

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

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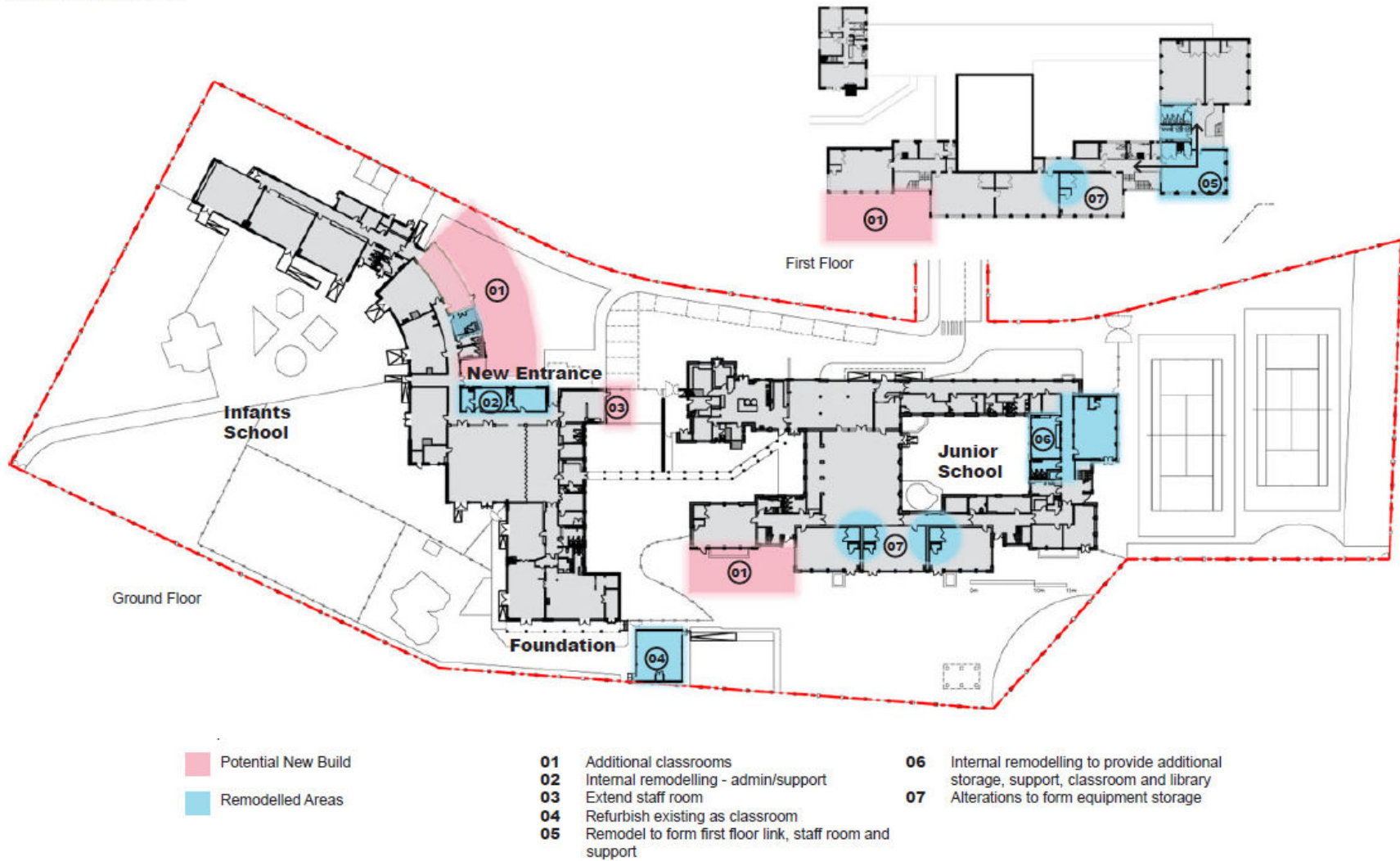
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# Appendix 1 – Belmont Design Options

## 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)

<b>PA</b>	<b>Ward</b>	<b>Sep 08- Aug 09</b>	<b>Sep 09- Aug 10</b>
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**

		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

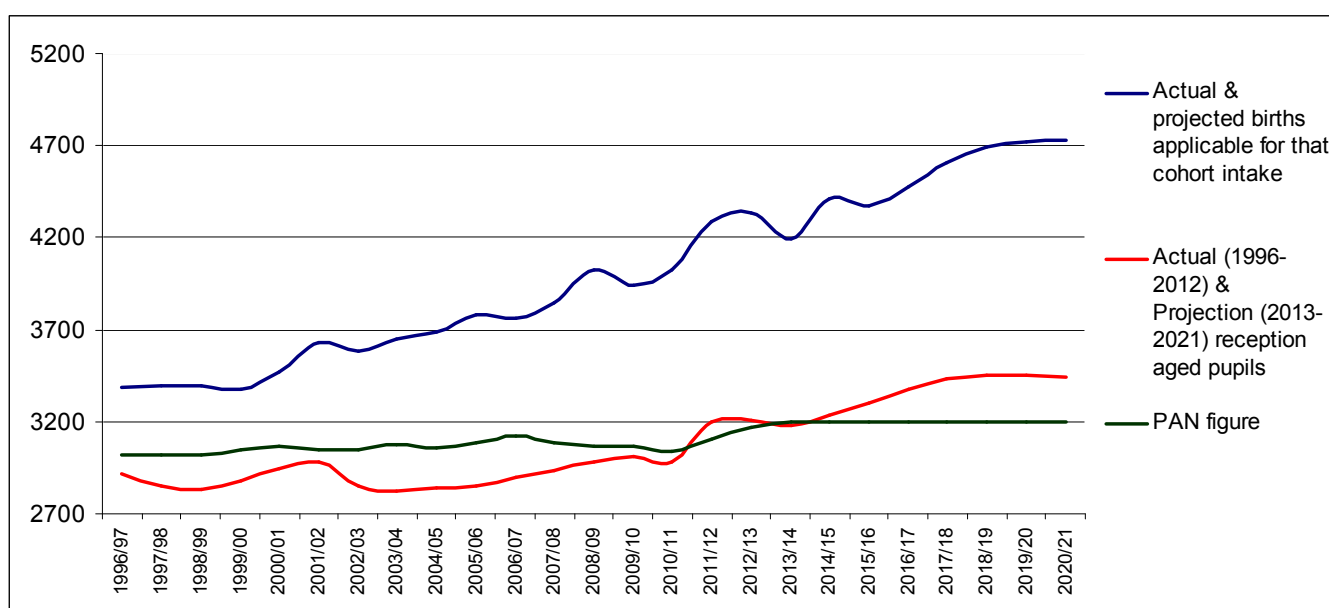
The majority of pupils leaving Belmont Junior School transfer to a range of schools in various parts of the borough, which is evidenced in the table below. Where we were unable to identify a pupil's current school either from PLASC or admissions data the assumption is that these families have either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

**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><b>BB</b></p> <p><b>NC</b></p> <p><b>NC</b></p> <p><b>NC</b></p> <p><b>BB</b></p> <p><b>BB</b></p> <p><b>NC</b></p> <p><b>ER</b></p>

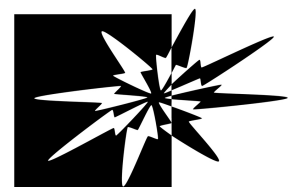
ITEM		Owner
	<p><i>Explains that there are no detailed plans at this stage, but that plans would be developed only if a decision to go ahead with the expansion is made. Any plans will be developed in close conjunction with the school community and only once a firm decision to expand is made.</i></p> <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



**Haringey** Council

**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> <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>  <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> <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>  <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> <p><b>3. Will you build 8 new classrooms? Where will they go? What's the plan?</b>  <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> <p><b>4. Will there be a consultation as part of that process?</b>  <i>Yes.</i></p> <p><b>5. There is no guarantee that playground space won't be built upon?</b>  <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> <p><b>6. Is it irrelevant whether the school can be physically expanded?</b>  <i>Any expansion would not encroach onto Belmont Recreational ground which is established public open space.</i></p> <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> <p><b>7. In light of the current economic climate, will you be expanding on the same budget?</b>  <i>We cannot say that the same budget used on other</i></p>	<p>SB</p> <p>SB</p> <p>SB</p> <p>ER</p> <p>SB</p> <p>SB</p> <p>SB</p> <p>BB</p> <p>JD</p> <p>ER</p> <p>ER</p> <p>JD</p> <p>BE</p>

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.	

**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: *Lizzy 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 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 firehkirina 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 "بيلمونت" للأطفال (Belmont Infant and Junior Schools). للحصول على نسخة بلغتك الخاصة، يرجى وضع علامة في المربع واملأ 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, ফাঁকটিতে চিহ্ন দিন, ফর্মটি পূরণ করুন এবং নিজস্ব সিগন্যার মুদ্রাইন করে ফিরিয়ে পাঠাতে 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 CENSUS. 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 4<sup>th</sup> 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



# 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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## INTRODUCTION

### **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,

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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)..

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### 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.

## INTRODUCTION

### **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.

## INTRODUCTION

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

## INTRODUCTION

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).

## INTRODUCTION

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)

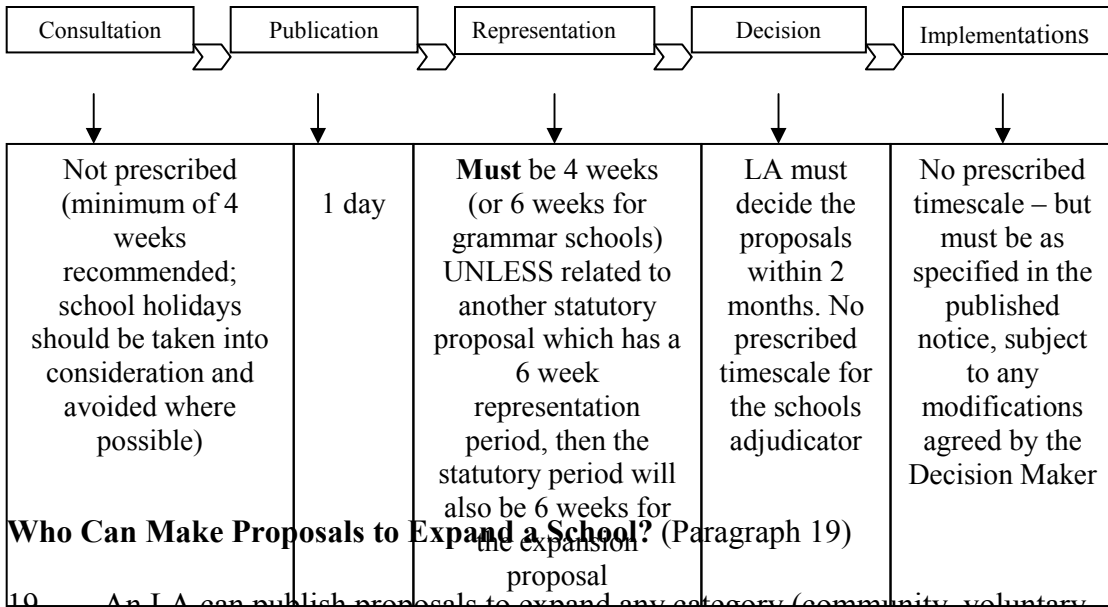
18. There are 5 statutory stages for a statutory proposal for an excepted expansion:

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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.



## INTRODUCTION



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.

## INTRODUCTION

### 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

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

## STAGE 1 - CONSULTATION

### 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;

## STAGE 1 - CONSULTATION

- 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

## STAGE 1 - CONSULTATION

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

### 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.

## STAGE 2 - PUBLICATION

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.



## STAGE 2 - PUBLICATION

### **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

## STAGE 2 - PUBLICATION

- 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

### 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

### **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.

## STAGE 4 - DECISION

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)**

## STAGE 4 - DECISION

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.

## STAGE 4 - DECISION

### **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

## STAGE 4 - DECISION

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:-



## STAGE 4 - DECISION

- 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.

## STAGE 4 - DECISION

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

## STAGE 4 - DECISION

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,

## STAGE 4 - DECISION

- 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:

## STAGE 4 - DECISION

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.

## STAGE 4 - DECISION

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.

## STAGE 4 - DECISION

- 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

## STAGE 4 - DECISION

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.



## STAGE 4 - DECISION

### **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;

## STAGE 4 - DECISION

- 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

## STAGE 4 - DECISION

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

## STAGE 4 - DECISION

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

## STAGE 4 - DECISION

(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;

## STAGE 4 - DECISION

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.

## STAGE 4 - DECISION

- 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

### 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:

Type of School	Body that published proposals	Duty to implement
Community	LA	LA
Foundation	Proposers	LA and the proposers as set out in published proposals
	LA	LA
Voluntary Controlled	Proposers	LA and the proposers as set out in published proposals
Voluntary Aided	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.



## STAGE 5 - IMPLEMENTATION

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.

## STAGE 5 - IMPLEMENTATION

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.

## STAGE 5 - IMPLEMENTATION

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.

[Empty box]

**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.

[Empty box]

**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;

[Empty box]

- (b) evidence of local demand for single-sex education; and

[Empty box]

- (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).

[Empty box]

**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

[Empty box]

(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.

**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).

## **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.

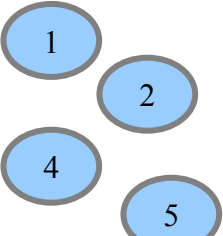
**Key Project Messages:**

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>

		on the programme) <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
<b>Headteachers, governors and teaching staff</b>		<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
<b>Parents</b>		<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
<b>Students and young people</b>		<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.

**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:

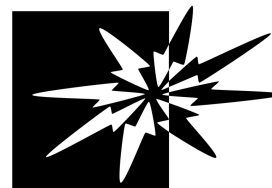
- **An expansion is likely to jeopardise the current proven success of the school** – The most critical factor in the success of a school is the quality and strength of its senior leadership team. The SLT at Belmont Infant school has a proven strong record of management and this is reflected in the school 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.





## 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.

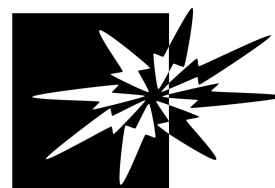
of the Prescribed Alteration regulations.

(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 - 20011**

**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.**