.1	1.4
	<b>Other Asian</b>	1.9	1.6
<b>Asian Total</b>		<b>8.7</b>	<b>6.7</b>
<b>Black or Black British</b>	<b>Caribbean</b>	9.1	9.5
	<b>African</b>	14.7	9.2
	<b>Other Black</b>	1.4	1.4
<b>Black Total</b>		<b>25.3</b>	<b>20.0</b>
<b>Mixed</b>	<b>White and Black Caribbean</b>	1.3	1.5
	<b>White and Black African</b>	0.9	0.7
	<b>White and Asian</b>	0.9	1.1
	<b>Other Mixed</b>	1.3	1.3
<b>Mixed Total</b>		<b>4.4</b>	<b>4.6</b>
<b>Other ethnic group</b>		<b>4.4</b>	<b>3.1</b>
<b>White British</b>		<b>32.2</b>	<b>45.3</b>
<b>White Other</b>		<b>25.1</b>	<b>20.4</b>

*Ward and borough population by ethnicity (2001 census)*

### **Gender**

### School profile

The data below shows the school profile is proportionate to the wider Haringey School Population.

Sex	Belmont Infant and Junior		Haringey School Population	
	No.	%	No.	%
Female	205	47.8%	10925	48.4%
Male	224	52.2%	11646	51.6%
<b>Grand Total</b>	<b>429</b>	<b>100.0%</b>	<b>22571</b>	<b>100.0%</b>

*School population by gender (Jan 2011)*

Of the 16 Vale pupils attending Belmont, 9 are female and 7 are male.

### Ward Profile

The Ward gender profile is based on the 2011 population projections and shows that the West Green ward population is representative of the wider Borough profile in terms of gender.

Sex	West Green	West Green %	Haringey Population	Haringey Population %
Female	6733	51.3%	123668	51.7%
Male	6386	48.7%	115488	48.3%
<b>Grand Total</b>	<b>13119</b>		<b>239156</b>	

### **Religion or Belief**

Religion or Belief is not recorded as part of the Pupil Level Annual Census and therefore data on the representation within the school population is not available.

2001 Census data shows that most groups in West Green Ward are proportional to the wider Haringey profile. People of Hindu and Muslim faiths are slightly over represented (3.1% compared to 2.1% and 16.3% compared to 11.3%). People of Jewish faith are under represented (0.3% compared to 2.6%) as are people of no religion (15.5% compared to 20.0%).

Religious Group	West Green %	Haringey Population %
Christian	50.0	50.1
Buddhist	1.4	1.1
Hindu	3.1	2.1
Jewish	0.3	2.6
Muslim	16.3	11.3
Sikh	0.4	0.3
Other religions	0.5	0.5
No religion	15.5	20.0
Religion not stated	12.6	12.1

### **Other equalities strands**

Data was not available (or not applicable) at School or Ward level for the following equality strands and assessment of impact on these service user groups is not therefore possible:

- Gender Reassignment
- Sexual Orientation
- Maternity & Pregnancy
- Marriage and Civil Partnership

**In summary:**

- when compared to the Haringey school population, Belmont has a higher proportion of pupils of Asian and Mixed ethnicities, and children with statements of SEN
- All 16 pupils attending the Vale-Belmont Integration Scheme have a physical disability.
- when compared to the Haringey borough profile, West Green ward has a higher proportion of residents of Asian, Black, and White Other ethnicities, and of Hindu and Muslim residents.

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

Factors that determine the equalities profile of a local population could include things such as property prices, the type of housing available, local amenities, employment opportunities, and historical connections of groups to particular areas. The equalities strands also impact on each other – for example, the number of children people have (which affects the age profile of an area) varies by ethnicity<sup>4</sup>.

The population of primary schools is determined by the application of Haringey's School Admissions Criteria (see box below) 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. In any locality there will be a number of nearby primary schools – there are 3 within West Green ward, and a further 3 just outside its borders. The equalities profile of the school will therefore be influenced, but not wholly determined, by the make-up of the local area. It is also worth noting that faith schools will obviously have many more pupils of a particular religion, and that special schools will have many more pupils with disabilities, as is the case with the Vale.

**Haringey School Admissions Criteria**

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 2012. 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 Determined Admission Criteria vary slightly according to the type of provision (nursery, primary, secondary etc) they apply to. However the main principles 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

<sup>4</sup> See Table 3 Family type and average family size, by ethnic group of head of family unit, found on page 22 of 'Ethnicity & Family', a report published by the Equality & Human Rights Commission – available at: [http://www.equalityhumanrights.com/uploaded\\_files/raceinbritain/ethnicity\\_and\\_family\\_report.pdf](http://www.equalityhumanrights.com/uploaded_files/raceinbritain/ethnicity_and_family_report.pdf)

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.

These are the admission arrangements for entry to school in 2012. Please note that Criterion 1 has been determined for 2013 to meet our duty to prioritise previously looked after children.

### Step 3 - Assessment of Impact

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 existing barriers and what actions you will take to address any potential negative effects.

#### 3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)

Increase barriers?	Reduce barriers? <input checked="" type="checkbox"/>	No change?
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#### Comment

##### (I) Creation of additional school places

The creation of additional school places at Belmont Infant and Junior schools would contribute to ensuring that the council provides enough school places to meet demand, and enable more pupils to access outstanding provision. It is likely to mean that more parents/carers are offered a place at their preferred local school, and to reduce the likelihood of children having to travel longer distances to attend school.

Consideration of the ward profile data for West Green ward indicates that residents of Asian, Black, and White Other ethnicities, and Hindu and Muslim residents, are overrepresented compared to the overall Haringey profile, and hence would particularly benefit from the creation of additional school places in the local area.

##### (II) Pupils with disabilities

#### Impact of the building work

Building works will bring a level of disruption to all pupils on site, including those with disabilities and additional needs on roll at Belmont Infant and Junior Schools and at the Vale. Without mitigation the effect of building works could be negative effect on all pupils, including those with disabilities.

Before any building work is undertaken there will be a very detailed plan drawn up with the schools which will be closely monitored during the entirety of the work. The type of communication can be evidenced in the draft communications plan to be found at appendix 21 to the Cabinet report of 19 July 2012. The Equalities Impact Assessment will be reviewed periodically and any necessary actions added to the action plan.

The school would be involved in the contractor selection process. Only contractors who would enhance the children's education by, for example, providing information about the works being undertaken would be used. As part of the design development at Broadwater Farm we arranged for the teaching staff to be taken to see similar schools which had been through the process. This is a dynamic process to assist in highlighting good practice and good construction techniques which can be used to inform the process further.

Specific measures to minimise the potential negative impact of building work include:

- Carefully planning the building work e.g. undertaking the maximum amount of noisy work during the school holidays and outside of school hours (school expansions generally take twice as long as other similar-sized projects because of this consideration)
- Works not being undertaken at all at certain key times such as SATs weeks

- Pupils including disabled pupils and staff understanding in advance exactly what will be happening on each day
- In terms of movement around the school, management plans will look at the flow of pupils including disabled pupils to ensure that where necessary time tables are amended so that at times where corridor space is limited, a reduced number of pupils use the space at any one time.
- There are currently four children with a diagnosis of autism on the roll of Belmont Junior School and one on the roll of the Vale Special School. Children with autism can find change of routine difficult and be sensitive to loud noises. The negative impact of the building works will be mitigated by making sure the children are aware of the project, and have the use of social stories and visual support to prepare them for changes to their building. Noise disruption will be managed by detailed timetabling to ensure that children with autism are not in the area where there is a potential for loud noises during the school day. Parents and carers will also be involved so that they can support their children at home and monitor any anxiety or changes in behaviour. This approach has been used successfully in the building project on the Primary Inclusive Campus at Broadwater Farm which involved 100 children with complex needs including children with autism.

Any changes to the building will take account of the Vale Belmont Integration Scheme and will include detailed planning and consultation with stakeholders to ensure that the school layout continues to provide efficient and full access for children with disabilities. Staff from the Vale and Belmont are experienced in jointly planning building and curriculum access for children with disabilities while maintaining a full curriculum experience for all the children in the school. This work will continue and include efficient use of playground space, use of adapted playground equipment, timetabling and joint training. Belmont Infant and Junior schools have been identified as schools where it is considered that the strong school leadership could manage the expansion while still maintaining high standards. The Council has significant experience in the successful management of building projects, including those involving children with additional needs and disabilities.

The Council will use the detailed planning process used in the development of the Inclusive Learning Campuses to manage the expansion process. These projects involved much larger numbers of children with more complex needs and disabilities. Identified good practice from these projects includes full and regular communication with all stakeholders, detailed project planning, and identifying key issues and risks. The plan was overseen by a steering group comprising senior managers from the Building design and project teams, Head teachers and senior managers, Chairs of Governors, LA Sponsor, Additional Needs and Disabilities Service, Communication team and School Improvement Service.

Work at the Secondary Inclusive Learning Campus comprising Riverside Special School and Woodside High Academy has been completed and the Primary Inclusive Campus comprising the Brook Special School and the Willow mainstream school is nearing completion. The special schools cater for a large number of children and young people with profound and multiple needs, autism, and learning difficulties.

Both these large projects involved building works taking place in the holidays and term time. Detailed planning between all involved ensured that the building works took full account of and adapted to the curricular needs of the whole school. Regular meetings took place between school staff, project managers and Council officers working to a detailed project plan which identified risks, key issues and mitigating actions. The project plan formed the focus of each meeting and amendments were made based on feedback from the steering group. Parents, carers, staff and the wider community were kept informed and involved through regular newsletters and focus meetings.

In addition, the building works were used as a learning opportunity for the children and they were involved in understanding and watching the development of their new building and facilities.



## **Impact following completion of the expansion**

The overall impact of the proposed expansion will be positive for pupils with disabilities, as the indicative plans include a number of improvements to the school environment.

- Proposals 2 and 3 (see appendix 1 to the Cabinet report of 19 July 2012) plan to improve access to the school for all disabled pupils through the installation of a mezzanine walk way / extension of corridor on the first floor of the junior school. This will enable access to the whole floor without the need to go through classrooms and enable access to the lift for the whole of the first floor.
- The new layout will ease circulation and movement around the school for children with disabilities. The classroom layouts will also improve classroom flow, particularly where there are children who require wheel chairs, standing frames or other mobility aids.
- The indicative plans allow for an enhancement for the medical and therapeutic provisions for Vale children
- By better space utilisation and bringing year groups closer together than they are currently we expect to be able to provide more age related and stabilised environments for the children
- At the Infant School, depending on the proposal developed, 4 – 5 of the classes will have equal or better space than at present. The remaining 3 – 4 classrooms already have more than sufficient space in terms of current design guidance.
- We propose to maintain as a minimum and enhance where possible the outdoor play equipment for use for students with disabilities.
- There will also be opportunities to review existing arrangements and consider improvements for movement around the school and playground.

It is very important that the design solution that is selected works for the school, meets the needs of pupils and staff, and caters for the increased number of pupils. The indicative plans include the following measures which will mitigate against any potential negative impact of the expansion:

- The construction of a self contained foundation stage block with its own discrete entrance and play area – this would segregate a number of the pupils thereby decreasing pressure on the corridors.
- How the year 2 pupils are located and access and egress routes to both the classrooms and play space in order to minimise demands on communal areas
- We are aware that the current toilet facilities would be insufficient for a 3 form entry school and additional facilities would be included in any design
- Once the works are complete, some corridors will be wider, allowing greater room for manoeuvre. The increased overall pupil numbers will be carefully managed by school staff to time table movement to ensure that corridors are not over crowded.

### *(III) Children of disproportionately represented ethnicities*

The building works will create some disruption for all students. Therefore students of Asian and Mixed ethnicities, who are disproportionately represented in the student population, will as a group be disproportionately affected. Steps will be taken to minimise disruption as described above.

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

The proposals may affect disabled people and people from certain ethnicities disproportionately because of their numbers in the affected population. Section 3(a) above sets out the steps that will be taken to mitigate any negative impact of the proposals, and details the improvements that will be made to facilities for disabled pupils.

**3 c) 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?**

Please see section 3(a) above for actions to minimise or negate potential adverse impacts of the proposed expansion.

## Step 4 - Consult on the proposal

Consultation is an essential part of 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, ensuring that you cover all the equalities strands. 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.

**4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?**

**(I) Consultation – first stage**

The first period of public consultation ran from 12<sup>th</sup> September to 17<sup>th</sup> October 2011. Consultation documents (with attached questionnaires) were circulated to:

- parents and carers, both at Belmont Infant and Junior schools and at other local schools
- Local MPs
- Adjoining boroughs
- All Head teachers in Haringey
- All Councillors
- Diocesan Boards of Education
- 40 residents associations across the borough

Leaflets were distributed to all local residents and placed in libraries and children's centres. The proposal was publicised in Haringey People, the local press and on the Haringey website. Consultation materials were made available on the Haringey website and two public consultation meetings were held.

There were 127 responses to the consultation, including responses from the Governing Body of the Vale, the Governing Body of Downhills Primary School and the Diocese of London Board for Schools. A petition with 111 signatures was also received. The table below shows the numbers of respondents for and against the proposal.

Response	Belmont Parents	Other respondents	All responses
Objections	68	33	100
Supporters	14	5	19
Neither support nor do not support	2	1	3
Don't know/ didn't express view	0	5	5
<b>Total</b>	<b>83</b>	<b>44</b>	<b>127</b>

The fact that 83 of the 127 respondents came from parents of children currently attending Belmont indicates, as would be expected, that this is the group that is most interested in whether or not the expansion goes ahead. However, it should be noted that the total school population is 426, meaning that the majority of parents and carers did not respond to the consultation.

Overall, 78% of respondents were not in favour of the proposed expansion. Support for the expansion was stronger amongst parents of children currently attending Belmont, with 18% in favour, than amongst other respondents, where 12% were in favour.

The **main points made in objection** to the proposal were:

- Increase in traffic and congestion.
- No concrete plans have been provided.
- Concerns that in current economic climate building works will be under-resourced/financed.
- School functions well because it is small. This will be damaged by the enlargement.
- An expansion will mean a loss of outdoor/green space.
- Noel Park & North Haringay's Published Admission Numbers have been reduced. This undermines the argument for expansion.
- Improve the standards at Noel Park and North Haringay. This will be more cost effective.
- Disruption during construction works (including health and safety implications, and impact on local residents.)
- Impact on quality of the children's education.
- Impact on partnership with The Vale
  - Disruption of building work on children with Special Educational Needs
  - Loss of space and the implications on access/egress & health & safety.
  - Expansion will have a negative impact on inclusion.

The **main points made in favour** were:

- The importance of allowing children school places close to their homes
- That a larger school would allow more children to benefit from an excellent school
- A disagreement with any plans for a free school in the area as it will divide the community and will be disadvantageous for children from poorer backgrounds
- Belmont provides a wonderful ethos based on fairness and diversity and it would be terrible if other young children in the area were not given the opportunity to be part of this.

The responses received from the Governing Body of the Vale, the Governing Body of Downhills Primary School and the Diocese of London Board for Schools are shown in more detail below:

#### **Governing Body of Downhills Primary School:**

- There are no new housing developments planned.
- Any expansion of Belmont would result in a net loss of pupils to Downhills and other neighbouring schools.

- The development of the Free School in the locality and the possible expansion of Belmont could negatively impact the school.
- There is a large site at the rear of the Downhills Primary School which could be developed enabling the school to expand.

### **The Vale Governing Body:**

- During the “feasibility” studies, there was no discussion with Headteacher of Vale or staff representatives about the needs of the Vale students and the potential impact on the partnership prior to the consultation.
- The consultation document did not mention the school as a stakeholder.
- If expansions were to proceed, the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered.
- An expansion would mean building upwards or on play space. Both of these scenarios have an impact on accessibility for the Vale pupils.
- The vale pupils have physical disability affecting mobility and spatial/perceptual awareness. They are either wheelchair users or have walking aids to move independently and require more space than the average mainstream child.
- A smaller playground with more children is potentially dangerous for the Vale pupils.
- Parking facilities are currently not suitable and requires carefully management to ensure safety for all members of the school community. Further pupils will exacerbate the current situation, adding to the existing risks, both within the car park and in the streets outside the school.
- The Vale building includes a demountable class, especially designed to meet the needs of physically disabled pupils, providing access to the mainstream school. Any further construction would need to consider this.
- Levels of funding available for the Inclusive Learning Campus and Rokesly (examples of successful change) are unlikely to be replicated for this proposed expansion and may not be sufficient to generate a positive impact.

### **London Diocese Board for schools:**

- “We would agree this should expand.”

### **(II) Representation period (1)**

Following the initial consultation, Cabinet agreed to proceed to stage 2. Statutory notices were published in accordance with section 19(1) of the Education and Inspections Act 2006 outlining the Councils intention to make a prescribed alteration to Belmont Infant and Junior Schools from 01 September 2013. Following the publication of the statutory notice, a statutory four week representation period was undertaken between 9<sup>th</sup> January – 6<sup>th</sup> February which gave all stakeholders a further opportunity to express views on the proposals.

Feedback from both of these consultations was very clear: the school community was strongly opposed to the expansion of either of the schools. In summary, the grounds of opposition to the proposed expansions raised during the first and second period of consultation included, but were not limited to:

- Disruption to school life and pupils during construction works;
- The impact of a larger school on the quality and standard of the children’s education;
- The unique sense of community that a two form entry school has, and which is evident in both schools, will be lost as part of the expansion;
- There will be a negative impact on surrounding schools as a result of the expansions
- Other schools are being reduced in terms of intake, but it would make economic sense to retain their annual intake number and even increase it;
- An expansion to three forms of entry will mean the loss of the small schools grant and so the school will lose out financially;

- A new school should be built locally to accommodate increasing demand;
- The impact of the expansion on the relationship with The Vale Special School and its pupils has not been fully considered;
- An increase in traffic and congestion in the local area;
- In the current economic climate the building/expansion works will be under resourced/financed;
- Any expansion will mean the loss of outdoor/green space;
- Improving standards at surrounding schools is more cost effective.

### **(III) Representation period (2)**

To respond to concerns, the council's Cabinet agreed in March 2012 to withdraw the statutory notices and carry out further consultation with the schools and their communities on the proposed expansions of the schools, and to provide more information about how the expansions might be delivered. On 4 May 2012 the Council issued two further statutory notices setting out the intention to expand Belmont Infant School and Belmont Junior School. These notices marked the start of the further 4 week consultation period to seek the views of parents, carers, staff, governors and other members of the wider community.

As part of the additional period of statutory consultation, the council prepared some concept drawings indicating how the expansions might take place on both school sites.

- From 10 May, concept drawings were exhibited at both schools during school hours, and also after school hours on 17 May (from 3.30pm to 7pm) to allow access for the wider community and for those parents and carers who can't view them during the school day.
- Council officers were at the Infant School on Thursday 17 May from 2.30pm to 7pm and the Junior School on Friday 18 May from 2pm to 4pm, to answer questions on the indicative drawings.
- The leader of the Council provided a question and answer session at the Infant School on the 17 May and at the Junior school on the 18 May.

38 individuals or families responded to the Belmont Infant & Junior statutory consultation and 3 'others', making a grand total of 41 responses. The 3 others were The Governing Body of Belmont Infant School, The Governing Body of the Vale, and the Belmont Home School Association. One petition objecting to the proposal with 449 signatures was received during the statutory period which ran from 4th May to 1 June.

Of the 38 individuals or families that responded, 37 were in opposition and 1 was in favour.

### **OBJECTIONS**

Overall, the main points from those who objected were:

- The school is already at capacity physically and there is no space to expand into
- Any expansion would create overcrowding
- The £2.2 million proposed budget is insufficient
- The £2.2 million budget is a fraction of what was spent on expansions in the West of the borough
- Plans do not include enlargement of school's internal/shared spaces such as dining hall and corridors
- Threatens the inclusive partnership with The Vale
- Negative impact on standards
- Loss of small schools grant
- Loss of outdoor/play space
- Increase in traffic and congestion
- Detrimental effect on school (e.g. loss of staff, loss of parents and drop in school standards)

- Threatens school cohesion , e.g. loss of whole class assemblies, lunch times are already staggered
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- School functions well because it is small. This will be damaged by the enlargement.
- Disruption during construction works
- Noel Park & North Harringay's Published Admission Numbers have been reduced. This undermines the argument for expansion.
- Bring Noel Park and North Harringay to 3 forms of entry
- Improve the standards of all Haringey primary schools.
- Redevelop the Professional Development Centre for school use
- Strong opposition to this proposal
- Explore other options

### **IN FAVOUR**

Overall, 1 individual expressed support for the proposal and the following main points were made:

- The importance of providing the future generation with school places close to their homes
- Enhance job opportunities, in particular in the building industry
- Provide opportunities for pupils from diverse cultural backgrounds to learn from other children

### **RESPONSES OTHER THAN FROM INDIVIDUALS/FAMILIES**

**Three representations** were received from the following groups: 1) The Governing Body of Belmont Infant School, 2) The Governing Body of the Vale School and 3) the Belmont Home School Association. All were opposed.

#### **The main objections from The Governing Body of Belmont Infant School were:**

- An expansion is likely to jeopardise the success of the school
- It will negatively impact neighbouring schools
- It will detrimentally impact upon Special Educational Needs provision in the borough
- Proposal threatens very success used to justify expansion
- Result in a loss of outdoor play space
- Compromise quality of outdoor provision, central to ethos of school
- Proposal does not include SEN children or nursery children, therefore understating the true numbers of the school
- The current school buildings do not provide sufficient circulation and ancillary space as per BB99 with 2fe. The budget of £2.2 million for both sites is only sufficient for 3 new classrooms and does not provide funds for revision to circulation or ancillary spaces, thus not compliant with BB99
- The expansion is opposed by the Vale Governing Body.
- The Vale students benefit from the small friendly nature of Belmont Infants and the inclusive education
- Any expansion must protect spaces devoted to inclusion
- The Vale students require more space in the playground than mainstream children and overcrowding presents health & safety issues.
- Plans have not taken into account mobility needs of disabled children or nursery aged children
- The council acknowledges (in Cabinet report) that there would be a negative impact on Vale students.
- Failure to have due regard to its duties under s.149 Equality Act 2010
- No shortage of places in PA 12 according to planning data ( GLA 4 year old roll projection for PA12 in the years after 2013 is line with the combined PAN for PA12 schools.)

- Councillors misunderstanding of legislative framework surrounding the formation of new schools – Haringey can invite proposals for new schools, in the event that none are forthcoming, it can seek other proposals, and ultimately, were none forthcoming, it could make proposals itself.
- Uncertainty around whether the council are objecting to new schools because they are likely to be academies and outside of Local Authority control or because of a misunderstanding of the law
- Council should explore other options
- Failure to consider surplus capacity at Noel Park before it became an academy
- Downhills primary school has objected to the expansion citing that an expansion would have a negative effect
- Belmont Junior school currently carries surplus capacity. There is concern that this problem will be exacerbated with a higher Planned Admission Number
- Concerns over school's financial viability if it does not fill at 3 forms of entry
- Potential financial threat from neighbouring academies with space to expand such as Noel Park and Downhills
- Lack of support in the school and in the community for the proposals

### **The main objections from The Governing Body of the Vale School were:**

- The Local Authority needs to understand the special partnership between the Vale and Belmont Infant & Junior Schools taking into account the Special Educational Needs of the pupils from the Vale School, as well as those at Belmont
- The Vale school have not been seen as key stakeholders nor fully consulted with during the different stages of the consultation
- The facilities for the Vale pupils are currently not fit for purpose. Building work due to take place in 2011 remains outstanding
- Consideration should be given for separate spaces for small groups, therapy work and medical intervention
- Additional space can only be created by going up or building on the playground. Both of these scenarios would have a negative impact on accessibility for the Vale children
- Plans show the Vale inclusion room in the Juniors could be relocated upstairs, this presents a health and safety issue especially for wheel chair users in a fire evacuation situation
- The Vale students require more space in and outdoors than mainstream children.
- Opportunities to socialise and mix with mainstream peers in a safe and secure space is essential to the Vale children's well being.
- Access and egress issues must be considered. An increase in pupil numbers would add to the existing risks
- The proposed budget is insufficient
- The main objections from the Belmont Home School Association were:
- Growth of an east west divide in Haringey schools (The £2.2 million budget is a fraction of what was spent on expansions in the West of the borough and does not involve the purchase of land or improvement of facilities)
- School already at capacity
- Any expansion will involve an increase in noise and disruption
- Reception children already find outdoor play noisy and challenging. This will worsen with an expansion.
- Any expansion will create overcrowding and threaten the inclusive ethos of the school
- Negative impact on the Vale pupils
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- Parents, teachers and governing body do not want an expansion
- Make use of the PDC
- Bring North Harringay to 3fe again
- Threat of nearby academies becoming 3fe

- Belmont Infant & Junior schools are victims of the coalition policies
- Explore other options such as building new schools
- School thriving despite being in a deprived area
- Teachers may leave if expansion approved

***4 b) How, in your proposal have you responded to the issues and concerns from consultation?***

The comment at section 3(a) of this document addresses many of the issues and concerns raised through the consultation. Paragraphs 5.34-5.55 of the Cabinet report of 19 July also respond to some specific concerns and the following appendices to that report set out individual responses to comments received.

**Appendix 10** - Minutes Public Consultation Meetings held on 21<sup>st</sup> September 2011

**Appendix 12** - Questions and Answers for Public Meeting 17<sup>th</sup> January 2012

**Appendix 16** – Questions and comments from the consultation board 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Appendix 22** – Summary of comments received from governing body of The Vale and Council response

If the expansions are given approval by the Cabinet, work will begin to develop detailed designs for the proposed expansion. The leadership teams and governing bodies of Belmont Infant and Junior schools and the Vale will be key to this process, and there will also be opportunities for pupils, parents and carers, and other stakeholders to get involved (see section 3(a) above). Once designs have been completed, they will be submitted in a planning application. The application will be subject to the normal planning process, which includes a period of public consultation. A further report will also be submitted to Cabinet to agree the award of contract.

***4 c) 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?***

Updates on the expansions consultation have been communicated via the Council's expansions consultation website, in addition to newsletters, face to face consultation meetings and the publication of statutory notices in local newspapers and at the school entrances.

Please see documents referred to in 4(b) above for details of proposed actions to address concerns raised.

## **Step 5 - Addressing Training**

The 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.

***Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?***

Should the proposed expansions go ahead, we will work closely with the head teachers and governors at Belmont Infant and Junior schools and at the Vale to support the schools through the expansion process.

## **Step 6 - Monitoring Arrangements**



If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the 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 Equalities Team.

***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?***

Should the proposed expansions go ahead, the Council will use the detailed planning process used in the development of the Inclusive Learning Campuses to manage the expansion process (as set out in section 3(a) of this EqIA).

School governing bodies have general responsibility for the conduct of the school with view to promoting high standards of educational achievement. The governing bodies of Belmont Infant and Junior schools and the Vale will continue to monitor this through their usual procedures throughout the process of the expansions and beyond, and this will provide a further means of identifying and addressing issues arising from the expansion. Further monitoring of school performance is carried out by Ofsted (through its inspection regime) and the council's school standards service.

Monitoring the subsequent impact on demand/supply of school places is the responsibility of the Head of Admissions & School Organisation.

▪ ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***

Key indicators for the expansion are whether the project is on schedule and within budget – milestones and RAG status indicators are used to show this.

For demand and supply of school places the relevant information considered is the numbers of applications for school places and numbers of unfilled places, both within certain schools or areas and across the borough as a whole.

Data/information relating to school performance such as key stage results, attendance, exclusions and inspection reports will also be monitored, as they are presently.

▪ ***Are there monitoring procedures already in place which will generate this information?***

Yes – all of the monitoring referred to above forms part of the 'business as usual' of the respective services, with the exception of the steering group that is yet to be established.

▪ ***Where will this information be reported and how often?***

The frequency of meetings of the steering group that will be set up to oversee the expansion will be determined in discussion with all participants.

Highlight reports on construction projects are produced monthly and reported to the Primary Capital Board. Information on supply/demand for school places is produced annually for the school place planning report which goes to the council's cabinet – this information also goes

into the annual School Admissions Return to the DfE. Attendance data is produced on a termly basis; key stage results are annual.

## Step 7 - Summarise impacts identified

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
Children attending Belmont and the Vale are aged 3-10 however parents/carers and local residents of various ages may be impacted	<p>16 children with disabilities attending Vale Inclusion Scheme. 11 pupils attending Belmont Junior have statements of SEN, slightly in excess of the Haringey average.</p> <p>Beneficial impacts: improved facilities</p> <p>Negative impact: Some disruption from expansion which will be mitigated against</p>	<p>Belmont has a higher proportion of pupils of Asian and Mixed ethnicities than Haringey primary schools overall. Accordingly students of these ethnicities will be disproportionately impacted by the disruption of expansion.</p> <p>West Green ward has a higher proportion of residents of Asian, Black, and White Other ethnicities. Accordingly these groups will particularly benefit from the increase provision of school places in the local area.</p>	No issues identified	No data for school available. West Green ward has a higher proportion of Hindu and Muslim residents compared to Haringey overall. Accordingly these groups will particularly benefit from the increase provision of school places in the local area.	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified	Data not available; no issues identified

## Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

\*\* Please see timetable in section 1 for details of the next stages of the consultation and decision-making process that runs through to July 2012.

Issue	Action required	Lead person	Timescale	Resource implications
Need for oversight of process and forum where issues can be raised and addressed	Establish steering group comprised of key stakeholders to oversee process of expansion	Head of Admissions & School Organisation	September 2012	Officer time
Need to ensure all stakeholders are informed of progress and have opportunity to contribute	Compile communications plan	Head of Admissions & School Organisation in consultation with steering group	October 2012	Officer time
Need to ensure that all issues raised in relation to the expansion are addressed	Compile project plan to capture all issues and feed into plans for expansion work	Steering group	October 2012	Officer time
Need to ensure that equalities issues continue to be picked up and addressed	Review EqIA and action plan periodically	Steering group	Ongoing	Officer time
Need to progress plans for the expansion	Capital Programme Team to develop plans for expansion work, taking full account of the points raised through all periods	Capital Programme Team	July 2012 – November 2012	Cost of expansion (see Cabinet report)

<b>Issue</b>	<b>Action required</b>	<b>Lead person</b>	<b>Timescale</b>	<b>Resource implications</b>
	of public consultation and working in consultation with steering group			
Need to obtain planning and building regulations approval	Planning and building regulations approval sought – including further period of consultation (planning app submitted)	Capital Programme Team	October 2012	Cost of expansion (see Cabinet report)
Need to obtain planning and building regulations approval	Planning and building regulations approval sought – including further period of consultation (planning app approved)	Capital Programme Team	December 2012	Cost of expansion (see Cabinet report)
Need to appoint builders	Builders appointed (contractor appointed)	Capital Programme Team	February 2013	Cost of expansion (see Cabinet report)
Need to complete expansion	Implementation – the school expands (accommodation available for first cohort of the expanded schools)	Capital Programme team	September 2013	Cost of expansion (see Cabinet report)
Need to complete expansion	Full expansion completed	Capital Programme Team	September 2014	Cost of expansion (see Cabinet report)

**Step 9 - Publication and sign off**

*There is a legal duty to publish the results of impact assessments. The reason is 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.*

*When and where do you intend to publish the results of your assessment, and in what formats?*

**Assessed by (Author of the proposal):**

Name: Jenny Duxbury

Designation: Head of Admissions & School Organisation

Signature:



Date: 13/07/12

**Quality checked by (Equality Team):**

Name:

Designation:

Signature:

Date: 13/07/12

**Sign off by Directorate Management Team:**

Name: Jan Doust

Designation: Deputy Director, Prevention & Early Intervention



Signature:

Date: 13/07/12

## **Supporting Appendices to 19 July 2012 Cabinet report on the proposed expansions of Belmont Infant School and Belmont Junior School**

**Appendix 1** - Belmont Design Options

**Appendix 2** - On time applications to Haringey for the last two years (set against overall PAN)

**Appendix 3** - ONS birth data for Haringey by ward

**Appendix 4** - Waiting List Numbers for Reception 2012 intake

**Appendix 5** - Preferences for Haringey Schools

**Appendix 6** - Key Stage 1 and Key Stage 2 results

**Appendix 7** – EqIA for Belmont Infant and Belmont Junior schools (Attached to the Cabinet report)

**Appendix 8** – Belmont Junior School Mobility analysis

**Appendix 9** – Summary of consultation held 12<sup>th</sup> September to 2<sup>nd</sup> November 2011

**Appendix 10** - Minutes Public Consultation Meetings held on 21<sup>st</sup> September 2011

**Appendix 11** - Summary of consultation held 9<sup>th</sup> January to 6<sup>th</sup> February 2012

**Appendix 12** - Questions and Answers for Public Meeting 17<sup>th</sup> January 2012

**Appendix 13** – Statutory Notices for Belmont Infant School and Belmont Junior School

**Appendix 14**– Consultation documentation distributed during the May-June consultation

**Appendix 15** – Background information on school roll projections

**Appendix 16** – Questions and comments from the consultation board 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Appendix 17** – Summary of consultation responses received 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Appendix 18** – GLA Projected Rolls

**Appendix 19** - Expanding a mainstreamed school by enlargement or adding a sixth form

**Appendix 20** – The Public Sector Equality Duty

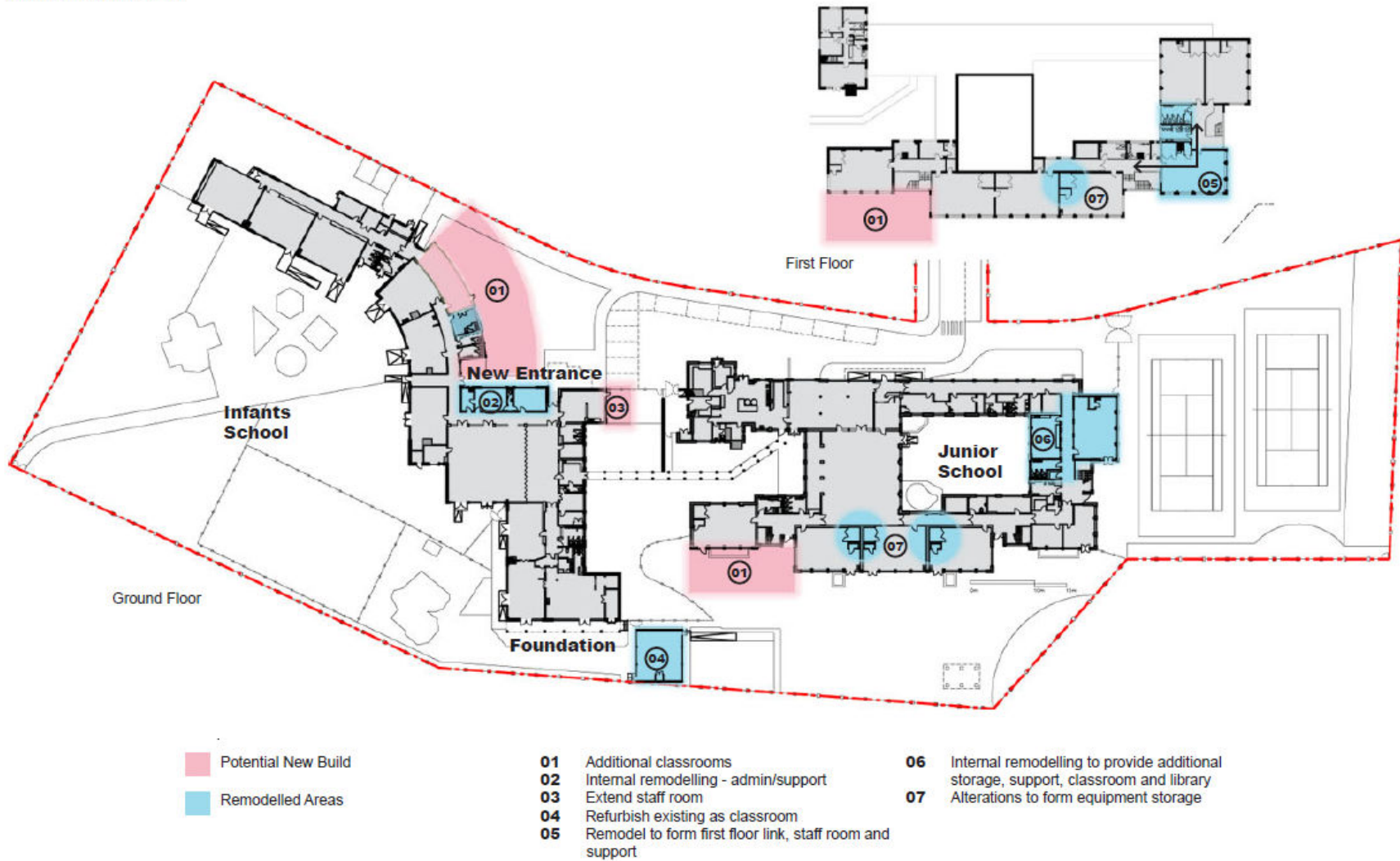
**Appendix 21** – Draft Communication Plan

**Appendix 22** – Summary of comments received from governing bodies of The Vale and Belmont Infant School, with Council response

**Appendix 23** - Complete proposals for Belmont Infant and Junior Schools

# Appendix 1 – Belmont Design Options

## Belmont Infants and Junior Schools and the Vale Minimum Expansion option Existing floor plans shown





**Belmont Infants and Junior Schools and the Vale**  
**Full 3FE Provision**  
 Existing floor plans shown



- Potential New Build
- Remodelled Areas
- Landscape Improvements

- 01** New nursery to form integrated foundation stage with self contained play area
- 02** Additional classrooms & support space
- 03** Internal remodelling - admin & support
- 04** Internal remodelling to form Yr 2 group & support space
- 05** New staff and support space
- 06** New first floor link corridor to provide full physical accessibility to 1st Floor

- 07** ICT room and library to form new learning resources centre
- 08** Alterations to form equipment storage
- 09** Remodel to provide classroom and library
- 10** Relocated garden area
- 11** Mobile classroom to be removed

**Belmont Infants and Junior Schools and the Vale**  
**Full 3FE Provision with Shared Central Resources**  
 Existing floor plans shown



- Potential New Build
- Remodelled Areas
- Landscape Improvements

- 01** New nursery to form integrated foundation stage
- 02** Additional classroom and support space
- 03** Internal remodelling - admin & support
- 04** Internal remodelling to form Yr 2 group & support space
- 05** New infants entrance and shared resources (ICT and library)
- 06** New first floor link corridor

- 07** Internal remodelling to provide additional storage, support space & classroom ICT
- 08** Remodelling to form classroom and library
- 09** Mobile classroom to be removed
- 10** Relocated garden area

**Appendix 2- On-time applications for the last two years**

All Applicants (Haringey residents + out of borough residents applying for Haringey schools)

**(set against overall PAN)**

Intake Year	No. of pupil applications	PAN
intake Sept 11* <sup>1</sup>	2950	3101* <sup>2</sup>
Sep- 12	3194	3170

\*<sup>1</sup> in addition, Haringey has received just over 500 late applications for the reception 2011 intake. **These late applications are not included in the 2011 entry figure of 2952.**

\*<sup>2</sup>- includes places at Rhodes Avenue and Eden school but does not include additional bulge classes

**Appendix 3** ONS Birth data for Haringey by ward and planning area and Planning Area Map – (September 08 –August 09 and September 09-August 10)

PA	Ward	Sep 08- Aug 09	Sep 09- Aug 10
1	Alexandra	149	181
	Muswell Hill	130	150
	Fortis Green	229	170
	<b>Sub-Total</b>	<b>508</b>	<b>501</b>
2	Highgate	142	170
	<b>Sub-Total</b>	<b>142</b>	<b>170</b>
3	Crouch End	206	198
	Hornsey	207	187
	<b>Sub-Total</b>	<b>413</b>	<b>385</b>
4	Stroud Green	171	182
	<b>Sub-Total</b>	<b>171</b>	<b>182</b>
5	Harringay	216	239
	<b>Sub-Total</b>	<b>216</b>	<b>239</b>
6	St. Ann's	275	252
	<b>Sub-Total</b>	<b>275</b>	<b>252</b>
7	Seven Sisters	322	345
	<b>Sub-Total</b>	<b>322</b>	<b>345</b>
8	Tottenham Green	270	287
	<b>Sub-Total</b>	<b>270</b>	<b>287</b>
9	Tottenham Hale	282	276
	<b>Sub-Total</b>	<b>282</b>	<b>276</b>
10	Northumberland Park	258	297
	<b>Sub-Total</b>	<b>258</b>	<b>297</b>
11	White Hart Lane	227	231
	<b>Sub-Total</b>	<b>227</b>	<b>231</b>
12	Bruce Grove	296	300
	West Green	199	229
	<b>Sub-Total</b>	<b>495</b>	<b>529</b>
13	Noel Park	225	210
	<b>Sub-Total</b>	<b>225</b>	<b>210</b>
14	Bounds Green	139	245
	Woodside	248	263
	<b>Sub-Total</b>	<b>387</b>	<b>508</b>
<b>Grand Total</b>		<b>4,191</b>	<b>4,412</b>



**Appendix 4** Waiting List Numbers for Reception 2012 intake - 11 July 2012

Waiting list information can be used to show how oversubscribed a school is. The tables below show the number of children on the waiting lists for schools in planning areas 12, 13 and 5. Belmont Infant school has the largest number of children on its waiting list when compared to schools within the same planning area -12. This together, with first place preference information evidences the fact that Belmont Infant school is a popular and oversubscribed school.

**Planning Area 12**

School	Planned admission number 2012	No. of pupils on waiting list
Belmont Infant	56	76
Belmont Junior		
The Willow Primary*	60	12
Bruce Grove Primary School	60	12
Downhills Primary	60	11
<b>Totals</b>	<b>236</b>	<b>111</b>

\* The Willow PAN was reduced to 60 for September 2008.

**Planning Area 5**

School	Planned admission number 2012	No. of pupils on waiting list
North Harringay Primary*	60	39
South Harringay Infants	60	55
South Harringay Juniors		
<b>Totals</b>	<b>120</b>	<b>94</b>

\* North Harringay PAN was reduced from 81 to 60 from Sep 2009

**Planning Area 13**

School	Planned admission number 2012	No. of pupils on waiting list
Alexandra Primary	60	5
Noel Park Primary	60	27
<b>Totals</b>	<b>120</b>	<b>32</b>

## Appendix 5 – Preferences for Haringey Schools

For the September 2012 reception intake, a total of 110 first place preference applications were received for Belmont Infant School. First place preference data is used here simply as a measure of the number of unique applications received from families.

Belmont Infant school receives a large number of reception applications, and for September 2012, there were 2 applicants applying for every one available school place. Please note that this data includes late applications received between 16<sup>th</sup> January and 18<sup>th</sup> April 2012.

Preferred School	PAN 2011	PAN 2012	Preference Information												Ratio to PAN	
			First		Second		Third		Fourth		Fifth		Sixth		First	
			2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012	2011	2012
Alexandra Primary School	30	60	37	44	17	35	20	32	14	27	13	29	11	20	123.33%	73.33%
Belmont Infant School	56	56	80	110	52	49	41	28	23	30	20	18	8	14	142.86%	196.43%
Bounds Green Infant School	60	60	52	71	45	59	42	28	22	24	13	15	12	18	86.67%	118.33%
Bruce Grove Primary School	60	60	57	53	39	42	40	39	17	33	20	20	6	9	95.00%	88.33%
Campsbourne Infant School	60	60	43	48	21	29	26	36	30	30	23	36	17	38	71.67%	80.00%
Chestnuts Primary School	60	60	101	75	70	80	54	76	25	45	27	21	6	16	168.33%	125.00%
Coldfall Primary School	90	90	120	112	101	119	90	96	60	72	27	40	23	21	133.33%	124.44%
Coleraine Park Primary School	60	60	22	23	17	25	15	15	12	13	3	8	14	10	36.67%	38.33%
Coleridge Primary School	120	120	201	182	123	127	98	110	72	72	41	53	34	43	167.50%	151.67%
Crowland Primary School	60	60	32	40	18	20	10	12	6	11	9	6	6	6	53.33%	66.67%
Devonshire Hill Primary School	60	60	37	57	12	19	12	23	9	10	6	8	5	6	61.67%	95.00%
Downhills Primary School	60	60	51	50	31	43	30	40	24	24	10	20	16	19	85.00%	83.33%
Earlham Primary School	60	60	37	52	19	8	24	24	16	18	11	10	12	17	61.67%	86.67%
Earlsmead Primary School	60	60	56	68	29	45	26	33	28	10	11	19	17	5	93.33%	113.33%
Eden Primary*	30	30		31		40		25		22		15		10	0.00%	103.33%
Ferry Lane Primary School	30	30	22	32	3	10	5	3	5	6	6	13	1	5	73.33%	106.67%
Highgate Primary School	56	56	39	39	40	47	47	36	48	35	51	39	46	45	69.64%	69.64%
Lancasterian Primary School	58	58	60	85	45	56	37	27	16	19	18	14	13	11	103.45%	146.55%
Lea Valley Primary School	60	60	84	98	44	38	20	39	19	18	6	8	7	7	140.00%	163.33%
Lordship Lane Primary School	90	90	58	51	26	43	20	21	19	28	16	9	9	15	64.44%	56.67%



Mulberry Primary School	90	90	72	94	35	32	24	29	17	30	16	14	13	12	80.00%	104.44%
Muswell Hill Primary	60	60	76	85	110	107	134	142	82	92	70	83	42	27	126.67%	141.67%
Nightingale Primary School	60	60	27	29	28	27	21	31	16	13	12	9	3	8	45.00%	48.33%
Noel Park Primary School	81	60	53	57	30	32	23	38	19	25	14	19	15	12	65.43%	95.00%
North Harringay Primary School	60	60	47	68	38	43	36	38	16	31	13	19	6	19	78.33%	113.33%
Our Lady of Muswell RC Primary School	60	60	46	49	31	29	22	26	28	24	10	23	16	15	76.67%	81.67%
Rhodes Avenue Primary School	90	90	109	135	83	107	59	74	61	54	34	38	28	25	121.11%	150.00%
Risley Avenue Primary School	90	90	52	67	25	49	30	29	20	17	13	13	12	17	57.78%	74.44%
Rokesly Infant School	90	90	79	78	117	107	66	83	47	59	34	42	24	31	87.78%	86.67%
Seven Sisters Primary School	60	60	44	44	19	12	14	16	14	20	12	14	9	13	73.33%	73.33%
South Harringay Infant School	60	60	65	80	45	52	28	33	14	29	17	23	11	17	108.33%	133.33%
St Aidan's Voluntary Controlled Primary School	30	30	58	52	39	50	38	28	32	33	15	22	8	10	193.33%	173.33%
St Ann's CofE Primary School	30	30	22	22	38	27	24	30	15	20	6	12	7	11	73.33%	73.33%
St Francis de Sales RC Infant School	90	90	98	106	52	50	21	22	6	14	3	9	9	5	108.89%	117.78%
St Ignatius RC Primary School	60	60	41	49	37	48	37	30	13	13	9	11	6	6	68.33%	81.67%
St James' CofE Primary School	30	30	28	32	34	26	25	24	21	33	12	15	10	16	93.33%	106.67%
St John Vianney RC Primary School	30	30	49	42	27	23	19	24	15	10	10	9	3	5	163.33%	140.00%
St Martin of Porres RC Primary School	30	30	32	48	11	28	14	15	13	11	7	6	1	3	106.67%	160.00%
St Mary's CofE Infant School	60	60	57	64	20	29	21	22	13	18	14	10	14	13	95.00%	106.67%
St Mary's RC Infant School	60	60	62	64	39	37	20	23	13	15	4	7	7	3	103.33%	106.67%
St Michael's CE Primary (N22)	30	30	13	26	15	16	17	16	4	9	6	12	6	4	43.33%	86.67%
St Michael's CofE VA Primary School (N6)	60	60	95	81	16	28	15	18	8	10	6	3	2	7	158.33%	135.00%
St Paul's and All Hallows CofE Infant School	60	60	63	57	31	39	18	18	10	13	3	4	2	6	105.00%	95.00%
St Paul's RC Primary School	30	30	19	37	18	27	11	17	16	9	5	10	7	6	63.33%	123.33%
St Peter-in-Chains RC Infant School	60	60	55	59	26	31	14	18	9	19	10	15	4	8	91.67%	98.33%
Stamford Hill Primary School	30	30	23	25	10	6	17	15	9	11	2	9	6	10	76.67%	83.33%
Stroud Green Primary School	60	60	30	34	8	16	20	20	12	15	14	13	19	18	50.00%	56.67%
Tetherdown Primary School	60	60	99	99	98	107	97	85	60	75	41	51	22	28	165.00%	165.00%
The Green CofE Primary School	30	30	26	35	13	13	9	9	6	6	3	7	2	11	86.67%	116.67%
The Willow	60	60	44	56	21	20	8	20	16	6	6	6	13	8	73.33%	93.33%
Tiverton Primary School	60	60	37	49	6	19	10	8	9	6	5	11	2	6	61.67%	81.67%



Welbourne Primary School	60	60	67	58	18	37	16	23	7	12	9	8	9	10	111.67%	96.67%
West Green Primary School	30	30	23	23	29	25	21	25	27	27	20	26	17	23	76.67%	76.67%
Weston Park Primary School	30	30	50	51	70	61	61	84	35	50	36	29	17	21	166.67%	170.00%
<b>Grand Total</b>	<b>3101</b>	<b>3110</b>	<b>2950</b>	<b>3276</b>	<b>1989</b>	<b>2294</b>	<b>1667</b>	<b>1876</b>	<b>1168</b>	<b>1376</b>	<b>822</b>	<b>1003</b>	<b>635</b>	<b>769</b>	<b>95.13%</b>	<b>#####</b>

\* Eden Primary school took its first reception class in September 2011 and was not part of the co-ordinated system for that year

## Appendix 6 – KS1 and KS2 Results

**A comparative between the number of children eligible/not eligible for Free School Meals against Average Point score at Key Stage 1**

		Not FSM Eligible	Not FSM Eligible	FSM Eligible	FSM Eligible	All
Planning area	School	Number of pupils	Avg point score Key Stage 1	Number of pupils	Avg point score Key Stage 1	Avg point score
12	Belmont Infant	41	16.4	17	14.1	15.7
	Broadwater Farm JMI	32	14	28	14.7	14.3
	Bruce Grove Primary	39	14.6	20	12	13.7
	Downhills Primary	33	12.3	26	13.5	12.8
<b>PA 12 Total</b>		<b>145</b>	<b>14.5</b>	<b>91</b>	<b>13.7</b>	<b>14.1</b>
13	Alexandra JMI	11	15.4	17	14.4	14.8
	Noel Park Primary	46	14.3	33	13.9	14.1
<b>PA 13 Total</b>		<b>57</b>	<b>14.5</b>	<b>50</b>	<b>14.1</b>	<b>14.3</b>
5	North Harringay Primary	34	15.5	26	14	14.9
	South Harringay Infant	37	14	20	13.1	13.7
<b>PA 5 Total</b>		<b>71</b>	<b>14.7</b>	<b>46</b>	<b>13.6</b>	<b>14</b>

Source: January 2011 census

Note: The national average point score is 15.3

**Pupil Ethnicity against Average Point score at Key Stage 1 by planning areas 12, 13 and 5**

Planning Area	School	Ethnicity	Number of pupils	Average KS1 point score	
PA 12	Belmont Infant	Any Other	6	16.2	
		Asian	16	15.0	
		Black	5	13.5	
		Mixed			
		White	27	16.5	
		Not obtained			
	Belmont Infant Total			58	15.7
	Broadwater Farm JMI	Any Other			
		Asian			
		Black	29	14.9	
		Mixed	4	15.7	
		White	19	13.6	
Not obtained					

	Broadwater Farm JMI Total		60	14.3
	Bruce Grove Primary	Any Other	2	14.7
		Asian	5	14.6
		Black	34	14.0
		Mixed		
		White	14	13.0
		Not obtained		
	Bruce Grove Primary Total		59	13.7
	Downhills Primary	Any Other		
		Asian		
		Black	21	13.1
Mixed				
White		29	12.1	
Not obtained				
Downhills Primary Total		59	12.8	
<b>PA 12 Total</b>		<b>236</b>	<b>14.1</b>	
PA 13	Alexandra JMI	Any Other		
		Asian		
		Black	6	15.4
		Mixed	5	17.3
		White	16	14.0
		Not obtained		
	Alexandra JMI Total		28	14.8
	Noel Park Primary	Any Other	8	14.7
		Asian	11	15.1
		Black	23	15.6
		Mixed	5	13.4
White		30	13.3	
Not obtained				
Noel Park Primary Total		79	14.1	
<b>PA 13 Total</b>		<b>107</b>	<b>14.3</b>	
PA 5	North Harringay Primary	Any Other		
		Asian	11	14.0
		Black	25	15.1
		Mixed		
		White	19	14.9
		Not obtained		
	North Harringay Primary Total		60	14.9
	South Harringay Infant	Any Other	7	12.9
		Asian	11	16.3
		Black	13	14.2
		Mixed		
White		23	13.1	
Not obtained				
South Harringay Infant Total		57	13.7	
<b>PA 5 Total</b>		<b>117</b>	<b>14.3</b>	
<b>Grand Total</b>		<b>460</b>	<b>14.2</b>	

**A comparative between the number of children eligible/not eligible for Free School Meals against Average Point score at Key Stage 2**

Planning area	School	Not FSM eligible	Not FSM eligible	FSM eligible	FSM eligible
Planning area	School	Number of pupils	Avg point score Key Stage 2	Number of pupils	Avg point score Key Stage 2
12	Belmont Infant	36	28.8	16	28
	Broadwater Farm JMI	24	26.8	15	25.8
	Bruce Grove Primary	30	26.1	23	25.1
	Downhills Primary	29	25.4	27	25
<b>PA 12 Total</b>		<b>119</b>	<b>26.9</b>	<b>81</b>	<b>25.8</b>
13	Alexandra JMI	10	27.2	18	26.4
	Noel Park Primary	32	26.3	29	24.4
<b>PA 13 Total</b>		<b>42</b>	<b>26.5</b>	<b>47</b>	<b>25.2</b>
5	North Harringay Primary	22	24.5	19	26.9
	South Harringay Infant	27	25.5	15	25
<b>PA 5 Total</b>		<b>49</b>	<b>25.1</b>	<b>34</b>	<b>26</b>

Source: January 2011 census

Note: The average KS2 national point score is 27.5

**Pupil Ethnicity against Average Point score at Key Stage 2 by planning areas 12, 13 and 5**

Planning area	School	Ethnicity	Number of pupils	Average KS2 point score	
PA 12	Belmont Junior	Asian	9	28.2	
		Black	7	27.2	
		Mixed	9	28.8	
		Any Other	6	29.7	
		White	21	28.8	
	Belmont Junior Total			52	28.6
	Broadwater Farm JMI	Asian	5	27.2	
		Black	16	26.8	
		Mixed			
		Any Other			
	Broadwater Farm JMI Total			13	25.7
	Broadwater Farm JMI Total			39	26.4
Bruce Grove Primary	Asian				
	Black	28	25.8		
	Mixed				
Any Other			5	25.2	

		White	14	24.1
	Bruce Grove Primary Total		53	25.7
	Downhills Primary	Asian	11	26.9
		Black	14	23.8
		Mixed		
		Any Other	8	24.8
		White	20	24.6
	Downhills Primary Total		56	25.2
<b>PA 12 Total</b>			<b>200</b>	<b>26.4</b>
PA 13	Alexandra JMI	Black	9	29.0
		Mixed		
		Any Other		
		White	17	25.0
	Alexandra JMI Total		28	26.7
	Noel Park Primary	Asian	6	24.9
		Black	23	25.4
		Mixed		
		Any Other	16	24.9
		White	15	26.4
Noel Park Primary Total		61	25.4	
<b>PA 13 Total</b>			<b>89</b>	<b>25.8</b>
PA 5	North Harringay Primary	Asian		
		Black	8	25.5
		Mixed		
		Any Other	8	26.8
		Not obtained		
		White	20	25.1
	North Harringay Primary Total		42	25.4
	South Harringay Junior	Asian	6	25.1
		Black	13	23.9
		Mixed		
Any Other				
	Not obtained			
	White	17	26.5	
South Harringay Junior Total		42	25.4	
<b>PA 5 Total</b>			<b>84</b>	<b>25.4</b>

Source: January 2011 Census

Note: The average KS2 national point score  
27.5

**Appendix 7 – EqIA**

Attached to the main Cabinet Report

## Appendix 8 – Belmont Junior School Mobility analysis

**Belmont Junior School- Mobility Analysis****Introduction**

Over the past 4 years Belmont Junior school has gained as well as lost children across all year groups. The school is located in planning area 12 which has high levels of temporary accommodation units. Belmont Junior school experiences higher levels of mobility than Belmont Infant school and lower mobility when compared against other schools in the same planning area 12 such as Downhills, The Willow and Bruce Grove.

The table below provides a breakdown of the number of children on roll in January by year group since 2007/08. Whilst it appears that in some years there has been zero net change in pupil mobility, table 3 shows that in these cases, the number of pupils gained and lost has balanced out.

Table 1: Belmont Junior School PLASC Count by year group 2007-2012

Belmont Junior	Year	PAN	Pupils on Roll				Total
			3	4	5	6	
	2007-2008	60	58	49	51	49	207
	2008-2009	60	46	58	53	53	210
	2009-2010	60	48	46	55	50	199
	2010-2011	60	54	52	46	53	205
	2011-2012	60	56	49	52	48	205

Table 2: Belmont Junior School Mobility by year group 2007-2012

The table below provides a breakdown of cohort movement as a net figure as pupils go from one year group to another using January PLASC data.

Belmont Junior	Year	PAN	Pupils on Roll			
			3	4	5	6
	2007-2008	60	58	49	51	49
	2008-2009	60	46	+0.0	+4.0	+2.0
	2009-2010	60	48	+0.0	-3.0	-3.0
	2010-2011	60	54	+4.0	+0.0	-2.0
	2011-2012	60	56	-5.0	+0.0	+2.0

The majority of pupils leaving Belmont Junior School transfer to a range of schools in various parts of the borough, which is evidenced in the table below. Where we were unable to identify a pupil's current school either from PLASC or admissions data the assumption is that these families have either moved away or gone private.

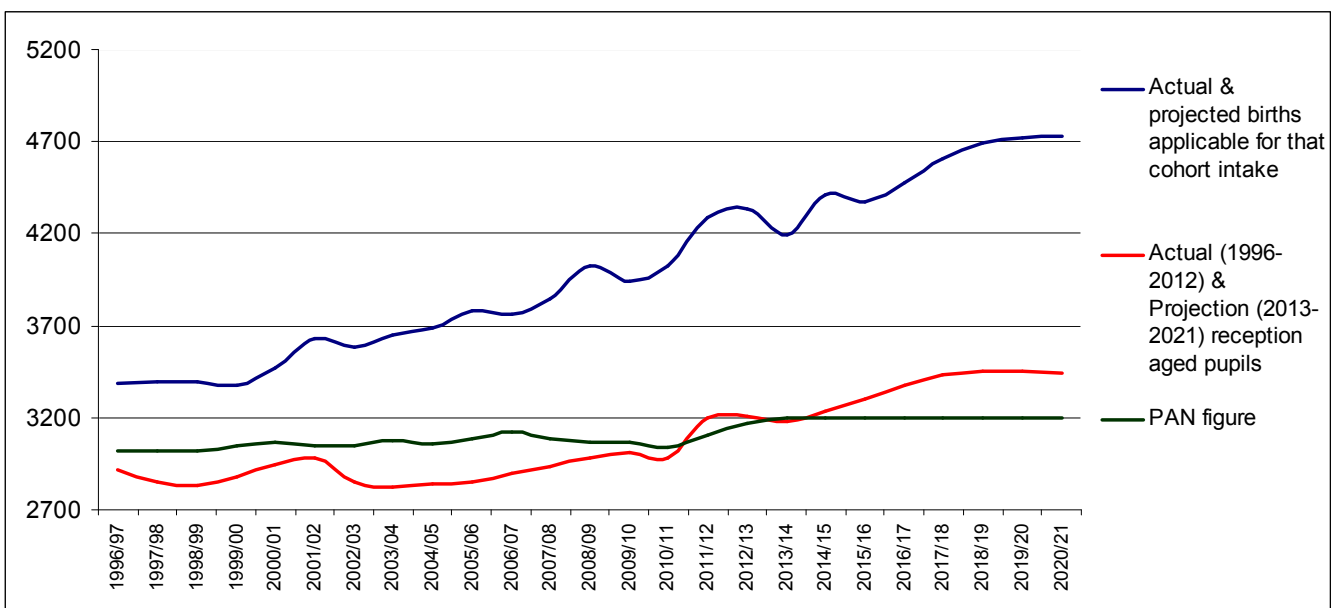
Table 3: Belmont Junior School Mobility - contextual

Year	Pupils on Roll			
	3	4	5	6
2007-2008	58	49	51	49
2008-2009	46	1 year 3 pupil left (Lancasterian), gained 1	3 year 4 pupils left (North Harringay, St Mary's C of E and one either moved out of borough/went private), 7 gained	Gained 2 pupils
2009-2010	48	2 year 3 pupils left (either moved out of borough/went private), gained 2 pupils	3 year 4 pupils left (either moved out of borough/went private)	3 year 5 pupils left (2 either moved out of borough/went private, one went to Earlham)
2010-2011	54	4 year 3 pupils left to (Tiverton, Muswell Hill, Welbourne & Noel Park), gained 8 year 4 pupils.	7 year 4 pupils left to (Tiverton, Rokesly, St Gildas, some moved out of borough/went private), gained 7 new year 5 pupils	4 year 5 pupils left to (St Michael's N22, Lea Valley, The Willow & Noel Park), gained 2 year 6 pupils
2011-2012	56	8 year 3 pupils left to (N. Harringay, Downhills, Rokesly J, Bounds G) and, gained 3 year 4 pupils	4 year 4 pupils left (Downhills, Ferry Lane, some moved out of borough or went private), gained 4 year 5 pupils.	Gained 2 pupils 1) from Downhills 2) new arrival from Romania



**Borough as a whole – provision of primary school places graph**

The graph below shows that whilst births continued to rise from 1991/92 to 2003/2004 ( for example, children born 1991/92 entered reception in school year 1996/97 and children born in 2003/04 entered reception in school year 2008/2009), the number of pupils coming forward for places dipped between 2001/02-2003/04. The reasons for this dip are not entirely clear, but our historic roll data does show that the dip was largely manifested in falling reception numbers in particular planning areas (PA), including PA 7, 8, 9 and 13. The children that were part of this dip are now in year 6 and this smaller cohort will shortly be leaving primary school and going to secondary school. Also, this dip is now turning around and we are seeing a steady rise in the number of reception age pupils entering Haringey schools.



**Conclusion**

Belmont Junior school has experienced pupil mobility year on year since 2007. The reasons for this are unclear, however, high levels of temporary accommodation units in the area may be a contributory factor. This analysis has shown that families are moving to a range of schools across Haringey and that there is specific trend supporting the movement of families to one side of the borough over another. The lower cohort numbers in the upper year groups are a result of a dip in pupil numbers which are working their way through the system. We anticipate that this will turn around as more reception pupils enter Haringey schools.

**Appendix 9 – Summary of consultation held 12<sup>th</sup> September to 2<sup>nd</sup> November 2011****Responses to Belmont Infant & Junior Consultation (running from 12<sup>th</sup> September to the 2<sup>nd</sup> November)**

**124 individuals or families responded** to the **Belmont Infant & Junior** consultation and **3 ‘others’** i.e. The Governing Body of the Vale, The Governing Body of Downhills Primary School and the Diocese of London Board for Schools, making a grand total of **127 responses**. **One petition with 111 signatures** was received during the consultation period which ran from 12<sup>th</sup> September to 2<sup>nd</sup> November.

The responses from individuals/families/‘others’ (127) were:

Strongly Support	6 (4%)
Support	13 (11%)
Neither support nor do not support	4 (3%)
Do not support	15 (11%)
Strongly do not Support	85 (67%)
Don’t Know	3 (3%)
No response	1(1%)

Of the 127 responses, the figures can be summarised as;

Type of response	Number of responses*1	Number of Belmont Infant & Junior Parents	Other*	Unknown
Online questionnaire	60	39	28	0
Consultation booklet questionnaire	59	44	8	0
Written representations (emails/letters)	7	0	7	0
Recorded Telephone conversation	1	0	1	0
Objections	100	68	33	0
Supporters	19	14	5	0
Impartial	3	2	1	0
Don’t know/ Missing (i.e. didn’t tick the box on the questionnaire indicating their opinion)expansion)	5	0	2	3
<b>Total</b>	<b>127</b>	<b>83</b>	<b>41</b>	<b>3</b>

\*local residents, parent of a child not yet at school age, member of staff at another Belmont Infant & Junior school, A member of the governing body at Belmont Infant/Junior school, A member of the governing body at another school – Downhills primary school and Lordship Lane,

\*1- please note that some parents/carers or other stakeholders may have completed the on-line or paper questionnaire form more than once,

## **OBJECTIONS**

Overall, 100 individuals/families expressed opposition to the proposal. The main points made were:

- Increase in traffic and congestion.
- No concrete plans have been provided.
- Concerns that in current economic building works will be under-resourced/financed.
- School functions well because it is small. This will be damaged by the enlargement.
- An expansion will mean a loss of outdoor/green space.
- Noel Park & North Harringay's Published Admission Numbers have been reduced. This undermines the argument for expansion.
- Improve the standards at Noel Park and North Harringay. This will be more cost effective.
- Disruption during construction works (including health and safety implications, and impact on local residents.)
- Impact on quality of the children's education.
- Impact on partnership with The Vale
  - Disruption of building work on children with Special Educational Needs
  - Loss of space and the implications on access/egress & health and safety.
  - Expansion will have a negative impact on inclusion.

## **IN FAVOUR**

Overall, 19 individuals/families expressed support for the proposal and the following main points were made:

- The importance of allowing children school places close to their homes
- That a larger school would allow more children to benefit from an excellent school
- A disagreement with any plans for a free school in the area as it will divide the community and will be disadvantageous for children from poorer backgrounds
- Belmont provides a wonderful ethos based on fairness and diversity and it would be terrible if other young children in the area were not given the opportunity to be part of this.

## **IMPARTIAL**

3 respondents were impartial about the proposal, and made the following observations:

- Agree with expansion in principle. However, a) the school should not lose any of its outside space (b) the teaching of the current pupils must not adversely affected by building work. Would want to know more about the plans.
- There are advantages such as: 1) more local children can access local provision, 2) families have wider local choice and 3) capital work will enhance the school premises. Examples of disadvantages are: 1) the impact on other

local schools- such as Noel Park & Downhills 2) the general impact of a larger school on the children already attending and 3) the impact on children with different abilities.

- What is the number of applications across this area over the last few years, especially at Infant school level?
- What is waiting list numbers for schools and how have these changed during the year and for what reason?
- Does the type of housing affect demand for schools?
- What is the experience of other schools going from 2forms of entry to 3forms of entry?

### **RESPONSES OTHER THAN FROM INDIVIDUALS/FAMILIES**

Three representations were received from the following groups: 1) The Governing Body of the Vale, 2) The Governing Body of Downhills Primary School and 3) the Diocese of London Board for Schools. One was opposed. One raised several concerns and did not formally oppose or support the proposals to expand and one was in (overall) support of the expansion.

#### **The main objections from The Governing Body of Downhills Primary School were:**

- There are no new housing developments planned.
- Any expansion of Belmont would result in a net loss of pupils to Downhills and other neighbouring schools.
- The development of the Free School in the locality and the possible expansion of Belmont could negatively impact the school.
- There is a large site at the rear of the Downhills Primary School which could be developed enabling the school to expand.

#### **The main concerns from The Vale Governing Body were:**

- During the “feasibility” studies, there was no discussion with Headteacher of Vale or staff representatives about the needs of the Vale students and the potential impact on the partnership prior to the consultation.
- The consultation document did not mention the school as a stakeholder.
- If expansions were to proceed, the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered.
- An expansion would mean building upwards or on play space. Both of these scenarios have an impact on accessibility for the Vale pupils.
- The vale pupils have physical disability affecting mobility and spatial/perceptual awareness. They are either wheelchair users or have walking aids to move independently and require more space than the average mainstream child.
- A smaller playground with more children is potentially dangerous for the Vale pupils.
- Parking facilities are currently not suitable and requires carefully management to ensure safety for all members of the school community. Further pupils will exacerbate the current situation, adding to the existing risks, both within the car park and in the streets outside the school.

- The Vale building includes a demountable class, especially designed to meet the needs of physically disabled pupils, providing access to the mainstream school. Any further construction would need to consider this.
- Levels of funding available for the Inclusive Learning Campus and Rokesly (examples of successful change) are unlikely to be replicated for this proposed expansion and may not be sufficient to generate a positive impact.

**A representation in (overall) support of the proposal from the London Diocese Board for schools was submitted. The Diocese said:**

Belmont

“We would agree this should expand.”

Appendix 10 Minutes Public Consultation Meeting held on 21<sup>st</sup> September 2011

**Children's Services**  
**Belmont Infant and Junior Schools**  
**Expansion –**  
**Public Consultation Meeting Minutes**  
 Wednesday, 21st September 2011  
 Held at Belmont Infant School at 2:30pm



**Present:**

(BE)	Belinda Evans	Head of Youth, Community and Participation (Chair)
(JD)	Jennifer Duxbury	Head of Admissions and School Organisation
(ER)	Eveleen Riordan	Deputy Head of Admissions
(NC)	Nigel Cushion	Transformation Coordinator
(BB)	Barbara Breed	Head of Learning
(Cllr Reith)	Councillor Reith	Local Councillor
(CL)	Carlene Liverpool	Admissions Officer (Minutes)

**Around 60 parents/carers and representatives from local community were present at the consultation meeting.**

**Minutes:**

ITEM		Owner
<b>1.0</b>	<b>Introductions</b>	
	Belinda Evans explains the purpose of the Public Meeting is to hear the views of the audience and respond to any questions raised.	<b>BE</b>
	After introductions, a member of the audience asked whether Nigel Cushion is a consultant/self-employed and queried whether his company would benefit financially from the expansion.	<b>NC</b>
	Nigel Cushion explained that he is self-employed and is working for the Local Authority.	<b>BB</b>
	Barbara Breed: makes a short presentation with the use of slides which sets out the case for expanding Belmont Infant School. It focuses on the rising birth rate and demand for school places in the borough and the lack of any surplus spare spaces in the area around Belmont. It concludes that if we do not increase the number of reception places that we	

ITEM		Owner
	have in the area we will not have enough to meet future demand.	
2.0	<b>Consultations</b>	
	<p><b>Summary of questions and answers,<sup>1</sup>:</b></p> <p><b>1. Why was a class room at Bounds Green shut?</b>  <i>Historically Bounds Green school had struggled to fill as a 3fe (3 from entry school) school. it still carries surplus capacity in the upper year groups but fills very well as a 2fe.</i></p> <p><b>2. Bounds Green school has the infrastructure to take an additional form of entry.</b>  <i>Providing additional capacity at Bounds Green school will not serve the need identified in this local area.</i></p> <p><b>3. Where is Noel Park Primary School?</b>  <i>Shows the school's location on the Planning Map provided in the presentation.</i></p> <p><b>4. Noel Park has spaces and is a 3fe school, surely that school can serve this area?</b>  <i>I will come back to this point. Belmont Infant school is currently carrying one too many pupils (each class should be 28 but one of the classes has 29). Reception places in this local area are in very high demand. .</i></p> <p><b>5. Can we have clarification around the Local Authority opening schools?</b>  <i>Government legislation stipulates how Local Authorities can open new schools.</i></p> <p><b>6. Have you conducted research on how the quality of education is impacted upon by expansions?</b>  <i>We have every confidence that an expansion will be successful because this is an outstanding school. There has been a significant number of expansions across the borough in recent years and there is no evidence to suggest that the standards in schools we have expanded have fallen. When deciding on which schools should be expanded, a number of factors are considered including where the places are needed, the feasibility of providing an expansion on site and the strength of leadership &amp; management at the school. We have every confidence in the leadership &amp; management in this school to be able to carry an expansion forward successfully.</i></p> <p><b>7. Which schools have expanded recently in the borough?</b></p>	<p>JD</p> <p>JD</p> <p>JD</p> <p>JD</p> <p>JD</p> <p>BB</p> <p>BB</p>

<sup>1</sup> Where a response to a question is not listed it is because the debate in the room and further questions from the audience continued before a response could be given.

ITEM		Owner
	<p><i>Coleridge went from 2fe to 4fe. Rhodes Avenue has just gone from 2fe to 3fe. Tetherdown went from 1fe to 2fe. Coldfall went, over time, from 1fe to 3fe.</i></p> <p><b>8. Was the funding from Building Schools for the Future used?</b></p> <p><b>9. There were schools expanded in Tottenham. My understanding is that they did not go on an upward trajectory.</b></p> <p><b>10. The reason this school is special is because of its intimacy. More children will stretch resources.</b></p> <p><b>11. If you bring more children in reception, are you going to bring year 1 and year 2 children in at the same time as well?</b></p> <p><b>12. What are the downsides of expansion?</b>  <i>Expansions involve incremental increases of children. For example, there will be an increase of 30 children in the first year of expansion, followed by another increase of 30 in the second year. The downside would be if an expansion were not managed correctly. However, we have thought very carefully about what schools could be expanded and we have every confidence in the leadership &amp; management in this school to be able to carry an expansion forward. We are also confident that there is local need and demand to fill an expanded school in this area.</i></p> <p><b>13. We have a good outdoor curriculum. If the expansion goes ahead, we will lose space and there will be more children in a smaller space.</b>  <i>A basic survey assessment has been carried out on the site to establish whether or not the site can accommodate an extra form of entry  It is possible that a reconfiguration of space can enhance the learning environment. Architects will work with all stakeholders to ensure that we make the best use of space and provide for all needs. In terms of the final on-site organisation of space, this will be determined by the leadership &amp; management team of the school..</i></p> <p><b>14. We work in partnership with The Vale school. In your budgeting, will there be funding for The Vale students?</b>  <i>Where additional places are identified for Vale pupils the relevant funding will need to be identified. The new design at the Inclusive Learning Campus has created an environment that appropriately meets the needs of the children resulting in a better overall space.</i></p> <p><b>15. Weren't millions of pounds spent on the Inclusive Learning Campus?</b></p> <p><b>16. Physically, where are you going to put these classrooms?</b></p>	<p>BB</p> <p>NC</p> <p>NC</p> <p>NC</p> <p>BB</p> <p>BB</p> <p>NC</p> <p>ER</p>



ITEM		Owner
	<p><i>Explains that there are no detailed plans at this stage, but that plans would be developed only if a decision to go ahead with the expansion is made. Any plans will be developed in close conjunction with the school community and only once a firm decision to expand is made.</i></p> <p><b>17. Has the LA conducted a long-term study on the psychological trauma a large school can have?</b></p> <p><i>No.</i></p> <p><b>18. You said earlier that we were treated as an inner city school. However, inner city schools receive more funding. We are being misled.</b></p> <p><i>Did I say inner city school? Haringey is not funded on the basis of being an inner city school. From my experience, you have to prepare children for change. When I was a Headteacher, I found that children were not detrimentally affected by the building works going on around them..</i></p> <p><b>19. In 4 or 5 years time, how are these children going to cope?</b></p> <p><i>There is no research to suggest that a 3fe school negatively impacts upon children.</i></p> <p><b>20. Where are you going to put additional children?</b></p> <p><b>The corridors are already congested. This is a small local community school.</b></p> <p><b>21. You talk about maximising space. Where are the classrooms and extra play space going to come from?</b></p> <p><i>Reiterates that there are no plans at this stage and advises that a reconfiguration of the existing space can positively enhance the learning environment.</i></p> <p><b>22. In relation to the slideshow presentation, what are the actual figures/projections for PA 12?</b></p> <p><i>The School Place Planning report provides detailed information on projections and rolls for each planning area. We are expecting additional children in this area.</i></p> <p><b>23. How much weight will the public consultation have with the decision makers?</b></p> <p><i>All views expressed as part of the consultation process will go into the LA's report top Cabinet, scheduled for the 8 November 2011.. Councillors (members) will ultimately make a decision on whether the expansion should go ahead. Members will also take into account the announcement from the Department of Education (DfE) on free schools, with the announcement due on 1<sup>st</sup> October 2011.</i></p> <p><b>24. If the community does not want the expansion, are you going to listen?</b></p> <p><i>Cllr Reith – as a Cabinet member I need to weigh up all views, including, for example, those from residents as</i></p>	<p><b>JD</b></p> <p><b>Cllr Reith</b></p> <p><b>Cllr Reith</b></p> <p><b>JD</b></p> <p><b>Cllr Reith</b></p> <p><b>NC</b></p> <p><b>JD</b></p> <p><b>JD</b></p> <p><b>JD</b></p>

ITEM		Owner
	<p><i>well as from those within the school community. We have a duty to ensure that every child resident in the borough has a school place. We also do not want children to have to travel far to school. If the views you are expressing outweigh the reasons for expansion and if a free school is approved in the local area, we would not expand.</i></p> <p><b>25. There are spaces at Noel Park?</b>  <i>Cllr Reith- Noel Park has issues around classroom space as they cannot currently take 30 children per class. Noel Park is not a 3fe school.</i></p> <p><b>26. If we (parents/teachers) say no, what happens?</b>  <b>All will suffer because of this expansion.</b>  <i>Cllr Reith- there are a number of groups that have a legitimate stake in this consultation. Parents are one of those groups, but they are not the only group. A basic survey assessment was carried out on the site to establish whether or not the site can accommodate an extra form of entry. However, looking in more detail it may not be possible to expand. During the Rhodes Avenue consultation, many parents expressed similar concerns. However, the school is managing the transition well.</i></p> <p><b>27. Where will expansion be built and how much space will it take up?</b>  <i>Any plans will be developed in close conjunction with the school community to ensure that the design matches the needs of the children. The expansion will not go beyond the current footprint of the cartilage of the site.</i></p> <p><b>28. There is already additional provision in Haringey. North Haringay's PAN was reduced.</b>  <i>There is a specific demand for school places in this area. We know that children want to come here.</i></p> <p><b>29. North Haringay has a new Headteacher. Should they receive a good Ofsted report, demand may increase.</b>  <i>That school would not service parents in this community.</i></p> <p><b>30. The PDC was a school but has now closed. Why not move Belmont Infant to the PDC?</b>  <i>The PDC is currently in use and occupied by Council officers.</i></p> <p><b>31. Chair of finance –The presentation has not spoken to our concerns. The emotional views expressed here by our parents are based on fact. As governors, we have an open mind, but it would have been better if you had come to us with plans. I asked Steve Barns how we might dealt with sudden loss of revenue. I am disappointed that 6 months later, I have not had a response. As governors, we gave you a long list and you not</b></p>	<p><b>Cllr Reith</b></p>

ITEM		Owner
	<p><b>have addressed our concerns in your presentation</b></p> <p><i>Cllr Reith- plans have to justify expenditure. If we came here with plans you would think that the expansion is going ahead. The space can be rearranged without quality being lost.</i></p>	
	<b>Summary</b>	
	The next steps in the process was summarised and the meeting closed at 3.25pm.	

Children's Services  
**Belmont Infant and Junior Schools  
 Expansion –  
 Public Consultation Meeting Minutes**

Wednesday, 21st September 2011

Held at Belmont Junior School at 6:00pm



**Present:**

(BE)	Belinda Evans	Head of Youth, Community and Participation (Chair)
(JD)	Jennifer Duxbury	Head of Admissions and School Organisation
(SB)	Steve Barns	Property Manager
(ER)	Eveleen Riordan	Deputy Head of Admissions (Place Planning)
(NC)	Nigel Cushion	Transformation Coordinator
(BB)	Barbara Breed	Head of Learning
(CL)	Carlene Liverpool	Admissions Officer (Minutes)

**Around 20 parents/carers and representatives from local community were present at the consultation meeting.**

**Minutes:**

ITEM		Owner
<b>1.0</b>	<b>Introductions</b>	
	Belinda Evans explains that the purpose of the Public Meeting is to hear the views of the audience and respond to any questions raised. She also sets out the case for expanding Belmont Infant School, focusing on the rising birth rate and demand for school places in the borough and the lack of any surplus spare spaces in the area.	<b>BE</b>
<b>2.0</b>	<b>Consultations</b>	
	<b>Summary of questions and answers,<sup>2</sup>:</b>	
	<b>1. Why can only free schools provide new places? Have you sought the council's opinion and where is this legal advice stated?</b>	<b>JD</b>
	<i>Yes, the issue has been reported to members. It is believed to be stipulated in the Academies Act 2010 but this will be clarified after the meeting. After the meeting it was clarified that under the provisions of the Education and Inspections Act 2006, Section 7, a local authority</i>	<b>JD</b>

<sup>2</sup> Where a response to a question is not listed it is because the debate in the room and further questions from the audience continued before a response could be given.

ITEM		Owner
	<p>may publish a notice under the section inviting proposals for the establishment of certain types of new schools. However, the current consultation relates to the expansion of existing schools. Identified local need in Haringey was spread across a wide geographical location and a single school in one location could not effectively address the demand that was identified.</p>	SB
	<p><b>2. Is it possible for us to convince you not to go ahead with the expansion? Will you act on what we say or is this an information exercise?</b></p> <p><i>All views will go into the LA's report to members, along with other material considerations(which include birth rates and the number of reception applications). Members will make a decision based on the information in that report.</i></p>	SB
	<p><b>3. Will you build 8 new classrooms? Where will they go? What's the plan?</b></p> <p><i>There are no detailed plans at this stage as it is costly and the decision on whether or not to expand the school has not yet been made - plans would be developed only if the decision to go ahead with the expansion is taken. School expansions have been done successfully elsewhere in the borough. Architects will work with all stakeholders to ensure that we make the best use of space and provide for all needs.</i></p>	ER
	<p><b>4. Will there be a consultation as part of that process?</b></p> <p><i>Yes.</i></p>	SB
	<p><b>5. There is no guarantee that playground space won't be built upon?</b></p> <p><i>The architects will focus on ensuring, among other things, that the site meets the standards set out in the relevant guidance for play space.</i></p>	SB
	<p><b>6. Is it irrelevant whether the school can be physically expanded?</b></p> <p><i>Any expansion would not encroach onto Belmont Recreational ground which is established public open space.</i></p>	BB
	<p><i>If we have to put an additional 7 classrooms on site, there may be a need to build on some of the existing playground space, but the school would be looked at as a whole and space reconfigured to ensure that the end design met all needs.</i></p>	JD
	<p><b>7. In light of the current economic climate, will you be expanding on the same budget?</b></p> <p><i>We cannot say that the same budget used on other</i></p>	ER
		JD
		BE

ITEM		Owner
	<p><i>schools will be used here.</i></p> <p><b>8. Is the budget affected by pupil numbers?</b> <i>Pupils bring with them an allocation of funding so, yes, the budget is affected by pupil numbers.</i></p> <p><b>9. Specialist staff are required for children of different abilities. How are we going to supervise all of these children?</b> <i>An increase in pupils will generate an increase in revenue. This extra funding can be used to pay for Specialist/extra teachers. This will be determined by the school's Senior Leadership Team.</i></p> <p><b>10. Funding for children with Special Education Needs must be factored in.</b></p> <p><b>11. Is that revenue guaranteed even if we don't fill classes?</b> <i>We know that families want to come here. Your reception places could be filled from children on the current waiting list.</i></p> <p><b>12. Demand may be high because we have an intimate school environment.</b></p> <p><b>13. What is involved in the first stage of consultation? Do you take into account the size of the building?</b> <i>A basic feasibility survey has been carried out on the site to establish whether or not the site can accommodate an extra form of entry</i></p> <p><b>14. Is that public?</b> <i>No, this work was carried out at officer level. This first stage of public consultation involves an initial consultation to seek the views of all stakeholders. The second stage of consultation will only take place if Cabinet agree that the expansion should go ahead. Only following a positive decision by members to expand will, a more detailed feasibility study will be carried out and plans begin to be worked up with involvement from all stakeholders.</i></p> <p><b>15. Have you reduced any schools by a form of entry?</b> <i>For viability reasons, we sometimes have to reduce a school's Pan. Noel Park's PAN is being brought down from 81 to 60 with effect from September 2012.</i></p> <p><b>16. Chair of Finance – I understand that more children bring more revenue. We are a small school and experience a diseconomy of scale. We need to be financially prudent. If we do not fill these 90 places, what support is going to be given to make sure we do not fall into a budget deficit?</b> <i>As we do not have a representative from finance here today, we will take this point back to them.</i></p> <p><b>17. This is good school because it is small; if you</b></p>	<p>BB</p> <p>NC</p> <p>BB</p> <p>BB</p> <p>NC</p> <p>BB</p>

ITEM		Owner
	<p><b>expand you will lose what is special about it. If you can get the site right and maintain the standards and keep the schools separate, I would support the expansion.</b></p> <p><i>Some separate infant and junior schools make the decision to federate when a Headteacher leaves. In the case of South Haringay Infant &amp; Junior School, the governors decided not to federate. This decision is taken by the governing body of the school and is not one imposed on a school by the Council. When Ofsted judges a school as outstanding, its size is not alluded to as one of the determining factors. Research is generally inconclusive about the size of a school and its effect on standards but there is an overall conclusion that it is the strength of the school's Senior Leadership Team that determines whether it is good or not.</i></p> <p><b>18. What will schools gain by the expansion? What can you guarantee when you are not sure of the funding?</b></p> <p><i>It is possible that a reconfiguration of space can enhance the learning environment. A case study is the Willow primary school the total square meterage of the outdoor space is slightly smaller. However, the actual physical space has been designed to more appropriately meet the needs of the children that use it, resulting in a better overall space. You may wish to visit the school to look at its design.</i></p> <p><b>19. Will building works be carried out during term time?</b></p> <p><i>It will be up to the leadership &amp; management team of the school, in liaison with the Council to manage the change process. From my experience as a Headteacher managing changing whilst building works were being carried out at my school, we used the experienced to inform project work. It became part of the students' learning journey. Our role is not to prevent change but to facilitate change.</i></p> <p><b>20. At the moment we can offer an outdoor learning classroom. If you add another 30 children, we will no longer be able to do this.</b></p> <p><i>Outdoor learning is vital for children; We will work with staff to develop your outdoor learning space.</i></p> <p><b>21. You are basing expansion on the excellent leadership &amp; management, but people come and go. You are dumping a lot on them.</b></p> <p><i>Leadership &amp; management was one of the factors we took into account. When I was a Headteacher, I received a lot of support from the property and contracts team.</i></p> <p><b>22. Ex parent/parent governor - the space at Belmont</b></p>	<p>JD</p> <p>JD</p> <p>JD</p> <p>JD</p>

ITEM		Owner
	<p><b>is not adequate at the moment. Children with Special Educational Needs require more support, and they will be swamped by a bigger school. Some these children require sensory provision, but they will be distracted all day by noise around them as a result of the building works. How will they manage?</b></p> <p><i>At Moselle (a special school in the borough), there was co-ordination between the building work and the school's timetable and its delivery. The building works were conducted at times when the students would be least impacted upon. The acoustics of the school were also improved as part of the work. The old space at Moselle was not being used to the maximum. The new building size may mean that total square meterage is slightly smaller, but that the resultant building and grounds is more closely matched to the pupils' needs.</i></p> <p><b>23. The parents/governors do not support the proposal for expansion. How many people need to oppose this, before a u-turn made?</b></p> <p><i>This is not a ballot, it is a consultation. We are keen to hear your views and we will report all views received to members who will make the final decision. Other factors such as births and demand will also be considered as part of the decision making process.</i></p> <p><b>24. Is this a tick box exercise, or will our views be taken seriously.</b></p> <p><b>25. Seven Sisters has been reduced, please could you explain why?</b></p> <p><i>No this is not a tick box exercise – it is a genuine consultation to gather the views of the whole community. There are pupils in this area that need a school place. Providing more places at Seven Sisters will not meet the local need here. Seven Sisters works well as a 2fe school and has filled up. There is currently no demand for additional places. This area is where the unmet demand is.</i></p> <p><b>26. When will we know if you are going ahead with the expansion? When will building works start?</b></p> <p><i>The councillors (members) will make a decision on whether or not to proceed to the next round of consultation when they meet in Cabinet on the 8 November 2011. If Cabinet agrees that more local places are needed, there will be a second round of consultation in November and December 2011. The final decision will be taken by Cabinet on the 7 February 2012. If the expansion goes ahead it will be a phased delivery with the first reception cohort starting in September 2013. The whole building will not be completed by 2013.</i></p>	



ITEM		Owner
	<p><i>The first phase of building work to the infants (internal and external) will take place over approximately 9-12 months. The junior classroom alterations will last for approximately 1 year to 15 months.</i></p> <p><b>27. I was a teacher at a school undergoing building works, and I left because of the constant drilling. I could not cope with it for 9 months.</b></p> <p><b>28. Many teachers drive and parking has to be factored in. If there is no additional parking space, then you will not attract teachers.</b></p> <p><b>29. Are you looking to expand 3 schools or 1?</b></p> <p><b>30. Broadwater Farm is that in the mix?</b></p> <p><i>The 3 schools, Welbourne, Lancasterian and Belmont Infant &amp; Junior schools serve their own communities. The free school element remains unknown. We will not know whether a free school has been approved until 1<sup>st</sup> October. This may have an effect on the recommendation made by officers to members and the decision made by Cabinet. If an expansion were to go ahead, any planning application would look at the impact of traffic (pedestrian and vehicular) on the school and the local environment and assess how traffic claming measures could be put into effect to minimise any impact. Broadwater Farm is not part of this particular expansion consultation.</i></p>	
	<b>Summary</b>	
	A summary of the next steps was given and the meeting was closed at 7.15pm.	

**Appendix 11** Summary of consultation held 9<sup>th</sup> January to 6<sup>th</sup> February 2012

**Consultation Summary**  
**Belmont Infant & Junior Schools**

**Responses to Belmont Infant & Junior Statutory Consultation (running from 9<sup>th</sup> January 2012 to the 6 February 2012)**

**45 individuals or families responded** to the **Belmont Infant & Junior statutory** consultation and **2 ‘others’** i.e. The Governing Body of Belmont Infant School and David Lammy MP, totalling **47 responses**. **Three petitions with 382 signatures** were received during the statutory period which ran from **9<sup>th</sup> January 2012** to the 6 February 2012.

Of the 47 individuals or families that responded, 44 were in opposition and 3 wanted more information before they could reach a decision.

**OBJECTIONS**

Overall, the main points from those who objected were:

- The school is already at capacity physically and there is no space to expand into
- An expansion will mean a loss of outdoor/play space.
- The partnership with The Vale will be compromised
- No architectural plans have been provided to allow stakeholders to assess the impact.
- The £2.2 million proposed budget is insufficient and only a fraction of what was spent on expansions in the west of the borough
- The school functions well because it is small. This will be damaged by the enlargement.
- Disruption during construction works (including health and safety implications, and impact on staff, parents & pupils)
- Impact on quality of the children’s education.
- Clearer transparency required in fundamental logic of the council’s place planning. For example, a number of schools have had their PAN’s reduced (Noel Park & North Harringay, Broadwater Farm). This undermines the argument for expansion at these schools.
- Improve the standards at neighbouring and other primary schools across the borough.
- Consultation process has been poorly managed
  - The Local Authority has not answer all questions
  - The consultation has not been collaborative
  - The Local Authority needs to explore other options

## **RESPONSES OTHER THAN FROM INDIVIDUALS/FAMILIES**

Two representations were received from the following groups: 1) The Governing Body of Belmont Infant School and David Lammy MP. Both were opposed.

**The main objections from The Governing Body of Belmont Infant School were:**

- An expansion is likely to jeopardise the success of the school
- It will negatively impact neighbouring schools
- It will detrimentally impact upon Special Educational Needs provision in the borough
- Result in a loss of outdoor play space
- The expansion is opposed by the Vale Governing Body.
  - The Vale students require more space in the playground than mainstream children and overcrowding presents health & safety issues.
  - There is uncertainty around how space currently used for inclusion activities will be incorporated in the expansion
  - The council has failed to provide a substantive response to these issues.
- Concerns over school's financial viability if the schools do not fill at 3 forms of entry
- Belmont Junior school currently carries surplus capacity. There is concern that this problem will be exacerbated with a higher Planned Admission Number
- Loss of small schools grant
- Proposed £2.2million budget insufficient
- Not convinced that the council has the funds to carry out an expansion successfully
- Downhills Primary School has objected to the expansions of Belmont Infant and Junior schools, citing that an expansion would have a negative effect
- Failure to consider physical capacity at neighbouring schools, for example, Noel Park
- Potential financial threat from neighbouring academies with space to expand such as Noel Park and Downhills
- Disruption of building works
- Consultation has been poorly managed
  - School's concerns have not been addressed
  - Poor quality of information received
- The council has failed to meaningfully engage with the school community, and subsequently these stakeholders have no confidence in the proposals
- The proposals do not set out how the Local Authority proposes to manage the impact of an expansion on neighbouring schools

**The main concerns from David Lammy MP were:**

- Shares the concerns of Governing Body
- Cannot support anything which could have a negative impact on school standards in the borough

- Concerned about the impact on Special Educational Needs in Haringey
- Pleased that an agreement has been reached to extend the consultation

**Appendix 12** Questions and Answers for Public Meeting 17<sup>th</sup> January 2012

**Belmont Infant and Junior School  
Questions and Answers for public meeting  
17 January 2012  
6.30pm  
Belmont Infant School Hall**

1. Should we first ascertain if construction is needed before any work is done?

**If the decision to expand the schools is made, construction will be required as there are not spare classrooms on the site sufficient to accommodate an additional form of entry across the two schools.**

2. Communal spaces in the school are small and adding a hut in the playground will not solve the problem.

**As explained the design process is a collaborative process and we will take the needs of the school, including playspace, into account.**

**If the proposed expansion is agreed there will an opportunity for the Head, senior leadership team, governors and others to shape the designs to ensure the expansion best meets the needs of the pupils.**

3. There is a great fear among staff and parents that the decision to expand has already been taken. The newsletter is disreputable as it has ignored the first round of consultation and so there is a lack of confidence from the school community. The logic of expanding Belmont Infant School and Junior School is unclear as there is space in three adjoining schools. There is also a limited financial pot to carry out the required works. The response to the consultation is not a NIMBY response, but the school community is aware of development in other local schools and resources should be diverted to these schools to help them improve. An expansion at these schools will put serious danger on the heads and this will push our schools under.

**The final decision to expand has not yet been taken. The first section of the newsletter, "What were the results of the consultation?" sets out the opposition to the expansions received as part of the first round of consultation. At reception level, as of January 2012, there are no spare reception spaces in adjacent schools.**

**Further detail on other local schools and why they are not being expanded or their published admission number (PAN) increased is covered below, as is the issue of resources to support other local schools. Belmont Infant and Junior schools have been chosen for expansion in part on evidence of the strong leadership and management and their ability to deal with an expansion of their school without any detrimental effect on the schools' performance.**

4. This is an issue for more schools than just Belmont Infant and Junior schools – Noel Park do not want to be a two form entry school, they want to be three form entry school. Is it because the revenue will go to academies?

**The decision to reduce the PAN at Noel Park School was taken long before the Academies issue became live and therefore played no part in that decision.**

**The PAN at Noel Park was historically set at 81 as the classrooms were only big enough for a maximum of 27 pupils in each class (rather than the usual 30 pupils). Expanding the school to 3 full forms entry (90 pupils in each year group) would be cost prohibitive.**

**There is a currently a budget deficit at the school and the school cannot sustain classes of fewer than 30 pupils without adding to this deficit.**

**Increasing numbers at Noel Park is not a viable alternative to expanding Belmont Infants and Junior Schools.**

5. I fully endorse the enlargement. We need an opportunity to learn and educate so accept the expansions and accommodate it. All cycles of a child's development are determined by economic circumstance and can we deny the opportunity to incoming generations?

**Response not required.**

6. The pain of the school community is centred on: 1) pollution and congestion caused by additional people/vehicles coming to the school as a result of an increase in pupil numbers, 2) small is beautiful, 3) there is harmony and stability in the school community and increasing the school population by 50% and adding management stress puts the schools at grave risk. The school is being used as an overflow from other 'problem' schools in the borough. Academies are getting rid of kids and this is 'legal' social engineering.

**If the expansion goes ahead, part of the work to expand the school will focus on how additional pupils enter and leave the school, and the issue of additional vehicles attracted to the school as a result of the pupil/staff increase. Traffic calming measures and travel plans will be evolved as part of the construction works and will also be looked at as part of any planning application for the expansion works. School size is covered below in Q7. How the increase in population will be dealt with by the Senior Leadership Team (SLT) is covered in Q3 above.**

**The school is not being used as an overflow from other schools. Expansions across the borough are required as a result of a rising birth rate and a rising demand for school places in our borough. There are more children year on year requiring reception places in our schools and we no longer have capacity within the existing PAN across the borough to deal with these rising numbers meaning that we have run out of school places.**

7. Will standards be maintained or improved – the community feels that the answer is no.

**Research is inconclusive about the optimum or recommended size of a school with regard to standards. Ofsted's 2009 report on Twenty Outstanding Primary Schools does not mention size as a factor in school success. What does make a difference in outstanding schools is excellent leadership , team work, quality of teaching , values aspiration for all and**

**excellent inclusive practice. We know that all these factors apply at both Belmont schools and that with the excellent leadership and values in the schools there will not be a drop in standards. Of the twelve outstanding primary schools in Haringey, one is a four form entry school, two are three entry and two schools that have been judged outstanding have been expanded and one is going through the expansion process. Standards of attainment and the regard to the welfare and safety of the children have not deteriorated.**

- 8. How much are the Council paying a consultant to produce feasibility studies on how any expansion will be delivered? What regard has been had to equality at the Cabinet meeting on the 20 December 2011? Was there more than that contained in Appendix 10? What regard has been had to the impact on the Vale as the Governing Body of The Vale objected to the proposals. The Council have linked the Noel Park issue only to Alexandra Primary, although Belmont is less than half a mile away from Noel Park. If circumstance change can you go back and look at the conclusions previously reached? Has the original analysis on reasons for expansion changed? Has the Council relooked at the issue? Why haven't you answered my letter dated 24 October 2012?**

**Feasibility work on the expansions is being done within the Council and a consultant is not being paid for this. NOTE Jon is checking this and will get back to you. The 20 December Cabinet Report was accompanied by three Equality Impact Assessments that formed part of the Cabinet Report (appendix 10). In reaching their decision to expand, Councillors had regard to the contents of the report which includes all of its appendices. Council officers have met with the Head at the Vale to discuss concerns and, if the expansions go ahead, the needs of the Vale and all of its pupils will inform how the expansion works are delivered on the sites. Any changing circumstances are and will continue to be considered at every step of the decision making process. Further, the Council has always made clear that the location of the Free School proposed by E-ACT, once determined, will have an impact on at least one of the expansions currently being considered by the Council. At the present time there has been no material change in the evidence base used for the original analysis on the reasons for expansion. Your letter dated 24 October is being addressed and will be answered shortly.**

**The design consultants tendered for RIBA Stages A to L. This procurement process was based on a Quality - 50%, Price -50% tender. The appointed design consultant fee for each School is as follows:**

- Welbourne Primary School - Pick Everard – Total fee RIBA Stage A to L = £237,072.16**
- Belmont Infant and Junior Schools - Mott MacDonald – Total fee RIBA Stage A to L = £186,412.50**
- Lancasterian Primary and The Vale schools - Pick Everard – Total fee RIBA Stage A to L = £181,381.44**

**RIBA stages A to B (feasibility study)**

- **Welbourne Primary School - Pick Everard – Total projected fee for RIBA Stage A to B = £42,000.00**
- **Belmont Infant and Junior Schools - Mott MacDonald – Total projected fee for RIBA Stage A to B = £15,562.50**
- **Lancasterian Primary and The Vale schools - Pick Everard – Total projected fee for RIBA Stage A to B = £35,000.00**

**RIBA stage C (Design stage - outline proposals)**

- **Welbourne Primary School - Pick Everard – Total fee for RIBA Stage C = £39,014.00**
- **Belmont Infant and Junior Schools - Mott MacDonald – Total fee for RIBA Stage C = £34,170.00**
- **Lancasterian Primary and The Vale schools - Pick Everard – Total fee for RIBA Stage C = £29,276.28**

**Five firms were invited to tender for each project, and the successful architect practice for each school is as set out above.**

9. With regard to the School Place Planning Report 2011, Belmont Infant and Junior schools fall in Planning Area 12 (PA12) which has a rising birth rate but the school is stable. Has the need to expand come from this data? Where has the evidence come from for a high birth rate? Why has Broadwater Farm been reduced when it is in the next planning area to ours? Do you favour Belmont Infant and Junior schools because they are small, successful and outstanding?

**Evidence for the need to expand schools in the borough has come from birth data provided by the Office for national Statistics (ONS) and from birth and school roll projections provided to the Council by the Greater London Authority's Data Management Analysis Group (GLA's DMAG). This evidence has also been supported by the Haringey's Admissions information on demand for and supply of reception places across the borough. The PAN for Broadwater Farm (now The Willow) was reduced in 2008 at a time when there was pupil place sufficiency in the local area and when the demand for places fell below the supply (Demand for school places changes annually and is closely monitored and responded to in order to ensure that we have enough places and in the right areas to meet changing demand, but also to ensure that we do not have too many places. The Willow is now part of an innovative inclusive campus with the Brook School. There is no scope for expansion.**

10. Are you responding to our questions and logging them? Please note that we feel that our questions will not be answered.

**All questions were logged at the meeting and have been responded to here.**

11. At the first round of consultation there were lists of questions raised, but the Cabinet took approximately one minute on the decisions to proceed at the



Cabinet meeting on the 20 December. What were the concerns raised as a result of the consultation response not properly represented? In terms of finance, how much was spent on expanding Coleridge Primary, Rhode Avenue Primary and how much will be spent on expanding Belmont Infant and Junior schools? How can you guarantee that money won't be diverted to other schools in crisis?

**The Council's Cabinet Members had read the Report, including appendices, in advance of the meeting. Debate at Cabinet only happens where there is not clarity in something that the report presents, or where there is some disagreement on the recommendations or conclusions that the report presents. The budget for Coleridge was £7.9 million and for Rhodes was £8.9 million. It should be noted that Coleridge expanded by two forms of entry and included the purchase of land. The funding for Rhodes included funding to address a number of known condition and suitability issues as well as providing an additional form of entry. The present budget figure Belmont is £2.2 million. Capital expenditure of this nature is planned taking into account long term pupil number trends; separate resources exist to assist with managing other short term accommodation needs and, once a capital scheme is approved, the resources are earmarked for that scheme and would not under normal circumstances be fundamentally changed.**

12. In terms of pupil numbers, if schools near to ours become academies will our PAN (planned admission numbers) be filled. Will we lose the small schools grant? What will stop us operating on a deficit budget? How will your problem not become our problem?

**There is no evidence to suggest that a school becoming an academy will impact on demand for places at Belmont. The schools in the local area that may become an academy are already full at reception level and so there are no surplus places that might be filled by families that might have chosen to send their children to Belmont Infant or Junior Schools. Any local Free School will provide additional places and the Council will need to balance the provision of those additional places against the need to expand any of its schools. The effect on other schools of some schools becoming Academies cannot be predicted with any certainty. There are three levels of the Minimum Basic Allocation that reduce gradually as pupil numbers rise – the levels are £56k for schools with less than 200 on roll, £50k for those having between 201 and 250 and £39k for all other (primary) schools; these reductions are more than offset by the increased pupil funding and other funding streams such as AEN and (for those entitled to Free School Meals the Pupil Premium) that larger pupil numbers accrue. Many schools in Haringey operate successfully at all of these levels of funding. Schools cannot set a deficit budget without the specific agreement of the Local Authority which will only be given where there is evidence of a recovery plan returning the budget to balance.**

13. What are the advantages to the children in doing this?

**The first advantage to the children of our borough is that we will have enough school places. For Belmont, there will be an increase in the number of staff providing a wider range of skills that will support the children's learning. It will be possible for the schools to introduce subject leaders - which is not normally possible in smaller schools. More teachers means that that the wider skills and expertise base they bring to the school**

can be shared to meet the needs of the pupils even more efficiently than at the moment.

During the expansion process the leadership team of the schools will be given the opportunity to identify how to improve the learning environment – and with the flexibility that larger schools enjoy, there will be the opportunity for an increase in resources.

14. What is the timeline for answering these questions?

**The answers to these questions have been made available within a week of the public meeting held on Tuesday 17 January.**

15. Your tranquilising and reassuring is merely rhetoric. Where is the third part to ensure that the questions are answered?

**Responses to questions have been made available within the confirmed timescale.**

16. Once the questions are answered there may be further questions that need answering. How will this be handled?

**Further questions can be submitted before 6 February to [belmontexpansion@haringey.gov.uk](mailto:belmontexpansion@haringey.gov.uk). Any further questions will be responded to by adding to this question and answer sheet and updating it on the web or in the Cabinet report scheduled for March 2012.**

17. In terms of space on the school site, where are the plans showing layout? Where will the pupils fit, where will The Vale pupils go, and what will the playground space be? When will we see plans?

**As was covered in the opening address to this meeting, any design and delivery process will be a collaborative one and the design will evolve with the school team. The Head will be able to advise of dates as each stage nears completion and when it will be available for comment.**

18. Where is the expansion going to take place? Will this eat into the park and the newly laid playground?

**The park is not part of the site. Please see above for a response to how any expansion will be physically delivered.**

19. Play space will not go beyond existing school footprint. We will lose play space? But there will be 100 more children.

**We are fully aware of the need for sufficient quality playspace. The design of the landscape and the availability of play will form an integral part of the design process.**

20. Is this consultation a PR exercise? What is the actual point? Will the Council change its mind as a result of tonight?

**The Council have set out from the outset that the response to the consultation is one of the determining factors in deciding whether or not to**

**go ahead with the expansions. This is covered in more detail on page 2 of the latest expansions newsletter under “What we considered”.**

21. Is it a “done deal”?

**No**

22. Governing body meet infrequently, how can they find time to work with you if you rush at such a pace?

**If expansions are to go ahead we will talk with the Governing Body to set up a working party or sub committee that will meet regularly and report back to the Full Governing Body. This approach has worked very effectively at other schools that we have expanded, most recently at Rhodes Avenue.**

23. Where are the people for the project?

**The project is currently being looked at across a number of Council sections, including Admissions and School Organisation, Property, Finance. If the decision to expand goes ahead that collaborative work will continue and will expand out to include both other council sections – for example Highways and Planning. Work with the school’s Senior Leadership Team, other staff, the Governing body, parents, carers and pupils, and also the local community, including residents will also continue.**

24. Concerns were expressed about the environment in terms of extra congestion, both cars and parents milling around on the roads and pavements outside the school. Issues around security were also raised if the expansion goes ahead.

**The impact on the local environment in terms of the additional parents, pupils and vehicles coming to the site as a result of any expansions is covered in Q6 above. Security – we will ensure that the construction process does not in any way compromise the schools security. The final built solution will need to satisfy the school that it provides adequate protection to staff and pupils.**

25. Raise hands if opposed- **almost everyone raised a hand. Who is for? - One hand raised.**

**The Council continues to acknowledge the strength of opposition among some members of the school community to the proposed expansions.**

26. If this school is excellent, why not copy this format for other schools?

**We do encourage schools to learn from each other and share best practice, particularly within Network Learning Communities which are geographically designated groups of schools – primary, special and secondary. These communities meet regularly and discuss school improvement and carry out specific activities that they have agreed on in order to learn from each other. We also encourage head teachers and others senior leaders to visit each others schools in order to learn and carry out professional dialogue. However, every school has a different context and every head teacher has a different leadership approach. Therefore this shared approach has to be carefully managed. We will**

**continue to facilitate sharing good practice and will certainly hope to use Belmont as an example of excellence.**

27. Can we have an answer as to why the Council is ignoring that fact that we do not accept this proposal?

**The Council has not ignored that there is opposition to the proposal in the school community. This opposition has been reflected in the report to Cabinet in December 2011 and in the latest newsletter. It will be reported fully to Councillors in any future Cabinet report.**

28. Have you taken into account that these are 2 separate schools? Why is one sum of money being spoken about?

**There is only a single scheme covering both sites and therefore one scheme budget.**

29. Is there a percentage figure, where if the numbers are so high, you will reject the proposal or does it not matter?

**The level of opposition to the proposal must be balanced against the other information that we have in making any recommendation or decision. This information is set out under "What we Considered" on page 2 of the newsletter. This consultation is not a ballot, but the strength of feeling is acknowledged and will be reported appropriately to Councillors as part of the Cabinet report due to go before them on the 20 March 2012.**

30. Why expand here when everyone is against it? Where is the money coming from, the Council or private finance?

**The Council is using capital grant it receives from the government; there is no private finance component.**

31. At a meeting at Downhills School, Cllr Reith advised that "the views of parents will be taken into account" in respect of Downhills Primary– will the same be applied here?

**All views expressed as part of this consultation will be taken into account and will be fully reported.**

32. What will happen if the £2.2million runs out, where will you source further money?

**The estimate costs of the scheme will be refined and updated as the scheme progresses through the procurement stages and will only proceed to implementation once funding is fully in place.**

33. There is a free school meeting at Bernie Grants Art centre, this Saturday at 2pm. Do you know where the free school is going to be? What will be the effect on this and adjacent schools?

**On the 20 January 2012 AESE (Academy of Entrepreneurialship and Sporting Excellence) is holding a meeting at Tottenham Town Hall to discuss the provision of a through school (ages 4 – 19) in Tottenham. AESE has not yet had an application to provide a free school approved by**

the DfE (Department for Education). If AESE wants to provide a free school for September 2013 they will need to submit an application to the DfE by no later than the 24 February 2012. We do know that one provider, E-ACT, has been approved by the DfE to provide a two form entry primary school in Haringey for September 2012. E-ACT is proposing that this school will open in 2012 with two reception classes and two Year 1 classes. At the time of writing E-ACT have not confirmed a site for their Free School, but they have always made clear their intentions to provide the school in Tottenham. Where free school places are provided in the borough the council will look at local place provision and, where appropriate and necessary, may need to adjust the number of school places provided by the Council to take into account provision made by the free school(s). A decision not to expand any school(s) or to reduce the PAN of any school(s) will be taken after assessing the location and number of free school places being provided, the current and projected local and borough birth rate and school rolls, and the level of surplus capacity (if any) in the local area.

34. Lots of temporary cabins used for additional classes become permanent, is this what is being proposed here? Given there is a small budget, what guarantees are in place to ensure that this does not happen?

**We have chosen not to adopt the approach of many other councils in solving this problem by the use of temporary accommodation. We will provide suitable accommodation which will be integrated into the existing school.**

35. My child is asthmatic and will suffer as a result of more parking/congestion.

**One of the positive outcomes of providing local school places to meet local need is the reduction in the number of children who will need to get into a car to get to school, although it is acknowledged that an expansion will result in an increase in vehicular and pedestrian traffic around the school. Parking and congestion will be looked at as part of planning for any expansions. This work will include the impact of appropriate local traffic calming measures and the school's own Travel Plan.**

36. How many developments for school expansions have been on target and were not delayed?

**The scheme at Rhodes Avenue is currently delayed against the construction programme, but not against the key milestone of providing pupil places. The Building Schools for the Future (BSF) programme delivered major works at 12 secondary schools without delay.**

37. This consultation process is very disrespectful, I feel disempowered. It is not a professional way of taking notes. I generally don't have confidence that questions will be answered and we need another meeting with some dialogue.

**Given the large number of parents, carers and residents attending the meeting, the Council considered it important to hear all views and questions and to provide a full written response to those questions.**

38. English is not my first language and I requested a pamphlet in my language. However, I have not received a response.

**Translations into 16 different languages have been ordered and will be available on the 24 January 2012.**

39. Who set this time for the meeting, saying it will from 6.30pm-7.30pm, this was not on the leaflet.

**The Council set the time for the meeting.**

40. Can you provide us with reassurance that questions can be given and answered in public?

**The answer to all of the questions asked at the meeting on the 17 January are answered here and are published on the Council's website at [www.haringey.gov.uk/schoolexpansions](http://www.haringey.gov.uk/schoolexpansions)**

41. Can we have a further meeting answering our questions? I would like face to face answers. The Labour Councillor is democratically elected this is what we expect from a consultation.

**The Council provided face to face answers at two public meetings in September 2011. The Cabinet Member for Children attended one of those meetings and also the meeting on 17 January. The public meeting on the 17 January was very well attended and the Council wanted to listen to all of the views and feeling from the school community and beyond. More than 50 questions were asked at the meeting and a full response is set out in this Q & A sheet.**

42. Will the 4 weeks be suspended while you answer our questions?

**At the meeting the answer was given - No.**

43. We came to give our views and get answers. This is why you did not want to be videoed because you came with another agenda.

**The agenda was to listen to public opinion and answer questions raised. This has been done. There is no other agenda.**

44. Newsletter is "disreputable." This is a big public concerns, there is a probability that this will be in the national media.

**The newsletter addresses the results of the previous consultation, sets out what we are taking into account in making recommendations to members, and sets out how all interested parties can make their views known. The Council, including Councillors, are aware of the strength of opposition to these expansions.**

45. In section 5.12 of the Cabinet report, you talk about birth rate data. The housing benefit changes suggest that this area will become more affluent. There is data to suggest that the more affluent delay having children. Has the LA taken this into account? Will these places be needed?

**School roll projections in the next five years are based on children who have already been born. The Council are aware that changes to housing benefit may**

have an impact on where housing need can be accommodated across the borough for those who are on housing benefit. Year on year the Council reassess current demand for school places, latest birth data and how that changes from Planning Area to Planning Area across the borough. This is set out in detail the Council's School Place Planning Report which is produced in July every year.

46. Mr Cushion has been paid £5,000 for consulting the Council, was this money well spent?

Mr Cushion represents Education London, Haringey's agreed framework for education consultancy. To date 2 days have been spent on this project at a cost of £650 per day.

47. Are e-mails registered as formal oppositions?

Yes.

48. If you can't even look after a petition, how can we trust you to look after the welfare of our children?

The Council is aware that there is a discrepancy of at least 50 signatures between the petition that was handed to us and the number of signatures that the parent who handed in the petition said there was. Any petition received as a result of this round of consultation will have the number of signatures counted at the time of the handing in of the petition to ensure that the final figure is agreed between all parties.

Post meeting.

49. Is the format of recording questions and not answering at the time a standard format in Haringey consultations processes? If not, when was the decision made why and who made it?

There is not a standard format for public meetings. The decision to listen to public opinion and take as many questions as possible was made in response to the large number of people that attended the meeting and was taken by officers on the night. The format allowed a much greater number of questions to be asked, and full responses are given in this Q & A sheet.

50. With regards to the statutory processes set out by Jennifer Duxbury, is the timetable set by the Local Authority or national government?

The timetable (four week statutory consultation) is set out by national government.

51. Throughout the consultation process, there has been a lot of mention about PA 12. Are they national designations or local designations. Does Haringey ever move the areas?

For the purposes of school places planning a local authority can divide its local area in up to, but no more than, fourteen planning areas (PAs). The Greater London Demography system does not allow subdivision of a borough into more than fourteen planning areas. These planning areas are determined locally. In Haringey the PAs correspond with ward boundaries, with some

**areas containing two wards. In Haringey these were defined back in 2005 and their boundaries haven't moved since.**



**Appendix 13**– Statutory Notices for Belmont Infant School and Belmont Junior School

**Expansion of Belmont Infant School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Haringey Council intends to make a prescribed alteration to Belmont Infant School (community school), at Rusper Road London N22 6RA from 01 September 2013.

The proposal is that Belmont Infant School would expand from 2 to 3 forms of entry. The first 3-form reception entry would start in September 2013 and that 84 places would be offered in subsequent years. The school would eventually cater for 252 children by 2015. This statutory notice is related to a concurrent statutory notice published in respect of the prescribed alteration of Belmont Junior School.

The current capacity of the school is 168 and the proposed capacity will be 252. The current number of pupils registered at the school is 172 (January 2012). The current admission number for the school is 56 and the proposed admission number will be 84.

Number of pupils to be admitted in the first school year in which each stage is implemented: 2013/14 -196, 2014/15 - 224, 2015/16 - 252.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: [www.haringey.gov.uk/belmontexpansion](http://www.haringey.gov.uk/belmontexpansion) or by contacting Carlene Liverpool at The Children & Young People's Service 48 Station Road London N22 7TY

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to Carlene Liverpool, The Children & Young People's Service 48 Station Road London N22 7TY.

E-mail: [belmontexpansion@haringey.gov.uk](mailto:belmontexpansion@haringey.gov.uk).

Signed: *Libby Blake*

Publication Date: 4 May 2012

**Appendix 13– Statutory Notices for Belmont Infant School and Belmont Junior School continued**

**Expansion of Belmont Junior School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Haringey Council intends to make a prescribed alteration to Belmont Junior School (community school) Rusper Road London N22 6RA from 01 September 2013.

The proposal is that Belmont Junior School would expand from 2 to 3 forms of entry. The first 3-form Year 3 entry would start in September 2016 and that 90 places would be offered in subsequent years. The school would eventually cater for 360 children by 2019. This prescribed alteration is related to the concurrent publication of a statutory notice on the prescribed alteration of Belmont Infant School to 3-form entry which would start in September 2013 with its Reception intake increasing from 56 to 84.

The current capacity of the school is 240 and the proposed capacity will be 360. The current number of pupils registered at the school is 205 (January 2012). The current admission number for the school is 60 and the proposed admission number will be 90.

Number of pupils to be admitted in the first school year in which each stage is implemented: 2016/17 – 270, 2017/18 – 300, 2018/19 – 330, 2019/20 - 360

This Notice is an extract from the complete proposal.

Copies of the complete proposal can be obtained from:

[www.haringey.gov.uk/belmontexpansion](http://www.haringey.gov.uk/belmontexpansion) or contacting Carlene Liverpool at The Children & Young People's Service 48 Station Road London N22 7TY

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to Carlene Liverpool The Children & Young People's Service 48 Station Road London N22 7TY. E-mail: [belmontexpansion@haringey.gov.uk](mailto:belmontexpansion@haringey.gov.uk).

Signed: *Libby Blake*

Publication Date: 4 May 2012

**Appendix 14**– Consultation document

**A copy of the consultation documentation distributed during the May-June round of consultation**



## **Proposed expansions of Belmont Infant School and Belmont Junior schools**

- Statutory consultation from **Friday 4 May to Friday 1 June 2012.**
- Feedback from previous stages of consultation
- Events at the school showing indicative plans and Q&A with the Leader of the Council – 17 May 2012 and 18 May 2012
- Read on for more information and then tell us your views!

[www.haringey.gov.uk](http://www.haringey.gov.uk)





## Statutory notice on the proposed expansions of Belmont Infant School and Belmont Junior school from two to three forms of entry with effect from the September 2013 Reception intake

### Background

As part of ongoing discussion with schools, parents, carers, the local community and other stakeholders about the proposed expansions of Belmont Infant School and Belmont Junior School, Haringey Council has carried out two public consultations. If implemented, the expansions would begin with the Reception Classes that enter the schools in September 2013 when the Infant School would increase from two forms of entry (56 pupils in each year group) to three forms (84 pupils in each year group). By 2020 all year groups across both schools would be three forms.

### What you told us

Feedback from both of those consultations was very clear: the school community was strongly opposed to the expansion of either of the schools. The grounds of opposition to the proposed expansions included, but were not limited to:

1

Disruption to school life and pupils during construction works;

2

The impact of a larger school on the quality and standard of the children's education;

3

The unique sense of community that a two form entry school has, and which is evident in both schools, will be lost as part of the expansion;

4

There will be a negative impact on surrounding schools as a result of the expansions

5

Other schools are being reduced in terms of intake, but it would make economic sense to retain their annual intake number and even increase it;

6

An expansion to three forms of entry will mean the loss of the small schools grant and so the school will lose out financially;

7

A new school should be built locally to accommodate increasing demand;

8

The impact of the expansion on the relationship with The Vale Special School and its pupils has not been fully considered;

9

An increase in traffic and congestion in the local area;

10

In the current economic climate the building/expansion works will be under-resourced/financed;

11

Any expansion will mean the loss of outdoor/green space; and

12

Improving standards at surrounding schools is more cost effective.

## Our response

To respond to concerns, the council's Cabinet agreed in March 2012 to carry out further consultation with the schools and their communities on the proposed expansions of the schools. This will include providing more information about how the expansions might be delivered.

The council has prepared some concept drawings indicating how the expansions might take place on both school sites. The finer detail of these, such as individual room use, extent of construction and proposed programme delivery is not available at this stage.

More detailed work on how any expansion might be delivered will be undertaken once any final decision to go ahead is made. This detailed work would involve close working with the school's Senior Leadership Teams, governors and with the wider school and local community.

## The continuing challenge

The council has previously set out in some detail why the expansions are required. Birth rates and school rolls across the borough continue to rise and we need to provide more school places to ensure that children already born but who are not yet in school, are assured of a local school place in our borough.

Since the last consultation took place in November 2011 the council has received further birth data and the closing date for reception applications for September 2012 has also passed. This latest birth and admissions data supports council projections that demand for school places continues to rise in the borough, and we need to make local provision of additional places. More detail on this data can be found on the school expansion web pages on the council's website at [www.haringey.gov.uk/schoolexpansions](http://www.haringey.gov.uk/schoolexpansions)

## Have your say

This consultation, starting with the publication of statutory notices, will begin on **Friday 4 May 2012** and lasts for four weeks, finishing on **Friday 1 June 2012**.

From 10 May, concept drawings will be exhibited at both schools during school hours, and also after school hours on 17 May (from 3.30pm to 7pm) to allow access for the wider community and for those parents and carers who can't view them during the school day.

The plans will also be displayed in Wood Green Library, 187 High Road, N22 6XD.

## What happens next?

All consultation comments received will also be reported to the council's Cabinet meeting at which a final decision on whether or not to expand the schools is taken. It is expected that this meeting will take place on 11 July 2012.



Council officers will be in the Infant School on Thursday 17 May from 2.30pm to 7pm and the Junior School on Friday 18 May from 2pm to 4pm, to answer questions on the indicative drawings.

### To have your say:

- **Visit the schools** to see the plans and talk to council officers on 17 May (Infant School) or 18 May (Junior School)
- **Email** [belmontexpansion@haringey.gov.uk](mailto:belmontexpansion@haringey.gov.uk)
- **Send written comments** to Deputy Head of Admissions (Place Planning), Children and Young People's Service, 48 Station Road, London N22 7TY

Any comments must be received by the council no later than **1 June 2012**.



This booklet tells you about a proposal to expand Belmont Infant and Junior Schools. For a copy in your own language, please tick the box, fill in the form and return to the Freepost address below.

<p><b>Albanian</b> <input type="checkbox"/></p> <p>Kjo broshurë ju tregon mbi propozimin për të zgjeruar Shkollat Belmont Infant dhe Junior. Për një kopje në gjuhën tuaj, ju lutem shënjoni <input checked="" type="checkbox"/> kutinë, plotësoni formularin dhe kthejeni tek adresa e mëposhtme me Postim Falas.</p>	<p><b>Kurdish</b> <input type="checkbox"/></p> <p>Ev destpirtûk li ser pêşniyareke firehkinna Xwendegehên Belmont Infant û Junior agahiyê dide we. Heke hun koplyeke bi zimanê xwe dixwazin, ji kerema xwe qulîkê nişan bikin, formê tije bikin û ji navnişana jêrîn a posta bêpere re bişînin.</p>
<p><b>Arabic</b> <input type="checkbox"/></p> <p>هذا الكتيب يخبرك عن اقتراح لتوسيع نطاق مدرسة "بلمونت" للأطفال (Belmont Infant and Junior Schools). للحصول على نسخة بلغتك الخاصة، يرجى وضع علامة في المربع و املئ الاستمارة ثم اعدّها إلى العنوان على البريد المجاني أثناء Freepost.</p>	<p><b>Polish</b> <input type="checkbox"/></p> <p>Niniejsza publikacja dotyczy propozycji zwiększenia naboru do szkół Belmont Infant oraz Junior Schools. Aby otrzymać tekst publikacji w języku polskim należy zaznaczyć odpowiednie okienko, wypełnić formularz i odesłać go bezpłatnie na podany poniżej adres.</p>
<p><b>Bengali</b> <input type="checkbox"/></p> <p>এই পুস্তিকা আপনাকে বলছে যে আমরা একটি ইনফ্যান্ট এবং জুনিয়র স্কুলের বিস্তারিত করার পরিকল্পনার ব্যাপারে। আপনার নিজস্ব ভাষায় একটি প্রতিলিপি পত্র চাইলে, ফাঁ করে বাজে টিক চিহ্ন দিন, ফর্মটি পূরণ করুন এবং নিজস্ব সিহানার মুদ্রাইন ব্যাংক অফিসে পাঠিয়ে দিন।</p>	<p><b>Portuguese</b> <input type="checkbox"/></p> <p>Esse livreto te conta a respeito de uma proposta para expandir as escolas Belmont Infant and Junior Schools. Para uma cópia em sua própria língua, por favor, marque o quadradinho, preencha o formulário e releme-o para o endereço postal gratuito (Freepost) abaixo.</p>
<p><b>French</b> <input type="checkbox"/></p> <p>Ce livret vous renseigne sur la proposition de développer l'École primaire et maternelle Belmont. Pour en recevoir un exemplaire dans votre langue, veuillez cocher la case, compléter le formulaire et le renvoyer à l'adresse en port payé ci-dessous.</p>	<p><b>Somali</b> <input type="checkbox"/></p> <p>Buugyarahan waxuu kuu sheegayaa soo jeedin ku saabsan in la balaariyo iskoolka Belmont Infant and Junior Schools. Haddii aad rabto in buugyarahan lagugu tarjumo luuqadaada, fadlan sax mari sanduukha, soo buuxi foomka kusoo dir ciwaanka hoose ee boosta diristu lacag la'aan tahay.</p>
<p><b>Greek</b> <input type="checkbox"/></p> <p>Το φυλλάδιο αυτό σας δίνει πληροφορίες για την εισήγηση να επεκταθούν τα σχολεία Belmont Infant και Belmont Junior Schools. Για ένα αντίτυπο στη γλώσσα σας, παρακαλούμε σημειώστε το τετραγωνίδιο, συμπληρώστε τη φόρμα και επιστρέψτε την στην πιο κάτω διεύθυνση χωρίς ταχυδρομικά.</p>	<p><b>Turkish</b> <input type="checkbox"/></p> <p>Bu broşür Belmont İlkokulu Birinci ve İkinci Kısmı için tasarlanan genişletme planı hakkında bilgi sunmaktadır. Broşürün Türkçe kopyasını edinmek için lütfen uygun kutucuğu işaretleyip formu aşağıdaki ücretsiz posta adresine gönderin.</p>

Please tell us if you would like a copy of this document in another language that is not listed above or in any of the following formats, and send the form to the Freepost address below.

In large print     On audio tape     In Braille   

In another language, please state: \_\_\_\_\_



Name: \_\_\_\_\_ Tel: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Please return to: Freepost RLXS-XZGT-UGRJ, Haringey Council, Translation and Interpretation Services, 8th Floor, River Park House, 225 High Road, London N22 8HQ

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Belmont Consultation

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## **Appendix 15 – Background information on school roll projections**

The Greater London Authority (GLA) provides us with the roll projections for Haringey. We have been working with the Greater London Authority (GLA) to ensure the assumptions in the projections reflect the Haringey picture, including the recent school expansions and PAN reductions. The projections produced by the GLA use a variety of source data sets, including (but not exhaustively) school roll data, population projections, birth information, migration data and new housing data. These data sets are then manipulated to produce the school roll projections. A further word of caution needs to be added as all the population projections produced by the GLA are based on the 2000 CENSIS. This means the base set of data is nearly 12 years out of date and the GLA are waiting for the release of the 2012 data to update modelling assumptions.

As school place demand is dynamic and affected by factors such as school standards, perceptions, popularity of individual schools, where they are located in the borough, mobility and new housing developments, school roll projections and plans are re-visited annually. The projections can not be viewed in isolation and need to be just one tool of many we use to ascertain future pupil numbers.

We publish projections by age group and by planning area.

### **Testing the projections**

As part of our checking procedures we test the projections by calculating the retention rates from birth to reception. Using data over a ten year period, we were able to identify that on average 76% of children born in Haringey turn up in a Haringey reception class cohort. The retention rate is merely used to test whether the projections are realistic. A similar analysis could not be undertaken by planning area because planning area projections are artificially “capped” by the school capacity within that planning area. For example, planning area 12 can only accommodate a total of 236 reception aged pupils. The 4 year old roll projection is calculated by analysing this historic relation of school rolls to population estimates. A ratio is then calculated which is then rolled forward. In PAs where there is little or no projected change in children aged 4, typically those with little new development, stable birth rates and a “capped” school roll population, the end result tends to be a flat trend, even when other indicators (such as reception application demand) show an increase for the need of places.

### **Demand**

We have looked into the wards of residence of families expressing a first preference for Belmont Infant School. The table below shows that there is a high demand for Belmont Infant school from local parents, 57 of whom live in Planning Area 12 and 20 who live in Planning Area 13.

Planning Area	Ward	Number of applicants
12	Bruce Grove	8
	West Green	49
13	Noel Park	20
14	Woodside	9
5	Harringay	2
6	St Ann's	2
8	Tottenham Green	2
9	Tottenham Hale	1
11	White Hart Lane	8
1	Fortis Green	1
Out Of Borough	Barnet	1
	Enfield	6
	Islington	1
	Grand Total	110

We are aware that our most recent projections do not show the same growth in 4 year old projections as seen in previous years. Our planning assumptions are equally conscientious of the fact that projections by planning area should be viewed with some caution, for reasons explained in the point above. In contrast to the projections, Actual Reception Applications for September 2012 have surpassed the number of reception places originally available. Although we don't expect to see this exponential growth in the medium to long term future, projection models (irrespective of the year they were under taken) are indicating that pupil numbers will be levelling out at this higher rate.



Appendix 16 – Questions and comments from the consultation board 4<sup>th</sup> May to 1<sup>st</sup> June 2012

The Children and Young People Services  
Belmont Infant and Junior School  
Public Consultation Meeting



17<sup>th</sup> and 18<sup>th</sup> May 2012  
Held at Belmont School.

*Question and answers session:*

ITEM		Local Authority Response
1.0	<b>Questions from public consultations</b>	
	<p>The members of public expressed following concerns regarding the Belmont Infant and Junior school expansion:</p> <ol style="list-style-type: none"> <li>1. Acoustics- space for autistic child.</li> <li>2. The plans are a joke – if it's possible to spend decent money on Crouch End Schools – building new sites then the same is possible for us.</li> <li>3. Concerned the principle of going from 2FE to 3FE will impact on the child's well-being?</li> <li>4. Nurseries block 02 too close to residents.</li> <li>5. Will the dining time and experience be compromised if expanded to 3FE? If not how this will be achieved?</li> <li>6. The plans – which are already totally inadequate, are not affordable on £2.2m. So you can only afford bolt-ons – e.g. Plan A. Not good enough!</li> <li>7. If the school was expanded how the council would ensure the children get access to enrichment activities (music, netball team, and football team – opportunity to participate)?</li> <li>8. If there is shortfall of students why are you planning to expand it? You will bankrupt it!!!</li> <li>9. Too crowded. Will affect the children's wellbeing. Also lost of cherished growing garden is terrible. It's been a great educational tool.</li> <li>10. Don't understand acronyms. Info needs to be clearer.</li> <li>11. How would Haringey Council ensure behaviour issues do not occur due to expansion from 2FE to 3FE and more people squeezed with existing spaces?</li> <li>12. Concerns over dining.</li> <li>13. It is realistic and in the children's best interest to feed the 360 proposed junior students in dining hall that seats 86 with existing catering facilities? This will mean less than 15 min for student to eat lunch. What plans for this?</li> <li>14. Is there any evidence that inclusion works well in 3FE Primary School?</li> </ol>	<ol style="list-style-type: none"> <li>1. Specific Design considerations such as the acoustic performance of teaching areas will be addressed if the design progresses.</li> <li>2. The budget for any expansion of any school is determined by the requirements for each scheme depending on the level of work that needs to be done to the school to allow its effective expansion. This makes comparison between school expansions purely on a financial basis very difficult.</li> <li>3. Any proposed expansion will have the well-being of the students and their welfare as a top priority, designs will be done in consultation with all stakeholders and will comply with relevant regulations.</li> <li>4. The nursery block 02 is within the existing site boundary and any proposed expansion will need to gain planning approval which will rule on this kind of concern.</li> <li>5. The dining experience will be managed in a way similar to other schools where meal times will be timetabled to suit the needs of the school.</li> <li>6. Noted</li> <li>7. Schools receive funding based on pupil numbers. Additional pupils will bring with them additional funding which will allow them to fund and resource these additional enrichment activities.</li> <li>8. Our actual and projected figures show that there is not a shortfall of students and that we do not have</li> </ol>

ITEM		Local Authority Response
	<p>15. Haringey Council has little concern or respect for our opinions. Staff is arrogant and don not seem to understand why we are opposed to this. More children crammed into an already small space = bad education + future of council residents will go down.</p> <p>16. Where is the CARE? You have not taken in consideration the upheaval to the vale children – the corridors are too narrow. We are already compromised!</p> <p>17. Open new site instead of cramming people in.</p> <p>18. Presently all children are able to access music (supported by Tottenham Grammar grant) lessons, will this continue if expanded to 3FE?</p> <p>19. How will Haringey ensure good design and construction if expanded as my experience as teacher in some completed schools there are signs of poor management ship and quality?</p> <p>20. Will the school still be able to attract quality teachers if the school was expanded from 2FE to 3FE?</p> <p>21. How will natural light be ensured in the new foundation building when it's proposed to be located close to boundary?</p> <p>22. If as a school / parents we approve one of these plans will you commit to build the chosen option?</p> <p>23. If the proposal "expansion" goes through will it definitely be one of these three plans they are build?</p> <p>24. Not enough space! Is anyone listening? Haringey Council = "Have your say" has been ignored!!!</p> <p>25. Very concerned that a landslide majority of the school staff feel this is a bad idea. Will they feel so de-motivated that they will leave?</p> <p>26. Does this proposal serve the best interest of children who attend that school or will attend the school? I fear that their needs even the most basic ones are being ignored.</p> <p>27. Existing drainage issue – Drainage report completed. Will the Local Authority address this issue as part of the project?</p> <p>28. The local residents have not been invited to this consultation event. How will this be addressed for this event and future?</p> <p>29. Expansions of other school within this borough and others have cost around £8 million. How can you do it for 1/8 of this cost? What material are you proposing to build new rooms out of – cardboards?</p> <p>30. How will any of your plans improve the school? You should be giving something back.</p> <p>31. What about the premises at Downhills Park Road (formerly Moselle Upper School)? Good for junior school? What about extra outdoor space for additional pupils?</p> <p>32. Where are the six other Cabinet members who will take the decision on the expansion?</p> <p>33. If all are and overwhelming against and you are democratically voted in, then why don't you withdraw expansion proposals?</p> <p>34. Money? Transparency on budget.</p> <p>35. Academy programme not helping shortage of places. Not joined up planning for</p>	<p>enough places at Belmont to offer every child who has placed it as a first preference. For 2012 reception entry Belmont Infant School received 107 first place preferences for the 56 available places (almost two children for every place available).</p> <p>9. The growing garden may be relocated to other areas of the site. The current growing garden area has been identified as an area to build as it then minimises the impact on the school playground. Other alternative areas may be viewed for construction.</p> <p>10. Council officers were at the consultation event to discuss any aspect of the plans – however in future acronyms will be clearly defined.</p> <p>11. One of the principal reasons for identifying Belmont as a possible school for expansion is the confidence that we have in the leadership and management and teaching in the schools. Both schools have been judged as outstanding by Ofsted and we see no reason why, under the outstanding leadership of both school – that behaviour would suffer as result of expansion. Other schools in Haringey that have been expanded have not seen deterioration in standards of behaviour or attainment . Haringey would be happy to support and advise with any concerns with respect to a fall in standards during the expansion process.</p> <p>12. See item 5.</p> <p>13. See item 5.</p> <p>14. Inclusion is determined by the school's leadership and management and not by the size of the school.</p> <p>15. Subjective comment, the local authority has tried to use the consultation to engage with stakeholders and understand their concerns.</p> <p>16. Issues such as the width of corridors have been reviewed in a spatial analysis of the school, where particular concerns arise, they can be dealt with during design development if the expansion goes ahead.</p> <p>17. The spatial analysis of the existing school and the</p>

ITEM		Local Authority Response
	<p>education. Surely you can intervene and intake numbers for academies e.g. Noel Park.</p> <p>36. Where the garden? 10 years of work on garden by children and carers.</p> <p>37. Do not take the sledge hammer to one of Haringey's finest schools.</p> <p>38. Address acoustics of existing spaces? This is existing issue. Will be worse if not addressed.</p> <p>39. Current school not BB99 compliant for movement between classes. New rooms will be BB99 compliant; however they still need to travel between rooms. How will you make school BB99 compliant if no money for infrastructure of existing building?</p> <p>40. Garden – there is emotional attachment to this area by pupils, parent and staff. A large amount of effort and emotions have been given to this creation – can this be retained?</p> <p>41. None of current plans are making it a better school for the children. Just squeezing them further.</p> <p>42. How will any of this improve the school for the children here?</p> <p>43. Increase fence height around tennis court area?</p> <p>44. Need a new hall!</p> <p>45. Will there be new windows in the proposed design for the foundation that children will be able to look through with a pleasant outlook?</p> <p>46. There will not be enough room.</p> <p>47. New classrooms = new staff. Where are they going to park in a controlled zone area?</p> <p>48. Lobby the Government to allow more new schools to be built.</p> <p>49. I am not against expansion, but I am against the plan to cram more classrooms and children into the existing space. Why can't plans to expand the space can be considered?</p> <p>50. We need assurance that the projections for future pupils, if wrong, will not leave the school in financial trouble.</p> <p>51. Build up rather than out in the infant school.</p> <p>52. £2.2 million is not good enough. Bolting on classrooms is not good enough. You are guilty of reinforcing the east / west divide in Haringey!</p> <p>53. Really concerned about the space which is already tight. Why are the other school in the borough being reduced to 2FE from 3FE now if places are so in demand?</p> <p>54. What about the outside space? Play and garden vital to learning.</p> <p>55. I would like to know the projected total project cost for each option. Please can this be published on Haringey website?</p> <p>56. Concern over planted garden area. What happens to this?</p> <p>57. How can facilities be improved by expansion?</p> <p>58. How about listening to what people have already told you instead of trying to steamroller then into acquiescence?</p> <p>59. Can you undertake land acquisition of the park area to gain more external space?</p> <p>60. Why not spend money on reversing closure of forms at Noel Park and North Haringay. Spend money where it is needed!!!</p> <p>61. Will mature trees be affected?</p>	<p>proposed expansion options shows that the existing site can accommodate a 3FE school under current government guidelines, the local authority cannot justify an expansion that exceeds these guidelines and hence the expansion will remain within the existing site boundary should it go ahead.</p> <p>18. The music service is committed to providing whole class music teaching to any school that requests it. Whether a school is 2 fe or 3fe is of no consequence when providing this service</p> <p>19. The local authority employ a specialist consultant design team to ensure good design and construction.</p> <p>20. Many teachers welcome the opportunity to work in larger schools as there is more flexibility in terms of dedicated leadership opportunities, more colleagues to plan with and more resources to make provision for a first class education for the pupils. Schools that have expanded have not reported any lack of high quality applicants for teaching posts.</p> <p>21. The detail of how natural light will be maximised will be developed as the design progressed should the expansion go ahead.</p> <p>22. The best possible design solution will be taken forward and this process will include input from parents / teachers / students and other stakeholders.</p> <p>23. See item 22.</p> <p>24. Noted</p> <p>25. again, that has not been the experience of previous expansions. Indeed many staff welcome the new opportunities and experiences a larger intake brings. The increase in pupil numbers is incremental and does not have a dramatic immediate effect.</p> <p>26. See item 3.</p> <p>27. This is a maintenance issue that lies with the school management and the local authority has carried out previous complimentary works to the playground to improve surface water drainage on behalf of the school.</p> <p>28. The full consultation newsletters were sent out to 3000 local residences and businesses. GPS tracking</p>



ITEM		Local Authority Response
	<p>62. If the project progress would the classrooms have large windows to allow natural light?</p> <p>63. Please look in to acquiring more land if you are determined to push expansion through. There is not enough space!</p> <p>64. Transparency about total budget - council should provide a budget commitment before approval to the next stage of the project and publish on council website.</p> <p>65. This is a temporary building so may need a larger budget as Rhodes Av.</p> <p>66. Boys in Reception and Year 1 do not use urinals. If the project goes ahead can you consider this issue in the design development?</p> <p>67. Concern about the number of children with mobility issues being located upstairs in the junior 1<sup>st</sup> floor. Re: fire evacuations. How would this issue be mitigated?</p> <p>68. 1<sup>st</sup> floor juniors and Vale students. Evacuation route. Staff room upstairs. Vale students access to teachers??</p> <p>69. If you expand the school, the hall needs to be increased regardless of building guidance. Can this be actioned? This is valued by school community.</p> <p>70. Space standards and special analysis have Vale students' needs considered during this process?</p> <p>71. Given the great opposition to the expansion by the local community, what other alternative plans have Haringey Council considered, if any?</p> <p>72. Is the existing lift a fire evacuation lift?</p> <p>73. The addition of 90 (infants). More children means the play space will need to be expanded into the park (recreation ground). This is essential. The school could take possession of additional space in the recreational ground for 5 days a week and on the weekends the space could be revert back to public space. Or if that is not an option just take ownership of a portion. NOT for development, for play space. The recreation ground is under used and there are ¼ other local play / recreational spaces.</p> <p>74. Where are the Spanish translations? I do not understand.</p>	<p>of these deliveries was carried out and the delivery company have confirmed that all newsletters were delivered.</p> <p>29. £8m is not typical of the cost of expanding a school from 2FE to 3FE. The £2.2m is an early estimate based on the works required to achieve the expansion specifically at Belmont Primary School, this will be reviewed if the expansion goes ahead.</p> <p>30. By addressing inefficient use of space and improving access and egress within the school.</p> <p>31. This was answered by Cllr Kober and Cllr Reith at the consultation event, this area is not suitable for an expansion.</p> <p>32. The constitution of the Council's Cabinet was changed on the 21 May 2012, just after the public meetings. The current Cabinet members are Cllr Kober, Cllr Waters, Cllr Watson, Cllr Bevan, Cllr Vanier, Cllr Goldberg, Cllr Strickland and Cllr Canver.</p> <p>33. whether or not the expansion goes ahead will be determined by elected members when it goes before the Council's Cabinet in July 2012.</p> <p>34. Central Government have not announced capital allocations for 2013/14 onwards to local authorities, therefore the Council's 3-year capital programme (2012/13 to 2014/15) has made prudent assumptions about the level of future years' funding. Since designs are at an early stage, the Council will ensure that satisfactory completion of final agreed design option is financed from a first call on future government resources/adjustments to its current capital programme.</p> <p>35. The Question is unclear – if this is a question on the PAN at Noel Park this has been addressed in the previous Cabinet report.</p> <p>36. See item 9.</p> <p>37. Statement noted.</p> <p>38. See item 1.</p> <p>39. The project will address BB99 compliance where</p>

ITEM		Local Authority Response
		<p>possible and the designs will be developed in a way to ensure this should the expansion go ahead.</p> <p>40. See item 9.</p> <p>41. Noted.</p> <p>42. The expansion is about balancing the needs of the children currently at the school against the needs of children without a school place. Any expansion works will aim to enhance the existing infrastructure and maintain or enhance the teaching environment.</p> <p>43. This will be looked at as a possibility during the design development and may be addressed if the expansion were to go ahead.</p> <p>44. The existing infant and junior school currently have hall space that would be BB99 compliant for a 3FE school, however this would be something that will be looked at in design development should the expansion go ahead.</p> <p>45. This detail will be finalised during design development should the expansion go ahead.</p> <p>46. The spatial analysis of the existing school and the proposed options show that the school site can accommodate the expansion to 3FE given current government guidelines.</p> <p>47. There may be an opportunity for parking permits to be issued to staff if the expansion goes ahead. The use of public transport should be encouraged which supports Haringey's Greenest Borough Policy.</p> <p>48. Noted.</p> <p>49. The site is constrained by the existing boundary line and any expansion will need to be within this area. The design will however aim to use the existing space more efficiently.</p> <p>50. The DfE are currently consulting on the way that schools will be funded from April 2013. Local authority finance officers have made clear their views on this consultation and it is hoped that DfE will make adequate provision for expanding schools when the regulations are finalised.</p> <p>51. Expanding the infants school by constructing a first floor extension rather than increasing the footprint of the building can be considered in more detail.</p>

ITEM	Local Authority Response
	<p>should the expansion progress, however, likely issues with this option would be an increased disruption to the school during the construction work above existing class rooms, upon direct access to outdoor areas for student in the first floor class rooms and potential structural issues with the existing building and foundations supporting the additional weight of the additional floor above.</p> <p>52. Noted.</p> <p>53. PANs at schools across the borough are considered very carefully and expansion to schools is considered against the place planning principles outlined in the annual School Place Planning Report 2012. a reduction in any PAN is only considered with good reason, for example falling rolls or financial instability in the school, and the principles of school place planning do not support maintaining or increasing PANs irrespective of other material considerations.</p> <p>54. The quality of the outdoor space will be maintained at it's current level with some opportunity for improved landscaping.</p> <p>55. The costs associated with each of the options are estimates only at this stage and full financial information will be made available should the expansions go ahead.</p> <p>56. See item 9.</p> <p>57. By addressing existing issues within the school in terms of access and egress and inefficient use of space.</p> <p>58. Noted.</p> <p>59. The Park is protected in open space terms – as Significant Local Open Land (SLOL). Recreational and open space supply and demand needs to be considered and Belmont Infant and Junior schools are already in an area of open space deficiency. The use of part of the park for playground space is not an option.</p> <p>60. North Harringay's PAN was reduced some time ago to address falling rolls. Given the upward trajectory of births and school rolls consideration is</p>

ITEM	Local Authority Response
	<p>being given to all schools who are capable of being expanded and where the principals of place planning are met. The rolls at Noel Park were reduced because of budgetary difficulties caused by the class size being constrained by accommodating (27 pupils per class and not 30 pupils).</p> <p>61. No mature trees will be affected by the current design options.</p> <p>62. See item 45.</p> <p>63. See item 17</p> <p>64. See item 34</p> <p>65. Noted</p> <p>66. Noted, this level of detail will be reviewed during the design development, should the expansion go ahead.</p> <p>67. Noted, This level of detail will be reviewed during the design development, should the expansion go ahead.</p> <p>68. Noted, this level of detail will be reviewed during the design development, should the expansion go ahead.</p> <p>69. See item 44.</p> <p>70. Yes, the Vale students requirements have been assessed during the design process to date, further detail will be defined during design development should the expansion go ahead.</p> <p>71. The entire primary estate has been considered along with sites for new school provision. This had to be balanced against existing surplus capacity and where demand was projected to be unmet.</p> <p>72. No.</p> <p>73. See item 59.</p> <p>74. The newsletter was translated into the thirteen languages requested by the school.</p>

**Appendix 17** – Summary of consultation responses received 4<sup>th</sup> May to 1<sup>st</sup> June 2012

**Consultation Summary**  
**Belmont Infant & Junior Schools**

**Responses to Belmont Infant & Junior Statutory Consultation (running from 4th May 2012 to the 1 June 2012)**

**37 individuals or families responded** to the **Belmont Infant & Junior statutory** consultation and **3 ‘others’** i.e. The Governing Body of Belmont Infant School, The Governing Body of the Vale, and the Belmont Home School Association, making a grand total of **40 responses**. **One petition objecting to the proposal containing 449 signatures** was received during the statutory period which ran from 4<sup>th</sup> May to 1 June.

Of the 37 individuals or families that responded, 36 were in opposition and 1 was in favour.

**OBJECTIONS**

Overall, the main points from those who objected were:

- The school is already at capacity physically and there is no space to expand into
- Any expansion would create overcrowding
- The £2.2 million proposed budget is insufficient
- The £2.2 million budget is a fraction of what was spent on expansions in the west of the borough
- Plans do not include enlargement of school’s internal/shared spaces such as dining hall and corridors
- Threatens the inclusive partnership with The Vale
- Negative impact on standards
- Loss of small schools grant
- Loss of outdoor/play space
- Increase in traffic and congestion
- Detrimental effect on school (e.g. loss of staff, loss of parents and drop in school standards)
- Threatens school cohesion , e.g. loss of whole class assemblies, lunch times are already staggered
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- School functions well because it is small. This will be damaged by the enlargement
- Disruption during construction works
- Noel Park & North Harringay’s Published Admission Numbers have been reduced. This undermines the argument for expansion at Belmont Infant and Juniors
- Bring Noel Park and North Harringay up to 3 forms of entry to address any unmet demand for places



- Improve the standards of all Haringey primary schools
- Redevelop the Professional Development Centre for school use
- Strong opposition to this proposal
- Explore other options for providing additional school places

## **IN FAVOUR**

Overall, 1 individual expressed support for the proposal and the following main points were made:

- The importance of providing the future generation with school places close to their homes
- The expansion works will enhance job opportunities, in particular in the building industry
- Provide opportunities for pupils from diverse cultural backgrounds to learn from other children

## **RESPONSES OTHER THAN FROM INDIVIDUALS/FAMILIES**

Three representations were received from the following groups: 1) The Governing Body of Belmont Infant School, 2) The Governing Body of the Vale School and 3) the Belmont Home School Association. All were opposed.

**The main objections from The Governing Body of Belmont Infant School were:**

- An expansion is likely to jeopardise the current proven success of the school
- It will negatively impact neighbouring schools
- It will detrimentally impact upon Special Educational Needs provision in the school
- Proposal threatens the very success used to justify expansion
- Result in a loss of outdoor play space
- Compromise quality of outdoor provision, central to ethos of school
- Proposal does not include SEN children or nursery children, therefore understating the true numbers of the school
- The current school buildings do not provide sufficient circulation and ancillary space as per BB99 with 2fe. The budget of £2.2 million for both sites is only sufficient for 3 new classrooms and does not provide funds for revision to circulation or ancillary spaces, thus not compliant with BB99
- The expansion is opposed by the Vale Governing Body.
  - The Vale students benefit from the small friendly nature of Belmont Infants and the inclusive education
  - Any expansion must protect spaces devoted to inclusion
  - The Vale students require more space in the playground than mainstream children and overcrowding presents health & safety issues
  - Plans have not taken into account mobility needs of disabled children or nursery aged children
  - The council acknowledges (in Cabinet report) that there would be a negative impact on Vale students.

- There is failure of the Council to have due regard to its duties under s.149 Equality Act 2010
- No shortage of places in PA 12 according to planning data ( GLA 4 year old roll projection for PA12 in the years after 2013 is in line with the combined PAN for PA12 schools)
- Councillors misunderstanding of legislative framework surrounding the formation of new schools – Haringey can invite proposals for new schools, in the event that none are forthcoming, it can seek other proposals, and ultimately, were none forthcoming, it could make proposals itself
- Uncertainty around whether the council are objecting to new schools because they are likely to be academies and outside of Local Authority control or because of a misunderstanding of the law
- Council should explore other options
- Failure to consider surplus capacity at Noel Park before it became an academy
- Downhills Primary School has objected to the expansion citing that an expansion would have a negative effect
- Belmont Junior School currently carries surplus capacity. There is concern that this problem will be exacerbated with a higher Planned Admission Number
- Concerns over school's financial viability if it does not fill at 3 forms of entry
- Potential financial threat from neighbouring academies with space to expand such as Noel Park and Downhills
- Lack of support in the school and in the community for the proposals

**The main objections from The Governing Body of the Vale School were:**

- The Local Authority needs to understand the special partnership between the Vale and Belmont Infant & Junior Schools taking into account the Special Educational Needs of the pupils from the Vale School, as well as those at Belmont
- The Vale school have not been seen as key stakeholders nor fully consulted with during the different stages of the consultation
- The facilities for the Vale pupils are currently not fit for purpose. Building work due to take place in 2011 remains outstanding
- Consideration should be given for separate spaces for small groups, therapy work and medical intervention
- Additional space can only be created by going up or building on the playground Both of these scenarios would have a negative impact on accessibility for the Vale children
- Plans show the Vale inclusion room in the Juniors could be relocated upstairs, this presents a health and safety issue especially for wheel chair users in a fire evacuation situation
- The Vale students require more space in and outdoors than mainstream children
- Opportunities to socialise and mix with mainstream peers in a safe and secure space is essential to the Vale children's well being
- Access and egress issues must be considered. An increase in pupil numbers would add to the existing risks
- The proposed budget is insufficient

**The main objections from the Belmont Home School Association were:**

- Growth of an east west divide in Haringey schools (The £2.2 million budget is a fraction of what was spent on expansions in the west of the borough and does not involve the purchase of land or improvement of facilities)
- School already at capacity
- Any expansion will involve an increase in noise and disruption
- Reception children already find outdoor play noisy and challenging. This will worsen with an expansion
- Any expansion will create overcrowding and threaten the inclusive ethos of the school
- Negative impact on The Vale pupils
- Junior school experiences high mobility. Concerns around financial viability if school does not fill at 3fe
- Parents, teachers and governing body do not want an expansion
- Make use of the PDC to provide school places
- Bring North Haringay Primary School back to 3fe again
- Threat of nearby academies becoming 3fe and then meaning that this expansion will not fill
- Belmont Infant & Junior schools are victims of the coalition policies
- Explore other options such as building new schools
- School thriving despite being in a deprived area
- Teachers may leave if expansion approved

## Appendix 18 – GLA Projected Rolls

Intake year	Actual & projected births applicable for that cohort intake	Actual (1996-2012) & Projection (2013-2021) reception aged pupils	PAN figure	% of reception surplus
1996/97	3386	2919	3020	3.34%
1997/98	3397	2849	3020	5.66%
1998/99	3396	2835	3020	6.13%
1999/00	3372	2880	3050	5.57%
2000/01	3474	2943	3071	4.17%
2001/02	3635	2978	3050	2.36%
2002/03	3581	2849	3050	6.59%
2003/04	3652	2820	3080	8.44%
2004/05	3689	2840	3059	7.16%
2005/06	3777	2855	3089	7.58%
2006/07	3759	2899	3119	7.05%
2007/08	3844	2932	3083	4.90%
2008/09	4021	2983	3062	2.58%
2009/10	3943	3007	3071	2.08%
2010/11	4022	2982	3041	1.94%
2011/12	4292	3198	3101	-3.13%
2012/13	4337	3210	3170	-1.26%
2013/14	4191	3179	3200	0.66%
2014/15	4,412	3237	3200	-1.16%
2015/16	4,373	3300	3200	-3.13%
2016/17	4,479	3380	3200	-5.62%
2017/18	4,611	3431	3200	-7.22%
2018/19	4,690	3456	3200	-8.00%
2019/20	4,725	3455	3200	-7.97%
2020/21	4,726	3444	3200	-7.62%
2021/22	4,717	3425	3200	-7.03%

Source: 2020-2012 PLASC counts and 2012 GLA projections

**Appendix 19** Expanding a mainstreamed school by enlargement or adding a sixth form

Department for  
**Education**

# Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form

## A Guide for Local Authorities and Governing Bodies

For further information:

School Choice & Operations Team  
Department for Education  
Mowden Hall  
Darlington  
DL3 9BG

Tel: 01325 735749

Email: [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)

Last updated 1 February 2010

**EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES**

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**EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES**

**(Covering Enlarging a School and Adding a Sixth Form, also known as ‘excepted expansions’)**

**Introduction** (Paragraphs 1-25)

1. This guide provides information on the procedures established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendment)(England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009). For your convenience, a consolidated version of the Prescribed Alteration Regulations and the two sets of Amending Regulations can be found at:

[www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29). The relevant provisions of the EIA 2006 came into effect on 25 May 2007.

2. This guide contains both statutory guidance (i.e. guidance to which local authorities (LAs) and governing bodies have a statutory duty to have regard) and non-statutory guidance, on the process for “expanding” a school. Throughout this guide any reference to “expand” (i.e. or “expanding”/ “expansion”/”excepted expansion”) covers the following “prescribed alterations”:

- Enlargement to premises - enlarging the physical capacity of a school; and
- Alteration of upper age limit - raising the school’s upper age limit to add a sixth form.

NOTE: For more detailed information on when proposals are required and why ‘Increase in number of pupils’ (increasing a school’s admission number by 27 or more pupils) no longer falls under School Organisation regulations, see paragraphs 11 to 17 below.

Although both ”Enlargement” and ”Adding a sixth Form” are prescribed alterations, they are dealt with separately from other prescribed alterations, because there are significant differences e.g. who can publish the proposals, the length of the representation period and who can appeal to the schools adjudicator.

Altering the upper age range of a school, other than to add a sixth form e.g. lowering the upper age to remove a sixth form, changing from an infant to a primary school (from 3/5-7 to 3/5-11), or raising the upper age of a middle deemed secondary, also fall under “Alteration of upper age limit” within Regulations, but are dealt with in “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation,



Discontinuance & Establishment Proposals)“ -

[www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)

The statutory guidance sections are indicated by shading, the word **must** in bold refers to a requirement in legislation, whilst the word **should** in bold is a recommendation.

3. If you have any comments on the content or layout of this guide, please send these to the School Choice & Operations Team at: [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) making sure that you identify the title of the guide and quote the page and paragraph numbers where relevant.

### Who is this Guide for? (Paragraphs 4-5)

4. This guide is for those considering publishing proposals to expand a school under section 19 of EIA 2006, referred to as “proposers” (i.e. the LA or the governing body), those deciding proposals, referred to as the “Decision Maker” (i.e. the LA or the schools adjudicator) and also for information for those affected by proposals for the expansion of a school.

5. Separate guides are available from the School Organisation website for:

- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) – “Changing School Category to Foundation“ and “Trust School Proposals“ - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)
- Opening a new school – “Establishing a new maintained mainstream school“ - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation);
- Ceasing to maintain a school – “Closing a Maintained Mainstream School“ - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation); and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)“ - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)..

**School Organisation Planning Requirements** (Paragraphs 6-8)

6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in "Duty to Respond to Parental Representations about the Provision of Schools" which is on the School Organisation website at: [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)

8. Currently, LAs **must** publish a Children and Young People's Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children's Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place.

Children's Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children's Trusts by requiring all local authorities to have a Children's Trust Board in place by April 2010. It also extends the number of statutory "relevant partners" who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

In each local authority area the Children's Trust Board will be responsible for preparing and monitoring the implementation of the CYPP. This will give ownership of the plan to the partnership – whereas at present the CYPP is the responsibility of the local authority alone.

**The Secretary of State's Role** (Paragraphs 9-10)

9. The Secretary of State has the power to issue guidance to which the Decision Maker **must** have regard when deciding proposals. This should ensure that proposals and consultation responses and representations received from stakeholders are considered in a consistent way and that Ministers' key priorities for raising standards and transforming education are taken into account when decisions are taken. When drawing up their proposals, proposers are strongly advised to look at the factors which the Decision Maker **must** take into account when considering their proposals (see [Stage 4](#)).

10. The Secretary of State does not decide statutory proposals relating to schools, except where proposals have been published by the Learning and Skills Council (LSC)<sup>3</sup> under Section 113A of the Learning and Skills Act 2000 (as inserted by Section 72 of the Education Act 2002), for changes to 16-19 provision in schools.

**When are expansion proposals required?** (Paragraphs 11-17)

11. Schedules 2 and 4 of The School Organisation (Prescribed Alterations to maintained Schools)(England) Regulations 2007 (as amended) set out the alterations that can be made by governing bodies and LAs. The following sets out the changes covered by this guide:

Enlargement to premises

12. Statutory proposals are required for a proposed enlargement of the premises of the school which would increase the capacity of the school by **both**:-

- a. more than 30 pupils; **and**
- b. by 25% or 200 pupils (whichever is the lesser).

The capacity of the school is the number of pupil places it can accommodate; it is the responsibility of the LA to assess the net capacity of all maintained mainstream schools in the Authority. The guidance document "Assessing the Net Capacity of Schools" .

Examples of when you would and would not need to publish 'enlargement' proposals are as follows:

If you are increasing a 750 net capacity secondary school (5 form of entry - 30 pupils per class, 5 classes per year group, 5 year groups) by 1 form of entry (30x5=150 pupils) = an increase to a net capacity of 900 pupils. **No** proposals would be required, as although the

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<sup>3</sup> References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

increase is by 'more than 30' pupils, it is less than '200', and also less than '25%' of the current capacity (i.e. by less than 187).

You could increase a 50 net capacity rural primary school by up to 29 pupils **without** having to publish statutory proposals, because although it is by more than '25%' (12), it is still less than 30.

If you were adding 300 places to a school, it is **both** 'more than 30' **and** '200' (it may or may not be more than '25%'), so you **would** need to follow the statutory process to enlarge the school.

If you had a 1 form of entry primary ( $30 \times 7 = 210$ ) and increased it by 105 to 1.5 forms of entry ( $45 \times 7 = 315$ ), that **is** 'more than 30', less than '200', but **more than** '25%' (52), so again, the statutory process **would** need to be followed to enlarge the school.

13. Proposals may be required for some cumulative expansions and you **must** therefore look back and take into account any other enlargements that were made without the need for statutory proposals. You **must** therefore:-

- add any enlargements made:-
  - o in the 5 year period that precedes the proposed expansion date; or
  - o since the last approved statutory proposal to enlarge the school (within this 5 year period).
- exclude any temporary enlargements (i.e. where the enlargement was in place for less than 3 years); and
- add the making permanent of any temporary enlargement.

This is to ensure that 'creeping enlargements' trigger the statutory process to be undertaken if a school's capacity has previously been enlarged, but not significantly enough to require statutory proposals to be published, but when looking back up to 5 years, the latest enlargement (which may in itself be less than 30 pupils and/or by less than 200 pupils or 25%) does trigger the requirement to publish proposals e.g. a primary school with one form of entry slowly increases its capacity:

2006 – school's capacity was 210 ( $30 \times 7$ )

2007 – school's capacity was increased to 245 ( $35 \times 7$ ) – this is an increase of 'more than 30', but less than '25%' (52 pupils), so no proposals were required.

2010 – the school's capacity is to be increased by a further 35 pupils (5 per year group), to 280 ( $40 \times 7$ ) – if you only looked back to 2007, no proposals would be published, as although it is an increase of 'more than 30', it is less than '25%' (61 pupils) of the school's current 245 capacity. However, looking back 5 years, it is

clear that in effect, the school's capacity would have increased by 70 pupils, and therefore the statutory process **must** now be followed.

This ensures that schools wishing to enlarge significantly (whether that be in one go or over a period of 5 years), can only do so after following the statutory process, which includes consulting with anybody that may be affected by the proposals (parents, pupils, local schools etc.).

Where the proposed enlargement proposal will be dependent upon an increase in the school's admission number being agreed (see paragraph 15 below), the enlargement proposal **should** be approved conditionally upon the decision of the schools adjudicator to approve any related change in admission numbers (see paragraph 4.75 (g)).

#### Alteration of upper age limit – Addition of a sixth form

(This is not about raising the school leaving age. From 2013 all young people will be required to continue in some form of education or training post-16. We are increasing the minimum age at which young people can leave learning in two stages, to the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.)

14. **For proposers (LAs and governing bodies) other than governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) by a year or more, to provide a new sixth form except where:

- the school is to provide education for pupils over compulsory school age who are repeating a course of education completed before they reach compulsory school age (e.g. re-sitting GCSEs);
- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998); or
- the alteration is a temporary one which will be in place for no more than 2 years.

15. **For governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) so as to provide sixth form education except where:

- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998).

NOTE: You would need to publish 'addition of a sixth form' proposals if you were changing the upper age range of a school from 16 to 18/19, however, if you were adding a 200 place sixth form to a school, it is **both** more than 30 **and** 200 or more pupils, so you would **also** need to follow the statutory process to enlarge the school.

If you are changing the upper age range of the school in addition to adding a sixth form e.g. changing the age range of a middle deemed secondary school from 8-13 to 11-18, you **should** also refer to the "Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)" - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation) – guidance, which covers changing the age range of a school other than by adding a sixth form.

Increase in number of pupils (now falls under the School Admissions Code)

16. The School Organisation and Governance (Amendment) (England) Regulations 2009, which came into force on 1 September 2009, remove the statutory requirement to publish proposals under school organisation legislation when increasing the number of pupils in any relevant age group<sup>4</sup> to be admitted to a maintained mainstream school by 27 or more, although any corresponding enlargement to the school premises may of course require statutory proposals (see paragraphs 12 and 13 above). Any proposed increase in the admission number **must** now be processed in accordance with the School Admissions Code. Any relevant statutory proposals that were published prior to 1 September 2009 **should** be concluded under the previous statutory process arrangements.

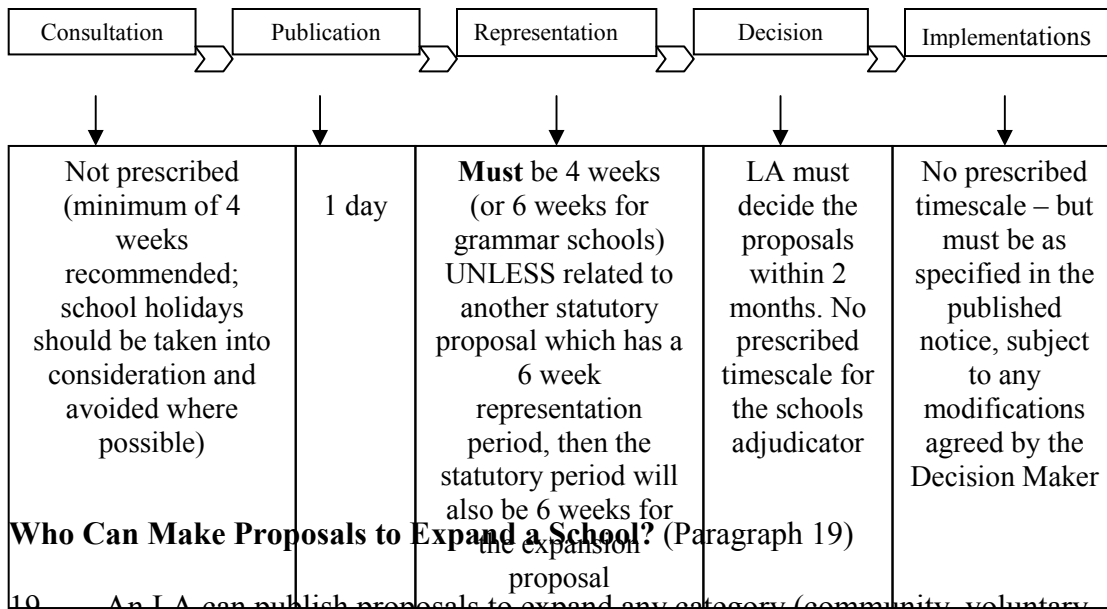
17. Sections 1.20 and 1.21 of The School Admissions Code - explain that if an admission authority wishes to increase a school's published admission number (PAN), they can propose to do so during the consultation and determination of admission arrangements for all schools in the area, or, if it is after the admission arrangements have been determined, as a result of a major change in circumstance, they **must** refer a variation to the Schools Adjudicator.

**Overview of Process** (Paragraph 18)

18. There are 5 statutory stages for a statutory proposal for an excepted expansion:

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<sup>4</sup> A "relevant age group" is defined in law as "an age group in which pupils are or will normally be admitted" to the school in question (section 142 of the School Standards and Framework Act 1998). It may be necessary for a school to have more than one admission number eg. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.



19. An LA can publish proposals to expand any category (community, voluntary aided, voluntary controlled, foundation (including Trust), community special and foundation special) of maintained school. The governing body of a maintained school may also publish proposals to expand their own school.

**Where to Start?** (Paragraph 20)

20. Before commencing formal consultation, the LA or governing body **should** ensure they understand the statutory process that **must** be followed, the factors that are likely to be considered by the Decision Maker and that they have a sufficiently strong case and supporting evidence for their proposals. Published proposals cannot be considered unless the capital funding for their implementation is in place (perhaps conditionally on the proposals being agreed). See 21 below.

**Capital Funding** (Paragraphs 21-24)

21. Where proposals require capital resources for their implementation the funding for the proposals **should** be in place when the proposals are decided (see paragraph 4.57 of the decision maker’s guidance section. Where proposers require capital funding to implement their proposals, they **should** secure this before publishing proposals. For the provision of additional sixth form places, the local LSC **should** be contacted for information on the 16-19 capital fund which it currently administers<sup>5</sup>.

22. In accordance with the Government’s position that there **should** be no increase in academic selection, the expansion of grammar schools, and selective places at partially selective schools, are excluded from any capital incentive schemes.

<sup>5</sup> The 16-19 capital fund for 2010-11 is currently under review to ensure best use of funds in the light of current and future demand on the fund.

Other expansions

23. All LAs are allocated capital funding over each spending review period to support their investment in school buildings. Where an LA identifies the need to make changes to local school provision, as part of a Building Schools for the Future (BSF) project, the funding will be provided through the BSF programme. Details of capital funding for the project in respect of all schools will be decided in discussions between the LA, the Department and Partnerships for Schools and will be included in the Final Business Case which the Department agrees. This may include the contribution by the LA (or schools or other stakeholders such as dioceses) to BSF funding of receipts from land made available through school reorganisation. For voluntary aided schools, government funding will normally be at 100% of the approved capital costs.

24. Where capital work is proposed for a community, foundation (including Trust) or voluntary controlled school other than as part of BSF, the proposers **should** secure a capital allocation from the LA. The LA **should** consider how they can prioritise this need in their asset management planning for the formulaic capital funding they receive, and for other resources which are available to them. Similarly proposers in respect of voluntary aided schools will need to get a commitment of grant through the LA, with the rate of grant support normally being 90% of the expenditure. The governing body will be responsible for funding the remaining 10% (unless an LA uses its power to assist).

**Amalgamations/Mergers** (Paragraph 25)

25. There are two ways to 'merge' or 'amalgamate' two or more existing schools:

a. The LA or GB (depending on school category) can publish proposals to close two (or more) schools and the LA or a proposer other than the LA (e.g. Diocese, faith or parent group, Trust) depending on category, can publish proposals to open a new school, either through a competition (under section 7 of EIA 2006), or after receiving exemption from the Secretary of State\* (under section 10 of the EIA 2006). This results in a new school number being issued for the new school.

b. The LA and/or GB (depending on school category) can publish proposals to close one school (or more) and proposals to enlarge/change the age range/transfer site etc of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its education phase has changed.

\*All section 10 exemption applications are considered on their individual merits. However there is a 'presumption for approval' for infant/junior amalgamations, faith school reorganisations and new schools proposed by proposers other than the LA, because Ministers have indicated, during debates in Parliament, that they may be prepared to give consent to requests under these criteria, for publication of proposals without holding a competition. See Section B of the "Establishing a Maintained



Mainstream School” guide for further information  
([www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)).

**Stage 1 – Consultation** (Paragraphs 1.1-1.7)

1.1 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (“the Regulations”) (as amended) provide that those bringing forward statutory proposals to expand a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State’s guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.4 below. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific expansion of the school in question.

1.2 The Secretary of State requires those bringing forward proposals to consult all interested parties (see paragraph 1.3 below). In doing so they **should**:

- allow adequate time;
- provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted;
- make clear how their views can be made known; and
- be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.

1.3 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) require proposers to consult the following interested parties:

- the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- the LA that maintains the school (if the governing body is publishing the proposals);
- families of pupils, teachers and other staff at the school;
- any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;

- families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and representatives of any trade union of any other staff at schools who may be affected by the proposals;
- (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- the trustees of the school (if any);
- (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Childcare Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- such other persons as appear to the proposers to be appropriate.

1.4 Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them.

#### **Conduct of Consultation** (Paragraphs 1.5-1.7)

1.5 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation's duration, the Department strongly advises that the proposers **should** allow at least 4 weeks for consultation on enlargement proposals. This will allow consultees an opportunity to consider what is being proposed and to submit their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

1.6 At the end of the consultation the proposer **should** consider the views

expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

1.7 If the need for the enlargement or sixth form arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as “related” so that they are decided together (see paragraph 2.5 ).

Remember:

<b>Do</b>	<b>Don't</b>
Consult all interested parties	Consult during school holidays (where possible)
Provide sufficient time and sufficient information	Use language which could be misleading, e.g. We <u>will</u> expand the school – instead, use ‘propose to’.
Think about the most appropriate consultation method	
Consider feedback and views	
Consider alternative options	
Explain the decision making process	

**Stage 2 – Publication** (Paragraphs 2.1-2.11)

2.1 LAs can publish expansion proposals for any category of maintained school within the LA. Governing bodies of any category of maintained school can publish proposals to expand their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2.2 Proposals **must** contain the information specified in The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended). The regulations specify that part of the information (as set out in Regulation 28, Part 2 of Schedules 3 and 5), is published in a statutory notice (see paragraphs 2.3-2.4 below), and the complete proposal (as set out in Part 1 of Schedules 3 and 5), **must** be sent to a range of copy recipients (see paragraphs 2.9-2.10). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see paragraph 2.4) can be used to prepare the draft statutory notice.

2.3 A statutory notice containing specified information (as set out in Regulation 28, Part 2 of Schedules 3 and 5) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The ‘date of publication’ is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

NOTE: When publishing a statutory notice to add a sixth form, when completing the section on admission numbers, it may be necessary for a school to have more than one admission number e.g. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.

Paragraph 1.43 of the School Admissions Code states that an admission number need only be set for a school sixth form when it is a normal point of entry to the school i.e. the school sets out to admit external candidates to its sixth form, rather than just deal with ad-hoc applications. The published admission number **must** relate only to those being admitted to the school for the first time, and should be based on an estimate of the minimum number of external candidates likely to be admitted, although it would be acceptable to exceed this if demand for available courses can be met.

This means that the admission numbers must not include children transferring from earlier age groups, e.g. if a school has an admission number of 120, of which the majority are expected to continue on into the sixth form, but the sixth form will cater for 150 in Year 12, the admission number for Year 12 would be 30. If all 120 pupils from Year 11 do not continue into the sixth form, the school can accept applications over the 30, from external applicants, to fill the available spaces.

2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation). To gain access the proposer needs to register for the “Members’ Area” on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in “Standard Forms” in the Members’ Area of the website.

#### **Related Proposals** (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as “related”, either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are “related” to proposals by governing bodies or other proposers (e.g. where an entire area is to be reorganised) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not “related”, they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not “related”.

#### **Implementation date** (Paragraph 2.6)

2.6 There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses. In general, therefore - with the possible exception of BSF or major authority-wide reorganisation proposals which may have to be phased in over a long period – the implementation date for the proposals (stated in the statutory notice) **should** be within 3 years of their publication. Proposers may be expected to show good reason if they propose a longer timescale. If the proposals are approved, they **must** then be implemented by the proposed implementation date, subject to any modifications made by the Decision Maker.

#### **Explanatory Note** (Paragraph 2.7)

2.7 If the full effect of the proposals is not apparent to the general public from the statutory notice, it may be supplemented by an explanatory note or background statement, but this **should** be clearly distinguishable from the formal proposals as it does not form a statutory part of the notice. Ideally, whilst complying with regulations, the statutory notice **should** be as concise as possible, so that it is easily understood (this will also help keep publication costs to a minimum), with more detailed information contained in the complete proposal.

**Invalid Notice (Paragraph 2.8)**

2.8 Where a published notice has not been properly formulated in accordance with the regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or schools adjudicator. In these circumstances the proposer **should** publish a revised notice making it clear that this replaces the first notice and that the statutory period for representations will run from the publication date of the revised notice (and whether or not any representations already received will still be considered by the Decision Maker). If the issue is very minor, e.g. a typo, a published addendum may suffice, in which case, the representation period would not need to change.

**Who must be sent copies of proposals? (Paragraphs 2.9-2.10)**

2.9 The proposer **must, within one week of the date of publication**, send a full copy of the complete proposal, to:

- the LA (if the governing body published the proposals);
- the school's governing body (if the LA published the proposals);  
and

**within one week of the receipt of the request**, send a full copy of the complete proposal, to:

- any person who requests a copy; and

if the notice includes “related” proposed school closures, **on the date of publication**:

- if the governing body are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the LA that maintains the school (it would also be helpful to submit a copy of the statutory notice);
- if the LA are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the governing body of the school proposed for closure (it would also be helpful to submit a copy of the statutory notice).

2.10 The proposers **must** also send to the Secretary of State (i.e. to SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or via email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) **within a week of publication**:

- a complete copy of the proposal, excluding all documentation relating to the consultation; and

- a copy of the statutory notice that appeared in the local newspaper, showing the date of publication.

**Compulsory Purchase Orders** (Paragraph 2.11)

2.11 Where an LA needs to acquire land compulsorily in conjunction with any statutory proposals, the LA **should not** make the compulsory purchase order until proposals have been approved conditionally on the acquisition of the site. The Secretary of State will not consider confirming and sealing an order until proposals have been approved.



**Stage 3 – Representations** (Paragraphs 3.1-3.2)

3.1 Once proposals are published there follows a statutory representation period during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

3.2 The representation period is specified in legislation and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published. The representation period for statutory notices for enlargements and the addition of a sixth form is prescribed as **4 weeks except** where:

- a. the proposal is “related” to another proposal which has a 6 week representation period, then the excepted expansion proposal **must** also have a **6** week representation period (this is a change introduced by the 2009 Amendment Regulations); or
- b. the proposed change is to a grammar school, where the representation period **must** be **6** weeks.

**Stage 4 – Decision** (Paragraphs 4.1-4.80)

**Who Will Decide the Proposals?** (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

**Who Can Appeal Against an LA Decision?** (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

- the local Church of England diocese;
- the bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14 and over;
- the governing body of a community school that is proposed for expansion; and
- the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

#### **Checks on Receipt of Statutory Proposals (Paragraph 4.7)**

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 to 4.14 below).

#### **Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)**

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

#### **Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)**

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs [1.2](#)–[1.4](#)). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

#### **Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)**

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC<sup>6</sup> which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

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<sup>6</sup> References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

### Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

### EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

#### A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

- weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and
- the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

#### Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children

from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

**Diversity** (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

**Every Child Matters** (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with “Every Child Matters” principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

**SCHOOL CHARACTERISTICS**

**Boarding Provision** (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour's travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and
- g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

#### **Equal Opportunity Issues** (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

#### **NEED FOR PLACES**

##### **Creating Additional Places** (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

**Expansion of Successful and Popular Schools** (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
  - i. in terms of absolute results in key stage assessments and public examinations;
  - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
  - iii. in terms of value added;
  - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
  - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any



consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

#### **Travel and Accessibility for All** (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc.

#### **16-19 Provision** (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,

- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

#### **Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)**

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances\* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

*\* Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

a. the school is a high performing specialist school that has opted for an applied learning specialism; or

b. the school, whether specialist or not, meets the DCSF criteria for ‘high performing’ and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the ‘high performing’ criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

a. two years from the date a school commences operation with applied learning specialist school status; or

b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DfE criteria for ‘high performing’ status.

NOTE: ‘submitted to the Decision Maker’ above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from ‘high performing’ schools to add post-16 provision, Decision Makers **should** look for:

a. evidence of local collaboration in drawing up the presumption proposal; and

b. a statement of how the new places will fit within the 14-19 organisation in an area; and

c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the ‘presumption’ school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

#### **Conflicting Sixth Form Reorganisation Proposals** (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC<sup>7</sup> conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

#### **16-19 Provision ‘Competitions’** (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from 2010.<sup>8</sup>

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

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<sup>7</sup> References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

<sup>8</sup> The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

- a. the competition selection process;
- b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is ‘won’ by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

## FUNDING AND LAND

### Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation ‘in principle’ be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals **should not** be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker **should** be satisfied that funding has been agreed ‘in principle’, but the proposals **should** be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

### Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the

disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

- a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998).
- b. Foundation (including Trust) and Voluntary Schools:
  - i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.
  - ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator”).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

#### **New Site or Playing Fields** (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

**Land Tenure Arrangements (Paragraph 4.64)**

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

**School Playing Fields (Paragraph 4.65)**

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

**SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION****Initial Considerations (Paragraphs 4.66-4.67)**

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;

- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise ) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and
- h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

#### **The Special Educational Needs Improvement Test (Paragraph 4.68)**

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals



which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

**Key Factors** (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
  - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
  - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
  - iii. improved access to suitable accommodation; and
  - iv. improved supply of suitable places.
- b. LAs **should** also:
  - i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
  - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
  - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
  - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs

can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

## **OTHER ISSUES**

### **Views of Interested Parties** (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

### **Types of Decision** (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition

(see paragraph 4.75 below).

**Conditional Approval** (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;
- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;

ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;

l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and

m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007<sup>9</sup> the occurrence of such an event.

4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1<sup>st</sup> September one year, and enlarge on 1<sup>st</sup> September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

#### **Decisions** (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk));

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<sup>9</sup> S.I. 2007/1288.

- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese;
- each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and
- where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

### **Can proposals be withdrawn?** (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk). Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

**Stage 5 – Implementation** (Paragraphs 5.1-5.13)

5.1 The proposers are under a **statutory duty** to implement any proposals which an LA or schools adjudicator has approved, by the approved implementation date. The proposals **must** be implemented as published, taking into account any modifications made by the Decision Maker. The following bodies are responsible for the implementation of proposals:

<b>Type of School</b>	<b>Body that published proposals</b>	<b>Duty to implement</b>
<b>Community</b>	LA	LA
<b>Foundation</b>	Proposers	LA and the proposers as set out in published proposals
	LA	LA
<b>Voluntary Controlled</b>	Proposers	LA and the proposers as set out in published proposals
<b>Voluntary Aided</b>	Proposers	Proposers but LA to provide playing fields

5.2 The LA **must** provide any additional school site that is required where proposals are approved for a foundation, Trust or voluntary controlled school and **must** convey their interest to the governing body or the trustees as appropriate, except where proposals state that the site will be provided by the proposers. Where proposals are approved for a voluntary aided school, the proposers **must** provide any additional school site that is required, although the LA may use its power to assist proposers by providing and conveying its interest in a site.

5.3 If the approval was subject to a condition being met by a specified date, proposers **should** ensure that they meet this. If it looks as though it might not be possible to meet the condition by the specified date, the proposals **must** be considered afresh by the Decision Maker that decided the proposals. The proposer **should** seek a modification to the condition **before** the date has passed.

**Can Proposals Be Modified?** (Paragraphs 5.4-5.6)

5.4 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

5.5 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see paragraphs 5.7 to 5.11 below) and publish fresh proposals.

5.6 Before modifying proposals the Decision Maker **must** consult the proposers and the LA, if the LA did not publish the proposals. The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. The Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) **must** be notified of any modification and the date it was approved, within one week of the proposal being modified.

#### **Revocation** (Paragraphs 5-7-5.13)

5.7 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Paragraph 41 of Schedules 3 and 5 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provide that revocation proposals **must** contain the following information:

- a description of the original proposals as published;
- the date of the publication of the original proposals; and
- a statement as to why it is proposed that the duty to implement proposals should not apply in relation to the original proposals.

The proposals can be published as “related” proposals, if appropriate (following consultation). Templates for revocation notices can be found on the School Organisation website ([www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)) under ‘Standard Forms’ via the Members’ Area. You need to register to access this area; membership is free.

5.8 The notice **must** be published in a local newspaper circulating in the area served by the school, and also posted at the main entrance to the school (and all entrances if there are more than one) and at some other conspicuous place in the area served by the school. The proposals **must** provide for anyone to submit comments and objections on the proposals to the LA within 6 weeks of the proposals being published (regardless of the length of the original representation period). The proposers **must** forward a copy of the proposals to the LA/governing body within 1 week of publication. Proposers are advised to consult interested parties on the planned revocation proposals before publication although there is no statutory requirement to do so.

5.9 Revocation proposals **must** be decided by the LA, except where the original proposals were decided by the schools adjudicator (or School Organisation Committee), or if the schools adjudicator is required to decide any “related” proposals, in which case the LA **must** forward the proposals, and any comments and objections received, to the schools adjudicator within 2 weeks from the end of the representation period. If the LA are to decide proposals they **must** do so within 2 months from the end of the representation period and if not, **must** pass the proposals to the schools adjudicator within 1 week from the end of the 2 month period.

5.10 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

5.11 A copy of the decision **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk));
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese.

5.12 The following bodies have a right of appeal to the schools adjudicator if they disagree with the LA’s decision:

- The local Church of England diocese;
- The bishop of the local Roman Catholic diocese;
- The LSC where the school is to provide education for pupils aged 14 and over; and
- The governing body and trustees (if relevant) of the school.



5.13 Appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals and the representations (together with any comments made on these representations by the proposers) to the schools adjudicator within 1 week of the receipt of the appeal. The LA need to also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

**Annex A**

**PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal**

*NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in “Standard Forms” in the Members’ Area of the website or you can enter the information required in the expandable boxes below.*

**Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):**

**In respect of a Governing Body Proposal: School and governing body’s details**

1. The name, address and category of the school for which the governing body are publishing the proposals.

**In respect of an LEA Proposal: School and local education authority details**

1. The name, address and category of the school .

**Implementation and any proposed stages for implementation**

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

**Objections and comments**

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and

(b) the address of the authority to which objections or comments should be sent.

**Alteration description**

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

**School capacity**

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

(a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

(b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

(c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

**Implementation**

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

**Additional Site**

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

**Changes in boarding arrangements**

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

- (b) the arrangements for safeguarding the welfare of children at the school;

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

**Transfer to new site**

**9.** Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

- (b) the distance between the proposed and current site;

(c) the reason for the choice of proposed site;

(d) the accessibility of the proposed site or sites;

(e) the proposed arrangements for transport of pupils to the school on its new site;  
and

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

**Objectives**

10. The objectives of the proposals.

**Consultation**

11. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

**Project costs**

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

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

**Age range**

14. Where the proposals relate to a change in age range, the current age range for the school.

**Early years provision**

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

- (c) evidence of parental demand for additional provision of early years provision;

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

**Changes to sixth form provision**

**16.** (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

- (d) The proposed number of sixth form places to be provided.

**17.** Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.



**Special educational needs**

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

- (b) any additional specialist features will be provided;

- (c) the proposed numbers of pupils for which the provision is to be made;

- (d) details of how the provision will be funded;

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

- (g) the location of the provision if it is not to be established on the existing site of the school;

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

**19.** Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

**20.** Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

**Sex of pupils**

**21.** Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

- (b) evidence of local demand for single-sex education; and

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

**22.** Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

(b) evidence of local demand for single-sex education.

**Extended services**

**23.** If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

**Need or demand for additional places**

**24.** If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

(b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

(c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

**25.** If the proposals involve removing places—

(a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

(b) a statement on the local capacity to accommodate displaced pupils.

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**Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

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**Proposals to enlarge the school - determining whether statutory proposals are required**

**Text from Prescribed Alteration Regs, including proposed amendments (in bold):**

**Enlargement to premises**

**1.** —(1) An enlargement of the premises of the school which would increase the capacity of the school by—

(a) more than 30 pupils; and

(b) by 25% or 200 pupils (whichever is the lesser).

(2) Subject to sub-paragraph (3) in this paragraph—

"an enlargement" of the premises of a school includes—

(a) the proposed enlargement; and

(b) any enlargements made in the 5 years preceding the date when the new enlargement will be made, excluding any temporary enlargements where it is anticipated the enlargement will be in place for less than 3 years; and

(c) the making permanent of any temporary enlargement.

(3) Where there have been any enlargements for which proposals have been published and approved under section 28 of SSFA 1998 or section 19 of the Act ("approved proposal"), **in the five years preceding the date when the new enlargement will be made, an enlargement only includes those made after the latest approved proposals.**

Answer each question in turn, except where directed to a later question (i.e. according to answer given).

**If no physical enlargement of the premises is being undertaken, go straight to Question 5 below.**

1. Does the school expect to revert to its existing physical capacity within three years ie. is this a Temporary Increase?

**If Yes go to 7 If No go to 2**

2. For the purposes of answering questions 3 & 4, look back to the most recent of the following (ignoring any Temporary Increases):

a) the date up to 5 years prior to the date the current enlargement is proposed to be implemented OR

b) the date when the school opened OR

c) the date when any previous statutory proposal to enlarge the premises of the school was implemented.

Using the net capacity figures at either a, b or c (whichever is the most recent event and ignoring any Temporary Increases), **Go to 3**

3. Will the capacity of the school be increased by 30 or more pupils?

**If Yes go to 4 If No go to 5**

4. Will the capacity be increased by 25% or at least 200 pupils (whichever is the lesser)?

**If Yes go to 6 If No go to 5**

5. Will the school's admission number be increased?

**If Yes go to the School Admissions Code**

**If No go to 7**

6. Prescribed alteration proposals **must be** published for **an enlargement** to the premises of the school.

**IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.**

**IF NOT. END.**

7. Prescribed alteration proposals do **not** need to be published for **an enlargement** to the premises of the school.

**IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.**

**IF NOT. END.**



Appendix 20 – The Public Sector Equality Duty

**EQUALITY ACT 2010 – THE PUBLIC SECTOR EQUALITY DUTY**

Section 149 of the Equality Act 2010 Public Sector Equality Duty states

- (1) A public authority must, in the exercise of its functions, have due regard to the need to –
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- (2) – A person who is not a public authority but who exercises public functions must, in the exercise of those functions, have due regard to the matters mentioned in subsection (1).
- (3) – Having due regard to the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to –
- (a) remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
  - (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
  - (c) encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.
- (4) – The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.
- (5) – Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to –
- (a) tackle prejudice, and
  - (b) promote understanding.
- (6) – Compliance with the duties in this section may involve treating some persons more favourably than others; but that is not to be taken as permitting conduct that would otherwise be prohibited by or under this Act.
- (7) – The relevant protected characteristics are – age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation.
- (8) – A reference to conduct that is prohibited by or under this Act includes a reference to –
- (a) a breach of an equality clause or rule;
  - (b) a breach of a non-discrimination rule.

**Appendix 21 – Draft Communication Plan**



**Creating Pupil Places - Supporting Our Schools**



**Expansion Project Communication Plan**

**Context**

Without the provision of new places we would soon run out of reception places in the borough. We must address the increasing birth rate and demand for places locally. We have a statutory responsibility to ensure that there enough places for reception aged children and we can only do this by creating new places or expanding existing schools.

Birth rates within Haringey and across London generally are continuing to rise and this puts particular pressure on primary school provision

Our officers use the best information available and plan ahead carefully with the support of our schools. This means that to date we have been able to meet demand and we are well placed to ensure we have sufficient places in the years to come. XXXX School are being expanded with this in mind.

Meeting the needs of our young people remains at the heart of our planning for future pupil places

**Project Background**

XXXX School are located within a XXXX Ward. .

### **Objectives**

The key **objectives** of the XXXX School Expansion Project communications plan are:

#### **To promote an understanding of the Project by:**

- Ensuring consistency of information and messages for stakeholders and interested parties
- Actively engaging stakeholders in developing, promoting and disseminating a better understanding of the project aims
- Assisting schools with relevant communication and engagement with their stakeholders especially parents, governors, students and staff
- Providing measured information that helps to support the school through a potentially difficult process

#### **To engage a wide range of stakeholders in the change process by:**

- Ensure that there are a number of suitable forums at school and Authority level to involve stakeholders
- Ensuring that the XXXX School Expansion Project actively engages its local stakeholders, such as staff, parents and pupils
- Developing and maintaining an internet presence for the project
- Giving stakeholders opportunities to comment and feedback on the proposals and designs

### **Stakeholder Involvement**

A named person will be identified from each of the main stakeholder groups, although other stakeholders may emerge during the life of the project. The level of interest of different stakeholder groups will vary with some focusing their interest on particular parts of the project. There is a need to consider how best to engage, manage, monitor, inform and listen to these stakeholder groups

Different stakeholders will participate in the project in different ways. For example some stakeholders may be involved in decision-making; some groups may have other, specific interests. Details of how the XXXX School Expansion Project stakeholders may be involved are set out below. As:

**1** Decision-makers: will make key decisions about the programme and projects.

**2** Educational : This groups interest will focus on how teaching and learning will be affected or supported by improvements made via the programme.

- 3 Design developers: This group will engage with specific projects to develop designs and help ensure that the designs deliver the stated educational vision.
- 4 Information Seekers: will request information and updates about the programme as it relates to their ward, school, or community.
- 5 Opinion sharers: This group will express their opinions on the programme overall or on specific projects. Their opinions may be shaped by their specific interests – and could relate to educational issues, design, or other issues.

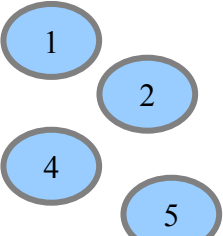
**Key Project Messages:**

There are several key messages that will be explicit in or inform the communication outputs. These key messages are that:

- The expansion project at XXXX School will support the school and the local authority in meeting the demands for pupil places in the borough
- The changes to XXXX Schools will help the school to continue to be a successful schools and an exceptional asset for the community
- The new design will help to create a learning environment that stimulates, excites and inspires
- Any disruption will be managed so that the schools can continue to focus on teaching and learning

**Engaging Stakeholders:**

The key messages will be reflected in how the project shares information and engages with its key stakeholders. The level at which some key stakeholders will be involved in the programme is set out in the table below. Alongside that are some of the media and methods which will be used to inform and engage different stakeholder groups. Each stakeholder will require appropriate media to be used in order to ensure effective and meaningful dialogue. The media and methods are described in more detail in section 6.

Audience	Involvement	Media / Method
Members / Councillors		<ul style="list-style-type: none"> <li>• Members Project Briefings – (face to face sessions with ward members, project managers, and architects)</li> <li>• Members E- Bulletins (providing an electronic update to progress)</li> </ul>

		<p>on the programme)</p> <ul style="list-style-type: none"> <li>• Meetings</li> <li>• Letters &amp; Correspondence</li> <li>• Website</li> <li>• Area Assembly update</li> <li>• Report</li> </ul>
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Audience	Involvement	Media / Method
<p><b>Headteachers, governors and teaching staff</b></p>		<ul style="list-style-type: none"> <li>• School Meetings</li> <li>• School Newsletter</li> <li>• Website</li> <li>• Drop-in / consultation events</li> <li>• Feedback opportunities</li> <li>• Leaflets</li> <li>• Letters and correspondence</li> <li>• Project Board/stakeholder/steering group meetings</li> <li>• Governors Briefings</li> </ul>

Audience	Involvement	Media / Method
<p><b>Parents</b></p>		<ul style="list-style-type: none"> <li>• School Newsletter</li> <li>• Meetings</li> <li>• Letters &amp; Correspondence</li> <li>• Website</li> <li>• Press Releases (local media coverage)</li> <li>• Haringey People articles</li> </ul>

Audience	Involvement	Media / Method
<p><b>Students and young people</b></p>		<ul style="list-style-type: none"> <li>• Engage students in design quality workshops</li> <li>• Information Displays</li> <li>• Newsletters</li> </ul>

		<ul style="list-style-type: none"> <li>• Website</li> <li>• Drop-in / Consultation events</li> </ul>
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Audience	Involvement	Media / Method
<p><b>Children's Services staff, programme staff</b></p>		<ul style="list-style-type: none"> <li>• PPS Board Meetings</li> <li>• Project Board/stakeholder/steering group meetings</li> <li>• Internal Children's Services newsletter</li> <li>• Briefings</li> <li>• Website</li> <li>• Drop-in / consultation events</li> </ul>

**How will we communicate?**

*Key Communication Methods and Media Defined:*

**Area Assemblies**

Presentations and information will be shared via local area assemblies giving the local community the opportunity find out about projects in their neighbourhood and raise questions or concerns.

**Briefings**

Face to face briefings for ward members, Headteachers, etc to provide updates on projects and encourage open dialogue. These briefings will be managed by the programme team.

**Comment Cards**

Comment cards will be used at consultation events and will give parents, local people and other stakeholders the opportunity to comment more formally on proposals, designs, etc for individual schools. These comments are communicated to the design team for the project concerned.

**Design Quality Indicator (DQI) Workshops**

These DQI workshops will provide a forum for school stakeholders to learn about designs for their school and comment on how the school's educational vision is reflected in those designs.

### **Drop-in sessions / Public Consultation**

Consultation sessions held at schools or local community venues. These sessions will provide opportunities for parents and the local community to see and hear about proposals for their school, ask questions and raise concerns. These events are sometimes linked to existing in school events. Drop in sessions are promoted via the school and potentially using the local media, and via the web.

### **Email / E-Bulletins**

Electronic bulletins providing updates to councillors / members / children's services staff

A bespoke email address [pps@haringey.gov.uk](mailto:pps@haringey.gov.uk) is already available for project correspondence.

### **XXXX School Newsletter**

Updates and invitations to project events will be provided via articles in the school's existing newsletter or a separate project newsletter issued through the schools. The publication will be used as a way of communicating programme news to parents and the community, and stakeholders about the proposals, the designs and the impact on teaching and learning..

### **Website**

A project website has been established here: [www.haringey.gov.uk /pps](http://www.haringey.gov.uk/pps)  
A link via the school's own website will be created

### **Stakeholder Meetings**

Formal and informal meetings will be held between key stakeholders (internal and external) at regular intervals to keep all informed and to ensure that concerns of the wider group are noted and considered and a common message is communicated by all.

### **Project / Communication Challenges:**

***Effective communications planning and activities will enable the programme to tackle and address these challenges***

- Anxiety about pupil places and future admissions
- Managing expectations
- Low participation in consultation exercises
- Resistance to change

- Maintaining the focus on educational transformation
- Providing realism about the project in the face of considerable financial challenges.
- Minimising disruption

### Key Activities Communications Timeline

Some of the key communications activities for the XXXX School Expansion Project are set out below:

Notes	Communications and consultation activities	Date	Description
	Establish web presence established for XXXX School project on <a href="http://www.haringey.gov.uk">www.haringey.gov.uk</a>	TBC	Delayed until approved as live project
Start 12	Feasibility Drop-in Event	TBC	Event with school and community stakeholders, including designs and displays – with opportunities for feedback on the proposed options
	XXXX School Newsletter	TBC	Latest news on the project
	Design Quality Indicator Workshop	TBC	Workshop with key stakeholders
	Area Assembly	TBC	Display at local area assembly
	Design Quality Indicator Workshop	TBC	
	XXXX School Newsletter		
	Outline Design Drop-in Event	TBC	Event with school and community stakeholders, including designs and displays – with opportunities for feedback on the outline design
	Planning application approved	TBC	News release announcing planning approval and project timeline
	XXXX School Newsletter	TBC	
	Meet the Contractor	TBC	Meet the contractor – event for community stakeholder to discuss ways of minimising disruption
	School Display	TBC	Production of display boards highlighting the design and vision for the school
	Commencement of Main Construction works	TBC	News release, photographs, and publicity etc to mark start on site

### Further Information

Further discussion with key stakeholders will help to identify additional communication methods during the life of the project.



**Appendix 22** – Summary of comments received from governing bodies of The Vale and Belmont Infant School, with Council response

### **Summary of Vale objections and response**

- 1. The Vale (HT or staff) were not included in the initial “feasibility walkabouts to discuss the needs of The Vale children or the potential impact on the partnership prior to the public consultation** Initial feasibility work was commissioned to clarify whether or not the schools could be expanded from 2 to 3fe. The provision for Vale pupils was a fundamental part of the Brief in determining if and how the schools could be expanded. This work was an ‘in principle’ establishment of whether or not the school could be expanded. No detailed analysis of any internal works, including classroom layouts, corridors or support facilities to complement the schools’ delivery of the curriculum were being established at this stage. As part of this feasibility work it was always acknowledged that Belmont Infant and Junior schools provides Vale pupil places within the schools. Following this initial feasibility work the architects who carried out the feasibility work walked around the whole school with a teacher (HT not available) in January 2012 to ascertain more detailed information about the premises and more generally about the school. The Head of SEN in the Council has asked that any expansion works make the same provision as is currently found at the school – for a class of 28 children plus two spaces for SEN children. If and when SEN children are identified to take up these places in any new expansions, provision will be readily available as it has been built into the brief.
- 2. The Vale was not mentioned in the initial consultation document produced for consultation in autumn 2011.** The Council acknowledged and apologised (as part feedback produced in relation to the first round of consultation) that the consultation document **should have** referred explicitly to The Vale and provision on the Belmont school sites. This was rectified in subsequent documents.
- 3. During the third consultation there was a meeting with the HTs/CoGs of the Belmont schools to which the Vale HT was not invited** - During the third consultation there was a meeting with the HT and CoG at Belmont Schools where the three possible plans were shared but representatives from The Vale were not invited - On the 17 April 2012 Jennifer Duxbury and Eveleen Riordan met with the Head of Infant School and Acting Head of Junior School together with their CoGs at Belmont Infant School to discuss the next steps in the consultation process. This meeting was a similar meeting to the informative meeting that we had with The Vale HT at Northumberland Park on the 30 March when we also asked Phil DiLeo to attend from the local authority in her role as SEN Strategy Manager. The Vale’s CoG was also scheduled to attend that meeting but had to send apologies at a late stage. Council Officers had planned to meet with the Infant school Headteacher and Acting Junior school Headteacher in the same week that we met with the HT at The Vale but diaries did not, in the end, permit this and so the meeting with the Belmont schools HTs was rescheduled for the first day of the new term.

The only difference between the two meetings was that Council documentation for the consultation was a little further advanced than they had been when officers met The Vale HT on the 30th so officers were able to refer in more detail to the contents of the newsletter document that is being used for consultation purposes because they had drafted this document - which they hadn't when they met The Vale HT on the 30 March.

Immediately following that meeting at Belmont Infant school an officer from the Council's Property Services attended the schools with two of his colleagues to share with the Heads a copy of the three indicative plans for how any expansions might be delivered. These plans were shared as a result of a request from Belmont's Parent Association and these plans (unchanged since the conversation with the Heads on 17 April) were then made available at both schools as part of the consultation events that are taking place on the 17 and 18 May. The plans were also sent to the Vale HT.

In summary, the meeting with The Vale on 30 March and with the Belmont schools on the 17 April both served the same purpose – to inform the HTs/CoGs of latest developments and a final discussion before the second round of consultation.

4. **A response is still awaited from Jon McGrath (March 2011 letter) as to why funding was withdrawn for improvement to facilities at Belmont Infant school which are not currently considered to be fit for purpose for The Vale pupils –** While the Director of Capital Programme in the borough has no record of a letter from the HT of The Vale in March 2011, such a letter was pre-empted by his email dated July 2010 to the HT of Belmont School setting out the following - 1) that the Council's Cabinet had recently approved a revised capital programme which has been severely curtailed and that this had required the Capital Programme team to remove all works except those relating to expansion, or where there is a real risk of the school closing. 2) as a result of these curtailments it was clear that there would be insufficient budget to proceed with the works at Belmont Infant school. 3) set out a reassurance that if there is any movement in these figures that officers will again address any outstanding projects.
5. **With any expansion the issue of space for small groups and separate spaces for therapy work and medical intervention would have to be considered –** the three indicative schemes for how expansion of the two school might be delivered are indicative and do not contain the level of detail that is outlined in this objection. The more detailed work for how the expansion is designed internally will be collaborative and will be developed in consultation with all stakeholders if Cabinet approve the principal of expansion.
6. **additional space can only be created by going up or out into the playground, both scenarios have a negative impact on Vale pupils –** as part of the collaborative work that follows any Cabinet decision to expand a school detailed design work will be undertaken to ensure that all facilities for the Vale children are not placed on any first floor, and where facilities are provided at first floor level the

health and safety implications of this will be considered before a final decision is taken on how the layout of any expansions are designed.

7. **A smaller playground with a large number of pupils will become difficult and potentially dangerous for Vale pupils (how need more space than the average mainstream child to access spaces and move indoors and outdoors safely)** - the detailed design of both indoor and outdoor space will be approached with full appreciation and recognition of the special needs of Vale pupils and design work will focus on ensuring that such design does not negatively impact on the requirements of Vale pupils or of staff. At this point in time it is clear that the Junior school currently has more outside play space than the DfE recommended space for a confined site (e.g. with a Multi-Use Games Area (MUGA) – the Junior school does not have a MUGA but it does have formal play courts (two tennis courts) which could be considered equivalent to or be made into a MUGA with a fence) and the over provision of outside play space remains when the single classroom extension foot-print is taken into account.
8. **Access to and from the schools and current and proposed parking for Vale pupil transport needs to be carefully considered and managed** – it is recognised that the access to the school and parking provision on site is currently constrained. The constraints of the site itself in terms of access are challenging to resolve because the site is surrounded by housing and abuts Belmont Recreation Ground that has open space protection and cannot be built on/accessed across except by foot. A Travel Impact Assessment (TIA) will be required as part of any planning application and this Assessment will seek to optimise the children's access to the school while ensuring safety and traffic calming to the local area.
9. **Funding is not sufficient to meet the needs outlined by The Vale** – refer to financial comments that form part of this report.

The main objections from The Governing Body of Belmont Infant School were:

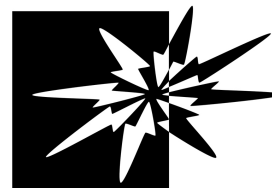
- **An expansion is likely to jeopardise the current proven success of the school** – The most critical factor in the success of a school is the quality and strength of its senior leadership team. The SLT at Belmont Infant school has a proven strong record of management and this is reflected in the school being judged as outstanding by Ofsted. One of the Council's place planning principles for the expansion of a school is the strength of the SLT. There is nothing to suggest that the strength of this SLT will be diminished if the school is expanded from 2 to 3fe.
- **It will negatively impact neighbouring schools** Pupil projections set out that demand for school places will rise across the borough generally, and more specifically in and around PA12 where Belmont Infant school is located. These increased pupil numbers coming forward in the future will require local school places. Projections show that if provision is not increased there will be insufficient places to meet demand. The expansion of Belmont Infant school should not therefore detrimentally impact on surrounding schools as additional places are required.
- **It will detrimentally impact upon Special Educational Needs provision in the school** - Building work and design work of the expansion will ensure that potential impacts on SEN and other pupils are mitigated against. In particular, the design work is a close and collaborative process between all stakeholders to ensure that the alterations and extensions to accommodate the expansion meet the needs of those who will use the school. The council acknowledge that the requirements of The Vale pupils and other pupils with SEN must be reflected in how the expansion is delivered. This has also been set out in the EqIA which accompanies the proposal.
- **Proposal threatens the very success used to justify expansion** - see comment above (the most critical factor in the success of a school is the quality and strength of its senior leadership team. The SLT at Belmont Infant school has a proven strong record of management and this is reflected in the school being judged as outstanding by Ofsted. One of the Council's place planning principles for the expansion of a school is the strength of the SLT. There is nothing to suggest that the strength of this SLT will be diminished if the school is expanded from 2 to 3fe).
- **Result in a loss of outdoor play space** - We are fully aware of the need for sufficient quality play space. The design team that developed the three concept options displayed at the consultation have undertaken a detailed spatial analysis of the existing school and that of a school at 3 forms of entry in terms of playground, teaching and support space. The options developed take this analysis into consideration and the architects will ensure that the site meets the standards set out in the relevant guidance for play space for a 3 form of entry school.
- **Compromise quality of outdoor provision, central to ethos of school** – see response above.
- **Proposal does not include SEN children or nursery children, therefore understating the true numbers of the school** – Classrooms will be built to accommodate 30 pupils. Where additional Vale pupils are identified to be located in the third form of entry, the school will be able to accommodate them as the building programme will have allowed for this. The proposal does not include an increase in nursery provision.
- **The current school buildings do not provide sufficient circulation and ancillary space as per BB99 with 2fe. The budget of £2.2 million for both sites is only sufficient for 3 new classrooms and does not provide funds for revision to circulation or ancillary spaces, thus not compliant with BB99** – the funding has been increased from £2.2 to £3.5m and in determining those costs the current and future provision of places at the Vale school has been taken into account. The Chief Financial officer confirms that capital funding is available to meet the indicative costs and that a scheme which is compliant with the requirements of BB99 can be achieved within the sum indicated.

- **The expansion is opposed by the Vale Governing Body.**
  - **The Vale students benefit from the small friendly nature of Belmont Infants and the inclusive education**
  - **Any expansion must protect spaces devoted to inclusion**
  - **The Vale students require more space in the playground than mainstream children and overcrowding presents health & safety issues**
  - **Plans have not taken into account mobility needs of disabled children or nursery aged children**
  - **The council acknowledges (in Cabinet report) that there would be a negative impact on Vale students.**
    - the objections raised directly by The Vale Governing Body have been addressed as a part of this appendix (see above)
- **There is failure of the Council to have due regard to its duties under s.149 Equality Act 2010** – in considering whether or not to recommend that the expansion of Belmont Infant school proceeds, regard has been had to the conclusions of the EqIA carried out to support the consultation on the proposed expansion.
- **No shortage of places in PA 12 according to planning data ( GLA 4 year old roll projection for PA12 in the years after 2013 is line with the combined PAN for PA12 schools)** - Belmont Infant and Junior School falls within Planning Area 12 (PA12) for the purposes of place planning. PAs enable manageable analysis and planning of school places in the borough. PA12 birth data shows a flattening of the trajectory for births over the coming years. However, while PAs allow the effective planning of school places, each PA should not be viewed in isolation from other PAs and in particular from PAs surrounding it. Parental choice and preference for school places is not based on PAs. The boundaries of PAs and the allocation of school places is based on admissions criteria which means that allocation of school places often crosses one or more PAs and not all children are able to be accommodated within the PA within which they live. This position is exacerbated when there is a high demand for the number of school places that is available. The Belmont schools lie close to the boundary with PA13 where birth rates are projected to increase beyond the number of school places available – for example PA13 is projected to be 29 places above PAN in 2015/16.
- **Councillors misunderstanding of legislative framework surrounding the formation of new schools – Haringey can invite proposals for new schools, in the event that none are forthcoming, it can seek other proposals, and ultimately, were none forthcoming, it could make proposals itself** – An understanding of the legislative framework surrounding the formation of new schools is set out in the body of the report under legal comments.
- **Uncertainty around whether the council are objecting to new schools because they are likely to be academies and outside of Local Authority control or because of a misunderstanding of the law** – the Council has not set out any objection to a new school or academy but has set out within the report why a new school will not meet the current demand for additional places in the local area at the current time.
- **Council should explore other options** – the Pupil Place Steering Group looked at a number of options in 2011 for how to best provide additional places to meet projected increasing demand. this is set out in the School Place Planning Report 2011 and the School Place Planning Report 2012 and is also referenced in this report and previous reports on proposed expansions of schools in the borough that have come before Cabinet for decision in 2011 and 2012.
- **Failure to consider surplus capacity at Noel Park before it became an academy** - In terms of Noel Park, there is a particular difficulty inherent at Noel Park with the physical capacity of the overall building. The classroom sizes at the school are below standard meaning that each class is only able to accommodate 27 instead of 30 children. As a result the school has struggled financially because, with 3 forms of entry, it has 81 instead of 90

children and the Government's funding formula is based on pupil numbers. This presents financial problems for the school where each class is funded on the basis of 27 and not 30 children which presents huge challenges to the school which are exacerbated for each year that there are 3 forms of entry at only 27 pupils per class. The school currently has a large deficit in its budget caused partly by its planned admission number (PAN) of only 81 per cohort and reducing the school's yearly pupil intake was proposed as a solution to prevent the deficit budget from increasing year on year. We have looked at the cost of changing the size of the classroom to allow them to accommodate 30 pupils, but it is prohibitively high.

- **Downhills Primary School has objected to the expansion citing that an expansion would have a negative effect** – see response above (Pupil projections set out that demand for school places will rise across the borough generally, and more specifically in and around PA12 where Belmont Infant school is located. These increased pupil numbers coming forward in the future will require local school places. Projections show that if provision is not increased there will be insufficient places to meet demand. The expansion of Belmont Infant school should not therefore detrimentally impact on surrounding schools as additional places are required).
- **Belmont Junior School currently carries surplus capacity. There is concern that this problem will be exacerbated with a higher Planned Admission Number** - We have also looked at mobility in the Junior school and see that over the last four years the school has gained as well as lost pupils. In some years pupil mobility (the term used to describe a pupil entering or leaving the school at a point other than the first day of reception or the last day of Year 6) has been offset when the number of in-year pupils lost has been the same as the number of in-year pupils gained. Both Belmont Infant and Belmont Junior schools have lower levels of pupil mobility than comparable schools close to them, and this is despite the fact that the schools are located in a planning area generally characterised by with higher levels of temporary accommodation units and where you might expect that pupil mobility would be higher.
- **Concerns over school's financial viability if it does not fill at 3 forms of entry** - The governing bodies of both schools have raised concerns about the financial viability of the schools should they not fill to a full 3 forms of entry across all cohorts. Particular concerns have been expressed in light of the fact that there are currently vacancies in some cohorts within Belmont Junior School. The School Place Planning Report 2012 demonstrates that the projected figures for pupils that will join the Junior School in 2016 are significantly higher than the current cohorts of pupils in KS2. The risk of future vacancies is mitigated against significantly primarily because the school is a very popular school. Officers have met with the Junior School to discuss their specific concerns around pupil mobility in KS2. The analysis of this mobility data is given in Appendix 8 to the Cabinet report.
- **Potential financial threat from neighbouring academies with space to expand such as Noel Park and Downhills** – The increase or reduction in PAN of any academy falls outside the control of the LA. However, the expansion of any school close to an outstanding school would need to be balanced very carefully against whether or not the school could fill that expansion from projected pupil numbers for the local area. At the present time there is no indication that any neighbouring academies are intending to increase their PAN and this proposed expansion of Belmont Infant school addresses an identified shortfall in school places in the local area.
- **Lack of support in the school and in the community for the proposals** – The support or otherwise of any proposal to expand a school must be balanced against other material considerations, including the need to plan to ensure that sufficient local school places are provided to meet actual and projected demand. Officers have always been clear that the views and opinions expressed as part of the consultation process are a material consideration but they must be considered against all other material considerations.

**Appendix 23 - Complete proposals for Belmont Infant and Junior Schools**



**Haringey Council**

**PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in or provided in relation to proposals**

**In respect of an LEA Proposal: School and local education authority details**

**26.** The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

**Belmont Infant School**

**Rusper Road**

**Wood Green**

**London**

**N22 7UT**

**Carlene Liverpool – Admissions and Place Planning**

**The Children and Young People’s Service**

**48 Station Road**

**London**

**N22 7TY**

**Implementation and any proposed stages for implementation**

**27.** The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

**The proposal is that the first 3-form reception entry would start in September 2013 and that 84 reception places would be offered in subsequent years. The school would eventually cater for 252 pupils by 2015.**

**Objections and comments**

**28.** A statement explaining the procedure for making representations, including—

- (a) the date by which objections or comments should be sent to the local education authority; and
- (b) the address of the authority to which objections or comments should be sent.

**Within four weeks from the date of the publication of these proposals (4 May 2012), any person may object to or make comments on the proposal by sending them to:**

**Carlene Liverpool – Admissions and Place Planning**

**The Children and Young People's Service**

**48 Station Road**

**Wood Green**

**N22 7TY**

**Email: [carlene.liverpool@haringey.gov.uk](mailto:carlene.liverpool@haringey.gov.uk)**

### **Alteration description**

**29.** A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

**The proposal is that Belmont Infant School would expand from 2 to 3 forms of entry. The first 3-form reception entry would start in September 2013 and 84 places would be offered in subsequent years. The school would eventually cater for 252 children by 2015. Building work would be undertaken within the existing site curtilage to accommodate the additional pupils. This proposal is related to a concurrent notice published on the proposed expansion of Belmont Junior School to expand from 2 to 3 forms of entry starting with the Year 3 entry in 2016.**

### **School capacity**

**30.—a)** Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

(a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

**Belmont Infant School's current capacity is 168 pupils from Reception to Year 2, 56 pupils in each year group. After the expansion, the total capacity will increase to 252 pupils from Reception to Year 2, 84 pupils in each year group.**

(b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

**The school currently admits 56 pupils into each year group. In 2013 the Reception intake will increase from 56 to 84 pupils. In subsequent years the Reception intake will be 84 pupils and by 2015 the school capacity will be 252 pupils.**



- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

2013 – 196

2014 – 224

2015 – 252

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

**Currently there are 172 pupils registered at Belmont Infant School (source: October 2011 PLASC). There are 58 pupils in Reception, 59 pupils in Year 1 and 25 pupils in Year 2.**

## Objectives

31. The objectives of the proposals.

**The objective of the expansion of Belmont Infant School from 2 to 3 forms of entry is to create additional school places for the local community around the school which is in an identified area of high demand.**

## Consultation

32. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

**In conducting the consultation all applicable statutory requirements in relation to the proposals to consult were complied with. The consultation documentation or leaflet detailed in Appendix 4 was distributed to all persons listed in Appendix 1. the consultation document was also made available in Haringey's website on the following page:**

[www.haringey.gov.uk/belmontexpansion](http://www.haringey.gov.uk/belmontexpansion)

**Please see Appendix 1 for the list of all persons consulted during this consultation.**

**Please see Appendix 2 for copies of the minutes of all public consultation meetings.**

**Please see Appendix 3 for a summary of responses received during the consultation.**

**Please see Appendix 4 for all of the consultation documentation distributed during the consultation period.**

### **Project costs**

**33.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

**A total budget of £2.2 million has been provided within the Council's capital programme for the expansion of Belmont Infant School and Belmont Junior School (a related proposal), which will be financed from government grant and/or other Council capital resources.**

### **Need or demand for additional places**

**34.** If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

**Please see Appendix 5 for all the evidence regarding the demand for additional places (20<sup>th</sup> December 2011 Cabinet Report).**

### **Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

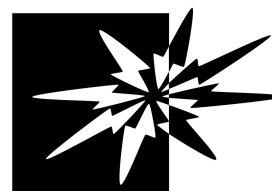
of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

**The following appendices are attached which set out the evidence that Belmont Infant School is a successful and popular school:**

**Appendix 6 - Admissions data (first place preferences and total preferences) from 2006 - 2011**

**Appendix 7 – Link to Ofsted Report dated 27 September 2007 which judged the school as outstanding.**



**Haringey** Council

## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

**Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):**

### **In respect of an LEA Proposal: School and local education authority details**

**35.** The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

**Belmont Junior School  
Rusper Road  
Wood Green  
London  
N22 7UT**

**Carlene Liverpool – Admissions and Place Planning  
The Children and Young People’s Service  
48 Station Road  
London  
N22 7TY**

### **Implementation and any proposed stages for implementation**

**36.** The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

**The proposal is that the first 3-form Year 3 entry would start in September 2016 and that Year 3 places would be offered in subsequent years. The school would eventually cater for 360 pupils by 2019.**

## Objections and comments

**37.** A statement explaining the procedure for making representations, including —

- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
- (b) the address of the authority to which objections or comments should be sent.

**Within four weeks from the date of the publication of these proposals (4 May 2012), any person may object to or make comments on the proposal by sending them to:**

**Carlene Liverpool – Admissions and Place Planning  
The Children and Young People’s Service  
48 Station Road  
Wood Green  
N22 7TY**

**Email: [carlene.liverpool@haringey.gov.uk](mailto:carlene.liverpool@haringey.gov.uk)**

## Alteration description

**38.** A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

**The proposal is that Belmont Junior School would expand from 2 to 3 forms of entry. The first 3-form Year 3 entry would start in 2016 and 90 places would be offered in subsequent years. The school would eventually cater for 360 pupils by 2019. Building works would be undertaken within the existing site curtilage to accommodate the additional pupils. This proposal is related to a concurrent proposal to expand Belmont Infant School from 2 form entry to 3 form entry beginning with the reception intake in 2013.**

## School capacity

**39.—**(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

**Belmont Junior School’s current capacity is 240 pupils from Year 3 to Year 6, 60 pupils in each year group. After the expansion, the total capacity will increase to 360 pupils from Year 3 to Year 6, 90 pupils in each year group.**

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

**The school currently admits 60 pupils into each year group. In 2016 the Year 3 intake will increase from 60 to 90 pupils. In subsequent years the Year 3 intake will be 90 pupils and by 2019 the school capacity will be 360 pupils.**

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

2016 – 270

2017 – 300

2018 – 330

2019 - 360

- (d) Where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

**Currently there are 204 pupils registered at Belmont Junior School (source: October 2011 PLASC). There are 55 pupils in Year 3, 49 pupils in Year 4, 53 pupils in Year 5 and 47 pupils in Year 6.**

**40.** The objectives of the proposals.

**The objective of the expansion of Belmont Junior School from 2 to 3 forms of entry is to create additional school places for the local community around the school which is in an identified area of high demand.**

## **Consultation**

**41.** Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

**In conducting the consultation all applicable statutory requirements in relation to the proposals to consult were complied with. The consultation documentation or leaflet detailed in Appendix 4 was distributed to all persons listed in Appendix 1. The consultation document was also made available in Haringey's website on the following page:**

[www.haringey.gov.uk/belmontexpansion](http://www.haringey.gov.uk/belmontexpansion)

**Please see Appendix 1 for the list of all persons consulted during this consultation.  
Please see Appendix 2 for copies of the minutes of all public consultation meetings.  
Please see Appendix 3 for a summary of all of the responses received during the consultation.  
Please see Appendix 4 for all of the consultation documentation distributed during the consultation period.**

### **Project costs**

**42.** A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

**A total budget of £2.2 million has been provided within the Council's capital programme for the expansion of Belmont Infant School and Belmont Junior School (related proposals), which will be financed from government grant and/or other Council capital resources.**

### **Need or demand for additional places**

**43.** If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

**Please see Appendix 5 for all of the evidence regarding the demand for additional places (20 December 2011 Cabinet Report).**

### **Expansion of successful and popular schools**

**25A.** (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

- (a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;
- (b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4 of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

**The following appendices are attached which set out that Belmont Junior School is a successful and popular school:  
Appendix 6 – Link to Ofsted Report dated 10 December 2007 which judged the school as outstanding.**



**Haringey** Council

## **URGENT BUSINESS SHEET**

**Report Title: Annual School Place Planning Report 2012**

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**Committee/Sub etc:** Cabinet

**Date:** 19 July 2012

### **The report is late because:**

This report and the proposals to expand Belmont Infant School and Belmont Junior School from two to three forms of entry( this is proposed to take effect from September 2013 at Belmont Infant School and September 2016 at Belmont Junior School) are linked and need to be considered together.

Following the publication of the earlier proposed expansion report, further representations were received by the Council.

In order for the decision makers to have the necessary information made available to them to enable them to consider the representations made, the earlier, proposed expansion was withdrawn from the agenda of 10 July, and the decision postponed.

As the expansion report and School Place Planning Report are linked it was necessary to also withdraw the School Place Planning report.

.

### **The report is too urgent to await the next meeting because**

A decision must be taken on the recommendations of the expansion report by 1 August. As the expansion report and School Place Planning Report are linked and need to be considered together, this report must be considered at the same time.

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The Head of Local Democracy & Member Services concurs with the admission of this item.





**Haringey Council**

<b>Report for:</b>	<b>Cabinet 19 July 2012</b>	<b>Item Number:</b>	
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<b>Title:</b>	<b>Annual School Place Planning Report 2012</b>
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<b>Report Authorised by:</b>	 <b>Libby Blake    Jan Doust</b> <b>Director        Deputy Director</b>
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<b>Lead Officer:</b>	<b>Eveleen Riordan, Deputy Head of Admissions (Place Planning)</b>
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<b>Ward(s) affected: All</b>	<b>Report for Key Decision:</b>
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**1. Describe the issue under consideration**

- 1.1** The purpose of this report is to assess demand for pupil places in Haringey's Primary, Secondary, Special schools and Post 16 settings and to provide an update on actions being take to ensure adequate places and robust planning are in place to meet demand for mainstream and special school and post 16 places across the borough.
- 1.2** This report will set out that reception place demand in the borough is projected to rise: indeed reception demand was at its highest on record for the academic year 2011/12 and we continue to seek ways to meet the challenge of providing a reception place for every child who requires one in our borough. Demand for reception places in 2012/13 has once again risen to exceed the demand that we saw in 2011/12. In September 2011 the expansion of Rhodes Avenue Primary school from 60 to 90 places per year and the opening of the borough's first free school, Eden Primary, meant that we had an additional 60 reception places to offer. In addition 'bulge' (one off) reception classes were supplied at Lancasterian Primary School in N17 and Alexandra Primary School in N22. These two bulge classes were delivered to meet identified additional demand and planned from early summer 2011. However, over the summer 2011 it became clear from the number of late reception applications (applications received after the national closing date of 15 January in any given year) that further bulge classes would be required to meet demand. Bulge classes were also provided in the following settings: Welbourne Primary School (January 2012), South Harringay Primary School (January 2012),

Seven Sisters Primary School (January 2012) and The Triangle Children's Centre (January 2012). These additional 120 reception places met the demand that continued after the start of the academic year 2011/12 in September 2011.

- 1.3** This report was originally scheduled to be considered by Cabinet on the 10 July 2012. However, this report and the report on 'Proposals to expand Belmont Infant School and Belmont Junior School from two to three forms of entry, to take effect from September 2013 at Belmont Infant School and September 2016 at Belmont Junior School' report are linked and need to be considered together. In order for the decision makers to have all the information made available to them to enable them to consider new the representations made, the expansions report was withdrawn, and the decision postponed.

## **2. Cabinet Member introduction**

- 2.1** We plan up to ten years in advance to ensure that we have enough school places to meet demand across all of our schools. Our planning is based on actual and projected births and school rolls and we also take account of current and future free school provision in the borough to ensure that we have enough school places but that we do not over provide places which could place some schools in financial difficulty if places available are not taken up.
- 2.2** Balancing the need to ensure sufficiency of places across all settings whilst ensuring that we do not over provide has been made more uncertain because of the impact of the current economic recession on the housing market, current and future changes to housing benefit and also the impact of the provision of free school places on our longer term planning to meet future increasing demand for places.
- 2.3** As with previous years officers have been looking in detail at every school to see what expansion capacity they may have so we can respond quickly to demand. We remain confident we can meet the need but how we do so will be dependent on the resources available to us.

## **3. Recommendations**

Members are asked to:

- 3.1** Agree the working priorities set out in paragraphs 18.1 below, including the provision of a further two bulge classes (yet to be determined) to meet projected demand for September 2012.
- 3.2** Agree to a further round of consultation on the possible expansion of Lancasterian Primary school, to take effect from September 2014 (put back from September 2013 to take account of E-Act's provision).
- 3.3** Note that a further Annual Report will be brought before Cabinet in July 2013

## **4. Other options considered**

4.1 Because of the detailed work undertaken by the Pupil Places Steering Group as set out below, to determine how and where any new provision of places should be, no other options were considered at the time of the writing of this report.

## 5. Background information

5.1 As part of the decision to provide additional spaces through either bulge classes or permanent expansions, an officer Pupil Places Steering Group was given the task to produce a formal strategic capital plan to deal with this rising demand. The group was established in 2010 and meets on a monthly basis. To ensure that all views are captured within the plan, the group consisted of officers from:

- School Standards
- Place Planning
- Admissions
- Construction/ Transformation
- School Property

5.2 The Group considers the entire primary estate and assesses each school's suitability against a series of gateways including, among other things, physical suitability, school standards, local demand (including shortfall of places in a given area), building developments in the local area and the school's leadership and governance capacity. The group also considers suitable sites where new provision might be possible. The group has an annual cycle of work which picks up the four planning work streams, primary, secondary, post-16 and SEN.

5.3 The group makes recommendations to School Place Planning based on detailed and carefully considered evidence for the most appropriate and sustainable way in which additional places could be provided, taking into account all known free school and academy proposals. The detailed work that the group carries out is used as an evidence base to determine the most appropriate schools to expand or where additional new provision is required and this information then informs this report.

## 6. Comments of the Chief Finance Officer and financial implications

6.1 Revenue funding for the education of pupils is provided through the Dedicated Schools Grant (DSG); a ring-fenced grant that can only be used for this purpose. The size of the DSG is determined by pupil numbers, currently those recorded in the January census preceding the financial year. Rises in school rolls will therefore lead to a time-lagged increase in the DSG with local authorities not funded for September increases until the following financial year (there is no backdating).

6.2 To safeguard individual school budgets, Haringey Council's Schools Funding Formula makes provision to fund known new forms of entry, including funding for a minimum of 24 in KS1 bulge classes. A contingency is set aside to fund bulge classes identified after the start of the financial year. The safeguarded minimum class number can make places in a bulge class expensive if a class

is opened with few children, but does provide protection for schools and is a valuable asset in persuading schools to accept expansion.

- 6.3 Paragraphs 13.16 to 13.18 draw attention to proposed changes to school funding from April 2013. The proposals include the removal of funding factors for known in-year growth. A contingency can be created for growth but all funding must first be delegated to schools and academies and then the Schools Forum asked to 'de-delegate' funding for specific purposes. De-delegation would not apply to academies. Individual local authorities and associations have made the DfE aware that these proposals may compromise LAs in their duty to ensure sufficient school places and the DfE may amend this proposal.
- 6.4 Also proposed is the bringing forward of the annual census from January to October. The census determines a school's budget for the next financial year and it will therefore be essential that pupils are on roll by the start of October. This may have resource implications for the Admissions Team, also funded from the DSG.
- 6.5 There are also significant changes planned for low incidence, high cost pupils placed in special schools or resourced provision. The current system of planned places will be replaced by a lower amount of funding provided through school budgets with 'top-up' funding provided by the local authority acting as commissioner of places from a range of provision.

## **7. Head of Legal Services and legal implications**

- 7.1 The Head of Legal Services has been consulted on the content of this report. Consideration of the information set out in the report will assist the Council in complying with its duty under Section 14 of the Education Act 1996 to ensure that sufficient schools for providing primary and secondary education are available in the authority's area with particular regard to the need to secure special educational provision as well as compliance with its general duties under Section 15A of the 1996 Act concerning post-16 education.

## **8. Capital Programme comments**

- 8.1 The 2012/13 capital programme contains budget provision for the bulges that have already been planned for September 2012/13. Provisional funding has also been identified in the capital programme for the three permanent expansions where further consultation is to take place or has just taken place, if these schemes proceed.
- 8.2 It should be noted that beyond 2012/13 the capital budget is based on assumptions about the level of funding that will be received from central government which have not yet been announced and therefore cannot be guaranteed at this stage. Hence there is some level of risk to the Council that where commitments need to be made before Central Government funding is known (in order to ensure timely completion of the projects), alternative capital funding may need to be identified if government funding is less than assumed.

## **9. Equalities and Community Cohesion Comments**

- 9.1 Providing local school places to meet local demand helps to contribute towards the development of sustainable communities.

## **10. Policy Implication**

- 10.1 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. This underpins the Council's Children and Young People's 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)

## **11. Use of Appendices**

Appendix 1	Tables and graphs for reception and primary place planning
Appendix 2	Local provision of primary school places
Appendix 3	Detailed information about each planning area
Appendix 4	Table and graphs for secondary place planning
Appendix 5	Post 16 tables for place planning
Appendix 6	SEN pupil numbers
Appendix 7	Major planning applications affecting school place planning
Appendix 8	housing policies & housing trajectory
Appendix 9	School Organisational plans in adjoining boroughs
Appendix 10	Principles for school place planning in Haringey
Appendix 11	Reporting arrangements for school organisational statutory consultations in Haringey

## **12. Local Government (Access to Information) Act 1985**

GLA roll projections for Haringey 2011 Round  
1998-2012 Haringey PLASC returns  
ONS birth data

## **13. Introduction**

- 13.1 This is the ninth annual report on school places in Haringey. Although there has been no statutory requirement to publish a School Organisation Plan since 2004, we consider it good practice to produce a plan related to pupil place planning to clearly set out the framework for, and approach towards, the provision of school places in the borough.
- 13.2 This School Place Planning Report 2012 shows local communities and those interested in school development how we expect school provision to change over the next few years. It brings together information from a range of sources, including DMAG (the Greater London Authority's Data Management Analysis Group) and ONS (Office for National Statistics) and sets out the challenges and issues that Haringey will face in meeting its statutory duties for providing school places into the future. The report outlines information about primary,

secondary, post 16 and special educational need provision in the borough, and considers:

- Current legislation and the national context of school place planning
- The projected demand for school places in Haringey schools over the next ten years and the steps being taken to address demand
- Major housing planning applications and their implications for school place planning.
- School organisational plans in adjoining boroughs

13.3 This report, subject to Cabinet agreement, will be published on Haringey's website after July 2012. Throughout the year we welcome questions and contributions from any interested party and we thank those who have contacted us throughout the year and influenced this report.

#### Legislation and National and Local Context

13.4 Set out below is the current legislative framework for provision of school places and references to the proposals for any change published by the Government up to May 2012.

13.5 The Education Act 1996 places LAs under a general duty to secure sufficient schools to provide primary, secondary and special education in their area.

The Education and Inspections Act 2006 as amended by the Education Act 2011 places a statutory duty to give precedence to academy/free school proposals, where a local authority identifies the need to establish a new school in their area.

13.6 The Education Act 2011 expands the academies programme to allow for University Technical Colleges (UTCs) and some Studio Schools including 16 to 19 and alternative provision (PRU) establishments and the term 'academy/Free School' is used as a collective term for these types of schools.

13.7 The Local Authority retains its duty to respond to any representations from parents who are not satisfied with the provision of schools in the local area. This could be regarding the size, type, location or quality of school provision.

#### Free Schools

13.8 New providers of school places have been able to establish state-funded Free Schools under the provisions set out in the Academies Act 2010. The first Free Schools opened in September 2011. Free Schools are all-ability, state-funded schools, set up in response to parental demand. These schools can be set up by charities, universities, businesses, educational groups, teachers, faith groups and groups of parents. Free Schools have the same legal requirements as academies and are accountable like other state schools and academies via inspections and tests.

13.9 In the case of Free Schools it is The Secretary of State (SoS) who makes a judgment on the potential of the project – based on criteria relating to educational aims and objectives, evidence of demand, potential premises and

suitability of provider. The Secretary of State makes an assessment of whether the project has met all the criteria to allow a new school to be set up and receive state funding based on the final business case and plan.

- 13.10 Free Schools are encouraged to discuss their plans with the relevant local authority as we have an important strategic role as champions of all parents in our area, and as champions of educational excellence. However, the local authority has no power to approve any free school plans – although the LA are consulted by the Secretary of State (SoS) on any proposals nearing completion of full business case and plan stage.
- 13.11 The first Haringey Free School, Eden opened in September 2011 to 30 reception places and a further Free School run by E-Act will open in September 2012 with the provision of 60 reception places. The pupil place numbers associated with these schools are indicated in the primary section of this report.

### Academies

- 13.12 There are two types of academies – converter academies and sponsored academies. The Academies Act 2010 enabled more schools to convert to Academies, without the need for a sponsor and also gave the Secretary of State (SoS) specific powers to make academy orders where a school is eligible for intervention.
- 13.13 At the time this report was published, two Secondary schools in Haringey had converted to Academy status, and are indicated in the school data section (Alexandra Park School and Woodside High Academy). Greig City is also a sponsored academy, established under previous regulations. Other schools in the borough may be exploring academy status. In addition, the Secretary of State has indicated that he is minded to issue academy orders for a number of primary schools in Haringey. These schools are currently undertaking consultation with stakeholders.
- 13.14 The Academies Act 2010, as amended by the Education Act 2011, also sets out changes to the arrangements for the establishment of new schools by introducing a presumption that when local authorities set up new schools they will either be opened as Academies or Free schools.
- 13.15 The Education Act 2011 expands the academies programme to allow the establishment of 16 to 19 Academies and alternative provision Academies. The Education Act 2011 also further increases the powers of the Secretary of State (SoS) across the range of existing education and other legislation.
- 13.16 The legislation around free schools and academies has a significant impact on the role of the local authority as the strategic commissioner of school places. Academies are responsible for setting their own admission number, and thus capacity, with the agreement of the Secretary of State. The local authority seeks to work in partnership with existing and new providers to secure a wide range of education options for parents and families, whilst ensuring that there are sufficient good school places.



DfE School Funding Consultation

- 13.17 The DfE is currently consulting on changes to the way schools are funded from April 2013. The proposals are for a greatly simplified funding formula with less scope for lump sums and other factors not linked to pupil numbers and characteristics. The emphasis on pupil-led funding will tend to advantage larger schools and disadvantage smaller ones.
- 13.18 Several aspects of the proposals are of particular concern to local authorities dealing with rising roles. The proposals remove any factor that could be used to fund in-year increases in forms of entry, start-up funding or to guarantee minimum funded pupil numbers. The proposals allow for a contingency to fund such growth but this would first have to be delegated to schools, including academies, and then the permission of Schools Forum obtained to 'de-delegate'. De-delegation would not apply to academies.
- 13.19 Local authority finance officers have made DfE officials aware of the difficulty this combination of proposals will create in negotiating temporary or permanent expansions with schools. Given the strength of feeling expressed, we hope that the DfE will make better provision for expanding schools when the regulations are finalised.

School organisation decision-making

- 13.20** The reporting arrangements for school organisational statutory consultations in Haringey are set out in Appendix 11 to this report.

**14. Provision of primary school places**

2011/12 Reception Place Provision Update

- 14.1 As set out in the 2011 School Place Planning Report, the provision of additional reception places for September 2011 to meet demand were delivered through the use of bulge classes at Lancasterian Primary school and Alexandra Primary school, to create a total of 60 additional places in time for September 2011 entry.
- 14.2 Despite the additional 60 places created through the bulge classes outlined above, and the provision of 30 places at Rhodes Avenue Primary school in September 2011 (as the result of a permanent expansion) and the provision of 30 places at Eden Primary (as the result of the opening of the borough's first free school), there were still children without a school place at the start of the autumn term in September 2011. To address this, two further bulge classes were provided from January 2012 at Welbourne Primary school and at South Harringay Infant school.
- 14.3 Following the close monitoring of reception demand and supply, a further bulge was subsequently provided at Seven Sisters Primary school; which opened in February 2012 alongside 30 one year Early Years Foundation Stage places provided at Triangle Children's Centre. The children attending Triangle will go on to take up a year 1 place in a school from September 2012.

### Birth Rates

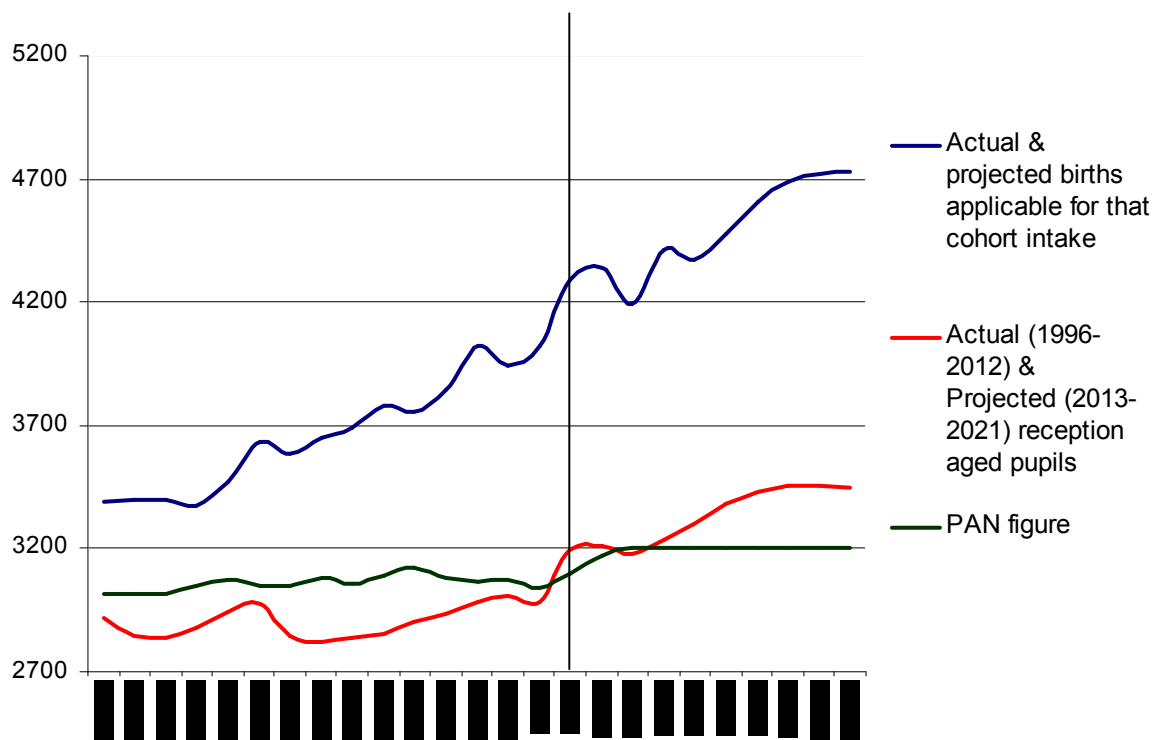
- 14.4 Birth rates in the borough are rising. This is a pattern repeated across almost all London boroughs. Nationally birth rates are at a 40 year high, with birth rates up by 2.4% in the last year alone. Total fertility rates are also rising with the number of children women are having up from 1.96 in 2009 to 2.0 children per woman in 2010.<sup>1</sup>
- 14.5 The most recent set of birth data (March 2012) from the Office for National Statistics (ONS) shows the actual births in Haringey for the period September 2009 to August 2010 (where previously we have had only projections). When compared with births for the corresponding period in 2008/9 the data shows that the annual rise in births in the borough was a total of 221 (up from 4191 in 2008/9 to 4412 in 2009/10). The Greater London Authority (GLA) predicted that the total number of borough births for 2009/10 would be 4281. The figure of 4412 actual births is 131 births higher than the GLA projections and illustrates that we can expect a greater demand for school places than had previously been projected. These latest birth figures show a rise of 635 births per year since 2000/1. This represents an increase of over 21 reception classes (assuming a class size of 30 children). A summary of this birth data is included at Appendix 1.
- 14.6 We know that between birth and school some families will chose to move out of the borough or access a school place out of borough. We currently project that approximately 24% of children born will not seek a school place in the borough when they reach school age. Even allowing for this, demand for school places in our borough will increase as a result of the increase in the number of children being born.

### Reception Place Demand

- 14.7 The year on year increase that we are seeing in both borough birth rates and school rolls has lead to a rapid reduction in the number of surplus reception places that we have in the borough at the start of the academic year each September. Overall surplus capacity at reception class level fell from 7.58% in 2005/6 to 1.6% in 2011/12 (based on the January 2012 PLASC count). A DfE recommended 5% surplus would allow for some parental choice and movement.
- 14.8 The graph below shows the main trends affecting the planning of reception and primary school places.

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<sup>1</sup> Source: Office for National Statistics - Births and Deaths in England and Wales, 2010



14.9 The upper line on the graph above shows the number of births for the relevant year of entry to school. Everything up to the vertical line corresponds to actual births. Data beyond this is based on population projections provided by the GLA. The tabulated data behind the above graph is in appendix 1.

14.10 2011/12 Projected and actual births- The Greater London Authority Data Management Analysis Group's (GLA DMAG) school roll projections, are updated annually and used to help plan for sufficient school places in our borough. For September 2011 they indicated that demand for reception places would outstrip supply, leading to a deficit in reception places of -3.32%.

14.11 In fact, for the academic year 2011/12 we have had unprecedented demand for reception places across the borough and received a total of 3498 applications for reception places for the academic year 2011/12, which represents an increase in the demand for reception places of 294 (as of February 2012).

14.12 When broken down, the above figure represents a total of 2952 on time applications and a further 546 late applications received i.e. received after the national closing date for applications for reception of 15 January 2011. This figure represents the highest demand for reception places on record in our borough. At the time of the writing of this report Admissions in Haringey were still receiving late applications for entry into the current (2011/12) Reception cohort.

14.13 In January 2012 the Pupil Level Annual School Census is taken – this is a record of the number of children on roll across all of our schools. For reception level the number of pupils on roll in Haringey schools in January 2012 was

3198. This shows a further increase on the number of reception applications that we have to date received for 2011/12 entry and shows the high level of demand for reception places in our borough.

- 14.14 For September 2011, 3110 reception places are available across Haringey schools. At the closing date for 2012 reception place applications of 15 January 2012 we had received 2991 on-time applications from Haringey residents, this increased to 3,163 when including both Haringey residents and out of borough residents applying for Haringey schools. Of those Haringey residents that applied on time, we were not able to offer 42 a place on offer day. This is due to the number of out of borough applicants that meet the admissions criteria ahead of Haringey residents. When including late applications, the number of Haringey residents that could not be offered a place increased to 127. This represented the equivalent of over four forms of entry.
- 14.15 2012/13 Projections - The number of on-time applications for entry into reception in September 2012 was 3194. This represents an increase of 242 applications when compared with the same period last year (an increase of more than eight reception class assuming a class size of 30 children). As the number of on-time applications for school places is higher than last year (3194 for 2012 as opposed to 2952 for 2011) and as we can expect to receive late applications, we predict that the total number of applications for reception places in the borough for 2012/13 is likely to exceed the GLA's projected figure of 3210.
- 14.16 To test the projections, we examined the retention rates over the past ten years to compare the number of children we retain from birth to reception against the 2011 GLA projections. Over the past 10 years the retention rate has declined from over 80% in the mid 90s to its lowest ever of 74% in 2010/11. The average retention rate over the 10 year period is 76%.
- 14.17 For the September 2012 intake, the GLA is projecting that will be 3,210 reception aged pupil on roll in January 2013. We believe that the GLA projections may have under-estimated the demand for places for 2012. For example, if the 2007/08 births are multiplied by the lowest retention rate of 74%, the projected reception figure of 3209 will be very similar to the GLA projection of 3210. However, if the births are multiplied by the average retention rate of 76%, the projected reception figure will be 3,296, meaning we could require an additional four forms of entry to meet demand.
- 14.18 Following the introduction of the Pan-London Admissions Scheme in September 2010, we know that the figures that we have for reception applications are more stable and less subject to change. This is because the admissions system no longer allows parents/carers to "hold" more than one school place across different local authorities. As only one reception application is made for up to six preferences irrespective of borough boundaries, only one place can be offered and accepted across the authorities. The only exception to this is where parents also chose to hold a private school place which is outside of local authority control. The Pan-London Scheme has therefore introduced a greater degree of certainty into

the system at a much earlier stage in the process and this means that we are able to plan more effectively and more accurately to meet demand.

- 14.19 Presently Haringey is facing a high demand for places within the current Key Stage 1 year groups. As of 1 June 2012 there were a total of 118 vacancies (reception (39), year 1 (24) and year 2 (55) out of 9153 Key Stage 1 places across all Haringey primary schools. The number of children waiting to be placed fluctuates on an almost daily basis, but we anticipate that we are able to fill vacant places as they arise and as applications from new children entering our primary schools are processed.
- 14.20 The majority of Haringey's surplus capacity is concentrated in the upper year groups of Key Stage 2. In June 2012 there were 737 vacancies (year 3 (92), year 4 (137), year 5 (236) and year 6(272)) across all Haringey primary schools. A dip in rolls dating from 2001 is currently working its way through the primary system, with those cohorts now in the upper year groups. These lower cohorts will have all entered the secondary sector by 2013.
- 14.21 Receptions through to year 3 rolls have been much more robust. The lower Key Stage 2 numbers have skewed the overall surplus capacity at a time when foundation and Key Stage 1 rolls are high and projected to increase still further.
- 14.22 The tabulated and graphical data on Haringey's overall primary school population and capacity is in Appendix 1.

#### Housing and Planning Applications

- 14.23 There are 3 major planning applications in the borough which we anticipate will impact heavily on the demand for school places across the plan period (up to 2022) – these applications are Tottenham Hale/ Greater Ashley Road, Tottenham Hotspur and Heartlands. We are also aware that a major planning application at Lawrence Road (in West Green ward) is likely to come forward shortly proposing approximately 258 new residential units. This will result in a significant child yield and the Council is likely to require additional school places in excess of those provided as part of the proposed expansions already planned for West Green ward to meet the resultant demand from a development of this size. We are continuing to talk to local schools along with colleagues in Planning and Corporate Property Services about the likely increase in demand for school places as a result of these developments – see appendix 7 for further details of these developments and updates on discussions taking place. We will continue to monitor the actual and projected demand for school places as a result of major new developments in the borough and we will report back in 2013.

#### Meeting the demand from 2012 onwards

- 14.24 In responding to the growing demand for reception places in our borough we must, where ever possible, guard against, creating additional capacity at one

or more schools in the borough does not inadvertently create large amounts of surplus capacity at another school(s), as this can lead to budgetary difficulties for the affected schools. Appendix 2 looks at the current local provision of primary school places with Appendix 3 providing detailed information on the 14 planning areas used since 2005. The following paragraphs set out some options of how we might meet future increasing demand for school places.

Changes to the PAN

14.25 The 2011 School Place Planning report set out the discussions that were taking place with Alexandra Primary School about reinstating their original PAN of 60. This arrangement has now been agreed and the school will provide a permanent additional 1fe (1 form entry) from September 2012. The 2011 Report also set out that we would reduce the PAN at Noel Park Primary from 81 to 60 pupils per year to address financial challenges that the school faced as a result of only being able to physically accommodate 27 pupils in each of their classes. This reduced PAN will take effect with the September 2012 reception entry.

Bulge Classes

14.26 As reported in the 2011 School Place Planning Report, the vast majority of expected demand for September 2011 was accommodated in bulge (one off) classes. This allowed us to effectively manage the risk – enabling us to provide enough places in the short term, but not over provide places if 2012 is the peak of demand – as projections become less certain the further into the future they predict. This situation occurred between 2000 -2002 where reception rolls were projected to continue to increase and permanent solutions were subsequently commissioned, but the actual demand for places dropped which created substantial surplus capacity. These are the cohorts currently working their way through the upper Key Stage 2 year groups.

14.27 Bulge classes do allow us to deal with demand quickly and don't require the same statutory process as permanent building solutions. This means that it is quicker and cheaper to mobilise resources to allow a school to accommodate a bulge class than take on a permanent expansion. Bulge classes also allow us to establish that demand in an area is on a continued upward trajectory and set plans in place for more permanent additional provision where required and where we know it is sustainable.

14.28 Having looked at figures for actual and projected demand across the borough and having spoken to the relevant schools and settings we propose that the following additional places will be provided through bulge classes for September 2012.

School/setting	Number of places for September 2012
Weston Park Primary School	30
Earlsmead Primary School	30
Bounds Green Primary School	30
Triangle Children's Centre	30

- 14.29 Given the continued unprecedented demand for reception places we are also currently in talks with at least two further providers to provide a bulge class for the September 2012 reception entry. Where it is possible, Cabinet will be verbally updated on this proposed additional provision at the Cabinet meeting.
- 14.30 The decision on where any bulge classes are required for September 2013 and where they might be most appropriately placed will be made in light of where other additional places become available - for example through any new free school proposals. This will be identified early in the new academic year following an announcement by the DfE on successful bids to open any free school(s) in the borough for September 2013.

#### Free Schools and Academies

- 14.31 Free School provision is determined by the Secretary of State for Education, Michael Gove. However, before the Secretary of State enters into a funding agreement with an Academy trust/free school, the Department for Education have set out that they will consult with local authorities to understand the local context and circumstances before making a final decision as to whether to support the establishment of a new school.
- 14.32 Haringey's second free school will be opened by the E-ACT Free Schools Trust (EFST) in September 2012. The school will provide 60 additional reception places and are currently proposing to also provide 60 Year 1 places in 2012. The school's temporary site for a planned period of three years will be at the College of Haringey, Enfield and North East London's campus (CHENEL) on Tottenham High Road. From September 2015, it is proposed that the school will be permanently based on the former site of Cannon Rubber Ltd at 881 High Road, N17 as part of a housing development due to be built as part of the Northumberland Development Project. The building of the school is subject to the relevant town planning approvals for any development and it is expected that a planning application will be submitted to the local authority in late summer 2012. Ultimately, the school will have a PAN of 420 between reception and Year 6 when it reaches its full capacity in 2020. As the school is located in Northumberland Park ward and is close to Lancasterian Primary School, the Council is reflecting on plans to expand Lancasterian Primary School from two to three forms of entry with effect from September 2013. This is covered in more detail in para 14.33 below.
- 14.33 The deadline for applications to the Department for Education (DfE) for free schools for 2013 provision was February 2012. To date, no free school provider has formally approached the Council to set out their firm intention to make an application for 2013 provision although representatives of the Harris Federation have referred to this through the current academy consultation processes. However, we were aware that one provider, the Academy of Entrepreneurship and Sporting Excellence (AESE) in partnership with the Harris Federation, had set out on their website plans to open a through school (ages 4 – 19) from September 2013 comprising of a 2fe primary school, a 6fe secondary school and a 2fe Sixth Form. The DfE has now confirmed to us that the Harris Federation, in partnership with AESE, has submitted a

proposal to them and that their proposal to open a 2fe/6fe entry through school has progressed to the business case stage. We, as the local authority, will be informed in June 2012 if they have been successful in their application. Details on the possible location of the school have not been revealed although AESE's website sets out an intention to make provision in Tottenham. Further details on AESE's aims and objectives can be found on their website at <http://www.aese.org.uk> The application to the DfE has been submitted in the name of the Harris Federation.

### Permanent Expansions

- 14.34 A 1fe or other expansion at a primary school requires formal statutory consultation as well as substantial building works. School expansion consultation has two main stages: the first is a full consultation with all stakeholders. This is followed by a decision to proceed or not and then – the second stage - the formal publication of statutory notices.
- 14.35 As part of the recommendations set out in the 2011 School Place Planning Report, Cabinet agreed to proceed to the first stage of consultation on the expansion of four primary schools in Haringey; Belmont infant and Junior Schools, Lancasterian Primary School and Welbourne Primary School. The Vale Special School is co-located at three of the schools – Belmont Infant School, Belmont Junior School and Lancasterian Primary School.
- 14.36 A first round of consultations were carried out between 12 September and the 2 November 2011 on the possible expansion of all four schools. The Cabinet report dated 20 December 2011 detailed the feedback received as a result of the consultations, together with further analysis on why additional reception school places continue to be required in the borough. The December Cabinet report recommended that the consultation on the expansion of all four schools proceeded to the next stage – the publication of statutory notices.
- 14.37 Statutory notices were published on Monday the 9 January 2012 in respect of Belmont Infant School, Belmont Junior School and Welbourne Primary School and on Monday the 16 January 2012 in respect of Lancasterian Primary School. These statutory notices coincided with a four week period of statutory consultation for each school on the day that the statutory notices were issued.
- 14.38 Welbourne Primary School - Following the issuing of statutory notices in respect of Welbourne Primary School, the Council's Cabinet agreed a report on 20 March 2012 recommending that the School is expanded from its current two forms of entry (60 pupils per cohort) to three forms of entry (90 pupils per cohort). The first 3-form reception entry will start in September 2013 and 90 reception places will be offered in subsequent years. The school will eventually cater for 630 pupils by 2019. The school currently provides places for 420 pupils in year groups from Reception through to Year 6.
- 14.39 The design of how the additional form of entry will be delivered on site is ongoing and will be the subject of further consultation with the school community, including its Senior Leadership Team (SLT) and Governors.



- 14.40 Belmont Infant and Junior Schools – As a result of strong opposition to the proposed expansions at Belmont Infant school and Belmont Junior School raised by the school community and The Vale Special School; the statutory notices issued on 9 January were withdrawn. An additional four week period of statutory consultation on the expansion of Belmont Infant School and Belmont Junior School from two to three forms of entry, including the issuing of new statutory notices was undertaken between 4 May and 1 June 2012. The results of that consultation and the recommendation on whether or not to expand the schools are part of a separate Cabinet report presented to you tonight. In summary, that report recommends that both schools are expanded, with the first additional reception intake to enter the Infant School in September 2013.
- 14.41 Lancasterian Primary School - Due to the ongoing uncertainty about the exact location of E-Act's free school which will provide 60 reception places in September 2012 the decision was taken at March's Cabinet meeting to delay any possible expansion of Lancasterian Primary School to September 2014. A further period of consultation, including the reissuing of statutory notices is programmed to be carried out in respect of Lancasterian Primary school in September 2012.
- 14.42 The PAN at Broad Water Farm Primary School (BWF) – now called The Willow - was expanded in September 1998 to 81 in response to perceived local demand. The additional places proved difficult to fill as the demand was not geographically compatible with the school. Discussions began in September 2007 to reduce the PAN back to its previous level of 60. This was undertaken in parallel with the early stages design work for the Inclusive Learning Campus. Prior to this date the school had been informally operating at 2FE, with capacity to meet unmet demand in the area if required. In addition to difficulty in filling the school beyond the PAN of 60 there was also the consideration of the potential impact on the school of retaining an unachievable PAN coupled with the strain that would be caused by the creation of a fully inclusive campus. For this reason the PAN was formally reverted to 60 and the design agreed to provide a 2FE primary school and 100 place SEN school on the site.
- 14.43 Further expansions are being considered for September 2014 and 2015 as well as further bulges for September 2013 to address the rising birth rate and the rising demand for reception places in the borough identified in this report. These proposals will take into account the location of any known free school proposals, alongside the principles of pupil place planning which include, physical suitability, school standards, local demand and capacity, and the school's leadership. Updates on these will be reported to Cabinet in July 2013 or, where appropriate, in a separate expansion Cabinet report between July 2012 and July 2013.
- 14.44 Below is a proposed five year capacity plan for our reception classes which is based on GLA projections. Although a figure of 80 surplus reception places is given for September 2012, we are currently predicting that there will actually be a deficit of places. This is based on received on time and late application and a comparison with previous years where we have seen that further late applications for reception places come in throughout the summer. We are in talks with the GLA to refine actual and projected figures so that we can

be sure that our projections remain as accurate as possible and allow us to plan to meet demand effectively.

### Proposed 5 year reception capacity plan

	Sep-12	Sep-13	Sep-14	Sep-15	Sep-16
Projection	3,210	3,179	3,237	3,300	3380
Number of reception school places	3170* <sup>1</sup>	3200* <sup>2</sup>	3200	3200	3200
Projected shortfall/surplus of places	-40	21	-37	-100	-180
	(11/3fe)	(2/3fe)	(11/4fe)	(31/3fe)	(5FE)
Bulge places* <sup>3</sup>	120	TBC	TBC	TBC	TBC
Total No of reception places (including projected bulge & permanent places)	3290	3200	3200	3200	3200
Projected shortfall/surplus after additional places created	80	17	-37	-100	-180
	(22/3fe)	(1/2fe)	(1fe)	(31/3fe)	(5FE)

\*<sup>1</sup> includes 60 places at E-ACT

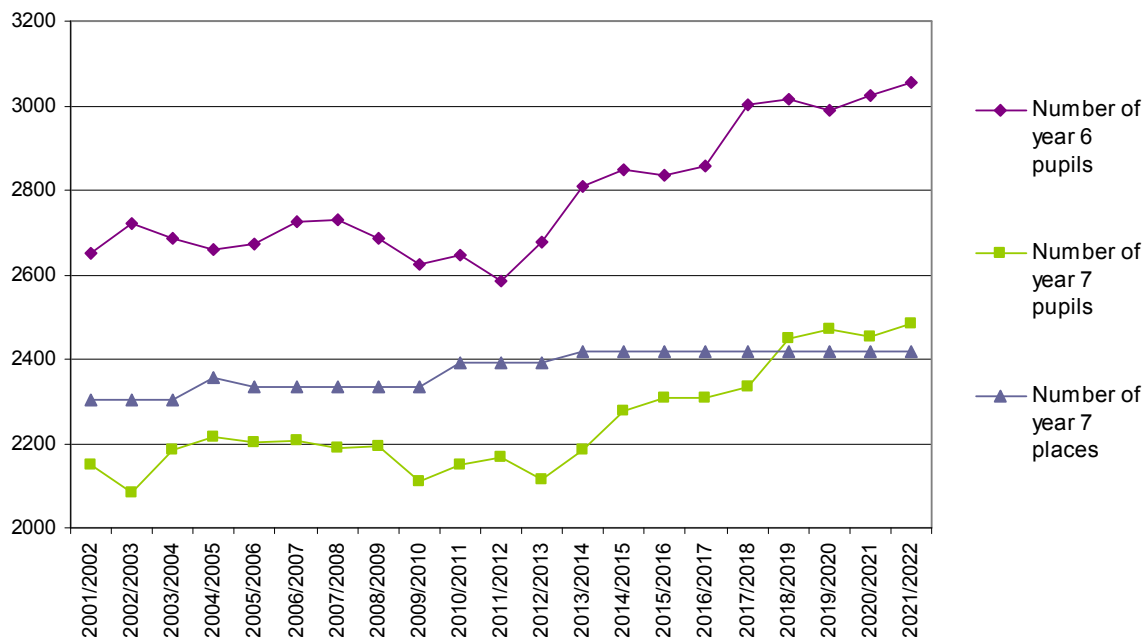
\*<sup>2</sup> includes 30 places at Welbourne as part of its permanent expansion to three form entry

\*<sup>3</sup> For September 2012 Bounds Green, Earlsmead, Weston Park & The Triangle Children's Centre will accommodate bulge classes

## 15. Provision of secondary school places

### Demand at Year 7

- 15.1 For September 2012 Year 7 entry, Haringey Admissions received 2,303 on-time applications from Haringey residences for year 7 places. Overall the number of first place preferences from Haringey residents decreased slightly from 2337 (in 2011) to 2303 (in 2012), a decrease of approximately 1.5%. We were able to offer or allocate a year 7 place to every applicant and still had a surplus capacity of 12.3% across Haringey's year 7 cohort for September 2012 on offer day.
- 15.2 As has previously been reported, the long term year 7 trend is upwards, although in the short term, we are expecting some surplus capacity, partly due to the smaller cohorts currently working their way through the upper key stage 2 year groups and into key stage 3. As a result of these smaller cohorts we are managing all schools' PANs to match projected pupil numbers.
- 15.3 The graph below shows the main trends affecting the demand for year 7 places. The tabulated data behind the graph and the current and future PAN changes for all Haringey secondary schools is included at appendix 4.



### Meeting the demand

- 15.4 Heartlands High School's popularity within the local community has increased since the school opened in September 2010. This is evident by the increasing number of applications the school has received and the decrease in the furthest distance offered to applicants applying under the distance criteria (in part caused by an increasing number of places being offered to those children who already have siblings at Heartlands High School). We are anticipating the furthest distance offered for September 2013 to decrease further as it is likely there will be more applications from pupils who have an older sibling already attending the school – leaving fewer places to offer pupils applying under the distance criterion. So far our data relating to offers for the school shows that this assumption is correct.
- 15.5 As part of the phased opening of Heartlands High school, the PAN for September 2010 and 2011 was set at 162 and for September 2012, it has been agreed that the PAN be increased to 189. This increase represents an additional one form of entry (27 pupils), bringing the school to 7 forms of entry, and was undertaken as an in-year variation following the determination of the school's admission arrangements for 2012. However under the 2011 School Admission Code and Regulations, a variation to increase a school's PAN is no longer required to be referred to the Schools Adjudicator<sup>2</sup>. The increase to the PAN was therefore undertaken following consultation with the Governing Body. As part of the normal admissions consultation process, the PAN for September 2013 will be increased again to 216.
- 15.6 As set out in the 2011 School Place Planning Report; in consultation and agreement with Hornsey School for Girls, the PAN from September 2012 will be reduced from 243 (9fe) to 216 (8fe). This reduction has been undertaken through the normal admissions consultation process. For September 2010 and 2011 entry the school had surplus places and this reduction will help the

<sup>2</sup> Regulation 20 of the School Admissions Regulations 2012

school to remain stable, by allowing them to plan class organisation and financial management to match as closely as possible to pupil numbers. If the school were to continue to carry significant surplus places the school could be further destabilised and begin to experience financial planning difficulties.

- 15.7 It is likely that in six to seven year's time the PANs at Woodside High School, Hornsey School for Girls and other schools will need to be increased as additional places will be required for the higher numbers of children currently working their way through the primary sector. Woodside High School is now an academy and so it can increase its PAN without consultation and without reference to the local authority.

#### Demand in the upper year groups

- 15.8 The biggest challenge currently facing Haringey's secondary schools is the increasing demand for places in the upper year groups (year 8 – 11) – driven by the increasing number of in-year admission applications from pupils who are newly arrived to the borough from other parts of the country and from abroad. Currently there are limited places available within these year groups, which mean applications have to be heard by an In Year Fair Access Panel (IYFAP). The Panel decides which school the pupil will be placed into (not necessarily their local school as places are not always available locally). Under the Admissions Code and associated Regulations, the decision of the Panel allows a school to take in pupils above its PAN (planned admission number).

#### Academies

- 15.9 Two secondary schools in Haringey have now converted to Academies, Alexandra Park School (APS) and Woodside High School. With academy status these schools have the freedom to adapt the national curriculum, to vary teachers' pay and conditions, and to vary the length of the school day/week/year. However, academies are still bound by the Admissions Code 2012 and they use the borough's Admissions service for their pupil allocation. Because they are bound by the Admissions Code their status as academies has limited impact on the planning of school places *unless* they chose to reduce or increase their PANs.
- 15.10 Appendix 4 provides detailed tables and graphs on Haringey's overall secondary school population and capacity.

### **16. Provision of post 16 places**

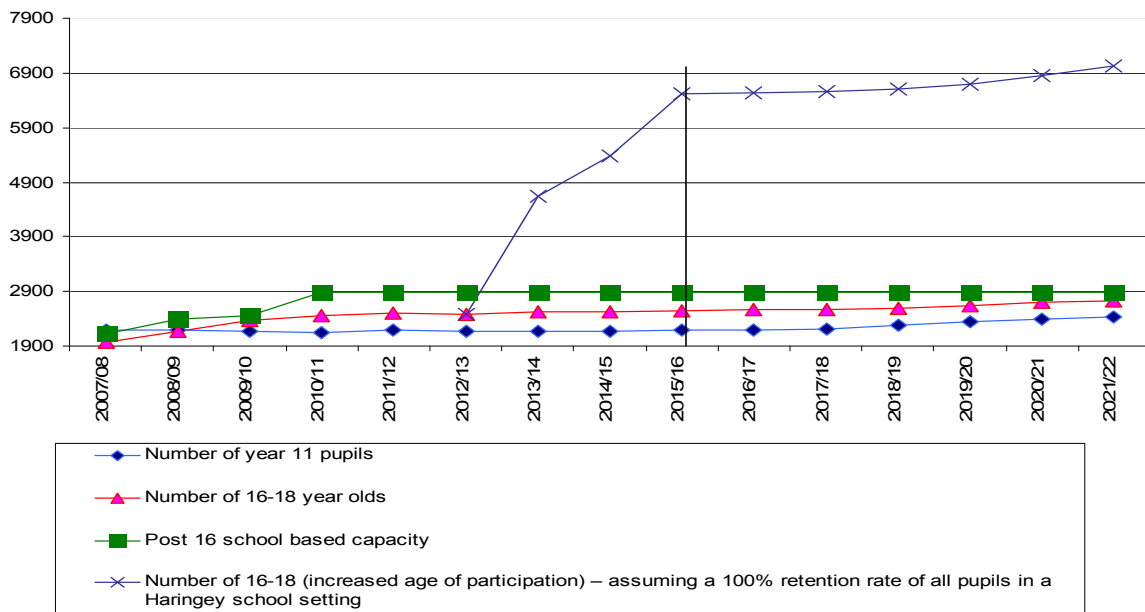
- 16.1 From September 2013 young people will be required to continue to participate in education and training up to the age of 17 under the Education and Skills Act 2008. The first cohort to be part of this new requirement will be the young people who started secondary school in September 2008 and who will be in year 10 in September 2011. From September 2015 the participation age will be raised to 18 and will take effect with the 17 year olds who started secondary school in September 2009.

16.2 Pupils will have a choice of how they continue to participate in education. This can include:

- full-time education, such as school or college;
- work based learning, such as apprenticeships;
- part-time education or training, if they are employed, self-employed or volunteering more than 20 hours a week.

16.3 Under the Building Schools for the Future (BSF) programme Haringey increased post 16 capacity in school settings by 500 places with effect from September 2010. To offset this increase in provision the (then) Learning Skills Council (LSC) reduced the number of places at The College of Haringey, Enfield and North East London (CHENEL) from 2111 places to 1961. This has meant that more pupils are able to study at a school based setting and it consequently increased Haringey’s post 16 rolls. Appendix 5 provides information on Haringey’s overall school-based post 16 population and capacity.

16.4 The number of young people staying on for post 16 education in Haringey has increased over the past 4 years. This increase in rolls reflects the opening of Haringey’s Sixth Form Centre in September 2007. The graph below shows the projections for year 11 pupils, post 16 pupils and Haringey’s post 16 school based capacity. The vertical line on the graph represents the year when the leaving age will be raised.



16.5 From 2013, in theory, we should be planning provision on the basis of 100% retention rate of year 11 pupils, due to the legislation requirements described above. However, in practice we know that not all of those young people will take up a post 16 place within a Haringey school setting and that to plan for 100% retention would result in a substantial overprovision of post-16 places. A proportion, as yet unknown, of young people will choose to take up a place in an out-of-borough setting or may chose to take up an apprenticeship place. Others may chose to continue to participate in education through a part time place, perhaps because they are already working at least 20 hours a week and need to plan their post 16 education around their working hours.

- 16.6 The projected increase in pupil numbers, assuming a 100% take-up in a Haringey based setting, is represented by the dashed line on the graph above. This shows that *if* 100% of year 11s wished to seek their post 16 education in a Haringey school based setting then currently there would not be the capacity to deal with this demand. However, we know that a proportion of young people seek their post 16 education outside the borough, and there is no reason to expect this trend to dramatically change in the foreseeable future, even allowing for the raising of the participation age.
- 16.7 In summary. Although we can expect that the number of post 16 pupils *will* increase from September 2013 as a result of the raising of the participation age, how these pupils choose to participate in education is flexible – see para 18.6 above.
- 16.8 The retention rate for those pupils seeking a post 16 place in Haringey based on the September 2010 year 11 to year 12 figures was 70.3% (of the 2154 Y11 pupils, 1516 pupils when onto Y12). – The 1516 pupils were accommodated against a backdrop of Haringey's capacity to provide 2880 places overall. There were already 943 pupils in years 13 and beyond finishing off courses, resulting in a post 16 cohort of 2459 pupils and a surplus capacity of 421 places or 17%. Assuming a similar rate of retention of pupils in a Haringey setting for September 2013 (when the participation age rises to 17), we project that we might expect to see 1574 pupils remaining in Y12 against a backdrop of the 2880 available places. Assuming there were already 1073 pupils in Y13 and beyond finishing off courses, then the potential post 16 cohort for that year would be up to 2647 resulting in a projected surplus capacity of 233 places or 8%.
- 16.9 While our planning reasonably assumes that we have enough post 16 places to cope with demand, even allowing for the raising of the participation age, the actual impact of the increase in the age of participation on Haringey school based post 16 provision will only truly be known from September 2013 when participation age rises for the first time.
- 16.10 September 2015 and beyond become even more difficult to predict as the participation age increases again and the individual paths that pupils will choose to follow for their provision e.g. Full time provision or perhaps choosing a mixed provision approach where they access some provision in a school based setting and the remainder of the provision in a college or apprenticeship type scheme remains unknown.
- 16.11 Set against this uncertainty is the knowledge that, at post 16 level, pupils have a greater choice of what they chose to study, where they study and also that they are willing to travel greater distances and across borough boundaries to secure their choices. This means that we need to continue to work collaboratively with a range of providers, boroughs and colleagues in the school standards team to ensure that post 16 projections are as accurate as possible in light of the changes in legislation which will increase the school leaving age. Not only is it important that future demand is accurately projected, it will also be necessary to project as accurately as possible the

demand for each type of course, and to work flexibly with a range of educational settings to ensure that this demand is met.

- 16.12 There is also a need to look at the potential risks in relation to school based provision, capacity at Haringey Sixth Form Centre and understand the of funding issues and future capacity at the College of Haringey, Enfield and North East London (CHENEL). We will also need to consider the impact of University Technology Colleges and Studio Schools if providers chose to make provision in Haringey. University Technology Colleges (UTC) are technical schools for 14 to 19 year olds, and are a halfway house between schools and colleges. They have a strong focus on vocational education and work-based learning, with the ultimate aim of training teenagers to become, for example, the builders, technicians and engineers of the future.
- 16.13 The Studio School is a new concept in education, which seeks to address the growing gap between the skills, and knowledge that young people require to succeed, and those that the current education system provides. Learning includes teaching through enterprise projects and real work and Studio Schools are designed for 14-19 year olds of all abilities. They are small schools for 300 students; and with year-round opening and a 9-5 working day, making them feel more akin to a workplace than a school.
- 16.14 University Technical Colleges are a new concept in education. They offer 14-19 year olds the opportunity to take a full time, technically-oriented course of study. They are sponsored by a university and offer clear progression routes into higher education or further learning in work.
- 16.15 The students combine hand and mind to learn in a very practical way, integrating national curriculum requirements with the technical and vocational elements. The UTC ethos and curriculum is heavily influenced by local and national employers who also provide support and work experience for students.
- 16.16 They are sub-regional, taking students from a wide geographical area. This reduces negative impact for any one local school in terms of student roll
- 16.17 There are currently no UTCs or Studio Schools in the borough. There is a UTC opening in Hackney and they are aiming to recruit in part from Haringey (and so will provide extra capacity in the post 16 system). Early talks about a possible UTC in Haringey have taken place but there is nothing concrete to report at this point in time. The DfE launched the September Guarantee in 2007. The September Guarantee is an offer, by the end of September, of a place in learning to young people completing compulsory education. The guarantee was implemented nationally in 2007. In 2008 the guarantee was extended to 17 year olds to give those who enrol on one year or short courses, or who leave the activity they chose when leaving school, further opportunities to engage in learning. The offer must be one of the following:
- full or part-time education in school, sixth form college, independent learning provider, or FE college;
  - an apprenticeship or programme-led apprenticeship. This must include both the training element and a job or work placement;

- Entry to Employment (E2E);
- employment with training to NVQ level 2

16.18 In summary, we are confident that we have sufficient post 16 places up until September 2015, but we will need to continue to track pupil numbers very carefully year on year to monitor how the raising of the participation age plays out in reality. An updated position on capacity within the post 16 sector, including any new provision, will be reported in the 2013 School Place Planning Report.

## **17. Provision of special school places**

### Current in-borough provision

- 17.1 Haringey maintains five resource bases and four special schools. As of September 2011 all special school provision is now co-located with mainstream provision enabling all children to benefit from a fully inclusive approach.
- 17.2 This has been achieved following the reorganisation of Moselle and William Harvey Special schools into the Brook special school for primary aged children, co-located with the Willow primary school at Broadwater Farm; and Riverside Special School for secondary aged young people, which shares an Inclusive Learning Campus with Woodside High Academy. Both schools provide for children and young people with profound and multiple learning difficulties, severe learning difficulties and autism.
- 17.3 The new schools opened in September 2011; the Brook caters for 100 planned places and Riverside 120 places, resulting in an additional 34 places overall for children and young people with complex needs.
- 17.4 In-borough special provision was further increased by the establishment of resourced provision for 25 young people with autism at Heartlands High School. This provision opened in September 2011 and will grow incrementally in line with the mainstream admissions.
- 17.5 As a result of reduced demand, a permanent reduction to the number of places at the language resource provision at Coleraine Park Primary School has also been agreed from April 2012. Over the past years there has been less demand for the language resource provision for pupils in KS2 and since September 2011 there were only eight children on roll. The number of places will be reduced from 16 (2 specialist classes) to 8 places (1 specialist class). The reduction in demand has been in the older age group in KS2. This is a reflection of the success of the early language intervention work which is now well embedded in all mainstream schools and the high level of language provision available to schools.
- 17.6 The table below summarises the Haringey maintained provision for pupils with special educational needs for September 2012.



<b>School</b>	<b>Type of provision</b>	<b>Age range</b>	<b>No of places from Sept 2012</b>
<b>Bruce Grove</b>	Resource base for pupils with Language and communication	3- 4 yrs	8
<b>West Green</b>	Resource base for pupils with Language and communication	5 -7 yrs	8
<b>Coleraine</b>	Resource base for pupils with Language and communication	5 – 11yrs	8
<b>Mulberry</b>	Resource base for pupils with Autistic Spectrum Disorder	5 -11yrs	18
<b>The Brook (co-located with Broadwater Farm primary school)</b>	Primary special school for pupils with severe ad complex learning difficulties and autism	4- 11yrs	100
<b>Heartlands Secondary school</b>	Secondary resource provision for pupils with Autistic Spectrum Disorder	11-16 yrs	25

<b>Riverside (co-located with Woodside Secondary school)</b>	Secondary special school for pupils with severe and complex learning difficulties and autism	11 – 16 yrs	120
<b>Blanche Neville (co-located with Highgate primary school and Fortismere secondary school)</b>	Special school for deaf and hearing impaired pupils	3 – 16yrs	73
<b>The Vale (co-located with Belmont and Lancasterian Primary schools and Northumberland Park Secondary school)</b>	Special school for pupils with physical difficulties and medical needs	2 -16yrs	96
<b>Haringey Sixth Form Centre</b>	Students with severe and complex learning difficulties and autism.	16 – 19 yrs	55

#### Out of borough and independent provision

- 17.7 The new provision outlined above has been designed to increase the number of places in borough for children and young people with complex needs and in particular for those with autism and thereby reduce the reliance on out borough independent special schools.
- 17.8 Despite the increase in the number of in-borough maintained places, it is acknowledged that it is very unlikely that all children and young people with complex needs will have all their educational needs met in borough but that this number needs to be kept to a minimum. Placements need to be able to meet needs, enable the child and young person to have an inclusive experience as close to home as possible and also to be cost effective.
- 17.9 As a result of all of these challenges Haringey recognises the need to work in collaboration with neighbouring local authorities and the independent sector in order to ensure a wide range of provision, and to seek innovative and cost effective solutions to meeting needs. This is achieved through the North London Strategic Alliance (NLSA) of which Haringey is a member along with Enfield, Camden, Islington, Hackney and Barnet.

Projections

- 17.10 The data demonstrates that further work to address the need for additional special provision within borough is required. Please see appendix 6 for further details.
- 17.11 Work is underway to identify a further resource provision for primary aged pupils with autism in the centre or west of the borough. This is a challenging proposal given the pressure to create pupil places in mainstream schools and the shortage of suitable building space.
- 17.12 Close monitoring of data needs to continue to inform planning for the secondary sector. The numbers of young people with autism transferring to secondary is increasing each year and young people in mainstream school continue to be vulnerable to placement breakdown in Year 9. Plans to establish a resource provision for young people with Asperger syndrome need to be revisited.

Green Paper Support and Aspiration: A new Approach to special educational needs (DfE 2011)

- 17.13 In March 2011 the government produced a green paper – Support and Aspiration: A New Approach to Special Educational Needs. The paper was described as the biggest programme of reform in the education and health support for young people with special educational needs. In tandem with this consultation twenty Pathfinder projects are underway to test the implementation of a new assessments process leading to a single plan to address education, health and social care needs. The White Paper will provide greater clarity on the proposed changes and although it is difficult to assess the full implication for the Local Authority, a steering group comprising stakeholders from statutory and voluntary services has been set up to start this work. The steering group will also oversee the implementation of the Strategic Improvement Plan to further integrate services for children and young people with disabilities.
- 17.14 This steering group will also be well placed to consider the implication of the reforms to SEN funding for mainstream and Special schools as set out in 'Reformed funding system: Operational implications guidance for Local Authorities' (DfE March 2012).
- 17.15 In May 2012 the Government published a summary of the key consultation responses to the Green Paper, current progress and their further plans for the vision which includes:
- children's special educational needs are picked up early and support is routinely put in place quickly
  - staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEN or are disabled, wherever they are

- parents know what they can reasonably expect their local school, local college, local authority and local services to provide, without them having to fight for it
- children who would currently have a statement of SEN and young people over 16 who would have a learning difficulty assessment have an integrated assessment and a single Education, Health and Care Plan which is completed in a shorter time and without families having the stress of searching to get the support they need
- parents have greater control over the services they and their family use, with:
  - every family with an Education, Health and Care plan having the right to a personal budget for their support
  - parents whose children have an education, health and care plan having the right to seek a place at any state-funded school, whether that is a special or mainstream school, a maintained school, academy or Free School.

## **18 School place planning working priorities**

18.1 On the basis of the above discussion, our main work priorities for 2012/13 will be:

- Developing detailed plans to provide further bulge classes for September 2012 as required in addition to the four that we have outlined above – Weston Park, Earlsmead, Bounds Green Primary School and the Triangle Children’s Centre.
- Proceeding with the third stage of consultation on permanently expanding Lancasterian Primary School and supporting the delivery of the permanent expansion of Welbourne Primary School and Belmont Infants School:
- Assessing the impact of any further free schools approved by the DfE for September 2013 on our provision of places and also on our plans to expand existing schools to provide additional places.
- Understanding the impact of the key consultation responses to the Government’s SEN Green Paper and how these will be carried forward into any emerging White Paper

For September 2013 we will:

- Continue to work with Planning and Corporate Property colleagues on major planning applications and their potential impact on school place planning.
- Continue to monitor demand for primary and secondary school places.
- Continue to develop post 16 projections, taking into account the raising of the participation age in 2013 to 17.
- Continue monitoring changes in need for special school provision and work with colleagues in establishing provision that meets the needs of Haringey’s children and young people.

18.2 Conclusions and updates from this work will be reported to Cabinet in July 2013.

## Supporting Appendices to July 2012 School Place Planning Report

Appendix 1 planning	Tables and graphs for reception and primary place
Appendix 2	Local provision of primary school places
Appendix 3	Detailed information about each planning area
Appendix 4	Table and graphs for secondary place planning
Appendix 5	Post 16 tables for place planning
Appendix 6	SEN pupil numbers
Appendix 7	Major planning applications affecting school place planning
Appendix 8	Housing policies & housing trajectory
Appendix 9	School Organisational plans in adjoining boroughs
Appendix 10	Principles for school place planning in Haringey
Appendix 11	Reporting arrangements for school organisational statutory consultations in Haringey

**Appendix 1 - Tables and graphs for reception and primary place planning**

1.1 Number of births and pupil roll projections by corresponding intake year compared against reception PAN and surplus capacity.

Intake year	Actual & projected births applicable for that cohort intake	Actual (1996-2012) & Projection (2013-2022) reception aged pupils	PAN figure	% of reception surplus
1996/97	3386	2919	3020	3.34%
1997/98	3397	2849	3020	5.66%
1998/99	3396	2835	3020	6.13%
1999/00	3372	2880	3050	5.57%
2000/01	3474	2943	3071	4.17%
2001/02	3635	2978	3050	2.36%
2002/03	3581	2849	3050	6.59%
2003/04	3652	2820	3080	8.44%
2004/05	3689	2840	3059	7.16%
2005/06	3777	2855	3089	7.58%
2006/07	3759	2899	3119	7.05%
2007/08	3844	2932	3083	4.90%
2008/09	4021	2983	3062	2.58%
2009/10	3943	3007	3071	2.08%
2010/11	4022	2982	3041	1.94%
2011/12	4292	3198	3101	-3.13%
2012/13	4337	3210	3170* 1	-1.26%
2013/14	4191	3179	3200* 2	0.66%
2014/15	4,412	3237	3200	-1.16%
2015/16	4,373	3300	3200	-3.13%
2016/17	4,479	3380	3200	-5.62%
2017/18	4,611	3431	3200	-7.22%
2018/19	4,690	3456	3200	-8.00%
2019/20	4,725	3455	3200	-7.97%
2020/21	4,726	3444	3200	-7.62%
2021/22	4,717	3425	3200	-7.03%

Source: 2002-2012 PLASC counts and GLA Projections 2011 Round

\*1 includes 60 reception places at E-ACT (new Free school)

\*2 includes 30 reception places at Welbourne Primary School

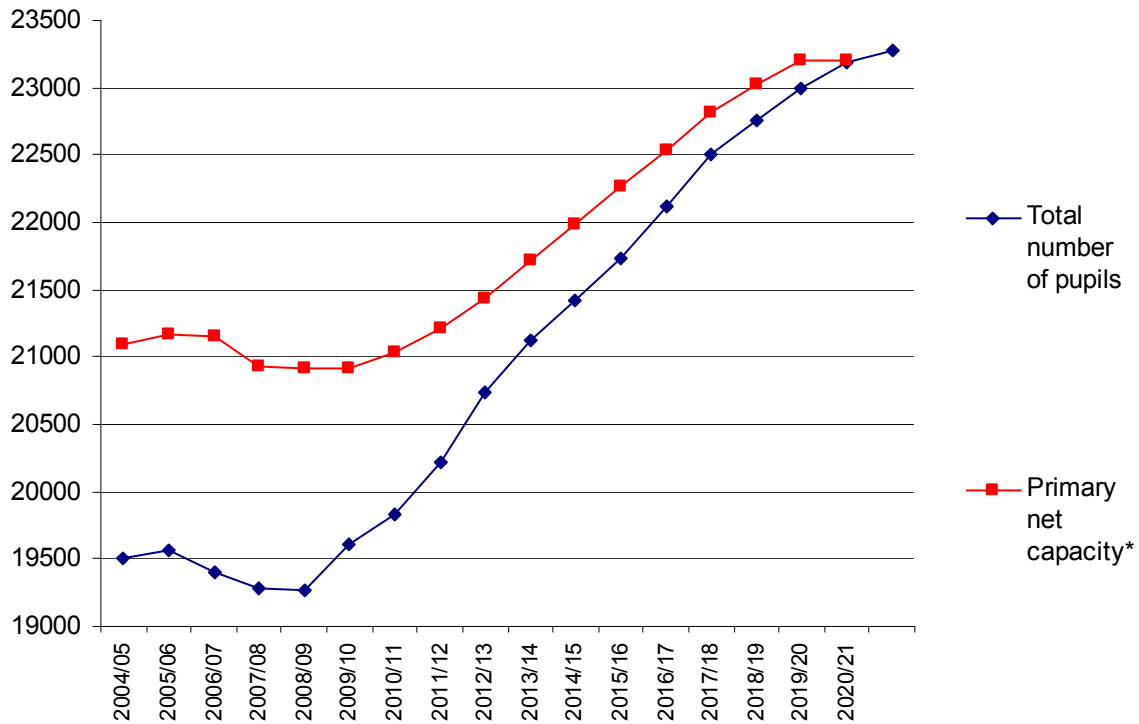
The GLA birth projections are higher than in previous years. The 2010 round of projections were based on the Office of National Statistics (ONS) trend in future fertility, which showed rates immediately dropping and then levelling off after a few

years. The GLA felt this was unrealistic and modified it for use - holding fertility rates constant for 5 years before following the ONS trend.

Haringey's overall primary school roll population projection and capacity

<b>Year</b>	<b>Total number of pupils</b>	<b>Primary net capacity</b>	<b>% of surplus capacity</b>
2004/05	19509	21101	7.54%
2005/06	19568	21170	7.57%
2006/07	19398	21159	8.32%
2007/08	19289	20931	7.84%
2008/09	19270	20913	7.86%
2009/10	19613	20916	6.23%
2010/11	19831	21036	5.73%
2011/12	20220	21216	4.69%
2012/13	20745	21435	3.22%
2013/14	21124	21711	2.70%
2014/15	21417	21987	2.59%
2015/16	21740	22263	2.35%
2016/17	22122	22539	1.85%
2017/18	22502	22815	1.37%
2018/19	22762	23031	1.17%
2019/20	22988	23208	0.95%
2020/21	23187	23208	0.09%
2021/22	23271	23208	-0.27%

Source: 2002-2012 PLASC counts and GLA Projections 2011 Round



- 1.2 Haringey's overall surplus capacity in January 2012 was 4.69%. With an increasing population, the total amount of surplus capacity is expected to reduce. It is important to note that we have more surplus capacity in the upper year groups than in Key stage 1. And when looking at surplus capacity across the primary estate the huge pressures for reception places are masked.



## Appendix 2 - Local provision of primary school places

- 2.1 Sufficient overall provision does not necessarily prevent demand in popular locations and surplus capacity in other areas. Providing sufficient places in the right location is a balancing act, as we also have to ensure that if additional capacity is created at one school, we are not inadvertently creating large amounts of surplus capacity at another school, which causes, among other things, budgetary difficulties for the school. The 14 planning areas used in this report have not changed since the 2005 report. We will be discussing with the GLA over the coming year whether or not we need to reduce the number of planning areas that we have across the borough because there has been some evidence that the number we have does not allow for the most robust and consistent predictions. Detailed information about each of the planning areas is shown in appendix 3
- 2.2 Appendix 3 also provides GLA projections for 4 year olds by planning area. This appendix should be viewed with some caution as delivery of on site housing has slowed down. We will continue to monitor all sites and make adjustments to expected child yield as and where appropriate. The current reception and total surplus position, by planning area, is as follows:

PA Ward(s)	Total reception PAN <sup>1</sup>	Percentage of reception surplus places	Net capacity (total number of places)	Percentage of surplus capacity
1 Alexandra, Fortis Green and Muswell Hill	360	0%	2550	1.2%
2 Highgate	116	-1.7%	812	1.1%
3 Crouch End and Hornsey	390	0.0%	2610	5.1%
4 Stroud Green	120	-1.67%	840	14.3%
5 Haringay	150	8%	870	8.6%
6 St Ann's	300	6.3%	1950	5.9%
7 Seven Sisters	210	4.3%	1470	12.4%
8 Tottenham Green	150	9.3%	870	5.9%
9 Tottenham Hale	210	5.3%	1470	6.2%
10 Northumberland Park	268	1.68%	1905	2.5%
11 White Hart Lane	150	1.3%	1050	2.9%
12 Bruce Grove and West Green	236	+0.8%	1652	3.3%
13 Noel Park	141	3.5%	807	9.9%
14 Bounds Green and Woodside	360	2.2%	2509	6.1%

- 2.3 Overall, since 2006 surplus capacity has decreased within the borough because of PAN reductions and the increasing numbers of reception aged children.
- 2.3 An additional 180 reception places have been created in the west of the borough by the expansions at Coldfall, Tetherdown, Coleridge, and Rhodes Avenue and by the provision of Haringey's new Free School – Eden.
- 2.4 Planning area 4 (Stroud Green ward) has the highest percentage of surplus capacity across the borough. For reception age children, surplus capacity has generally

<sup>1</sup> PAN – planned admission number i.e. the maximum number of pupils a school plans to let in

decreased since last year, although falling rolls predominately at one school have generated an overall high surplus in this area.

- 2.5 Planning Area 5 (Harringay ward) has the fourth highest percentage of surplus capacity across the borough. This is predominately concentrated in one school that has high levels of surplus capacity in its upper year groups. Following the PAN reduction of North Harringay from 81 to 60 for September 2009, all subsequent reception classes have been full to capacity. In January 2012, South Harringay Infant school accommodated an additional (bulge) reception class to assist in the placement of large numbers of late applications. Although at the time of the January PLASC count this class was not full, recent admissions data (May 2012) has reported that the bulge class now has 30 pupils.
- 2.6 Planning Area 6 (St Ann's ward) carries some surplus capacity. In January 2012 Seven Sisters Primary accommodated an additional reception class to assist in the placement of large numbers of late reception applications received by the Local Authority. Although the number of applications indicated that the class should be full, the class was slow to fill to maximum capacity. However, recent admissions data (May 2012) has reported that the class has now reached maximum capacity.
- 2.7 Planning Area 7 (Seven Sisters ward) has, overall, a high percentage of surplus capacity. We have been looking at the school rolls in the area around Seven Sisters. Local primary schools have expressed concern that their rolls are falling slightly, and that they have to respond to high levels of mobility (pupils moving in and out of the schools other than at the beginning of reception or the end of Year 6). In response to this, we have spoken to colleagues in Housing and looked at where and how temporary accommodation is allocated in the area to see if this is exacerbating mobility in these local schools. We are exploring ways to ensure that the allocation of families with school age children to temporary accommodation in the area does not have a negative impact on the stability of rolls in the local schools. We are also continuing to monitor the impact of changes to housing benefit both in this planning area and across the borough generally as we are aware that this may affect the demand for school places across the borough. We have also been talking to our neighbours in Hackney about the slow down in the delivery of the Woodberry Down Regeneration scheme. We anticipate that this scheme, which sees an increase in the number of homes in the Woodberry Down regeneration area from less than 2000 to more than 4500, will have an impact on the demand for school places in schools that are in Harringay, but close to the border with Hackney. We will continue to liaise with Hackney on the roll out of housing for the regeneration and how the timetable will impact on the provision of places in the local area.
- 2.8 Planning Area 8 carries some surplus capacity. In January 2012 Welbourne primary accommodated an additional reception class to assist in the placement of large numbers of late reception applications received by the Local Authority. Although at the time of the January PLASC count the class was not full, more recent admissions data (May 2012) shows that this class is now full.
- 2.8 Planning Area 13 (Noel Park ward) has experienced a fall in surplus capacity over the past three years. We expect the PAN reduction at Noel Park to stabilise rolls in this area. Alexandra Primary school accommodated a bulge class in September 2012. Although at the time of the January PLASC count the class was not full, recent admissions data (May 2012) shows that this class is now at capacity.
- 2.9 In Planning Area 10 (Northumberland Park ward) demand for places remains high, with demand consistently outstripping supply of places. There is also limited surplus capacity in the two adjacent Planning Areas. Access between PA 9-11 is relatively easy, as there are no major barriers to impede the movement of people. However,

as the pupil population across Haringey increases, demand for places in the adjacent PAs also increases making it more challenging to place children. Additional school places will be required in future years in this area. Lancasterian Primary school accommodated a bulge class in September 2011. Although at the time of the January PLASC count the class was not full, recent admissions data (May 2012) shows that this class is now full. We also know that E-Act will provide an additional 60 places, starting with two reception classes, in this Planning Area from September 2012 which will address at least in part the unmet demand locally.



Planning Area (PA)	Wards
1	Alexandra, Fortis Green and Muswell Hill
2	Highgate
3	Crouch End and Hornsey
4	Stroud Green
5	Harringay
6	St Ann's
7	Seven Sisters
8	Tottenham Green
9	Tottenham Hale
10	Northumberland Park
11	White Hart Lane
12	Bruce Grove and West Green
13	Noel Park
14	Bounds Green and Woodside

For each planning area we show a range of information:

- The Planned Admission Number (PAN) compared with current reception numbers from the 2012 PLASC count.
- Total school roll trends and surplus capacity.
- School mobility.
- Temporary Accommodation Units.
- Completed and proposed major housing developments, with child yield estimates, where available.
- GLA projections & comparisons against first place preference information.

Notes:

- Admissions operate on an equal preference application system. First place preference data is used here simply as a measure of the number of unique applicants to Haringey schools.
- From September 2006 the council co-ordinated all maintained schools admissions in the borough. This has meant that parents can only express a 1<sup>st</sup> place preference at either a voluntary aided or community school, not both.
- From September 2011 reception applications were co-ordinated PAN London. This means that parents can only state 1 first place preference irrespective of which borough or what type of school they express.

## Planning area 1

This planning area incorporates Muswell Hill, Fortis Green and Alexandra wards.

Table 1.1: Schools, PANs, reception numbers and unfilled reception places in planning area 1

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Coldfall Primary	90	90	0
Muswell Hill Primary	60	60	0
Our Lady of Muswell RC Primary	60	60	0
Rhodes Avenue Primary	90	90	0
St. James' CE Primary	30	30	0
Tetherdown Primary	60	60	0
Eden Primary	30	30	0
<b>Totals</b>	<b>420</b>	<b>420</b>	<b>0</b>

Table 1.2: GLA projections for planning area 1

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		294	300	-
2002/3		295	300	391
2003/4	382	292	300	448
2004/5	429	300	300	477
2005/6	440	325	330	439
2006/7	428	355	360	409
2007/8	441	358	360	471
2008/9	487	356	360	458
2009/10	437	360	360	464
2010/11	458	360	360	461
2011/12	491	420	420*	523
2012/13	463	419	420	534
2013/14	508	399	420	
2014/15	501	425	420	
2015/16		426	420	
2016/17		434	420	
2017/18		435	420	
2018/19		433	420	
2019/20		427	420	
2020/21		421	420	
2021/22		415	420	

\*For September 2011 Rhodes Avenue was expanded from 2fe to 3fe and Eden Primary school took its first reception cohort of 30.

Table 1.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Coldfall Primary	55	86	92	104	99	174	110
Muswell Hill Primary	69	63	81	67	85	73	84
Our Lady of Muswell RC Primary	63	73	58	63	57	46	48
Rhodes Avenue Primary	93	105	98	101	89	105	132
St. James' CE Primary	34	39	38	20	32	28	30
Tetherdown Primary	95	105	91	109	99	97	99
Eden Primary							31
<b>Totals</b>	<b>409</b>	<b>471</b>	<b>458</b>	<b>461</b>	<b>461</b>	<b>523</b>	<b>534</b>

Table 1.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Coldfall Primary*	445	474	507	537	567	598	626
Muswell Hill Primary	420	418	420	419	419	418	418
Our Lady of Muswell RC Primary**	400	408	404	402	401	399	398
Rhodes Avenue Primary	419	420	420	420	421	423	451
St. James' CE Primary	206	208	205	205	207	206	206
Tetherdown Primary***	213	241	272	302	330	360	390
Eden Primary							30
<b>Totals</b>	<b>2103</b>	<b>2169</b>	<b>2228</b>	<b>2285</b>	<b>2345</b>	<b>2404</b>	<b>2519</b>
<b>Total Capacity</b>	<b>2130</b>	<b>2190</b>	<b>2250</b>	<b>2310</b>	<b>2370</b>	<b>2430</b>	<b>2550</b>
<b>Percentage of Surplus capacity</b>	<b>1.27%</b>	<b>0.95%</b>	<b>1%</b>	<b>1%</b>	<b>1.05%</b>	<b>1.06%</b>	<b>1.2%</b>

\* Coldfall expanded was in Sept 96 to take 60 pupils per year and again in Sep 2005 to take 90 pupils per year.

\*\* Our Lady of Muswell was expanded in Sept 1999 to take 60 pupils.

\*\*\* Tetherdown was expanded in Sept 06 to take 60 pupils

Table 1.5: Total School Roll trends by year group

Year	Rolls PA 1							Total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1997	265	233	263	243	266	227	218	1715
1998	265	262	237	268	238	268	229	1767
1999	256	267	266	233	267	235	266	1790
2000	293	260	269	265	237	263	236	1823
2001	262	296	267	268	273	238	261	1865
2002	294	295	301	267	270	266	237	1930
2003	295	299	292	292	264	267	263	1972
2004	290	303	296	292	294	267	269	2011
2005	300	291	303	296	296	292	265	2043
2006	325	299	293	300	298	297	291	2103
2007	356	330	301	293	298	293	298	2169
2008	358	354	326	300	295	300	295	2228
2009	356	360	350	327	297	293	302	2285
2010	360	360	360	351	323	296	295	2345
2011	360	360	360	358	351	319	296	2404
2012	420	360	361	355	359	350	314	2519

Table 1.6: 2011 Mobility from raise online<sup>2</sup>

School	Total
Coldfall Primary	12%
Muswell Hill Primary	10.3%
Our Lady of Muswell RC Primary	16.2%
Rhodes Avenue Primary	7.2%
St. James' CE Primary	9.7%
Tetherdown Primary	6%

Table 1.7: 2012 Temporary accommodation units

Ward	Number of units
Alexandra	22
Fortis Green	37
Muswell Hill	18
<b>Total</b>	<b>77</b>

### Completed building developments in PA1

<sup>2</sup> RAISE online is an acronym for Reporting and Analysis for Improvement through School Self-Evaluation



There have been 14 major housing developments completed since 1996.

Table 1.8: Completed building developments in PA1

Site	Number of units	Child yield calculation
24a Church Crescent	44	4
50-66 Park Road	24	11
17 Muswell Hill	11	5
91-105 Durnsford Road	24	15
258-260 Alexandra Park Road	18	34
135 Alexandra Park Road	14	10
Coppetts Road	55	33
Coppetts Road	116	103
Coppetts Road	85	133
131 Coppetts Road	10	7
Southern road	28	31
48-62 Fordington Road	10	19
Lynxs Depot, Coppetts Road N10 2JR	128	77
Former Hornsey Hospital	58	30
<b>Total</b>	<b>625</b>	<b>512</b>

#### Proposed housing developments in PA 1 since 2002

There are a total of 7 major housing developments which have been granted planning approval.

Table 1.9: Proposed housing developments in PA1

Site	Decision	Number of units	Child yield calculation
Raglan Hall Hotel 8-12 Queens Avenue N10	Granted	18	9
53-55 Queens Av, N10 3PE	Granted	11	10
72-96 Park Road	Granted	9	6
Cranley Gardens	Granted	4	7
38 Connaught Gardens	Granted	7	11
Woodlands Terrance	Granted	9	17
Land at Gilson place and Coppetts Road, N10 1JP	Granted	39	22
<b>Total</b>		<b>97</b>	<b>82</b>

**Update on school building program**

Coldfall

The main school expansion works are completed. The school admitted its sixth expanded cohort in September 2010. As of September 2011 it was full to capacity with 630 available places

Tetherdown

The main school expansion works were completed in September 2008. The school admitted its sixth expanded cohort in September 2011. Following the Reception class intake in September 2012 it will be full to capacity at 420.

Rhodes Avenue

The building work is ongoing and works to date has meant that the first additional reception cohort of 90 was admitted in September 2011. The school will be three form entry across all year groups as of September 2018

**Conclusion**

The projections for 4 year olds show a continuing upward trend. This is supported by a high birth rate that is projected to continue. Planning area 1 is characterised by low mobility and an overall high demand for school places.

For September 2011 entry, there were no vacant reception places and this was once again the case for demand for September 2012. Planning area 1 still has pressure for places. This is evidenced by the high demand and low surplus capacity of 1.2%.

We have recently expanded both Tetherdown and Coldfall within this planning area to alleviate some of this pressure. Rhodes Avenue admitted an additional reception class and Eden Primary School (Haringey's first Free School) admitted its first reception cohort in September 2011. We are currently giving consideration to local provision and whether further provision is required locally to meet demand for the future. The outcome of this consideration will be reported in the July 2013 Cabinet report.

**Planning area 2**

This planning area incorporates Highgate ward.

Table 2.1: Schools, PANs, reception numbers and unfilled reception places in planning area 2

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Highgate Primary School	56	57	+1
St Michael's CE Primary N6	60	61	+1
<b>Totals</b>	<b>116</b>	<b>118</b>	<b>+2</b>

Table: 2.2 GLA projections for planning area 2

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		110	116	-
2002/3		110	116	142
2003/4	142	115	116	174
2004/5	164	114	116	188
2005/6	146	117	116	162
2006/7	142	110	116	127
2007/8	118	112	116	113
2008/9	176	117	116	129
2009/10	141	113	116	110
2010/11	155	111	116	119
2011/12	146	118	116	131
2012/13	142	113	116	120
2013/14	142	117	116	
2014/15	170	122	116	
2015/16		120	116	
2016/17		124	116	
2017/18		125	116	
2018/19		124	116	
2019/20		123	116	
2020/21		122	116	
2021/22		121	116	

Table 2.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Highgate Primary School	46	40	43	33	39	38	38
St Michael's CE Primary N6	81	73	86	77	80	93	82
<b>Totals</b>	<b>127</b>	<b>113</b>	<b>129</b>	<b>110</b>	<b>119</b>	<b>131</b>	<b>120</b>

Table 2.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Highgate Primary School	355	340	340	358	377	375	387
St Michael's CE Primary N6	407	406	406	415	416	415	416
<b>Totals</b>	<b>762</b>	<b>746</b>	<b>746</b>	<b>773</b>	<b>793</b>	<b>790</b>	<b>803</b>
<b>Total Capacity</b>	<b>812</b>	<b>812</b>	<b>812</b>	<b>812</b>	<b>812</b>	<b>812</b>	<b>812</b>
<b>Percentage of Surplus capacity</b>	<b>6.16%</b>	<b>8.13%</b>	<b>8.13%</b>	<b>4.80%</b>	<b>2.34%</b>	<b>2.7%</b>	<b>1.1%</b>

Table 2.5: Total School Roll trends by year group

Year	Rolls PA 2							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
1997	107	100	97	88	99	93	83	667
1998	111	104	99	89	80	92	83	658
1999	111	106	107	92	89	79	95	679
2000	98	115	102	96	89	85	70	655
2001	118	101	113	102	94	85	88	701
2002	110	112	102	103	101	99	85	712
2003	110	110	107	103	111	103	97	741
2004	115	111	113	103	100	102	99	743
2005	114	116	116	101	100	101	105	753
2006	116	114	115	98	99	98	104	762
2007	110	112	111	110	106	95	102	746
2008	112	104	108	113	113	105	95	746
2009	117	114	109	102	114	111	106	773
2010	113	117	118	116	104	116	109	793
2011	111	111	118	114	117	110	109	790
2012	118	116	116	117	115	116	105	803

Table 2.6: 2011 Mobility from RAISE online

School	Total
Highgate Primary School	27.2%
St Michael's CE Primary N6	13.8%

Table 2.7: 2012 Temporary accommodation units

Ward	Number of units
Highgate	9
<b>Totals</b>	<b>9</b>

### Completed building developments in PA 2 since 2002

There have been 2 major housing developments completed since 1996.

Table 2.8: Completed building developments in PA 2

Site	Number of units	Child yield calculation
16-18 Stanhope Road	20	12
Cholmeley Dene / Copley Dene	21	26
<b>Total</b>	<b>41</b>	<b>38</b>

### Proposed housing developments in PA 2

One major housing development in PA2 has been granted planning approval.

Table 2.9: Proposed housing developments in PA 2

Site	Decision	Number of units	Child yield calculation
Furnival House, 50 Cholmeley Park, N6 5EW	Granted	14	10
<b>Total</b>		<b>14</b>	<b>10</b>

### Conclusion

The roll projections for 4 year olds show a flatten trend over the next ten years. This area is characterised by high mobility. There are relatively few major building works and no known housing developments in the area that would have additional impact upon the demand for school places.

Demand for school places in Highgate has slightly decreased for September 2012, particularly at St Michael's Primary School. The situation will be closely monitored to ensure the recent school expansion programmes do not create instability within these schools.

The need for school places in this PA will be kept under regular review.

### Planning area 3

This planning area incorporates the Hornsey and Crouch End wards.

Table 3.1: Schools, PANs, reception numbers and unfilled reception places in planning area 3

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Campsbourne Infants	60	59	1
Campsbourne Junior			
Coleridge Primary*	120	120	0
Rokesly Infants*	90	91	+1
Rokesly Junior			
St Gildas' RC Junior			
St Mary's CE Infant	60	60	0
St Mary's CE Junior			
St Peter in Chains RC Infants	60	60	0
<b>Totals</b>	<b>390</b>	<b>390</b>	<b>0</b>

\* Coleridge was expanded in Sep 2007 to take 120 pupils

\* Rokesly was expanded in Sep 2003 to take 90 pupils.

Table 3.2: GLA projections for planning area 3

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		316	321	-
2002/3		311	321	410
2003/4	325	310	330	390
2004/5	317	324	330	418
2005/6	350	329	330	422
2006/7	347	326	330	385
2007/8	370	370	390	370
2008/9	381	384	390	406
2009/10	395	381	390	400
2010/11	368	390	390	473
2011/12	420	390	390	431
2012/13	417	374	390	424
2013/14	413	381	390	
2014/15	385	372	390	
2015/16		372	390	
2016/17		378	390	
2017/18		379	390	
2018/19		378	390	
2019/20		373	390	
2020/21		371	390	
2021/22		369	390	

Table 3.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Campsbourne Infants	40	40	38	34	43	43	47
Campsbourne Junior							
Coleridge Primary	132	141	157	154	224	199	182
Rokesly Infants	89	83	99	90	86	76	76
Rokesly Junior							
St Gildas' RC Junior							
St Mary's CE Infant	67	62	66	63	56	57	61
St Mary's CE Junior							
St Peter in Chains RC Infants	57	44	46	59	64	56	58
<b>Totals</b>	<b>385</b>	<b>370</b>	<b>406</b>	<b>400</b>	<b>473</b>	<b>431</b>	<b>424</b>

Table 3.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Campsbourne Infants / Junior	343	343	334	337	370	372	377
Coleridge Primary	411	415	476	525	594	658	708
Rokesly Infants / Junior*	587	602	617	611	604	610	597
St Gildas' RC Junior	213	217	226	224	229	225	226
St Mary's CE Infant / Junior	395	396	382	378	380	385	392
St Peter in Chains RC Infants	172	174	169	168	174	175	177
<b>Totals</b>	<b>2121</b>	<b>2147</b>	<b>2204</b>	<b>2243</b>	<b>2351</b>	<b>2425</b>	<b>2477</b>
<b>Total Capacity</b>	<b>2283</b>	<b>2292</b>	<b>2361</b>	<b>2430</b>	<b>2490</b>	<b>2550</b>	<b>2610</b>
<b>Percentage of Surplus capacity</b>	<b>7%</b>	<b>6.30%</b>	<b>6.60%</b>	<b>7.70%</b>	<b>5.58%</b>	<b>4.9%</b>	<b>5.1%</b>

Table 3.5: Total School Roll trends by year group

Year	Rolls PA 3							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	332	326	360	335	302	308	301	2264
1998	339	338	328	330	334	312	308	2289
1999	331	344	337	323	322	318	313	2288
2000	324	327	339	315	320	313	299	2237
2001	331	319	320	326	313	307	304	2220
2002	316	328	310	317	337	314	299	2221
2003	311	315	318	295	289	311	287	2126
2004	310	313	313	310	297	287	301	2131
2005	324	302	304	317	294	284	287	2112
2006	327	324	300	293	311	285	281	2121
2007	329	315	321	300	295	306	281	2147
2008	370	327	313	316	295	390	293	2204
2009	384	371	315	307	304	288	274	2243
2010	381	385	373	309	304	312	287	2351
2011	390	368	383	365	308	303	308	2425
2012	390	387	370	370	359	305	296	2477

Table 3.6: 2011 Mobility from RAISE online

School	Total
Campsbourne Infants	9.8%
Campsbourne Junior	20.08%
Coleridge Primary	12.1%
Rokesly Infants	6.2%
Rokesly Junior	12.2%
St Gildas' RC Junior	6.2%
St Mary's CE Infant	7.7%
St Mary's CE Junior	12.5%
St Peter in Chains RC Infants	1.7%

Table 3.7: 2012 Temporary accommodation units

Ward	Number of units
Crouch End	20
Hornsey	85
<b>Totals</b>	<b>105</b>

### Completed building developments in PA 3



There have been 14 major housing developments completed since 1996.

Table 3.8: Completed building developments in PA 3

Site	Number of units	Child yield calculation
Former Hornsey waterworks (phase i)	223	40
130-132 Tottenham Lane	75	29
Duke House, 75 Crouch Hall Road	14	8
Telecom House , Crouch End Hill	84	40
Holly Innocents Vicarage, Hillfield Avenue	12	5
122 Hillfield Avenue	21	15
12 Shepherds Hill	15	8
Womersley House, Womersley Road and, Dickenson House Dickenson Road	44	27
40 Coleridge Road N8	8	11
Telecom House Crouch End Hill	84	40
Former Hornsey Waterworks High Street N8	397	109
42-48 Newland Road	12	14
Roden Court, 113-115 Hornsey Lane, N6 5NL	136	25
158 Tottenham Lane N8 9BT	26	13
<b>Total</b>	<b>1151</b>	<b>384</b>

### Proposed housing developments in PA 3 since 2002

There are 4 major housing developments currently being considered and 4 major housing developments have been granted by the planning authority.

Table 3.9: Proposed housing developments in PA 3

Site	Decision	Number of units	Child yield calculation
72-96 Park Road N8	Granted	40	12
124 Hillfield Avenue N8	Granted	11	4
Pembroke Works, N8 7PE	Pending	21	7
Hornsey Town Hall, N8 9JJ	Pending	123	64
115-119 Park Road, N8	Pending	9	6
159 Tottenham Lane, N8	Granted	16	4
163 Tottenham Lane, N8	Pending	29	17
Former Hornsey Central Hospital, N8 8JL	Granted	56	24
<b>Total</b>		<b>305</b>	<b>138</b>

### Update on school building program

Coleridge

In May 2010 work began on the final phase of expansion from a 2 form of entry to 4 form of entry school. The school expansion building work was completed in the 2010 autumn term. The school admitted its fifth expanded cohort in September 2011. It will be full to capacity of 840 in September 2013.

**Conclusion**

The projections for 4 year olds remain steady over the next ten years. This area is characterised by low mobility and a steady growth in school population.

We will regularly review the need for school places in this PA, especially as a result of building developments planned at Hornsey Town Hall. We are also liaising with our colleagues in Islington as this planning area is close to the borough boundary with Islington. We have responded to Islington's consultation on the possible disposal of the current Ashmount Primary school site. Ashmount Primary School will relocate to Crouch Hill in October 2012. As a result of the relocation there will be a small net gain in the number of places that the school can offer. In responding to the consultation on the disposal of the site on Hornsey Lane N8 the Council has set out the lack of surplus capacity in the primary sector in this part of the borough.

**Planning area 4**

This planning area incorporates Stroud Green ward.

Table 4.1: Schools, PANs, reception numbers and unfilled reception places in planning area 4

<b>School</b>	<b>Planned admission number 2011</b>	<b>Current reception Nos.</b>	<b>Current Unfilled reception places</b>
St Aidan's	30	31	+1
Stroud Green	60	60	0
Weston Park	30	31	+1
<b>Totals</b>	<b>120</b>	<b>122</b>	<b>+2</b>

Table 4.2: GLA projections for planning area 4

<b>Year</b>	<b>Number of Births for the equivalent school year</b>	<b>GLA 4 year old roll projection</b>	<b>Planned admission number</b>	<b>Total number 1<sup>st</sup> place preferences</b>
2001/2		122	120	-
2002/3		118	120	145
2003/4	188	111	120	155
2004/5	196	109	120	188
2005/6	183	119	120	181
2006/7	172	115	120	136
2007/8	184	111	120	142
2008/9	188	119	120	150
2009/10	174	120	120	137
2010/11	182	116	120	122
2011/12	181	122	120	138
2012/13	154	120	120	137
2013/14	171	121	120	
2014/15	182	122	120	
2015/16		123	120	
2016/17		125	120	
2017/18		126	120	
2018/19		126	120	
2019/20		126	120	
2020/21		124	120	
2021/22		122	120	

Table 4.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
St Aidan's	57	49	52	50	43	57	54
Stroud Green	41	33	42	42	41	30	34
Weston Park	38	60	56	45	38	51	49
<b>Totals</b>	<b>136</b>	<b>142</b>	<b>150</b>	<b>137</b>	<b>122</b>	<b>138</b>	<b>137</b>

Table 4.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
St Aidan's	209	207	210	210	208	208	206
Stroud Green	333	329	327	331	337	328	306
Weston Park	226	230	206	206	205	208	208
<b>Totals</b>	<b>768</b>	<b>766</b>	<b>743</b>	<b>747</b>	<b>750</b>	<b>744</b>	<b>720</b>
<b>Total Capacity</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>
<b>Percentage of Surplus capacity</b>	<b>8.50%</b>	<b>8.80%</b>	<b>11.50%</b>	<b>11.10%</b>	<b>10.71%</b>	<b>11.42%</b>	<b>14.3%</b>

Table 4.5: Total School Roll trends by year group

Year	Rolls PA 4							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	134	128	74	76	70	73	54	609
1998	128	130	118	109	78	69	76	708
1999	138	124	132	117	109	72	66	758
2000	129	118	110	129	115	109	69	779
2001	145	130	117	110	125	112	109	848
2002	118	145	112	120	114	111	109	829
2003	118	118	136	111	110	110	111	814
2004	111	117	113	131	101	103	109	785
2005	109	109	113	111	126	102	97	767
2006	118	114	104	107	105	120	100	768
2007	113	117	114	100	104	102	116	766
2008	111	108	119	109	95	100	101	743
2009	119	109	101	115	110	93	100	747
2010	120	110	106	100	110	113	91	750
2011	116	114	109	103	95	100	107	744
2012	122	107	108	102	96	89	96	720

Table 4.6: 2011 Mobility from RAISE online

<b>School</b>	<b>Total</b>
St Aidan's	11.8%
Stroud Green	16.5%
Weston Park	5.6%

Table 4.7: 2012 Temporary accommodation units

<b>Ward</b>	<b>Number of units</b>
Stroud Green	33
<b>Totals</b>	<b>33</b>

### **Completed building developments in PA 4**

There has been one major housing development in this area.

Table 4.8: Completed building developments in PA 4

<b>Site</b>	<b>Number of units</b>	<b>Child yield calculation</b>
6-18 Mount Pleasant Villas	16	5

### **Proposed housing developments in PA 4 since 2002**

There are no major housing developments proposed in PA4.

### **Conclusion**

The roll projections for 4 year olds remain steady over the next ten years. This area has a low mobility and a low number of temporary accommodation units. This situation will be kept under continuous review. We are aware that this PA is close to PA 3 where demand for places is high and the implications that this may have for the demand for school(s) in this PA.

## Planning area 5

This planning area incorporates Harringay ward.

Table 5.1: Schools, PANs, reception numbers and unfilled reception places in planning area 5

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
North Harringay Primary*1	60	60	0
South Harringay Infants*2	90	78	12
South Harringay Juniors			
<b>Totals</b>	<b>150</b>	<b>138</b>	<b>12</b>

\*1 North Harringay PAN was reduced from 81 to 60 from Sep 2009

\*2 For January 2012, South Harringay accommodated a bulge class (+1fe)

Table 5.2: GLA projections for planning area 5

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		138	141	-
2002/3		121	141	118
2003/4	207	110	141	138
2004/5	194	139	141	118
2005/6	198	135	141	117
2006/7	191	131	141	105
2007/8	215	129	141	105
2008/9	229	135	141	103
2009/10	215	119	120	115
2010/11	233	120	120	119
2011/12	247	138	150	110
2012/13	235	142	120	143
2013/14	216	134	120	
2014/15	239	133	120	
2015/16		134	120	
2016/17		136	120	
2017/18		138	120	
2018/19		136	120	
2019/20		135	120	
2020/21		133	120	
2021/22		132	120	

Table 5.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
North Harringay Primary	49	55	52	43	53	46	65
South Harringay Infants	56	50	51	72	66	64	78
South Harringay Juniors							
<b>Total</b>	<b>105</b>	<b>105</b>	<b>103</b>	<b>115</b>	<b>119</b>	<b>110</b>	<b>143</b>

Table 5.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
North Harringay Primary	441	465	465	433	408	376	386
South Harringay Infants	172	162	167	171	175	178	194
South Harringay Juniors	230	219	221	211	218	214	214
<b>Totals</b>	<b>847</b>	<b>846</b>	<b>853</b>	<b>815</b>	<b>801</b>	<b>768</b>	<b>794</b>
<b>Total Capacity</b>	<b>987</b>	<b>987</b>	<b>987</b>	<b>987</b>	<b>840</b>	<b>840</b>	<b>870</b>
<b>Percentage of Surplus capacity</b>	<b>14.2%</b>	<b>14.3%</b>	<b>13.6%</b>	<b>17.4%</b>	<b>4.6%</b>	<b>8.5%</b>	<b>8.6%</b>

Table 5.5: Total School Roll trends by year group

Year	Rolls PA 5							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
1997	137	137	143	124	126	110	113	890
1998	134	145	127	150	125	132	116	929
1999	128	146	147	120	150	117	132	940
2000	116	129	132	134	117	144	119	891
2001	127	107	124	130	129	109	147	873
2002	138	118	107	115	120	118	106	822
2003	121	139	114	107	115	118	120	834
2004	108	119	131	114	101	116	115	804
2005	139	116	121	136	116	97	109	834
2006	134	127	115	117	140	112	102	847
2007	131	128	126	114	113	125	109	846
2008	129	131	120	113	120	114	126	853
2009	135	128	119	108	100	115	110	815
2010	119	126	119	109	114	96	118	801
2011	120	112	120	110	107	108	91	768
2012	138	116	112	114	109	103	102	794

Table 5.6: 2011 Mobility from RAISE online

School	Total
North Harringay Primary	17.7%
South Harringay Infants	11%
South Harringay Juniors	16.8%

Table 5.7: 2012 Temporary accommodation units

Ward	Number of units
Harringay	153
<b>Total</b>	<b>153</b>

### Completed building developments in PA 5

There have been 8 major housing developments completed since 1996.

Table 5.8: Completed building developments in PA 5

Site	Number of units	Child yield calculation
Former filling station, 278b Wightman Road	14	7
Coliseum, Green Lanes	15	1
Dylan Thomas House, Denmark Road	31	31
4-14 The Mews, Turnpike Lane	12	3
461 West Green Road	12	1
Railway Approach, 010 Wightman Road	13	1
Dylan Thomas House, Denmark Road	12	6
Wightman road depot, Wightman Road	17	2
<b>Total</b>	<b>126</b>	<b>52</b>

### Proposed housing developments in PA 5 since 2002

There are no major housing developments proposed in PA 5

### Conclusion

The roll projections for 4 year olds show a flattening trend in this planning area. Following the PAN reduction at North Harringay Primary, the current reception classes are at full capacity. Demand for school places has slightly increased since 2011.

For January 2012, South Harringay Infant school accommodated a bulge class. At the time of the January school census, there were 12 available places. **Latest admissions (May 2012) data show that these vacancies have now been filled.**

The situation will be kept under annual review.





## Planning area 6

This planning area incorporates St Ann's ward.

Table 6.1: Schools, PANs, reception numbers and unfilled reception places in planning area 6

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Chestnuts Primary	60	61	+1
Seven Sisters Primary*	90	68	22
St Ann's CE Primary	30	29	1
St John Vianney RC	30	30	0
St Mary's RC Infant	60	61	+1
St Mary RC Junior			
West Green Primary	30	32	+2
<b>Totals</b>	<b>300</b>	<b>281</b>	<b>19</b>

\*Seven sisters PAN was reduced to 60 from Sep 2007. For January 2012, the school accommodated a bulge class (+1fe)

\* For January 2012, The Triangle Children's centre accommodated a bulge class +1fe

Table 6.2: GLA projections for planning area 6

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		296	291	-
2002/3		285	291	310
2003/4	198	271	291	303
2004/5	222	284	291	300
2005/6	212	275	291	307
2006/7	215	272	291	222
2007/8	233	268	270	245
2008/9	214	269	270	272
2009/10	241	283	300	269
2010/11	221	272	270	263
2011/12	271	281	300	301
2012/13	229	280	270	258
2013/14	275	280	270	
2014/15	252	280	270	
2015/16		286	270	
2016/17		290	270	
2017/18		295	270	
2018/19		295	270	
2019/20		291	270	
2020/21		288	270	
2021/21		285		

Table 6.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Chestnuts Primary	30	35	45	58	63	101	70
Seven Sisters Primary	36	47	58	42	38	43	40
St Ann's CE Primary	28	40	31	41	34	23	22
St John Vianney RC	36	40	49	48	38	49	42
St Mary's RC Infant	53	50	61	47	70	62	61
St Mary RC Junior							
West Green Primary	39	33	28	33	20	23	23
<b>Total</b>	<b>222</b>	<b>245</b>	<b>272</b>	<b>269</b>	<b>263</b>	<b>301</b>	<b>258</b>

Table 6.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Chestnuts Primary	401	402	380	366	391	402	399
Seven Sisters Primary*	515	432	392	352	380	389	421
St Ann's CE Primary	198	203	208	210	206	201	199
St John Vianney RC	202	205	201	202	201	204	205
St Mary's RC Infant	172	176	178	180	180	177	181
St Mary RC Junior	230	238	237	232	232	230	230
West Green Primary	220	214	211	207	210	206	200
<b>Total</b>	<b>1938</b>	<b>1870</b>	<b>1807</b>	<b>1749</b>	<b>1800</b>	<b>1809</b>	<b>1835</b>
<b>Total Capacity</b>	<b>2037</b>	<b>2037</b>	<b>1890</b>	<b>1890</b>	<b>1920</b>	<b>1920</b>	<b>1950</b>
<b>Percentage of Surplus capacity</b>	<b>4.9%</b>	<b>8.2%</b>	<b>4.4%</b>	<b>7.5%</b>	<b>6.3%</b>	<b>5.8%</b>	<b>5.9%</b>

\*Seven Sisters Primary reduced its Pan in Sep 07 to take 60 pupils per year. They also took a bulge class in September 2009

Table 6.5: Total School Roll trends by year group

Year	Rolls PA 6							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	307	300	295	284	294	260	274	2014
1998	276	308	293	289	281	297	261	2005
1999	284	282	298	276	289	283	290	2002
2000	302	293	276	286	281	283	282	2003
2001	286	303	293	274	294	288	281	2019
2002	296	287	293	293	275	291	286	2021
2003	285	303	285	290	284	271	289	2007
2004	230	290	293	278	294	288	265	1938
2005	284	274	286	291	267	284	288	1974
2006	273	284	269	275	281	273	283	1938
2007	271	264	268	247	278	269	273	1870
2008	268	266	256	255	236	266	257	1807
2009	269	258	255	240	246	232	249	1749
2010	283	272	263	248	248	248	238	1800
2011	272	287	265	260	252	237	236	1809
2012	281	265	290	264	255	246	234	1835

Table 6.6: 2011 Mobility from RAISE online

School	Total
Chestnuts Primary	33.3%
Seven Sisters Primary	23.7%
St Ann's CE Primary	15.8%
St John Vianney RC	10.3%
St Mary's RC Infant	3.4%
St Mary RC Junior	13%
West Green Primary	23.6%

Table 6.7: 2012 Temporary accommodation units

Ward	Number of units
St. Ann's	180
<b>Total</b>	<b>180</b>

### Completed building developments in PA 6

There have been 5 major housing developments completed since 1996.

Table 6.8: Completed building developments in PA 6

Site	Number of units	Child yield calculation
250-266 St Ann's Road	71	31
The Salisbury Public House, Green Lanes	14	1
Conway Road Depot, Conway Road	11	4
Dagmar Arms, Cornwall Road N15 5AR	25	10
103-149 Cornwall Road N15	22	11
<b>Total</b>	<b>143</b>	<b>57</b>

### Proposed housing developments in PA 6 since 2002

There is 1 major housing development currently being considered by the planners.

Table 6.9: Proposed housing developments in PA 6

Site	Decision	Number of units	Child yield calculation
20-22 Avenue Road N15	Pending	12	1
<b>Total</b>		<b>12</b>	<b>1</b>

### Conclusion

The roll projections for 4 year olds show an upward trend. However demand for school places has declined slightly since last year. This area is characterised by high levels of

temporary accommodation units and variations in mobility. Generally, the community schools experience higher levels of pupil mobility than the church schools.

For January 2012, Seven Sisters primary school took a bulge class to accommodate the high number of late applicants requiring a school place for the reception 2011 intake. At the time of the January school census, there were 22 available places. Latest admissions data shows that these vacancies have now been filled. There is however, some spare capacity at The Triangle Children's centre which has a bulge reception class.

Phased development of the Woodberry Down estate, generating up to 4,500 units has now commenced. This development, which is over the border in Hackney, will have an impact on school rolls in this area. The expectation is for school rolls to increase in the area within the next 3 - 4 years, once families are moved back into the Woodberry Down development. For further information on Hackney's school development plans for Woodberry Down please see Appendix 9 paragraph 9.15.

The demand for school places will be kept under regular review.

**Planning area 7**

This planning area incorporates Seven Sisters ward.

Table 7.1: Schools, PANs, reception numbers and unfilled reception places in planning area 7

School	Planned admission number 2011	Current Reception Nos.	Current Unfilled reception places
Crowland	60	60	0
St Ignatius RC primary	60	58	2
Stamford Hill primary	30	30	0
Tiverton primary	60	53	7
<b>Totals</b>	<b>210</b>	<b>201</b>	<b>9</b>

Table 7.2: GLA projections for planning area 7

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		211	210	
2002/3		205	210	215
2003/4	279	189	210	192
2004/5	244	169	210	205
2005/6	242	172	210	187
2006/7	240	184	210	135
2007/8	240	189	210	162
2008/9	268	196	210	168
2009/10	269	204	210	169
2010/11	281	192	210	162
2011/12	297	201	210	135
2012/13	402	204	210	155
2013/14	322	204	210	
2014/15	345	209	210	
2015/16		223	210	
2016/17		223	210	
2017/18		225	210	
2018/19		225	210	
2019/20		222	210	
2020/21		221	210	
2021/22		219		

Table 7.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Crowland	24	41	54	28	44	33	39
St Ignatius RC primary	59	52	49	74	53	41	45
Stamford Hill primary	18	28	24	22	29	24	24
Tiverton primary	34	41	41	45	36	37	47
<b>Total</b>	<b>135</b>	<b>162</b>	<b>168</b>	<b>169</b>	<b>162</b>	<b>135</b>	<b>155</b>

Table 7.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Crowland	343	317	331	357	361	367	368
St Ignatius RC primary	363	361	372	359	363	358	371
Stamford Hill primary	187	172	172	152	165	184	186
Tiverton primary	344	346	346	354	362	358	362
<b>Total</b>	<b>1237</b>	<b>1196</b>	<b>1223</b>	<b>1222</b>	<b>1251</b>	<b>1267</b>	<b>1287</b>
<b>Total Capacity</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>
<b>Percentage of Surplus capacity</b>	<b>15.9%</b>	<b>18.6%</b>	<b>16.9%</b>	<b>16.9%</b>	<b>15.0%</b>	<b>13.8%</b>	<b>12.4%</b>

Table 7.5: Total School Roll trends by year group

Year	Rolls PA 7							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	197	199	179	202	179	165	168	1289
1998	188	204	190	179	205	174	171	1311
1999	182	204	203	198	170	195	175	1327
2000	189	171	189	202	186	164	200	1301
2001	201	190	169	188	203	186	169	1306
2002	221	211	183	165	190	202	178	1350
2003	205	199	184	182	149	183	204	1306
2004	153	190	188	181	169	148	182	1211
2005	169	178	194	182	174	170	149	1216
2006	173	158	183	196	192	171	164	1237
2007	183	163	156	169	184	176	165	1196
2008	189	186	154	164	166	187	177	1223
2009	196	186	178	153	155	161	193	1222
2010	205	202	192	168	160	160	164	1251
2011	193	196	194	188	162	166	168	1267
2012	201	183	197	188	189	163	166	1287

Table 7.6: 2011 Mobility from RAISE online

School	Total
Crowland	33%
St Ignatius RC primary	9.4%
Stamford Hill primary	28.4%
Tiverton primary	23.2%

Table 7.7: 2012 Temporary accommodation units

Ward	Number of units
Seven Sisters	127
<b>Total</b>	<b>127</b>

### Completed building developments in PA 7

There has been 5 major housing development completed since 1996.

Table 7.8: Completed building developments in PA 7

Site	Number of units	Child yield calculation
Woodberry Down Baptist Church, Varsity Road.	24	2
Corner of Lemsford Close & Grovelands Road N15	58	25
381-481 Seven Sisters Road	27	32
242-274 Hermitage Road N4 1NR	20	15
Plevna Crescent N15 6RH	16	8
<b>Total</b>	<b>121</b>	<b>80</b>

### Proposed housing developments in PA 7 since 2002

There are 3 major housing development currently being considered and 5 major housing developments granted by the planners.

Table 7.9: Proposed housing developments in PA 7

Site	Decision	Number of units	Child yield calculation
318-320 High Road N15	Pending	15	6
Arena Estate off Finsbury Park Avenue N4	Granted	28	13
Omega Works Hermitage Road N4 1NA	Granted	66	10
Former Goods Yard Site adjacent to S. Tottenham Station, High Road N15	Granted	246 (225 bedsits)	7
145-156 High Road N15	Pending	27	7
12 Ovbury Road N15 6RH	Granted	8	4
16-52 High Road N15 6LS	Granted	9	3
Lawrence Road	Pending	414	221
<b>Total</b>		<b>813</b>	<b>271</b>

Phased regeneration of the Woodberry Down estate in Hackney has had commenced and will have an impact on school rolls in this area. Hackney council will be expanding



Woodberry Down primary school from 2fe to 3fe for September 2012 to cope with demand that they have projected.

### **Conclusion**

The projections for 4 year olds show a continuing upward trend. Demand for school places has slightly increased since 2011. Roll numbers have steadily increased in the past 6 years. This area is characterised by high mobility.

As the phased development of the Woodberry Down estate has commenced, the expectation is for school rolls to slowly increase in the area as families move back into the Woodberry Down development.

The situation for school places will be kept under review

### Planning area 8

This planning area incorporates Tottenham Green ward.

Table 8.1: Schools, PANs, reception numbers and unfilled reception places in planning area 8

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Earlsmead	60	59	1
Welbourne*	90	77	13
<b>Totals</b>	<b>150</b>	<b>136</b>	<b>14</b>

\* For January 2012, Welbourne accommodated a Bulge class + 1fe

Table 8.2: GLA projections for planning area 8

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		124	120	-
2002/3		110	120	102
2003/4	225	111	120	126
2004/5	250	110	120	113
2005/6	251	99	120	102
2006/7	246	120	120	90
2007/8	288	120	120	107
2008/9	257	119	120	111
2009/10	252	119	120	88
2010/11	259	120	120	107
2011/12	240	136	150	122
2012/13	259	150	120	121
2013/14	270	148	120	
2014/15	287	156	120	
2015/16		163	120	
2016/17		174	120	
2017/18		178	120	
2018/19		182	120	
2019/20		184	120	
2020/21		185	120	
2021/22		188	120	

Table 8.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Earlsmead	35	51	65	44	48	56	66
Welbourne	55	56	46	44	59	66	55
<b>Total</b>	<b>90</b>	<b>107</b>	<b>111</b>	<b>88</b>	<b>107</b>	<b>122</b>	<b>121</b>

Table 8.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Earlsmead	386	379	370	363	384	393	396
Welbourne	370	376	380	378	397	404	423
<b>Total</b>	<b>753</b>	<b>755</b>	<b>750</b>	<b>741</b>	<b>781</b>	<b>795</b>	<b>819</b>
<b>Total Capacity</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>840</b>	<b>870</b>
<b>Percentage of total Surplus capacity</b>	<b>10.4%</b>	<b>10.1%</b>	<b>10.7%</b>	<b>11.8%</b>	<b>7.0%</b>	<b>5.3%</b>	<b>5.9%</b>

Table 8.5: Total School Roll trends by year group

Year	Rolls PA 8							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	108	94	94	81	87	77	80	621
1998	111	106	86	98	69	85	70	625
1999	116	105	108	76	101	73	80	659
2000	116	114	112	112	71	105	85	715
2001	119	117	114	116	109	80	105	760
2002	124	115	110	109	116	115	76	765
2003	110	119	119	113	108	108	105	782
2004	111	108	115	112	107	102	99	754
2005	110	114	110	108	115	99	102	758
2006	99	115	111	113	109	107	99	753
2007	120	96	113	107	110	104	103	755
2008	120	118	97	108	107	105	95	750
2009	119	119	111	82	106	103	101	741
2010	119	117	118	106	93	116	112	781
2011	120	119	120	120	103	96	117	795
2012	136	119	120	119	119	108	98	819

Table 8.6: 2011 Mobility from RAISE online

School	Total
Earlsmead	26.4%
Welbourne	23.1%

Table 8.7: 2012 Temporary accommodation units

Ward	Number of units
Tottenham Green	166
<b>Total</b>	<b>166</b>

### Completed building developments in PA 8

There have been 11 major housing developments completed since 1996.

Table 8.8: Completed building developments in PA 8

Site	Number of units	Child yield calculation
Former Goods Yard Site, High Road	246 (majority are studio flats)	6
Jewish Home And Hospital, 295 High Road	63	34
Jewish Home And Hospital, 295 High Road	16	11
Former Stone Works, Dorset Road	12	9
Mountford House, Tottenham Green East	25	14
Playground Site adjoining Stainby Road, Monument Way	9	6
280-296 High Road & 1-3 Tottenham Gr. East N15 4DQ	30	12
344 High Road N15 4BN	41	15
278 High Road N15 4AJ	14	8
1-13 Herbert Road N15	18	11
97-99 Philip Lane N15 4JR	12	5
<b>Total</b>	<b>486</b>	<b>131</b>

### Proposed housing developments in PA 8 since 2002

There is 1 major housing development currently being considered and 6 major housing developments have been granted by the planning department.

Table 8.9: Proposed housing developments in PA 8

Site	Decision	Number of units	Child yield calculation
1 & 2 Tottenham Green East & 280-288 High Road N17	Granted	22	4
Saltram Close Housing Estate N15	Granted	44	33
Wards Corner High Road N15	Pending	197	99
Tottenham Town Hall	Granted	109	50
125-127 West Green Road	Pending	28	5
Portland Place 45-57 Portland Road N15 4SY	Granted	15	7
193-197 Broad Lane N15 4QS	Granted	29	16
<b>Total</b>		<b>444</b>	<b>214</b>

Building work has begun on Hale village (former GLS Site). The location of the development is around Tottenham Hale station. There will be approximately 1150 units within the Hale Village development, yielding an estimated 560 children). A separate application for the Hale Wharf site, which is anticipated to create approximately 300 units of housing, has not yet been submitted.

## **Conclusion**

The projections for 4 year olds show an upward trend. This is supported by an increasing birth rate. We expect these upward trends to further increase once the large housing developments in the area come on stream and are populated. Due to the extent of building development planned for Tottenham Hale, we are continuing to give consideration to additional school provision in the local area.

For January 2012, Welbourne primary school took a bulge class to accommodate the high number of late applicants requiring a school place for the reception 2011 intake. At the time of the January school census, there were 13 available places in this bulge class. Latest admissions data shows that these vacancies have now been filled.

In March 2012 the Council's Cabinet agreed the expansion of Welbourne Primary School from two to three forms of entry, to take effect with the Reception intake in September 2013. This is discussed in further detail in the primary provision section at the front of this report.

We will continue to closely monitor the school places situation for this area and react where additional demand is identified.

## Planning area 9

This planning area incorporates Tottenham Hale ward.

Table 9.1: Schools, PANs, reception numbers and unfilled reception places in planning area 9

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Coleraine Park Primary	60	51	9
Ferry Lane Primary	30	28	2
Mulberry Primary	90	90	0
The Green CE Primary	30	30	0
<b>Totals</b>	<b>210</b>	<b>199</b>	<b>11</b>

Table 9.2: GLA projections for planning area 9

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		209	210	
2002/3		196	210	195
2003/4	253	198	210	207
2004/5	257	197	210	201
2005/6	266	199	210	186
2006/7	245	200	210	151
2007/8	249	207	210	158
2008/9	261	195	210	142
2009/10	242	206	210	169
2010/11	257	203	210	164
2011/12	275	226	210	142
2012/13	276	237	210	170
2013/14	282	251	210	
2014/15	276	259	210	
2015/16		268	210	
2016/17		293	210	
2017/18		308	210	
2018/19		322	210	
2019/20		336	210	
2020/21		349	210	
2021/22		350	210	

Table 9.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Coleraine Park Primary	33	33	28	33	36	22	23
Ferry Lane Primary	11	29	21	25	20	21	32
Mulberry Primary	82	71	62	74	81	75	86
The Green CE Primary	25	25	31	37	27	24	29
<b>Total</b>	<b>151</b>	<b>158</b>	<b>142</b>	<b>169</b>	<b>164</b>	<b>142</b>	<b>170</b>

Table 9.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Coleraine Park Primary	401	399	390	395	395	384	384
Ferry Lane Primary	193	187	190	185	183	180	185
Mulberry Primary	607	598	593	572	567	605	616
The Green CE Primary	193	190	185	194	192	190	194
<b>Total</b>	<b>1394</b>	<b>1374</b>	<b>1358</b>	<b>1346</b>	<b>1337</b>	<b>1359</b>	<b>1379</b>
<b>Total Capacity</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>	<b>1470</b>
<b>Percentage of Surplus capacity</b>	<b>5.2%</b>	<b>6.5%</b>	<b>7.6%</b>	<b>8.4%</b>	<b>9.0%</b>	<b>7.5%</b>	<b>6.2%</b>

Table 9.5: Total School Roll trends by year group

Year	Rolls PA 9							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	194	198	189	203	197	196	157	1334
1998	199	205	197	187	198	203	193	1382
1999	190	209	208	199	197	195	188	1386
2000	195	204	211	209	197	197	184	1397
2001	196	210	208	217	205	197	193	1426
2002	209	204	207	209	211	198	190	1428
2003	196	211	201	205	195	204	204	1416
2004	198	210	207	202	203	194	200	1414
2005	197	194	206	209	191	200	198	1395
2006	203	195	189	211	209	193	194	1394
2007	198	195	198	188	211	204	196	1374
2008	207	195	189	187	188	189	202	1358
2009	195	200	201	188	178	184	203	1349
2010	206	203	198	188	182	179	181	1337
2011	203	212	203	191	188	177	180	1359
2012	199	204	214	199	195	189	179	1379

Table 9.6: 2011 Mobility from RAISE online

<b>School</b>	<b>Total</b>
Coleraine Park Primary	30.8%
Ferry Lane Primary	15%
Mulberry Primary	24.7%
The Green CE Primary	26.2%

Table 9.7: 2012 Temporary accommodation units

<b>Ward</b>	<b>Number of units</b>
Tottenham Hale	207
<b>Total</b>	<b>207</b>

### Completed building developments in PA 9

There have been 10 major housing developments completed since 1996.

Table 9.8: Completed building developments in PA 9

<b>Site</b>	<b>Number of units</b>	<b>Child yield calculation</b>
636-638 High Road	26	7
Former Dairycrest Depot, Hampden Lane	28	13
178 Lansdowne Road	26	11
Former Wispart Ltd. Factory Lane	14	2
Silver Industrial Estate. Reform Row N17	25	10
The Narrow Boat & 146-152 Reedham Close	30	20
612 High Road N17	18	4
658-660 High Road N17	27	17
143 Broad Lane N15 4QX	54	10
2-70 Dowsett Road N17 9DD	10	7
<b>Total</b>	<b>258</b>	<b>101</b>



### Proposed housing developments in PA 9 since 2002

Four major housing developments have been granted in PA9. One housing development is pending agreement by the planning department.

Table 9.9: Proposed housing developments in PA 9

Site	Decision	Number of units	Child yield calculation
22-70 Dowsett Road N17 9DD	Granted	19	8
Park Tavern Park Road N17	Granted	34	28
686& 700-702 High Road N17	Pending	27	9
624 High Road N17 9TL	Granted	42	25
596-606 High Road, N17 9TA	Granted	39	25
<b>Total</b>		<b>161</b>	<b>95</b>

Building work has begun on Hale village (former GLS Site). The location of the development is around Tottenham Hale station. There will be approximately 1150 units within the Hale Village development, yielding an estimated 560 children. This figure is under review as some of the units originally planned for family housing have now been used to provide student accommodation which is expected to have a near 0% child yield. A separate application for the Hale Wharf site, which is anticipated to create approximately 300 units of housing, has been withdrawn due to the current economic climate.

### Conclusion

The projections for 4 year olds show an upward trend over the next 10 years. Demand for school places in this area has increased since last year. Rolls numbers have increased year on year since 2010.

Major building development is planned in and around Tottenham Hale, and we are carefully monitoring its delivery and the impact that it is having on the demand for local school places. This is discussed in further detail in the primary provision section at the front of this report.

We will continue to closely monitor the school places situation for this area.

**Planning area 10**

This planning area incorporates Northumberland Park ward.

Table 10.1: Schools, PANs, reception numbers and unfilled reception places in planning area 10

<b>School</b>	<b>Planned admission number 2011</b>	<b>Current reception Nos.</b>	<b>Current Unfilled reception places</b>
Lancasterian Primary*	87	84	3
Lea Valley Primary	60	60	0
St Francis de Sales RC Infants	90	90	0
St Francis de Sales RC Juniors			
St Paul's & All Hallows CE Infants	60	58	2
St Paul's & All Hallows CE Juniors			
<b>Totals</b>	<b>297</b>	<b>292</b>	<b>5</b>

\*For September 2011 Lancasterian accommodated a bulge class (+29)

Table 10.2: GLA projections for planning area 10

<b>Year</b>	<b>Number of Births for the equivalent school year</b>	<b>GLA 4 year old roll projection</b>	<b>Planned admission number</b>	<b>Total number 1<sup>st</sup> place preferences</b>
2001/2		271	268	-
2002/3		266	268	339
2003/4	204	286	289	318
2004/5	193	264	268	304
2005/6	252	266	268	307
2006/7	234	271	268	281
2007/8	263	275	268	301
2008/9	279	269	268	292
2009/10	254	269	268	343
2010/11	294	267	268	314
2011/12	280	292	297	298
2012/13	295	288	268	325
2013/14	258	276	268	
2014/15	297	281	268	
2015/16		291	268	
2016/17		292	268	
2017/18		299	268	
2018/19		304	268	
2019/20		304	268	
2020/21		301	268	
2021/22		298	268	

Table 10.3: First place preference

School	2006	2007	2008	2009	2010	2011	2012
Lancasterian Primary	47	59	55	61	58	57	78
Lea Valley Primary	77	89	74	82	93	82	91
St Francis de Sales RC Infants	94	88	102	119	96	96	101
St Francis de Sales RC Juniors							
St Paul's & All Hallows CE Infants	63	65	61	81	67	63	55
St Paul's & All Hallows CE Juniors							
<b>Total</b>	<b>281</b>	<b>301</b>	<b>292</b>	<b>343</b>	<b>314</b>	<b>298</b>	<b>325</b>

\* Lancasterian had two budge years these have now been worked out of the system. They took a further bulge class in September 2011.

\*\* Lea Valley last took a budge year of 30 in September 95.

\*\*\*St Francis de Sales RC expanded in September 1999 to take 90 pupils.

Table 10.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Lancasterian Primary*	416	402	390	385	387	389	409
Lea Valley Primary	424	424	425	426	422	421	420
St Francis de Sales RC Infants	269	269	269	269	269	269	270
St Francis de Sales RC Juniors***	356	347	349	345	352	351	354
St Paul's & All Hallows CE Infants	180	180	175	175	180	180	175
St Paul's & All Hallows CE Juniors	236	235	239	235	230	233	230
<b>Total</b>	<b>1881</b>	<b>1857</b>	<b>1847</b>	<b>1835</b>	<b>1840</b>	<b>1843</b>	<b>1858</b>
<b>Total Capacity</b>	<b>1918</b>	<b>1876</b>	<b>1876</b>	<b>1876</b>	<b>1876</b>	<b>1876</b>	<b>1905</b>
<b>Percentage of Surplus capacity</b>	<b>1.9%</b>	<b>1.0%</b>	<b>1.5%</b>	<b>2.2%</b>	<b>1.9%</b>	<b>1.8%</b>	<b>2.5%</b>

Table 10.5: Total School Roll trends by year group

Year	Rolls PA 10							Total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1997	260	264	240	233	230	234	206	1667
1998	234	262	262	235	238	233	231	1695
1999	262	237	262	264	237	242	232	1736
2000	261	267	232	261	260	232	235	1748
2001	293	265	262	237	263	263	232	1815
2002	271	290	264	262	238	248	261	1834
2003	266	273	287	266	258	236	248	1834
2004	286	269	269	287	262	251	222	1846
2005	264	274	263	267	285	262	250	1865
2006	265	266	278	266	265	283	258	1881
2007	271	262	260	270	263	263	268	1857
2008	275	261	258	254	271	264	264	1847
2009	269	266	257	260	259	264	260	1835
2010	269	265	267	260	258	259	262	1840
2011	267	269	267	260	259	259	262	1843
2012	292	264	269	264	263	253	253	1858

Table 10.6: 2011 Mobility from RAISE online

School	Total
Lancasterian Primary	22%
Lea Valley Primary	15.5%
St Francis de Sales RC Infants & Juniors	4.25%
St Paul's & All Hallows CE Infants	6.7%
St Paul's & All Hallows CE Juniors	10.3%

Table 10.7: 2012 Temporary accommodation units

Ward	Number of units		
Northumberland Park	176		
<b>Total</b>	<b>176</b>		

### Completed building developments in PA 10

There have been 9 major housing developments completed since 1996.

Table 10.8: Completed building developments in PA 10

Site	Number of units	Child yield calculation
Northumberland Park House	20	9
Blaydon Close	15	5
1-49 Meridian Walk	74	54
62-70 Northumberland Park N17	16	6
Northumberland Park House, Northumberland Park	20	10
6-8 James Place N17 8NR	12	5
Three Compasses, Queen Street N17 8HU	23	10
761-767 High Road Tottenham N17 0JP	16	8
691-693 High Road N17	58	24
<b>Total</b>	<b>254</b>	<b>131</b>

### Proposed housing developments in PA 10 since 2002

Two housing developments are currently being considered. Three major housing developments have been granted by planning.

Table 10.9: Proposed housing developments in PA 10

Site	Decision	Number of units	Child yield calculation
Blaydon Close, Northumberland Park N17	Granted	15	5
Harpers Yard, Ruskin Road N17 8QQ	Granted	16	5
Harpers Yard, Ruskin Road N17 8QQ	Granted	9	9
700-702 High Road N17 0AE	Pending	16	14
Garage colony, Waverley Road N17	Pending	12	13
<b>Total</b>		<b>68</b>	<b>46</b>

A planning application for Tottenham Hotspur Football Stadium has now been given planning permission. The application included provision for up to 285 residential units. While details pursuant to this planning permission have yet to be submitted to the Council there will be an increase in demand for school places in the local area as a result of child yield from the residential element of the application.

The Central Leaside development, which extends from Pickett's Lock in the North East Tottenham (in Enfield) to Northumberland Park in the south, will further increase school place demand in Northumberland Park ward. The development is large scale and will transform the area by creating a mix of community businesses and homes. The centre of the development is based on the area of land to the north of the Enfield/Haringey border up to the North Circular Road, incorporating the National Grid site off Willoughby Lane, Angel Road railway station and the IKEA and Tesco superstores. The redevelopment site is known as Meridian Water and will provide a mix of employment, leisure and retail facilities together with up to 5,000 new homes. It will also include the required supporting social and community infrastructure including two primary schools and a secondary school, the latter in particular also providing school places for the immediate area beyond the new development. Current proposals envisage one of the primary schools being part of an all-through school with the secondary school. Haringey is working in partnership with Enfield to assess the impact on demand for future school places.

## **Conclusion**

The projections for 4 year olds show an upward trend. The area has a large number of temporary accommodation units and experiences variations in pupil mobility.

The schools in this planning area are either full or very close to capacity across all their year groups. Overall demand for school places in this planning area remains high. For September 2011, Lancasterian primary school took a bulge class to accommodate the high number of late applicants requiring a school place for the reception 2011 intake. At the time of the January school census, there were 3 available places. Latest admissions data shows that these vacancies have now been filled.

This an area where additional schools places will be required, irrespective of future housing developments

We will monitor the projected demand for school places as a result of the impact of residential development as a result of the Spurs development. We will continue to work with planners and colleagues in Enfield to understand the impact of all the housing developments planned for the area and how this will affect the demand for school places. This work is on going and updates will be provided annually.

## Planning area 11

This planning area incorporates White Hart Lane ward.

Table 11.1: Schools, PANs, reception numbers and unfilled reception places in planning area 11

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Devonshire Hill	60	60	0
Risley Avenue	90	88	2
<b>Totals</b>	<b>150</b>	<b>148</b>	<b>2</b>

Table 11.2: GLA projections for planning area 11

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		154	165	
2002/3		149	165	153
2003/4	181	136	165	145
2004/5	208	135	165	145
2005/6	190	135	165	131
2006/7	234	142	165	119
2007/8	205	144	150	110
2008/9	193	150	150	111
2009/10	234	149	150	104
2010/11	227	146	150	113
2011/12	260	148	150	89
2012/13	256	153	150	119
2013/14	227	136	150	
2014/15	231	136	150	
2015/16		138	150	
2016/17		140	150	
2017/18		141	150	
2018/19		141	150	
2019/20		140	150	
2020/21		138	150	
2021/22		137	150	

Table 11.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Devonshire Hill	46	54	55	51	48	37	54
Risley Avenue	73	56	56	53	65	52	65
<b>Total</b>	<b>119</b>	<b>110</b>	<b>111</b>	<b>104</b>	<b>113</b>	<b>89</b>	<b>119</b>

Table 11.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Devonshire Hill *	397	393	369	391	399	404	417
Risley Avenue	604	589	581	598	599	599	603
<b>Total</b>	<b>1001</b>	<b>989</b>	<b>950</b>	<b>989</b>	<b>998</b>	<b>1003</b>	<b>1020</b>
<b>Total Capacity</b>	<b>1155</b>	<b>1155</b>	<b>1050</b>	<b>1050</b>	<b>1050</b>	<b>1050</b>	<b>1050</b>
<b>Percentage of Surplus capacity</b>	<b>13.3%</b>	<b>14.4%</b>	<b>9.5%</b>	<b>5.8%</b>	<b>5.0%</b>	<b>4.5%</b>	<b>2.9%</b>

\*from Sep 2007 the PAN was reduced to 60

Table 11.5: Total School Roll trends by year group

Year	Rolls PA 11							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	157	141	147	143	128	153	119	988
1998	140	147	152	148	151	148	132	1018
1999	141	139	161	147	155	151	146	1040
2000	135	134	140	153	141	150	158	1011
2001	151	139	141	147	147	139	148	1012
2002	154	146	148	146	144	145	151	1034
2003	149	156	149	148	151	146	147	1046
2004	136	152	152	149	147	147	149	1032
2005	135	143	149	152	147	145	147	1018
2006	136	141	140	147	151	144	142	1001
2007	142	136	132	135	145	150	142	989
2008	144	138	125	129	130	134	150	950
2009	150	143	147	124	147	135	143	989
2010	149	150	147	146	124	147	135	998
2011	146	148	148	147	141	130	143	1003
2012	148	150	150	145	150	143	134	1020

Table 11.6: 2011 Mobility from RAISE online

School	Total
Devonshire Hill	25.6%
Risley Avenue	26.3%

Table 11.7: 2012 Temporary accommodation units



Ward	Number of units
White Hart Lane	102
<b>Total</b>	<b>102</b>

### Completed building developments in PA 11

There have been seven major housing developments completed since 1996.

Table 11.8: Completed building developments in PA 11

Site	Number of units	Child yield calculation
White Hart P.H, Devonshire Hill Lane	24	18
Falconer Court, Compton Crescent N17 7SU	21	8
Land North Off Allington Avenue	16	5
Middx University White Hart Lane N17 8HR	81	33
Middlesex University White Hart Lane N17	123	51
Falcomer Court, Compton Crescent	21	8
Hesta Annexe White Hart Lane N17	13	10
<b>Total</b>	<b>299</b>	<b>133</b>

### Proposed housing developments in PA 11 since 2002

Plans for major works at Tottenham Hotspur Football Stadium have concluded and planning permission has now been given for redevelopment of the current stadium, including residential provision. This will have an impact on the demand for school places in the local area.

Bull Lane is owned by Haringey but, while close to the Haringey border, it is sited in Enfield. The site is just under 11 acres and it was proposed that up to 4 acres of this land might be developed for family housing with open space improvements to the remainder of the site. Such a proposal was the subject of a planning application back in 2004 but planning permission was never given because a S106 Agreement was not signed. The Council's Place and Sustainability Directorate are currently working with Enfield Planning development to produce a planning brief which will guide future development on the site. We are continuing to monitor the situation and will report back if any agreed development of part of the site results in a likely child yield.

### Conclusion

The reception class projections remain steady. However, since 2006 there has been an increase in the number of reception age children admitted to schools in this planning area. This area is characterised by high mobility. The schools in this planning area very close to capacity across all year groups.

We will continue to work with planners and colleagues in Enfield to understand the impact of all the housing developments planned for the area and how this will affect the demand for school places. This work is on going and updates will be provided annually

**Planning area 12**

This planning area incorporates Bruce Grove ward and West Green ward.

Table 12.1: Schools, PANs, reception numbers and unfilled reception places in planning area 12

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Belmont Infant	56	58	+2
Belmont Junior			
The Willow Primary*	60*	60	0
Bruce Grove Primary School	60	60	0
Downhills Primary	60	60	0
<b>Totals</b>	<b>236</b>	<b>238</b>	<b>+2</b>

\*reduced the PAN to 60 for September 08.

Table 12.2: GLA projections for planning area 12

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		249	257	-
2002/3		246	257	259
2003/4	465	249	257	276
2004/5	414	234	257	256
2005/6	480	222	257	213
2006/7	480	235	257	229
2007/8	471	228	257	198
2008/9	508	228	236	229
2009/10	494	235	236	269
2010/11	468	235	236	262
2011/12	540	238	236	230
2012/13	520	230	236	263
2013/14	495	229	236	
2014/15	529	230	236	
2015/16		232	236	
2016/17		236	236	
2017/18		237	236	
2018/19		236	236	
2019/20		233	236	
2020/21		230	236	
2021/22		227	236	

Table 12.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Belmont Infant	66	66	79	110	89	77	110
Belmont Junior							
The Willow Primary	57	47	45	61	60	44	55
Bruce Grove Primary School	46	34	58	56	65	57	53
Downhills Primary	60	48	47	42	48	52	48
<b>Total</b>	<b>229</b>	<b>198</b>	<b>229</b>	<b>269</b>	<b>262</b>	<b>230</b>	<b>266</b>

Table 12.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Belmont Infant	168	165	157	164	168	172	172
Belmont Junior	218	206	207	210	199	205	205
The Willow Primary*	450	418	410	395	387	384	400
Bruce Grove Primary School	400	412	415	409	407	413	413
Downhills Primary	397	404	407	401	415	417	408
<b>Total</b>	<b>1633</b>	<b>1605</b>	<b>1596</b>	<b>1579</b>	<b>1576</b>	<b>1591</b>	<b>1598</b>
<b>Total Capacity</b>	<b>1799</b>	<b>1799</b>	<b>1799</b>	<b>1652</b>	<b>1652</b>	<b>1652</b>	<b>1652</b>
<b>Percentage of Surplus capacity</b>	<b>9.2%</b>	<b>10.8%</b>	<b>11.3%</b>	<b>4.4%</b>	<b>4.6%</b>	<b>3.7%</b>	<b>3.3%</b>

\*The Willow (previously known as Broadwater Farm primary school) was expanded in September 1998 to take 81 pupils. The PAN was reduced 60 for September 08.

Table 12.5: Total School Roll trends by year group

Year	Rolls PA 12							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	249	234	261	224	256	217	225	1666
1998	251	253	215	234	230	253	221	1657
1999	243	257	240	233	232	229	256	1690
2000	243	243	247	226	237	236	221	1653
2001	245	246	239	237	226	228	226	1647
2002	249	255	240	230	231	229	228	1662
2003	246	243	248	239	219	220	237	1652
2004	248	253	244	239	238	220	225	1667
2005	234	256	250	241	235	236	219	1671
2006	223	218	251	240	235	230	236	1633
2007	235	223	222	237	229	233	226	1605
2008	228	233	221	219	237	225	223	1596
2009	228	223	231	219	218	236	224	1579
2010	235	236	232	222	216	209	226	1576
2011	235	236	237	232	223	222	206	1591
2012	238	237	233	232	224	220	214	1598

Table 12.6: 2011 Mobility from RAISE online

School	Total
Belmont Infant	5%
Belmont Junior	12.8%
The Willow Primary	15.9%
Bruce Grove Primary School	24.4%
Downhills Primary	29.4%

Table 12.7: 2012 Temporary accommodation units

Ward	Number of units
Bruce Grove	297
West Green	101
<b>Total</b>	<b>398</b>

### Completed building developments in PA 12

There have been 11 major housing developments completed since 1996

Table 12.8: Completed building developments in PA12

Site	Number of units	Child yield calculation
6 Bruce Grove	19	14
3-25 Pembury Road	19	9
579d High Road	13	6
Former High cross upper school, High Road	28	8
Pembury House, 593-599 high road	13	3
Milton Road depot, 70 Milton Road	67	42
Dagmar Arms Cornwall Road	26	9
Tangmere house Willan Road	12	5
472-480 West Green Road N15	22	11
415-419 High Road N17	52	5
339 Lordship Lane N17 6AZ	14	5
<b>Total</b>	<b>285</b>	<b>117</b>

### Proposed housing developments in PA 12 since 2002

There is 1 major housing development currently being considered by the planners.

Table 12.9: Proposed housing developments in PA 12

Site	Decision	Number of units	Child yield calculation
308 West Green Road N15	Pending	43	16
<b>Total</b>		<b>131</b>	<b>37</b>

### Conclusion

The projections for 4 year olds remain relatively stable over a ten year period. However, demand for school places has increased since last year.

This area is characterised by fairly high mobility and a large number of temporary accommodation units. There are few major housing developments and no plans that would affect the current situation.

Since the PAN reduction of the Willow to 60 for September 2008, surplus capacity has reduced in this planning area, with the lower year groups either full or very close to capacity. With the development of the Primary Inclusive Learning Campus on this site and the remodelling of the school building under the ILC development there are no plans to increase the PAN at The Willow at the present time.

Consultation has been carried out on the possible expansions of Belmont Infant School and Belmont Junior School to meet this increased demand.

We are also aware that a major development at Lawrence Road (in West Green ward) is likely to come forward shortly proposing approximately 258 residential units. This will result in a significant child yield and the Council is likely to require additional school places in excess of those provided as part of the proposed expansions of Belmont Infant and Junior schools to meet the resultant demand from a development of this size.

### Planning area 13

This planning area incorporates Noel Park ward.

Table 13.1: Schools, PANs, reception numbers and unfilled reception places in planning area 13

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Alexandra Primary*1	60	56	4
Noel Park Primary	81	80	1
<b>Totals</b>	<b>141</b>	<b>136</b>	<b>5</b>

\*1 For September 2011, the school accommodated a bulge class (+1fe)

Table 13.2 GLA projections for planning area 13

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		120	141	-
2002/3		75	141	69
2003/4	177	87	141	79
2004/5	188	104	141	89
2005/6	197	96	141	77
2006/7	209	85	141	56
2007/8	168	88	111	61
2008/9	208	99	111	69
2009/10	194	107	111	74
2010/11	214	108	111	75
2011/12	201	136	141	83
2012/13	210	145	120*	96
2013/14	225	139	120	
2014/15	210	140	120	
2015/16		149	120	
2016/17		156	120	
2017/18		162	120	
2018/19		168	120	
2019/20		174	120	
2020/21		178	120	
2021/22		181	120	

\* For September 2012, Noel Park reduced the PAN to 60 for September and Alexandra reinstated their PAN to 60.

Table 13.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Alexandra Primary	20	24	27	28	25	30	42
Noel Park Primary	36	37	42	46	50	53	54
<b>Total</b>	<b>56</b>	<b>61</b>	<b>69</b>	<b>74</b>	<b>75</b>	<b>83</b>	<b>96</b>

Table 13.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Alexandra Primary*	192	182	183	185	188	191	223
Noel Park Primary	474	453	444	462	484	499	504
<b>Total</b>	<b>666</b>	<b>635</b>	<b>627</b>	<b>647</b>	<b>672</b>	<b>690</b>	<b>727</b>
<b>Total Capacity</b>	<b>987</b>	<b>987</b>	<b>777</b>	<b>777</b>	<b>777</b>	<b>777</b>	<b>807</b>
<b>Percentage of Surplus capacity</b>	<b>32.5%</b>	<b>35.7%</b>	<b>19.3%</b>	<b>16.7%</b>	<b>13.5%</b>	<b>11.2%</b>	<b>9.9%</b>

\*from Sep 2012 the PAN will be reinstated to 60

Table 13.5: Total School Roll trends by year group

Year	Rolls PA 13							total
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1997	127	109	116	118	130	95	101	796
1998	113	121	106	101	107	127	91	766
1999	109	116	117	100	115	104	126	787
2000	124	120	111	117	104	132	118	826
2001	120	112	128	110	115	109	127	821
2002	120	100	104	100	104	105	93	726
2003	75	106	98	98	95	103	91	666
2004	87	83	98	95	89	88	100	640
2005	104	87	82	93	91	95	84	636
2006	97	110	91	90	95	88	95	666
2007	85	90	106	88	87	88	91	635
2008	88	81	89	94	93	90	92	627
2009	99	90	85	89	95	98	91	647
2010	107	109	96	90	80	98	92	672
2011	108	104	110	102	92	78	96	690
2012	136	110	99	109	97	97	79	727

Table 13.6: 2011 Mobility from RAISE online

School	Total
Alexandra Primary	25.2%
Noel Park Primary	31.5%

Table 13.7: 2012 Temporary accommodation units

Ward	Number of units
Noel Park	123
<b>Total</b>	<b>123</b>

### Completed building developments in PA 13

There have been 13 major housing developments completed since 1996.

Table 13.8: Completed building developments in PA 13

Site	Number of units	Child yield calculation
Buller Road, Redvers Road	17	8
51 Mayes Road	18	5
675-679 Lordship Lane	16	8
Former Car Park And Building At Altair Close	24	5
Park Lane Health Centre, Park Lane	24	14
Garages Off, William Street	14	9
3-11 Station Road	10	1
136 A, B, C High Road N22	14	3
Goulding Court, Turnpike Lane N8	69	24
1-3 Whymark Avenue N22 6DJ	13	4
120-128 Mayes Road	9	5
2A Brabant Road N22 6XB	31	9
725-733 Lordship Lane N22	90	22
<b>Total</b>	<b>349</b>	<b>117</b>

### Proposed housing developments in PA 13 since 2002

There is 1 major housing development currently being considered by the planners

Table 13.9: Proposed housing developments in PA 13

Site	Decision	Number of units	Child yield calculation
673 Lordship Lane N22	Granted	18	9
<b>Total</b>		<b>18</b>	<b>9</b>

The Haringey Heartlands development will have a minimum of 1000 units on the Land between Kings Cross East coast main line, Mayes Rd & Hornsey Park Rd N8. A



conservative estimate arising from this development would be a child yield figure of between 197 – 300 children.

### **Conclusion**

The birth rate and reception class projections indicate steady growth over the next ten years. Overall, demand for school places has increased. In 2011 and for 2012 demand was on a slight upward trajectory.

The area is characterised by high mobility and has a high number of units of temporary accommodation.

We will continue to work with planners and colleagues to understand the impact of all the housing developments planned for the area.

### Planning area 14

This planning area incorporates Bounds Green and Woodside wards.

Table 14.1: Schools, PANs, reception numbers and unfilled reception places in planning area 14

School	Planned admission number 2011	Current reception Nos.	Current Unfilled reception places
Bounds Green Infants*	60	60	0
Bounds Green Juniors			
Earlham	60	59	1
Lordship Lane	90	90	0
Nightingale	60	53	7
St Martin of Porres RC Primary	30	30	0
St Michael's CE Primary N22	30	30	0
St Paul's RC Primary	30	30	0
<b>Totals</b>	<b>360</b>	<b>352</b>	<b>8</b>

\*60 from Sep 2007

Table 14.2: GLA projections for planning area 14

Year	Number of Births for the equivalent school year	GLA 4 year old roll projection	Planned admission number	Total number 1 <sup>st</sup> place preferences
2001/2		364	390	-
2002/3		362	390	392
2003/4	434	355	390	431
2004/5	380	357	390	404
2005/6	373	365	390	405
2006/7	353	353	390	349
2007/8	388	333	360	271
2008/9	358	347	360	350
2009/10	401	342	360	312
2010/11	405	342	360	305
2011/12	443	352	360	240
2012/13	479	355	360	298
2013/14	387	364	360	
2014/15	508	372	360	
2015/16		375	360	
2016/17		379	360	
2017/18		383	360	
2018/19		386	360	
2019/20		387	360	
2020/21		383	360	
2021/22		381	360	

Table 14.3: First place preference information

School	2006	2007	2008	2009	2010	2011	2012
Bounds Green Infants	53	37	73	69	63	53	69
Bounds Green Juniors							
Earlham	48	24	37	35	33	37	47
Lordship Lane	88	72	88	82	73	59	46
Nightingale	59	50	55	35	38	27	29
St Martin of Porres RC Primary	54	42	53	44	47	31	48
St Michael's CE Primary N22	24	24	20	20	20	14	25
St Paul's RC Primary	23	22	24	27	31	19	34
<b>Total</b>	<b>349</b>	<b>271</b>	<b>350</b>	<b>312</b>	<b>305</b>	<b>240</b>	<b>298</b>

Table 14.4: Total number of pupils on roll (reception to year 6)

School	2006	2007	2008	2009	2010	2011	2012
Bounds Green Infants*	216	195	175	168	176	179	174
Bounds Green Juniors	243	245	240	238	225	226	221
Earlham	380	385	350	358	387	394	393
Lordship Lane	623	622	611	607	599	606	613
Nightingale	403	406	384	343	345	349	357
St Martin of Porres RC Primary	203	205	204	202	201	201	201
St Michael's CE Primary N22	197	188	185	183	179	184	195
St Paul's RC Primary	206	202	202	200	199	204	203
<b>Total</b>	<b>2474</b>	<b>2445</b>	<b>2351</b>	<b>2299</b>	<b>2311</b>	<b>2343</b>	<b>2357</b>
<b>Total Capacity</b>	<b>2730</b>	<b>2730</b>	<b>2509</b>	<b>2509</b>	<b>2509</b>	<b>2509</b>	<b>2509</b>
<b>Percentage of Surplus capacity</b>	<b>9.4%</b>	<b>10.4%</b>	<b>6.3%</b>	<b>8.4%</b>	<b>7.9%</b>	<b>6.6%</b>	<b>6.1%</b>

\*Bounds green schools were expanded in Sep 1996 to take 90 pupils and reduced to take 60 in Sep 2007.

Table 14.5: Total School Roll trends by year group

Year	Rolls PA 14							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	total
1997	346	359	345	351	341	303	335	2380
1998	360	339	352	331	348	341	307	2378
1999	345	358	340	370	324	361	334	2432
2000	347	363	360	318	361	331	362	2442
2001	349	359	361	346	323	351	331	2420
2002	364	342	351	361	347	326	345	2436
2003	362	368	343	346	369	357	327	2472
2004	354	367	358	351	328	367	351	2476
2005	357	365	364	344	345	334	358	2467
2006	367	369	356	356	346	352	328	2474
2007	353	357	348	344	347	347	349	2445
2008	333	334	338	330	328	341	347	2351
2009	347	339	327	320	322	313	3312	2299
2010	341	358	343	316	311	327	315	2311
2011	342	351	353	337	318	313	329	2343
2012	352	346	346	353	329	317	314	2357

Table 14.6: 2011 Mobility from RAISE online

School	Total
Bounds Green Infants	5%
Bounds Green Juniors	12.8%
Earlham	31.9%
Lordship Lane	19.3%
Nightingale	29.2%
St Martin of Porres RC Primary	4.1%
St Michael's CE Primary N22	24.4%
St Paul's RC Primary	12.6%

Table 14.7: 2012 Temporary accommodation units

Ward	Number of units
Bounds Green	72
Woodside	164
<b>Total</b>	<b>236</b>

There have been 16 major housing developments completed since 1996.

Table 14.8: Completed building developments in PA 14

Site	Number of units	Child yield calculation
33 Commerce Road	17	11
Bounds Green Centre, Park Road	54	19
68-76 Truro Road	29	6
R/O Bounds Green Br Depot, Imperial Road	30	30
65 Trinity Road & 110-114 Nightingale Road	17	6
Adj. To Woodall House Lordship Lane	114	38
The Family Tree Public House & 472-480 Lordship Lane	80	33
Corner Of Nightingale Road, High Road	23	3
Former St. Gabriel's Church ,Bounds Green Road	20	6
Freemasons Tavern, 646 Lordship Lane, N22 5JH	9	3
419 High Road N22	40	14
Former Middlesex University Bounds Green Road	260	88
98 White Hart Lane N22	27	6
Corner of Nightingale Road & High Road N22	23	4
Adjacent to Woodhall House Lordship Lane N22	114	39
Former St Gabriel's Church Bounds Green Road N11	20	7
<b>Total</b>	<b>877</b>	<b>313</b>

#### Proposed housing developments in PA 14 since 2002

There has been 1 major housing developments granted and 1 housing development being considered by the planners.

Table 14.9: Proposed housing developments in PA 14

Site	Decision	Number of units	Child yield calculation
133 Whittington Road N22	Granted	14	1
Aneurin Bevan House Tredegar Road N11 2QA	Pending	35	13
<b>Total</b>		<b>49</b>	<b>14</b>

Plans to regenerate the area around the North Circular Road (A406) between the A109 at Bounds Green and the A10 Great Cambridge Road are well advanced. Enfield has finished consultation on the North Circular Area Action Plan (NCAAP) which will aim to facilitate the refurbishment of run-down or surplus buildings and maximise new housing.

## **Conclusion**

The roll projections for 4 year olds show an upward trend. This is supported by an increasing birth rate. Overall demand for reception places has slightly increased since last year. The area has high levels of temporary accommodation units and is characterised by variations in mobility with schools located in the northern part of Bounds Green ward having a lower mobility.

There are major housing developments across the borough boundary that will impact on the future demand for school places in this area. We will continue to work with planners and colleagues within and beyond the borough boundary to understand the impact of all the housing developments planned for the area and how this needs to be reflected in the provision of local school places.

## References

For each planning area we show a range of information. Please find below details of the data sources:

- The Planned Admission Number (PAN) compared with current reception numbers from the 2012 PLASC count.

Data Source: admissions data and 2012PLASC count

- total school roll trends and surplus capacity.

Data Source: January PLASC 1997 – 2012

- school mobility. RAISE online - acronym for Reporting and Analysis for Improvement through School Self-Evaluation

- temporary accommodation units

Data Source: Haringey Council's Housing Team May 2012

- Completed and proposed major housing developments, with child yield estimates, where available.

Data Source: Haringey Council's Planning Team- major planning applications over 10 units 2003-2012, date obtained 10th May 2012

- GLA projections,

Data Source: GLA school roll projections 2011 Round

- number of births for the equivalent school year

Data Source: ONS Live birth, term time from 1<sup>st</sup> September to 31<sup>st</sup> August

- comparisons against first place preference

Admissions data 2002-2012

## Appendix 4 - Table and graphs for secondary place planning

## Year 6 and Year 7 pupil analysis

	year	Number of year 7 places	Number of year 6 pupils	Number of year 7 pupils	year 7 place shortfall / surplus	% of year 7 surplus places
Actual	2001/2002	2304	2652	2151	153	6.64%
Actual	2002/2003	2304	2719	2082	222	9.64%
Actual	2003/2004	2304	2684	2183	121	5.25%
Actual	2004/2005	2358	2658	2215	143	6.06%
Actual	2005/2006	2336	2672	2203	133	5.69%
Actual	2006/2007	2336	2724	2207	129	5.52%
Actual	2007/2008	2336	2728	2,191	145	6.21%
Actual	2008/2009	2336	2687	2,192	144	6.16%
Actual	2009/2010	2336	2625	2,110	226	9.67%
Actual	2010/2011	2390	2648	2,149	241	10.08%
Actual	2011/2012	2390	2584	2,165	225	9.41%
Projection	2012/2013	2390	2675	2,114	276	11.55%
Projection	2013/2014	2417	2810	2,186	231	9.56%
Projection	2014/2015	2417	2847	2,278	139	5.75%
Projection	2015/2016	2417	2837	2,307	110	4.55%
Projection	2016/2017	2417	2855	2,307	110	4.55%
Projection	2017/2018	2417	3001	2,334	83	3.43%
Projection	2018/2019	2417	3015	2,447	-30	-1.24%
Projection	2019/2020	2417	2991	2,470	-53	-2.19%
Projection	2020/2021	2417	3024	2,453	-36	-1.49%

Source: 2002-2012 PLASC counts and GLA Projections 2011 Round

## Haringey Secondary school PANs

School	2011 PAN	2012 PAN	2013 PAN
Alexandra Park	216	216	216
Fortismere	243	243	243
Gladesmore Community	243	243	243
Greig City Academy	200	200	200
Heartlands High School	162	189*	216*
Highgate Wood	243	243	243
Hornsey School for Girls	243	216	216
John Loughborough	60	60	60
Northumberland Park	210	210	210
Park View	216	216	216
St. Thomas More Catholic School	192	192	192
Woodside High	162	162	162
Total	2390	2390	2417

\*The PAN at Heartlands was raised by one form of entry (1fe) for September 2012. The new School Admissions Code (1 February 2012) removes the requirement for admitting



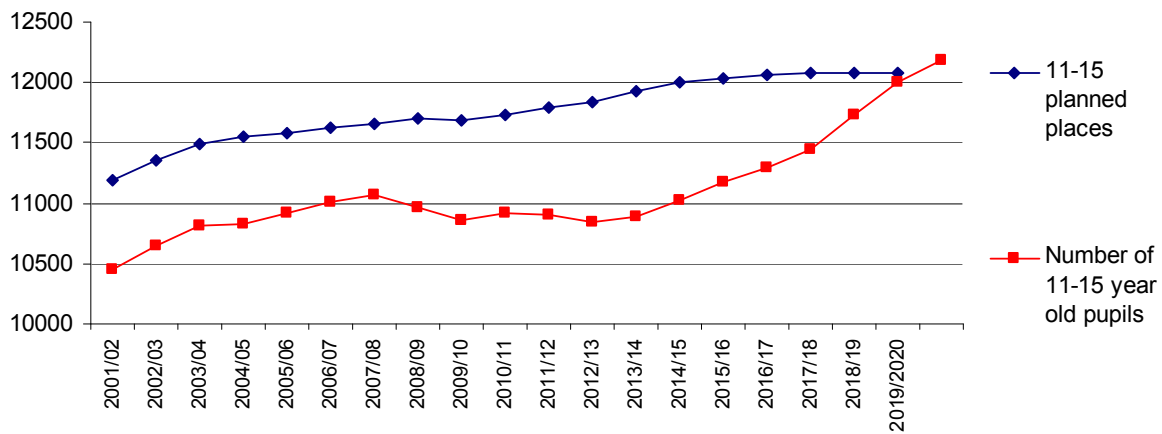
authorities to request an in-year variation from the Office of the Schools Adjudicator. As in line with early Building for Schools literature, the PAN for Heartlands High will increase once again to 8fe for September 2013.

#### 11-15 year old projections and planned places

The number of planned places corresponds to numbers if Gladesmore remains at 8fe and Woodside high remains at 6fe. It also takes into account the PAN reduction at Hornsey School for Girls from 9fe to 8fe for September 2012 and the PAN increase of Heartlands High School from 7fe to 8fe for September 2013.

	year	11-15 planned places	Number of 11-15 year old pupils	11-15 year old place shortfall/ surplus	% surplus / shortfall of 11-15 year old places
Actual	2001/02	11196	10447	749	6.69%
Actual	2002/03	11358	10641	717	6.31%
Actual	2003/04	11490	10808	682	5.94%
Actual	2004/05	11544	10821	723	6.26%
Actual	2005/06	11582	10924	658	5.68%
Actual	2006/07	11620	11003	617	5.31%
Actual	2007/08	11658	11070	588	5.04%
Actual	2008/09	11696	10958	738	6.31%
Actual	2009/10	11680	10861	819	7.01%
Actual	2010/11	11734	10917	817	6.96%
Actual	2011/12	11788	10897	891	7.56%
Projection	2012/13	11842	10840	1002	8.46%
Projection	2013/14	11923	10886	1037	8.70%
Projection	2014/15	12004	11026	978	8.15%
Projection	2015/16	12031	11172	859	7.14%
Projection	2016/17	12058	11288	770	6.39%
Projection	2017/18	12085	11451	634	5.25%
Projection	2018/19	12085	11731	354	2.93%
Projection	2019/2020	12085	11996	89	0.74%
Projection	2020/2021	12085	12185	-100	-0.83%
Projection	2021/2022	12085	12351	-266	-2.20%

Source: 2002-2012 PLASC counts and GLA Projections 2011 Round



## Appendix 5 Post 16 tables for place planning

Year	Number of year 11 pupils	Number of year 12 pupils	Year 13	Year 14	Number of 16-18 year olds	Post 16 school based capacity	Number of 16-18 (increased age of participation) – assuming a 100% retention rate of all pupils in a Haringey school setting	Year 12	year 13	year 14+
2007/08	2192	1299	529	142	1970	2130				
2008/09	2192	1320	792	58	2170	2380				
2009/10	2168	1302	913	149	2364	2455				
2010/11	2154	1516	907	36	2459	2880				
2011/12	2194	1402	741	349	2492	2880				
2012/13	2171	1481	831	159	2471	2880	2471			
2013/14	2165	1475	873	179	2527	2880	4642	2171	1481	990
2014/15	2175	1474	872	188	2534	2880	5377	2165	2171	1041
2015/16	2201	1488	868	189	2545	2880	6511	2175	2165	2171
2016/17	2191	1503	872	189	2564	2880	6541	2201	2175	2165
2017/18	2223	1506	873	192	2571	2880	6567	2191	2201	2175
2018/19	2288	1525	872	193	2590	2880	6615	2223	2191	2201
2019/20	2349	1568	875	194	2637	2880	6702	2288	2223	2191
2020/21	2386	1608	891	196	2695	2880	6860	2349	2288	2223

Source: 2008-2012 PLASC counts and GLA Projections 2011 Round

This table shows that we will not have sufficient capacity at post 16 level if there is a 100% retention rate of pupils in Y11. however, as outlined above, we know that not all pupils will chose to stay on in a school based setting or in Haringey and we are monitoring demand and will respond as and where this demand is realistically expected to outstrip supply.

## Appendix 6 - SEN pupil numbers

- 6.1 A small proportion of Haringey's population aged between 3-19 have a statement of Special Educational Need (2.8%).
- 6.2 Since 2009, there has been a rising trend in the number of children with statements from 1,263 (January 2009) to 1,354 (January 2012). Currently, approximately half of all pupils with a Statement of Special Educational Need are educated in mainstream schools (in or out of borough) and approximately one third in Special schools and Additionally Resourced Provision (in or out of borough). Last year we reported that categories of SEN types have changed over time, with an increase in the number of children with statements of Autism alongside a reduction in statements of Specific Learning Difficulties and Severe Learning Difficulties. This year we have decided to review the way in which we look at SEN pupil numbers in light of increases in population projections in the borough and to ensure that there are sufficient numbers of state funded school places for local children with SEN.
- 6.3 The table below shows the number of children who have statements of Special Educational Needs as a proportion of Haringey's population aged between 3-19. Over the past 4 years the percentage of children with statements has remained relatively constant at approximately 3% (rounded up to the nearest tenth) ranging from 2.71% in 2009 and 2.82% in 2012.

Figure 6.1: Number of children with statements proportionate to Haringey's population aged 3-19

Year	No. of children with Statements of Special Educational Need age 3-19	GLA 2011 round 3-19 population	Ratio
Jan-09	1263	46644	2.71%
Jan-10	1284	47393	2.71%
Jan-11	1300	47683	2.73%
Jan-12	1354	47960	2.82%

- 6.4 In anticipating the likely future numbers of children with statements, we have used the latest Greater London Authority population estimates. Our model assumes that the percentage of pupils requiring a Statement of Special Educational Need remains the same at 2.82% and projects this forward using the relevant population projections for a given year. Figure 6.2 shows that based on population increases, we would expect the number of pupils requiring statements to increase year on year. For example, we would expect the number of pupils with statements to increase by 11 between January 2012 – January 2013, 17 between January 2013- January 2014, culminating in an increase of 130 children between January 2012 and January 2019.

Figure 6.2: Number of children with statements proportionate to Haringey's population aged 3-19 – actual (Jan 09- Jan 12), projection (Jan 13- Jan 19)

Year	No. of children with Statements of Special Educational Need age 3-19	GLA 2011 round 3-19 population	Ratio
Jan-09	1263	46644	2.71%
Jan-10	1284	47393	2.71%
Jan-11	1300	47683	2.73%
Jan-12	1354	47960	2.82%
Jan-13	1365	48412	2.82%
Jan-14	1382	49002	2.82%
Jan-15	1405	49808	2.82%
Jan-16	1425	50528	2.82%
Jan-17	1444	51202	2.82%
Jan-18	1464	51927	2.82%
Jan-19	1484	52625	2.82%

- 6.5 The types of provision children with Statements access varies depending on the nature and complexity of need. Currently, approximately 75% of children with statements aged between 3-19 are educated in a mainstream setting in borough and 12% in out of borough mainstream settings. The remaining 13% are either educated in Independent settings (8%) and Other settings (5%), the latter referring to children that are home educated or serving custodial sentences. Please see figure 6.3 for further details.

Figure 6.3: Total No. of Children with statements by Type of provision Jan 2009 to 2012

	Type of Specialist Provision	In-borough				Out-borough				Total			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
Maintained	Special Maintained	259	255	280	303	50	57	55	57	309	312	335	360
	Maintained Mainstream	613	604	591	604	93	95	102	99	706	699	693	727
	Pupil Referral Units	17	20	20	24	2	1	0	0	19	21	20	24
	Resourced Units	79	87	87	89	4	3	4	6	83	90	91	95
<b>Sub-total (number)</b>		<b>968</b>	<b>966</b>	<b>978</b>	<b>1020</b>	<b>149</b>	<b>156</b>	<b>161</b>	<b>162</b>	<b>1117</b>	<b>1122</b>	<b>1139</b>	<b>1206</b>
<b>Sub-total (percentage)</b>		<b>74%</b>	<b>74%</b>	<b>75%</b>	<b>75%</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>12%</b>	<b>82%</b>	<b>83%</b>	<b>88%</b>	<b>89%</b>
Independent	Special Independent (Day)	10	11	15	14	42	50	51	46	52	52	66	60
	Special Independent (Residential)	0	0	0	0	34	34	24	22	34	34	24	22
	Independent Mainstream	2	1	1	1	19	16	19	24	21	21	20	25
<b>Sub-total (number)</b>		<b>12</b>	<b>12</b>	<b>16</b>	<b>15</b>	<b>95</b>	<b>100</b>	<b>94</b>	<b>92</b>	<b>107</b>	<b>112</b>	<b>110</b>	<b>107</b>
<b>Sub-total (percentage)</b>		<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>7%</b>	<b>8%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>	<b>8%</b>
Other	Academies	14	14	16	16	2	7	4	7	16	21	20	23
	Other*	13	18	21	30	5	3	5	6	18	21	26	36
	Nursery	4	8	1	1	1	0	5	5	5	8	6	6
<b>Sub-total</b>		<b>31</b>	<b>40</b>	<b>38</b>	<b>47</b>	<b>8</b>	<b>10</b>	<b>14</b>	<b>18</b>	<b>39</b>	<b>50</b>	<b>52</b>	<b>65</b>
<b>Sub-total (percentage)</b>		<b>2%</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>1%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>	<b>5%</b>
<b>Grand Total</b>		<b>1011</b>	<b>1018</b>	<b>1032</b>	<b>1082</b>	<b>252</b>	<b>266</b>	<b>269</b>	<b>272</b>	<b>1263</b>	<b>1284</b>	<b>1301</b>	<b>1354</b>

\* children described as out of school, home educated or serving custodial sentences

- 6.6 In the past 4 years, we have been able to accommodate on average 22% of Haringey resident children with statements aged 3-19 within specialist provision in-borough and 4% in specialist provision out-of borough. In contrast, on average 7 % of Haringey resident children aged 3-19 have accessed Independent provision through either day or residential settings. Overall, potentially 33% of Haringey's children and young people aged 3-19 with statements require some sort of specialist provision, of which, on average, 22% are served by in-borough provision.
- 6.7 As stated in the introduction, our aim is to provide a sufficient number of state funded school places for local children. The reasons for this are that local provision allows pupils the opportunity to maintain relationships with their community. State funded provision travel costs to minimum and so provides better value for money and makes access easier for children and their parents/carers.
- 6.8 In light of this, we have examined future demand on the basis that approximately 33% of children with statements aged 3-19 require specialist provision in-borough. We have assumed that the percentage of pupils requiring specialist provision remains the same, 33% over time, and have compared this to the number of places currently available. Figure 6.4 shows that from 2013 onwards, there will be there will be shortfall of specialist in-borough provision to meet the needs of a growing population.

Figure 6.4: Projected demand by setting type compared with available no. of places

Year	No. of children with Statements of Special Educational Need age 3-19	GLA 2011 round 3-19 population	% requiring specialist provision (33%)	No. of places at Special Schools & Haringey 6th form
Jan-09	1263	43908	412	353
Jan-10	1284	44659	418	353
Jan-11	1300	44991	425	353
Jan-12	1354	45308	442	444
Jan-13	1372	45816	453	444
Jan-14	1388	46416	458	444
Jan-15	1412	47182	466	444
Jan-16	1428	47800	471	444
Jan-17	1451	48517	479	444
Jan-18	1472	49234	486	444
Jan-19	1493	49941	493	444

The Children and Families Bill

- 6.9 On 9<sup>th</sup> May the Government announced that it would bring forward legislation to change the system for assessing and providing for special educational needs in its proposed Children and Families Bill to be published in July 2012.
- 6.10 The proposed changes include:
- replacing statutory assessments for statements and Learning Difficulty Assessments with a single birth to 25 assessment process from 2014.
  - replacing statements of SEN and Learning Difficulty Assessments with a single birth-25 Education, Health and Care Plan from 2014.
- 6.11 There are 20 Pathfinders working on a range of proposals from the Green Paper: Support and Aspiration on how the needs of children and young people with special educational needs will be best met in future and the outcomes will be shared with Local Authorities to support their planning for the change in legislation. Results from the consultation are currently being fed into a White Paper for consultation on later this year.
- 6.12 The Government has announced proposals to reform the funding arrangements for mainstream and specialist schools for children and young people aged 0 -25 year with special educational needs so that they fit with and support the legislative framework in the Children and Families Bill.
- 6.13 The reform also signals changes to commissioning arrangements and proposes to change the current recoupment system between Local Authorities, thereby enabling Local Authorities to commission schools in and out of authority to provide services and places.
- 6.14 Planning is underway to prepare for these changes and to identify and address the impact on planning future SEN provision.
- 6.15 We will continue to work with colleagues on SEN data and projections.



## Appendix 7 - Major planning applications affecting school place planning

### Tottenham Hotspurs in Northumberland Park ward

- 7.1 On the 30 September 2010 planning permission was given for the redevelopment of the current Tottenham Hotspur stadium involving the relocation of the stadium, provision of retail units, a hotel and development to provide residential units. The residential element of the proposal was scaled down as part of negotiations, but a mix of 285 residential units is still proposed
- 7.2 The Council's Draft Core Strategy was been submitted (March 2011) to a Government Inspector for an Examination in Public (EIP) by an independent inspector prior to its adoption. The EIP ran between the 28 June and the 8 July 2011. A further session of the EIP was held in February 2012 as a result of further consultation with stakeholders on changes to employment designations and minor changes to the housing policy. Following the publishing of the National Planning Policy Framework (the NPPF – which replaces all statutory policies and guidelines with a single document) on 27 March 2012, the Inspector asked the Council to reconsider all of their planning policies in the Core Strategy to ensure that they were in conformity with the NPPF and also carry out a further round of consultation with all stakeholders. This latest round of consultation finished on 13 June 2012. The overall purpose of the EIP is to determine whether the draft Core Strategy is sound (justified, effective and consistent with national policy) and legally compliant. The Core Strategy (Chapter 3 'Managing Growth, and Spatial Policy 1 Managing Growth) recognises that Northumberland Park is an area with potential for significant change and investment over the next 15 years and one or more Area Action Plans are being developed to guide this change both in Northumberland Park and in other parts of Haringey. Any Area Action Plan will take into account school place provision in development of the area as a whole.
- 7.4 Birth rates are generally rising more quickly than have been previously predicted. Demand for, and supply of, school places in Northumberland Park ward is almost at capacity – for September 2012 entry 325 (on time) first place reception applications were received for the 268 available places in local schools (Lancasterian Primary, Lea Valley Primary, St Paul's & All Hallows CE Infants and Junior schools and St Francis de Sales RC Infants and Junior schools). In January 2012 these four schools had a combined overall surplus capacity of almost 0%, indicating that the schools in this ward were near full capacity across all year groups from reception through to year 6.
- 7.5 In response to the high demand for school places in the area and the expected increase in demand as a result of development at Tottenham Hotspur and further north at the former Cannon Rubber site, we are currently exploring options as to how additional capacity can be provided in the local area. There are physical on-site constraints at almost all of the existing schools in the area meaning expansion at an existing school would prove to be very challenging. We do now know that E-Act, a free school provider, will provide an additional 60 reception places in this area from September 2012.

### Tottenham Hale and Greater Ashley Road

- 7.7 The London Plan designates Tottenham Hale as one of twenty-eight Opportunity Areas across the capital. Opportunity Areas have been identified on the basis that they are capable of accommodating substantial new jobs and homes. Tottenham Hale as a whole is also defined by the draft Core Strategy as a Growth Area.

- 7.8 The Council's Place and Sustainability Directorate adopted the Tottenham Hale Urban Centre Masterplan Supplementary Planning Document (SPD) in October 2006 to guide the development of key sites within the Tottenham Hale Urban Centre. Four key areas make up the Urban Centre area (Tottenham Hale, Greater Ashley Road, Hale Waterside/Wharf and Tottenham Gyratory).
- 7.9 Tottenham Hale area has suffered from the continued decline in manufacturing and remains characterised by deprivation, a poor physical environment, divisive transport corridors, underused and vacant sites. In the past the area has failed to capitalise on its many advantages and the exciting new vision for its transformation as a bustling new urban centre. This includes its exceptional natural environmental assets such as its waterside location next to the River Lee and close proximity to Lee Valley Regional Park.
- 7.10 The Council's aspirations for the area as a whole are outlined in paragraph 3.1.10 of the draft Core Strategy, and include the integration of new and existing communities. The provision of additional school places in the area will have at its heart the need to ensure that the school communities are inclusive and sustainable.
- 7.11 A mini masterplan is being devised to underpin a comprehensive, residential led development for the entire Hale Waterside site which could provide a significant number of new homes as well as commercial uses. A proposed pedestrian footbridge across the River Lee will form an integral part of the scheme, and one element of the east-west pedestrian 'green link'. Once again, school place provision will form an integral part of this mini masterplan as well as a need to link it to overall development in the Tottenham Hale Urban Area, ensuring that additional school place provision is joined up and sustainable.
- 7.12 Work at Tottenham Hale is continuing and will eventually provide in the region of 1210 new homes, although some of the homes are now being provided in the form of student accommodation. At the time that planning permission was given for the development, a section 106 settlement towards school place provision was agreed. We are continuing to consider how best these additional places can be provided in the local area to 1) meet the expected increased demand, and 2) ensure that the economic viability of the existing schools is maintained and enhanced. We have had initial talks with local schools and we are continuing to monitor how best to provide additional school places in the area as a result of increased demand from Hale Village.
- 7.13 The Greater Ashley Road is the next potential phase in the borough's regeneration of Tottenham Hale. The Council has already carried out a first round of consultation on the development area known as the Greater Ashley Road (GAR) which centres around the area to the north of the Tottenham Hale station interchange and retail centre.
- 7.14 It is anticipated that any future development of GAR could result in (approximately) 1600 residential units, probably resulting in a large child yield. We are and will continue to explore the options for meeting the expected rise in demand for school places as a result of any future development at GAR. We have had early preliminary talks with local schools as well as some feasibility work around a number of options for how to increase primary provision in the area. We are also working closely with our colleagues in Planning to ensure that our options for school provision are included, where appropriate, in any further consultation on GAR and any subsequent development of the site.

### **Heartlands**

- 7.15 The London Plan designates Haringey Heartlands/Wood Green as one of ten Areas of Intensification across the borough, with proposals for the creation of up to 1500 new jobs, between 850 to 1700 new homes, to enhance new river walk, and to enhanced transport links between Hornsey and Wood Green by the creation of a new spine road. At the present time the first phase of Heartlands (which has been given planning permissions) will provide 1080 units, and the north of the site has capacity for a further 350 units. Hornsey Depot has capacity to provide 185 units. Areas of Intensification have significant potential for increases in residential, employment and other uses through development or redevelopment of available sites and exploitation of potential for regeneration, through higher densities and more mixed and intensive use.
- 7.16 The borough produced the Haringey Heartlands Development Framework in 2005 setting out the Council's overall vision for the area. It includes promoting and expanding the Cultural Quarter, providing new homes and jobs and high quality open space.
- 7.17 The Council's draft Core Strategy identifies Heartlands as one of the borough's two Growth Areas (Tottenham Hale being the other one). The Council's aspirations for Heartlands, as identified by the draft Core Strategy (paragraph 3.1.9) include substantial new housing, and integration of the Heartlands with the wider area to benefit local communities and ensure sustainable development that will meet local and strategic goals.
- 7.18 A planning application has now been approved for Heartlands.
- 7.19 Due to the large number of additional housing units agreed as part of the above planning permission, additional school places will be needed in the future. Based on 1000 residential units, a child yield of approximately 811 would result. These figures are derived using Urban Environment's Housing Supplementary Planning Document. The estimate of 811 children overall would yield 355 primary school children and 253 secondary school pupils.
- 7.20 As part of our school place planning, we are continuing to monitor the supply of and demand for school places in the local area, taking into account the overall rising birth rates in London and the anticipated additional demand as a result of any new housing in this local area once it building works are on site.

## Appendix 8 - Housing policies & housing trajectory

### Temporary accommodation and its impact on place planning

- 8.1 Pupil mobility in schools – defined as ‘a child joining or leaving a school at a point other than the normal age at which children start or finish their education at that school, whether or not this involves a move of home’ (Dobson and Henthorne) – is recognised nationally as having an impact on both the school and the pupils who are mobile. Among other things, pupil mobility can have implications for funding to both Haringey and its schools, as well as potential to impact on school performance, target setting, bench marking and league tables.
- 8.2 In Haringey we have recognised the impact that pupil mobility is having on some of our schools and their ability to plan effectively. We continue to work closely with our colleagues in Housing to analysis and assess the impact that temporary accommodation in the borough is having on mobility in local schools, and to see what measures can be put in place to link the placement of families to the provision of stable and long term education for any school aged children within those families. Housing is also continuing to seek to reduce the amount of temporary accommodation across the borough as a whole. At present (June 2012) there are approximately 2911 temporary housing units of housing for Haringey residents, the majority of which are in the borough. That figure continues to be on a downward trend.
- 8.3 Work dating from 2010 on temporary accommodation and mobility in the south east of the borough suggested that the link between the two was less strong than might have been expected in an area that is characterised by fairly high mobility within its schools
- 8.4 We are also continuing to give consideration to the impact of recent changes to the way that Housing Benefit is calculated. It has been widely anticipated that, within London, the changes will mean that those on lower incomes and in temporary accommodation, will move to those parts of the borough where the rents are lower. This could then have an impact on demand for school places and also on mobility within schools in these areas. Work on this is ongoing, given that the first changes to Housing Benefit allocation were only implemented in April 2011 and will continue to be implemented up until April 2014.

### Child yield

- 8.5 When individuals/developers apply to the borough for planning permission for residential development, town planners use Supplementary Planning Guidance (known as SPG - SPG 10c - Educational Needs Generated by New Housing) to determine the likely child yield as a result of the development and, from this, the predicted increase in demand for both primary and secondary school places in the local area. A calculation of the predicted cost for these additional places is then worked out using cost indicators provided by the Department for Education and the developer/applicant is asked to make a financial contribution towards the expected increase in demand for school places as a result of their development. The purpose of this contribution or ‘planning obligation’ is to make acceptable development which would otherwise be unacceptable in planning terms, perhaps by making a demand on the infrastructure of an area/borough for which provision could not be met. Local authorities are guided in how they seek these obligations by the Town and Country Act 1990

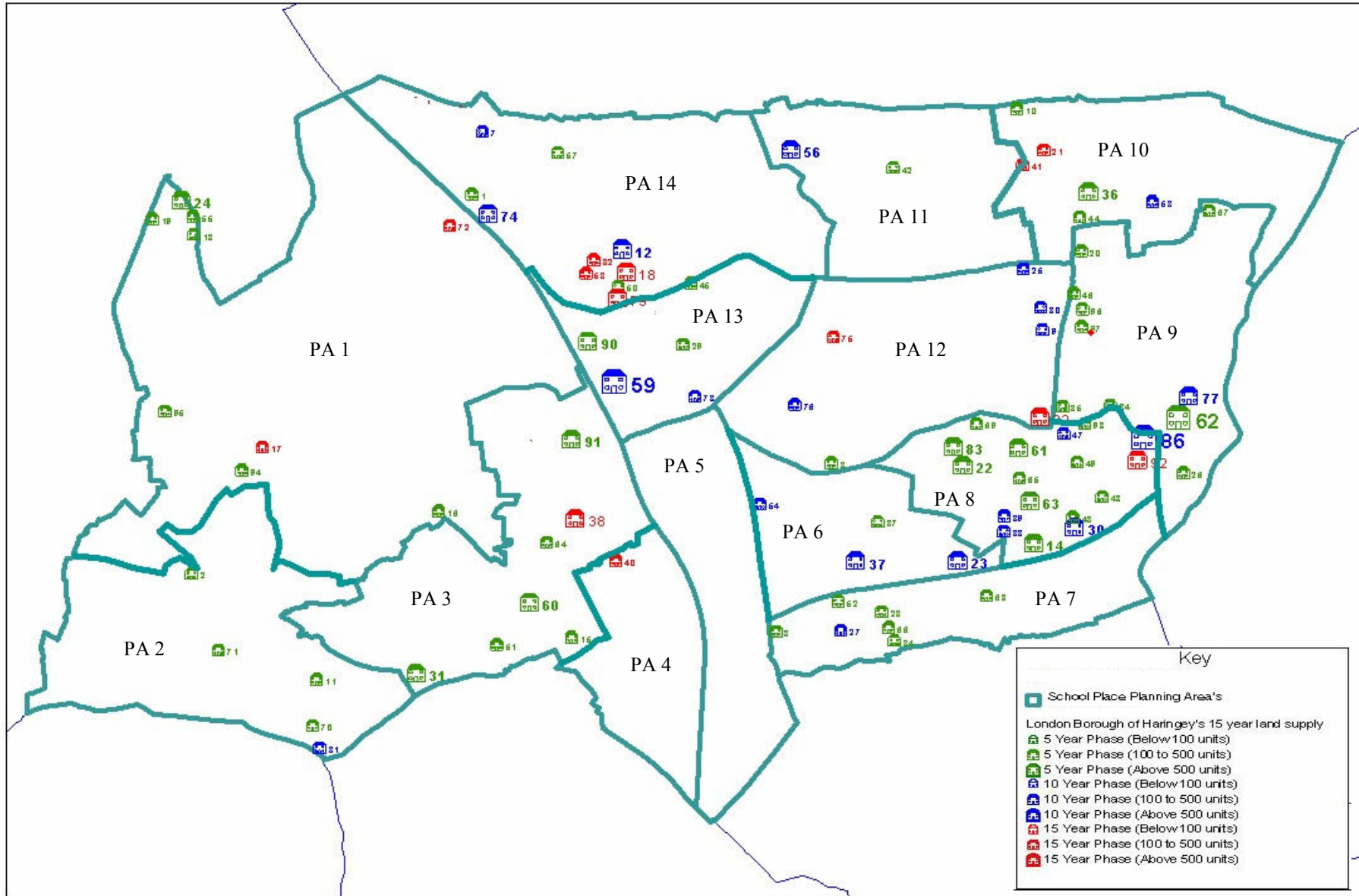
as substituted by the Planning and Compensation Act, and supplemented by Planning Circular 05/2005 – Planning Obligations.

- 8.6 Child yield is used as part of school place planning to estimate the likely number of additional families/children that will be seeking a school place in the borough over the next ten years. Along with birth rates and school roll projections, it provides us with a useful tool to help us to plan for how and where we should be providing school places to meet anticipated demand over a ten year period. Anticipated child yield for any given development(s) are looked at as part of this annual School Place Planning Report.
- 8.7 The child yield calculation in our current SPD was derived from the London Research Council (now part of the GLA) for the outer London area. These figures are now broadly recognised as being out of date, and the current best source of information for calculating child yield comes from an analysis of the 2002 London Household Survey undertaken by the Greater London Authority. The Council's Urban Environment Directorate is currently working on a Development Management document (DM DPD) which will supplement the policies contained in the Core Strategy and will contain a policy on Pre-School and Educational Needs Generated by New Housing. This new policy will use the 2002 analysis to inform its child yield calculation. The new policy has been through a first period of consultation and may be subject to change before a second round of consultation in autumn 2012. Until such time as the new policy has been formally adopted by the Council, probably during 2013, the formula contained within the current SPD will apply for the purposes of child yield calculation.

### **Haringey's Housing Trajectory**

- 8.8 In accordance with the (then) Planning Policy Statement 3 (Housing) the Place and Sustainability Directorate of the Council drew up a list of developable sites for new housing in the next 5 years. This list of sites is called the Housing Trajectory. The Housing Trajectory contains sites of 10 units or more, unimplemented planning permissions for residential development, the Opportunity Areas identified in Haringey's Unitary Development Plan (adopted July 2006) and sites used in the Greater London Authority (GLA) Housing Capacity Study (2004). The Housing Trajectory also illustrates how Haringey is performing against the conventional supply figure of the London Plan target (680 dwellings per year). The list of sites continues to be regularly updated and can be found on the Council's website at [www.haringey.gov.uk/AMR](http://www.haringey.gov.uk/AMR) as an appendix to the AMR 2009-10. The Housing Trajectory is produced annually in December, although the trajectory continues to be revised in response to any change(s) in the potential housing sites known to the Council and their availability. The Housing Trajectory can be found at [www.haringey.gov.uk/corestrategy](http://www.haringey.gov.uk/corestrategy) under Core Strategy Submission. The Trajectory is an attached document to this page entitled "Amended 15 Year Housing Trajectory".
- 8.9 Estimates of additional forms of entry required in the future are based on a combination of the GLA roll projections and the child yield from proposed housing developments. Haringey's Housing Trajectory is taken into account in the GLA population projections in a general way, where the expected population increase is evenly distributed across Haringey. However, the projections do not take account of the type of housing, the precise location

and the number of bedrooms, which are all important factors in predicting child yield. We have regular contact with our planning colleagues in Place and Sustainability to see how the housing trajectory is evolving year on year. It provides a good general indicator, along side the roll projections from the GLA, as to how demand might unfold over the next five years.



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## Appendix 9 - School Organisational plans in adjoining boroughs

### Barnet

#### Primary

- 9.1 There continues to be intense pressure on primary places in Barnet. Since 2009 Barnet has been increasing the number of primary school places available to children through a programme of permanent and temporary expansions.
- 9.2 From 2009/10 to 2012/13 Barnet have worked with head teachers to put on 44 additional classes, providing around 1,300 additional Reception places.
- 9.3 In 2009 Barnet created 6 additional Reception classes. In 2010 Barnet created 7 additional Reception classes. In 2011 Barnet created 15 additional Reception classes.
- 9.4 For September 2012 Barnet have worked in partnership with schools to put on 16 additional Reception classes (480 places). Two of these classes are permanent expansions and a further seven classes are planned to become permanent. Barnet are in discussion with a number of schools to put on further additional classes to ensure that there are sufficient places.
- 9.5 Permanent expansions - Additional permanent primary capacity provided since 2009 at:
- Colindale – 30 places (Sept 2009)
  - St Catherine's – 15 places (Sept 2009)
  - Parkfield – 15 places (Sept 2009)
  - Edgware Jewish primary school – 30 places (Jan 2011)
  - Etz Chaim free school – 30 places (Sept 2011)
  - Broadfields – 30 places (Sept 2012)
  - Rimon (Golder's Green free school) – 30 places (Sept 2012)
- 9.6 Permanent expansions are now being commissioned at identified schools to meet 13FE of this demand by September 2015.
- The Orion and Blessed Dominic – total of 4FE
  - St Mary's and St John's – 1FE
  - Brunswick Park – 1FE
  - Martin – 1FE
  - Moss Hall Infants and Juniors – 1FE
  - Menorah Foundation – 1FE
  - Mill Hill East – 3FE
  - Deansbrook Infants and Juniors – 1FE
- 9.7 Future demand - Even with the above planned permanent expansions a significant deficit remains and temporary expansions will be required each year. The latest projections indicate that Barnet will need a further 4 to 6FE in 2013, rising to 10FE by 2016 and more beyond.

#### Secondary

- 9.8 A deficit of secondary places was projected from 2015. To help meet this, and to help meet parental preference, Barnet are planning 3 permanent 1FE



expansions at The Compton (from Sept 2012), Christ's College (from Sept 2013), Copthall (from Sept 2014).

- 9.9 After these planned expansions, the latest projections indicate that by 2016 a further 5FE will be required, rising to 15FE by 2018. This does not include any margin.

#### Enfield

- 9.10 In common with most London boroughs, Enfield is continuing to experience unprecedented increased demand for primary school places. Since 2008, 2835 additional permanent primary places (i.e. 13.5 FE) have been provided. This growth has been supplemented by additional places in partner schools and one-off classes which have provided a further 875 places to date, rising to more than 1165 in September 2012. In total there will be more than 4285 additional primary places in September 2012 compared with September 2007.
- 9.11 For September 2012, including on-going expansions, one-off classes and new places at academies and free schools, 816 additional reception places are planned in Enfield. A secondary school strategy is also being prepared to provide additional places from 2015 when the larger cohorts currently in primary schools transfer to the secondary sector.
- 9.12 The regeneration of the area of the North Circular Road between Bounds Green and the A10 involves the rebuilding of the Ladderswood Estate and the refurbishment of existing properties plus new housing. Enfield is carrying out a feasibility study to expand Garfield Primary School to meet the additional demand from the regeneration scheme as well as that resulting from the continuing increase in pupil numbers resulting from population growth.
- 9.13 The projections associated with the Meridian Water development in south east Enfield indicate that the proposed plan for medium to high density housing will produce demand for an additional 4 FE in relation to the primary sector. It is proposed that two 2 FE primary schools are provided to service this development. – one of which may be as part of an all through Academy with an 8 form of entry secondary phase that will also help to meet demand from the area beyond the development. The schedule for these new schools to come on line is still to be confirmed.

#### Islington

- 9.14 To meet the rising demand for reception places, Islington have taken the following measures:
- Build work for Crouch Hill project has commenced which will include the relocation of Ashmount Primary School during 2012/13 academic year and a very small increase in its PAN.
  - St John the Evangelist Primary School are increasing their admission number
  - from 38 to 40 from September 2011

- Sacred Heart are temporarily increasing their admission number from 45 to 55 in September 2012
- Rotherfield Primary are proposing to increase their admission number from 57 to 60 in September 2013
- Ambler Primary are proposing to increase their temporary admission number from 30 back up to 60 in September 2013
- Winton Primary are proposing to reduce their admission number from 60 to 30 in September 2013

### Hackney

#### 9.15 Proposed changes include:

- Two independent (Jewish) schools in the borough; one girls secondary, one boys primary; have consulted on becoming maintained. This is likely to be from mid-2012. The schools are located in the north of the borough.
- Hackney Community College is opening a UTC (University Technical College) in September 2012. This is a course open to all students (regional) 14-19 years.
- Woodberry Down School will increase to 3FE from September 2012.
- Thomas Fairchild (southwest Hackney) +0.5FE from 2012
- Harrington Hill primary to expand by 1FE from September 2012 temporarily; expected to become permanent from 2014.
- Harrington Hill will also take an additional 1FE in Year 1 from September 2012. This is a temporary, 1 year measure.

#### 9.16 Previous years:

- Mossbourne Academy increased its PAN to 200 (from 180) from September 2011.
- An additional 4FE Academy will open in 2014 in Victoria Park Road, south Hackney.
- The Skinners Academy opened to 180 Yr 7 pupils in Sep 2010 and this is on the Woodberry Down Estate, near Manor Park/Haringey border.
- Lauriston Primary (on Tower Hamlets border) increased by 1FE to 2FE in Sep 2009.
- Simon Marks (Jewish VA school, in the north of the borough) reduced PAN by 2, to 28 per year as of Sep 2009. Simon Marks will go up to 29 from September 2012.
- City Academy opened for 180 Yr 7 in Sep 2009 (central Hackney)
- Haggerston School went from single sex (girls) to mixed in Yr 7 in Sep 2010 (south Hackney).
- Permanent expansion of 5 primary schools from September 2010
  - Gainsborough (east Hackney) +1FE
  - Mandeville (northeast Hackney) +0.5FE
  - Queensbridge (south/central Hackney) +1FE
  - Millfields (east) to operate as 3FE from September 2012 – consulted on as part of the school's admission arrangements.
  - Daubeney (east) to operate as 3FE from September 2012- consulted on as part of the school's admission arrangements.
- Southwold (northeast Hackney) +0.5FE from 2008 (but consulted for 2010 – temporary until then)

Waltham ForestSixth Form Provision

- 9.17 In September 2011, the sixth form at Heathcote School in Chingford expanded to offer a range of vocational and academic courses. Initially, in September 2010 the school introduced a 6<sup>th</sup> form, and this expanded from 20 students to 120 students in this academic year. This is projected to increase to 165 students overall from 2013/14 onwards.

Secondary

- 9.18 Highams Park Academy expanded by 25 places (just under 1FE) from ca. 7FE to 8FE from the 1st September 2012.
- 9.19 Secondary rolls are projected to rise substantially over the next 10 years from 2012/13, from around 13,000 to 18,000 in 2023/24, and whilst present accommodation can contain this increase in the short term, from 2014/15 onwards, further secondary expansions may be required in order to meet this increase in demand for secondary school places. Much of this demand will be centred in the middle of the borough in Walthamstow. A number of options are being examined to address this issue, including the relocation of a 4FE School in the borough, to a site that could accommodate a 6-8FE school in the immediate vicinity, to adding provision at another presently 6FE school.

Primary

- 9.20 Since 2001, Waltham Forest, in common with many local authorities in London, has seen a significant rise in the birth rate (up 37% between 2000 and 2011). Coupled with a significant number families moving into Waltham Forest from other London Boroughs, other parts of the UK and from abroad, this has led to an increase in demand for primary school places. This increase in primary rolls is projected to continue to increase until 2018/19 – just under 4,000 pupils, or 129 classes additional to those already in place. After this time, demand is projected ease off slightly, but retaining numbers at the level they will reach in 2016/17, an increase of 3,470 pupils on present numbers, around 116 classes over the existing provision.
- 9.21 For September 2012, schools in the borough undertook the following expansions, providing an additional 390 (13FE) permanent places at reception level.
- 9.22 The following primary schools have been or will be expanded to meet demand:

Table 1 Primary Permanent Expansions for September 2012

School Planning Area	School	Permanent expansions for September 2012
Walthamstow North West	The Winns Primary School	1FE (2->3FE)
Leyton South	Newport Primary School	1FE (3->4FE)
Walthamstow West	Mission Grove Primary School	2FE (2->4FE)

Walthamstow East	St Mary's C of E Primary School	2FE (1->3FE)
Walthamstow East	The Woodside Primary School	2FE (4->6FE)
Leyton East	Davies Lane Primary School	2FE (2->4FE)
Walthamstow North West	Hillyfield Primary Academy*	3FE (3->6FE)
TOTAL		13FE

\*To be confirmed by the Secretary of State

9.23 Given the continuing pressure on primary places it will be necessary to continue to look at other potential expansion options in addition to those above in order to meet the considerable increase in demand for primary school places.

9.24 As well as permanent expansions, 8 further additional “bulge” classes have also be provided in order to meet the increase in demand for primary places. These are given in the table below. Together, these will provide 660 reception places (22FE) for September 2012.

Table 2 Primary Temporary Expansions for September 2012

School Planning Area	School	Agreed temporary additional reception classes 2012
Chingford North	Yardley Primary School	1FE (2->3FE)
Chingford West	Chase Lane Primary School	1FE (3->4FE)
Chingford West	Chingford Hall Primary School	1FE (1->2FE)
Walthamstow North East	Oakhill Primary School	1FE (1->2FE)
Walthamstow North East	Thorpe Hall Primary School	1FE (2->3FE)
Walthamstow North West	Roger Ascham Primary School	1FE (2->3FE)
Walthamstow West	Coppermill Primary School	1FE (1->2FE)
Walthamstow West	Stoneydown Park Primary	1FE (2->3FE)
TOTAL		8 FE

### Camden

#### Primary

9.25 The 2011/12 admission round saw an unprecedented number of late applicants received after the deadline for submission (252 from Camden residents alone). However with the introduction of an extra permanent 0.5FE at Emmanuel in 2011/12 and a new 'free school' with 0.5FE at St Luke's both situated in the north west part of the borough (area of greatest pressure for places) Camden were able to place the majority of unplaced children in the 2011/12 round. By January 2012 there were a small number of vacancies in all parts of the borough, with greater numbers available in the south of up to 1FE. Looking at the reception admission round for 2012/13 has seen an increase of 76 applicants since the 2011/12 offer day to 1,835. On offer day 2012/13 there were 153 unplaced reception children compared to 80 in 2011/12 with a greater concentration in the hard to place north west part of

the borough than last year. On offer day 2012/13 there were 26 vacancies available for reception at two schools in the far south of the borough which are too far away to be offered to the 153 unplaced.

- 9.26 There are no current plans for maintained Camden schools converting to academy status. However plans were submitted in the Spring of 2011 and 2012 for the establishment of a free school by Belsize free school group (school proposal location unknown). The 2011 application was rejected by DfE, however Camden believe the Belsize group have submitted a second application in February 2012. Note that the first Camden free school opened in September 2012 with a reception roll of 15 pupils at St Luke's.
- 9.27 Based on the greater number of unplaced reception children at 153 on offer day in 2012/13 and some additional analysis which could suggest additional lates coming through the system, it has recently been agreed with schools and governors to open two 1FE reception bulge classes in the north west of the borough at Emmanuel and Kingsgate schools, providing an additional 60 places for the unplaced children. Camden expect that with the creation of these additional places that there will be enough vacancies in the system to allocate all children a place in 2012/13 after settlement in the system.
- 9.28 Camden has plans for a new 2FE school on the King's Cross development lands (St Pancras and Somers Town ward) which is currently proposed to open in 2015/16, however this will no longer be a community school due to the change in government legislation (the school is to address the projected demand from new housing being built). Due to the continued pressure in the north west of the borough members will consider if a new 1-2FE school is required on the Liddell Road site following information that is delivered from the analysis in the 2012 places planning annual report in July 2012.

#### Secondary

- 9.29 Initial analysis of secondary offers made on the 1st March 2012 for September 2012 shows the following; there were 1113 Camden residents offered a Camden school place, 527 non Camden residents offered a Camden school place, 1640 offered a Camden school place in total. There are 1707 Camden school places available for September 2012 so as at the 1st March there were 67 vacancies in the south of the borough, there will be some movement as the offered places are accepted/rejected. There were a total of 396 Camden resident children offered a school place in other borough schools. There are no unplaced children in the 2012/13 round of offers.
- 9.30 Building Schools for the Future Plans implemented:
- UCL Academy (6FE): The Academy will admit its first year 7 intake (and 6th form) from September 2012 with subsequent year on year recruitment to follow.
  - South Camden community school expansion (2FE): building work started however start date of any additional admissions currently under review
- 9.31 An application was submitted at the beginning of 2011 for a free school on a new site in the far south of the borough for a 4FE school, this was rejected by the DfE in the autumn of 2011. Camden believes that a revised application has been or will be submitted to the DfE in future.

## **Appendix 10 - Principles for school place planning in Haringey**

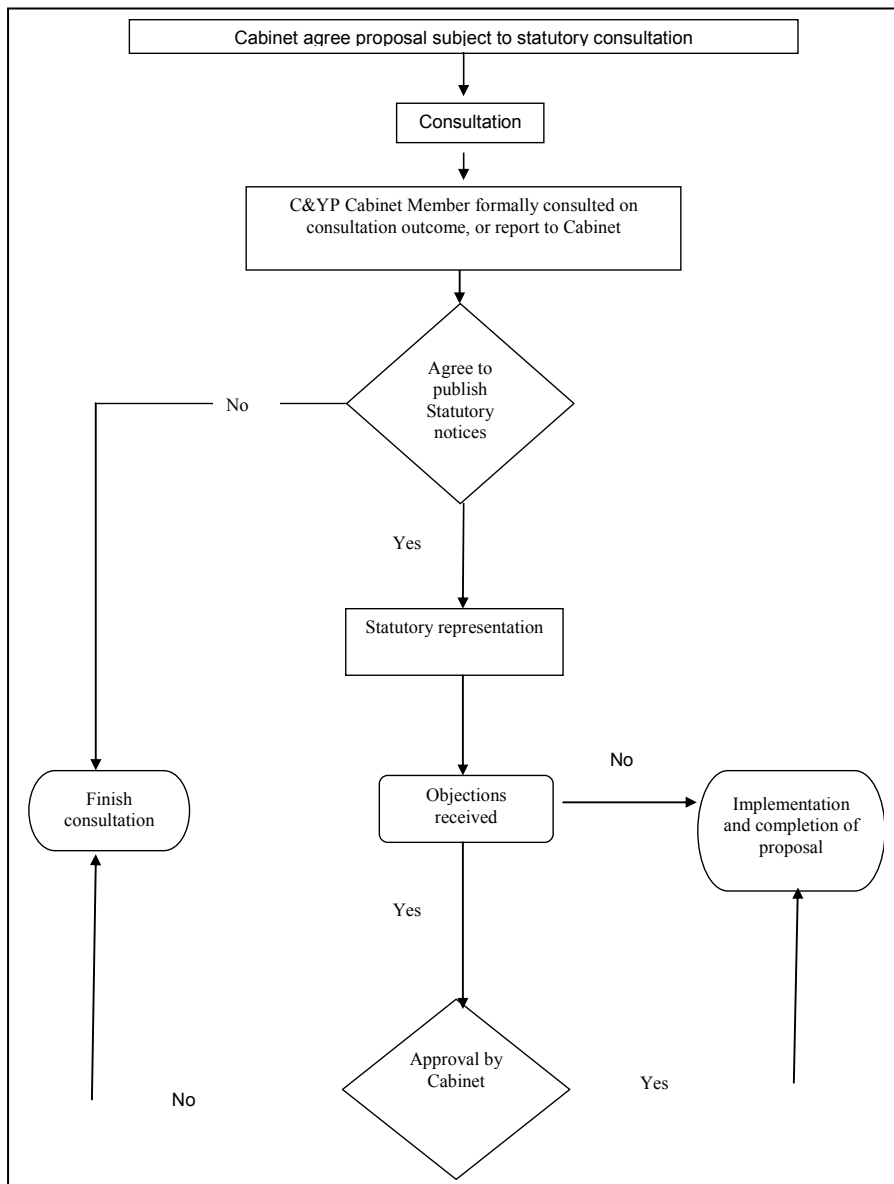
To guide the planning process in Haringey the following principles were agreed by Cabinet in July 2005, with a further principle added in 2008.

We should:

- seek to meet demand for places within local communities, having regard for the role of schools at the heart of sustainable communities;
- seek to make all our schools popular and successful. 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;
- 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 towards more schools having at least 2 forms of entry when building any new schools and through active support for federation of schools to help give each school the capacity to meet our aspirations.

**Appendix 11 – Reporting arrangements for school organisational statutory consultations in Haringey**

- 11.1 The Education Act 2006 enabled the council to take on the necessary decision making powers for statutory school organisational processes. Currently Cabinet approves only the first stage of consultation. Once the consultation has completed, the lead member for CYPS is formally consulted before the publication of statutory notices. If required, the lead member may choose to take a report on the consultation outcome to Cabinet. Then, subject to approval, statutory notices are published.
- 11.2 After the closure of statutory consultations on school organisational proposals, a report with recommendations is taken forward to Cabinet. Cabinet reviewed the recommendations and made a final determination on the statutory proposals.



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