

School Organisation Sub-Committee

Agenda

Date: Thursday, 19th September, 2013
Time: 10.00 am
Venue: The Capesthorne Room - Town Hall, Macclesfield SK10 1EA

The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and at the foot of each report.

PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT

1. **Appointment of Chairman**

To appoint a Chairman for the meeting

2. **Declarations of Interest**

To provide an opportunity for Members and Officers to declare any disclosable pecuniary and non-pecuniary interests in any item on the agenda.

3. **Proposed Expansion of Wilmslow Grange Community Primary and Nursery, Handforth, Wilmslow and Dean Oaks Primary, Handforth, Wilmslow** (Pages 5 - 154)

To consider the proposal to expand Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420 pupil places with a planned implementation date for September 2014.

4. **Proposed Expansion of Ash Grove Primary School and Nursery, Macclesfield** (Pages 155 - 242)

For any apologies or requests for further information, or to give notice of a question to be asked by a member of the public

Contact: Sarah Baxter

Tel: 01270 686462

E-Mail: sarah.baxter@cheshireeast.gov.uk

To consider the proposal to expand Ash Grove Primary School and Nursery, Macclesfield from 105 to 210 pupil places with a planned implementation date for September 2014.

SCHOOL ORGANISATION SUB COMMITTEE PROCEDURE

The Cabinet has adopted the following procedure when exercising its function as the relevant decision maker under Schedule 2 Education and Inspections Act 2006 to consider school reorganisation proposals which attract statutory objections. The Cabinet has also adopted this procedure for the determination of other non statutory education organisation proposals which have attracted objections.

Decisions will be taken by a Committee comprising of 3 or 5 Cabinet members sitting as a Cabinet Sub Committee who will elect one member as Chair.

Representatives from the Chester(CE) Diocesan Board of Education , the Diocese of Shrewsbury Catholic Education and nominated primary, secondary, special school, nursery and foundation school governors (where appropriate) will be invited to attend and offer advice to the Sub Committee where the proposals impact on their sector of educational provision.

Part 1 of meetings of the Sub Committee will be held in public.

Introduction

- (1) There will be a brief introduction by the Principal Adviser to the Sub Committee to explain the business which is being brought before the Sub Committee, and how it will be considered.

Presentation of the Proposal

- (2) The Chair of the Sub Committee will ask the Proposers' representative(s) to present the proposal.

(No more than three presentations and a maximum 15 minutes in total.)

Local Reaction to the Proposal

- (3) The Principal Adviser will report briefly to the Sub Committee on the level and nature of responses received, together with any other responses, eg: expressions of support for the proposals.
- (4) The Chair will invite a spokesman or spokesmen representing the objectors to make an oral presentation of their objections.

(No more than three presentations and a maximum 15 minutes in total.)

Objectors are, therefore, invited to work together to co-ordinate their representations and to nominate no more than three spokesmen.

Objectors are asked to notify the Democratic Services Officer to the Sub Committee of the name(s) of their spokesman or spokesmen in advance of the meeting.)

- (5) Representatives for the Diocesan and Governing Bodies where appropriate may each ask questions of the Proposers and Objectors

Information Seeking

- (6) Sub Committee Members may ask the Proposers' representative(s) any questions about:
 - The case for the proposals.
 - Proposers' comments on the objections received.
- (8) Sub Committee Members may ask the objectors' spokesman or spokesmen any questions about the objections received.

Advice to the Sub Committee

- (9) Governor representatives and representatives from the Chester (CE) Diocesan Board of Education and Diocese of Shrewsbury Education Service where appropriate will be invited to make comments to the Sub Committee.
- (10) Elected Members will be invited to make comments to the Sub Committee.

Part 2 of the meeting will be held in private.

The Sub Committee will then meet in private and everyone else will be asked to leave the meeting at this point, save that elected members of the Borough Council may remain present, in accordance with the Council's Standing Orders relating to Council proceedings.

Review

- (11) The Sub Committee, advised by the Principal Adviser, will consider whether the Sub Committee has sufficient information to come to a decision, or whether more information, not available at the meeting, is needed.

In exceptional circumstances where significant additional information is required which cannot immediately be provided, it may be necessary for the Sub Committee to adjourn whilst the necessary information is obtained.

- (12) When (either at the first meeting to consider the proposal or at a subsequent meeting if need be) the Sub Committee considers that it has sufficient information to reach a decision, the Sub Committee will consider the issues having regard to each element of the relevant statutory Decision Makers guidance which it is required to consider, before reaching its decision.

Part 3 Announcement of the Decision in public session

- (13) The Sub Committee's decision will be made in public following the private review session. It will then be published on the Borough Council's Political Information Network within two working days and the Principal Adviser to the Sub Committee will then prepare and make public a written statement setting out the reasons for the Sub Committee's decision in relation to the relevant Statutory Decision Makers guidance.

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CHESHIRE EAST COUNCIL

Report to School Organisation Sub Committee

Date of Meeting:	19 September 2013
Report of:	Tony Crane, Director, Children Services
Subject/Title:	Proposed Expansion of: Wilmslow Grange Community Primary and Nursery, Handforth, Wilmslow and Dean Oaks Primary, Handforth, Wilmslow.
Portfolio Holder:	Councillor Rachel Bailey

1.0 Report Summary

- 1.1 This decision paper reports on the outcome of the statutory public notices (**Annex 1a and 1b**) of the Council's proposed expansion of Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420 pupil places from September 2014 and details the responses received during the subsequent 4-weeks representation period, which commenced on 18 July and concluded on 15 August 2013.
- 1.2 Section 14 of the Education Act 1996 places a duty on local authorities to ensure that there are sufficient school places available for their area. The October 2012 pupil forecasts indicate that there will be a shortfall of 227 places across all primary schools in the Wilmslow area by 2018. In response to these forecasts a review of provision has been undertaken and this has resulted in proposals to increase Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420. Statutory consultation on these proposal was approved by Councillor Rachel Bailey, Cabinet Member for Children and Families Services, on 22 April 2013.
- 1.3 In addition to the two proposals set out above, feedback was invited during consultation on the Council's proposal to fund additional school places at Lacey Green Primary School Academy. Whilst the Local Authority cannot propose the expansion of an Academy, it does have a strategic duty to ensure that it has sufficient school places for children resident in its area. The expansion of Lacey Green Primary Academy is subject to Secretary of State approval to amend the Academy's funding agreement. The Academy will therefore need to submit a business case to the Education Funding Agency, including outcomes of consultation with key stakeholders, to seek this approval.
- 1.4 Copies of the full proposals and their appendices, which include the feedback received during the statutory consultation period, are attached as **Annex 2a and 2b**.

- 1.5 The School Organisation Sub Committee is advised that it must take into account any representations received when deciding whether to approve the proposals.
- 1.6 The table below lists the documents included with this report.

Annex	Document
1a	Statutory Public Notice – Wilmslow Grange Community Primary
1b	Statutory Public Notice – Dean Oaks Primary
2a	Full Proposal – Wilmslow Grange Community Primary
2b	Full Proposal – Dean Oaks Primary
	Appendix 1 – Consultee List
	Appendix 2 – Consultation Document
	Appendix 3 – Consultation Feedback Form
	Appendix 4 – Consultation Feedback
	Appendix 5 – Extract - Cabinet Minutes, 28 Feb 2013
	Appendix 6 – Extract - Cabinet Minutes 24 June 2013 (refers to Dean Oaks only)
3a/b	Governing Body Responses
4	Representation Feedback Summary
5	Guidance for Members
6 a	Wilmslow Education Partnership Meeting – 27 Nov 2012
6 b	Wilmslow Education Partnership Meeting – 8 March 2013
7	Guidance issued by the Department for Education – Extract for Decision Makers
8	Equality Impact Assessment
	Appendix 7 – Wilmslow Grange Travel Plan (2013-2014)
9	Map showing Schools Location

- 1.7 This report was authorised by the Senior Management Team on 28 August.

2.0 Decision Requested

- 2.1 That the School Organisation Sub Committee approves for implementation in September 2014, the expansions of:
- **Wilmslow Grange Community Primary and Nursery School, Handforth** - from 210 to 315 pupil places;
 - **Dean Oaks Primary, Wilmslow** - from 315 to 420 pupil places;

3.0 Reasons for Recommendation

- 3.1 These proposals will enable the Local Authority to meet its statutory duty as Strategic Commissioner of School Places by commissioning sufficient school places for children resident in its area.

- 3.2 The Headteacher and Governors of Wilmslow Grange Community Primary and Nursery and Dean Oaks Primary have been consulted and fully support the proposed expansion of the schools to accommodate the growing population and increasing demand for school places in their area. (**Annex 3a and 3b**)
- 3.3 In making this recommendation, full consideration has been given to the 7 responses received during the 4 weeks representation period. (Full details are set out in **Annex 4**). Representations received include 4 comments on the Wilmslow Grange proposal, 2 on the Dean Oaks proposal and 1 commenting on both proposals.
- 3.4 The representations received include 3 objections and 1 response in support of the proposal to expand Wilmslow Grange. The concerns raised as objections are about increased parking issues for nearby homes; school noise levels; and the increased traffic and potential risk to children on surrounding roads.
- 3.5 For Dean Oaks, 2 objections were received. One respondent expressed concern about the disruption to the three schools in the area proposed for expansion and the cost in doing so. The other respondent commented on traffic congestion; parking issues at the beginning and end of the school day; and the need for changes at the school if the proposal is agreed to ensure the quality of education is not compromised.
- 3.6 One respondent commented on both proposals expressing concern about the impact on traffic if the area and questioning the rationale and querying if this was linked to an aspiration for extra housing in the area.
- 3.7 The School Organisation Sub Committee must take these views into account when deciding whether to approve the proposal.
- 3.8 Information relating to these issues is included as **Annex 5** to this report to assist the School Organisation Sub Committee when considering the proposal. However, this should not discourage Members from considering any other information that they consider relevant.

4.0 Background

- 4.1 The rationale for these proposals is set out in the consultation documents attached to the full proposals as **Appendix 2**.
- 4.2 To summarise, October 2012 School Census pupil forecasts indicated a shortfall in the number of primary school places in some areas of the Borough. The forecasts indicate that for Wilmslow, there will be a shortfall of 227 places by 2018. These forecasts do not provide for any operational surplus', which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To deliver 4% operational surplus, current forecasts (October 2012 School Census) indicate the need for 327 pupil places by 2018. This data is set out in the table below.

Wilmslow Area	Number on Roll (NOR) May 13	Capacity -Number of Pupil Places May 13	Academic Year					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast NOR	2426	2498	2511	2562	2607	2661	2692	2725
Forecast Shortfall Places			-13	-64	-109	-163	-194	-227
Forecast Shortfall Places including 4% operational surplus			-113	-164	-209	-263	-294	-327

- 4.3 In response to these pupil forecasts a review of provision was undertaken, resulting in 2 Local Authority expansion proposals - Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420 pupil places and a proposal by the Academy Trust to expand Lacey Green Primary Academy from 300 to 420 pupil places. This would provide 45 extra reception class places and 330 places over all year groups.
- 4.4 For the 2 Local Authority proposals, the expansions would deliver an additional 30 pupil places per year group, which could then be mainly phased in at the normal point of entry to school allowing the current reception admission to increase from 360 to 390 pupil places. The effect of this on the shortfall in capacity across the Wilmslow primary schools is demonstrated in the table below:

Academic Year	Surplus Places/ Shortfall in places (October 2012 Forecasts)	Wilmslow Proposals (210 additional places)	Additional Places Still Required Shortfall in places
13/14	-13		
14/15	-64	30	34
15/16	-109	60	49
16/17	-163	90	73
17/18	-194	120	74
18/19	-227	150	77
19/20	-227*	180	47
20/21	-227*	210	17

*Forecasts using October 2012 data do not go beyond 2018, therefore the 2018 figure is maintained as an indication.

- 4.5 The table above illustrates the need for additional capacity in the area beyond the 210 places proposed at Wilmslow Grange Community Primary and Nursery and Dean Oaks Primary with a remaining shortfall of 77 pupil places by 2018 and no operational surplus.

- 4.6 If approved by the Education Funding Agency, the additional expansion of Lacey Green Primary Academy from 300 school places to 420 would provide a further 120 school places over all year groups. This would provide sufficient capacity to address the remaining shortfall in the number of places forecast for 2018 and would contribute to a level of operational surplus just above 4%.
- 4.7 The additional capacity from all three expansion proposals would be mainly phased in at the normal point of entry to the school increasing reception classes from the current 360 pupil places to 405, and more in line with demand in recent years, as set out in the table below.

School Name	PAN (Places) 2013	1st Preferences		Catchment Area	
		2012	2013	2012	2013
Alderley Edge	30	37	25	51	38
Ashdene	60	70	65	54	54
Dean Oaks	45	40	38	107	114
Gorsey Bank	60	59	85	38	52
Lacey Green	45	60	67	42	54
Lindow	30	24	21	30	23
St Anne's Fulshaw	19	20	13	32	25
St Benedict's	26	20	30	n/a	n/a
Styal	15	21	22	8	7
Wilmslow Grange	30	42	47	70	66
Total	360	393	413	432	433

Published Admission Number, applies to the normal point of entry to the school (reception class) Figures quoted as at the point of allocation for Reception 2013 places i.e 16 April 2013

- 4.8 This request for approval to expand the two Local Authority maintained schools has taken into account feedback received during the formal consultation period and officers have shared plans within the Wilmslow School Partnership about the long term strategy for the area. (Minutes attached as **Annex 6a and 6b**)
- 4.9 A report detailing the outcome of the formal consultation undertaken between 30 April 2013 and 4 June 2013 was presented to the Cabinet Member on 1 July 2013 whereupon permission was given to issue a statutory notices detailing the proposed expansion of Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420 pupil places
- 4.10 In accordance with the guidance issued by the Department for Education, the statutory notice was published in the local paper and a copy of the notice and complete proposal were forwarded to the Secretary of State. The statutory four-week representation period that followed commenced on 18 July 2013 and concluded on 15 August 2013. Committee members are advised that this statutory process provides the opportunity for any person with an interest to submit representations, which can be objections as well as expressions of support for the proposals. Committee

members must take any views received into account when deciding whether to approve the proposal.

- 4.11 The representation period was notified to key stakeholders including Ward Members, George Osborne MP, the Diocese and Parish Councils. Information was emailed to all schools in the Wilmslow Local Area Partnership (LAP) and neighbouring primary schools were issued with letters for distribution to all their parents and carers. Copies of the statutory notice were displayed by officers on the school gates at Wilmslow Grange Community Primary and Nursery and Dean Oaks Primary and in other prominent places in the local area.

5.0 Wards Affected

- 5.1 Wilmslow Grange Community Primary and Nursery School is situated in Handforth Ward. Dean Oaks Primary is situated in Wilmslow East Ward. However, consultation was undertaken with all neighbouring wards:-

Alderley Edge
Handforth
Wilmslow Dean Row
Wilmslow East
Wilmslow Lacey Green
Wilmslow West & Chorley

Local Ward Members

Cllr Frank Keegan – Alderley Edge
Cllr Barry Burkhill - Handforth
Cllr Dennis Mahon – Handforth
Cllr Paul Whiteley – Wilmslow Dean Row
Cllr Ron Menlove – Wilmslow East
Cllr Don Stockton – Wilmslow Lacey Green
Cllr Gary Barton – Wilmslow West and Chorley
Cllr Wesley Fitzgerald – Wilmslow West and Chorley

6.0 Financial Implications (Authorised by the Director of Finance and Business Services)

- 6.1 A block budget (grant) has been approved to fund schemes identified as Basic Need. This block budget was formally approved at Council on 28 February 2013.
- 6.2 The building works necessary for the Wilmslow proposals would be funded from the Council's 2013/2014 Capital Programme and investments required for each school are estimated at:
- Wilmslow Grange Community Primary £887,000
 - Dean Oaks Primary £929,000
- 6.3 The funding approved by the Council includes £887,000 for the proposed expansion of Wilmslow Grange named as a scheme in the 2013-2014 budget

book and £1,237,000 set aside as a block allocation to fund one of two options - Dean Oaks Primary or Lacey Green Primary Academy. Cabinet approval to fund Dean Oaks was given on 24 June 2013.

- 6.4 In addition, the Local Authority submitted a bid for Capital investment in Lacey Green Primary Academy from the Targeted Basic Need programme implemented by the Department for Education. This programme was to provide additional support to local authorities experiencing the greatest pressure on places to expand good and outstanding schools with high levels of demand. The Local Authority received notification on 18 July from the Education Funding Agency that the bid was successful.

7.0 Legal Implications (Authorised by the Borough Solicitor)

- 7.1 As the additional accommodation proposed for Wilmslow Grange Community Primary and Nursery and Dean Oaks Primary would increase the capacity of the school by more than 30 pupils and by more than 25% the proposed enlargement is subject to statutory proposals.
- 7.2 Section 21 of the Education and Inspections Act 2006 states that regulations will set out who determines any proposals for prescribed alterations, including expansions made under Section 19. The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, as amended, describe the procedures that must be followed when making prescribed alteration proposals and state that local authorities must make decisions about expansions.
- 7.3 If a local authority fails to make a decision about a proposal within 2 months of the end of the Representation Period the local authority must forward the proposal, and any representations received, excluding those withdrawn in writing, to the Schools Adjudicator for a decision.
- 7.4 The regulations further provide that the local authority must have regard to the statutory guidance given from time to time by the Secretary of State when they take a decision on proposals. An extract from the relevant Department for Education guidance entitled *"Expanding a Maintained Mainstream School by Enlargement"* is attached for Members as **Annex 7**
- 7.5 Paragraph 4.7 of that statutory guidance states that, upon receipt of the proposal, there are 4 key issues that decision makers should consider before judging the respective factors and merits of the proposal.
- Is any information missing? If so, the decision maker should request this immediately specifying a date by which the information should be provided;
 - Does the published notice comply with statutory requirements?
 - Has the statutory consultation been carried out prior to the publication of the notice? and
 - Are the proposals "related" to other published proposals?

- 7.6 The School Organisation Sub Committee is advised that they must have regard to paragraphs 4.17 to 4.73 of the statutory Guidance when making their decision, in accordance with Regulation 8 of The Regulations. As stated in paragraph 3.7 above, information considered to be of relevance to this section of the Guidance is set out in **Annex 5**, but this should not discourage members from considering any other issues that they consider relevant. The Department for Education's guidance makes it clear that the list provided in the Guidance should not be treated as exhaustive because the importance of each factor will vary depending on the proposal and as such all proposals should be considered on their individual merits.
- 7.7 Where capital funding is required for a proposal, guidance states that the decision maker must be satisfied that funding is available before any proposals are published (**Appendix 6**)
- 7.8 An Equality Impact Assessment (**Annex 8**) has been completed in relation to this proposal and concluded that the proposal would have an overall positive impact on several of the areas, specifically parents and carers, young people and socio-economic disadvantaged groups and a neutral impact on the remaining factors.

8.0 Risk Management

- 8.1 Disruption to pupils, staff and the community must be kept a minimum during the reorganisation period and any subsequent building programme. This is to ensure that standards continue to improve.
- 8.2 The proposed expansion was identified to address a basic need in Wilmslow. This is in order to ensure that the Authority meets its statutory duty to provide sufficient school places in this area.
- 8.3 Implementation of this proposal will be subject to the necessary planning permissions.

9.0 Access to Information

- 9.1 The background papers relating to this report can be inspected by contacting the report writer:
Name: Barbara Dale
Designation: School Admissions and Organisation Manager
Tel No: 01270 686392
Email: Barbara.Dale@cheshireeast.gov.uk



STATUTORY NOTICE

PROPOSED EXPANSION OF WILMSLOW GRANGE COMMUNITY PRIMARY AND NURSERY SCHOOL, WILMSLOW

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Cheshire East Council intends to make a prescribed alteration to Wilmslow Grange Community Primary and Nursery School, Ullswater Road, Handforth, Wilmslow, Cheshire, SK9 3NG from 01 September 2014.

The proposal is to expand the school to provide 315 pupil places by increasing the existing capacity by 105 places for implementation by September 2014. Subject to approval the Local Authority, as the Admission Authority for the school, will determine an increase in the Published Admission Number from 30 to 45 in April 2014 for September 2015.

The current capacity of the school is 210 and the proposed capacity will be 315. The current number of pupils registered at the school is 215. The current admission number for the school is 30 and the proposed admission number will be 45.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from the Council's website: www.cheshireeast.gov.uk or can be obtained by writing to: Barbara Dale School Admissions and Organisation Manager Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ

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 Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 18 July 2013

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STATUTORY NOTICE

PROPOSED EXPANSION OF DEAN OAKS PRIMARY SCHOOL, HANDFORTH ROAD, HANDFORTH, CHESHIRE

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Cheshire East Council intends to make a prescribed alteration to Dean Oaks Primary School, a Community School, Handforth Road, Handforth, Wilmslow, Cheshire SK9 2LX from 01 September 2014.

The proposal is to expand the school to provide 420 pupil places by increasing the existing capacity by 105 places for implementation by September 2014. Subject to approval the Local Authority, as the Admission Authority for the school, will determine an increase in the Published Admission Number from 45 to 60 in April 2014 for September 2015.

The current capacity of the school is 315 and the proposed capacity will be 420. The current number of pupils registered at the school is 302. The current admission number for the school is 45 and the proposed admission number will be 60.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from the Council's website: www.cheshireeast.gov.uk or can be obtained by writing to: Barbara Dale School Admissions and Organisation Manager Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ

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: Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 18 July 2013

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Annex 2a

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 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.

Not Applicable

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school .

Wilmslow Grange Community Primary and Nursery Ullswater Road Handforth Wilmslow Cheshire SK9 3NG

Wilmslow Grange Community Primary and Nursery is a Community School maintained by Cheshire East Borough Council, Westfields, Middlewich Road, Sandbach, Cheshire, CW11 1HZ

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.

September 2014

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.

Within 4 weeks from the date of publication of this proposal any person may object to or make comments on the proposal by sending them to:-

Children's Services
Organisation and Capital Strategy,
Floor 7 c/o Municipal Buildings
Earle Street
Crewe
CW1 2BJ

or via email to SOCS@cheshireeast.gov.uk.

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.

The proposal is to expand the school to provide 315 pupil places by increasing the existing capacity by 105 places for implementation by September 2014. Subject to approval the Local Authority, as the Admission Authority for the school, will determine an increase in the Published Admission Number from 30 to 45 in April 2014 for September 2015. However, in accordance with statutory requirements, and subject to approval to expand the school, the Local Authority would admit children above the published admission number into the reception class with effect from September 2014.

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;

Current capacity of the school is 210 school places. The proposed new capacity of the school is 315.

- (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;

Changes to published admission numbers; which determine the number of pupils to be admitted into the relevant age group, must be made in accordance with the requirements set out in the School Admissions Code. The relevant age group is defined in law as “an age group in which pupils are or will normally be admitted” to the school.

The Published Admission Number (PAN) for this school is 30. In the event that approval is given to expand the school for completion in September 2014, the Local Authority will admit pupils above the admission number up to a maximum of 45 pupils into the relevant age group in accordance with the requirements set out in paragraph 1.18 of the School Admissions.

- (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;

Not applicable

- (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.

Not applicable

(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.

There are currently 215 pupils on roll.

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.

Not Applicable

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.

No new site will be required but the proposal requires 2 extra classrooms to be provided within the existing school site. The site is sufficient to expand to accommodate 315 pupil places retaining adequate playground and playing field provision.

(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.

Not Applicable

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;

Not Applicable

- (b) the arrangements for safeguarding the welfare of children at the school;

Not Applicable

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

Not Applicable

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

Not Applicable

(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

Not Applicable

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Not Applicable

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;

Not Applicable

- (b) the distance between the proposed and current site;

Not Applicable

- (c) the reason for the choice of proposed site;

Not Applicable

- (d) the accessibility of the proposed site or sites;

Not Applicable

- (e) the proposed arrangements for transport of pupils to the school on its new site; and

Not Applicable

- (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.

Not Applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional school places to accommodate the growing demand for places in the local area and address basic need.

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.

In accordance with section 19 of the Education and Inspections Act 2006 Cheshire East Council has consulted interested parties on its proposal to expand Wilmslow Grange Community Primary and Nursery. Consultation was implemented between 30 April 2013 and 4 June 2013 and in accordance with the guidance issued by the Secretary Of State

The consultation documents were published on the Council's website at www.cheshireeast.gov.uk throughout the process and were made available in hard copy on request. The Council's website has been updated regularly to provide full details and information about the process has been communicated in writing, including email, to all interested parties. **Appendix 1** contains the list of persons and parties who were consulted together with information about how the consultation has been implemented.

In order to facilitate feedback on the proposal, a formal document was produced (**Appendix 2**) detailing the background to the proposal and the statutory

consultation process, with information on how feedback could be provided. A feedback form was included with the document. **(Appendix 3)** An electronic form was made available online to facilitate feedback and interested parties could also provide feedback orally by telephoning the Council. The feedback received as part of this process is summarised in **Appendix 4**.

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.

The building work would be funded from the Council's 2013/2014 Capital Programme. The Capital investment required is estimated at £887,000

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).

A block budget (grant) has been approved to fund schemes identified as Basic Need. This block budget was formally approved at Council on 28 February 2013. An extract of the minutes of 28 February 2013 Council meeting are attached as **Appendix 5**.

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

- (c) evidence of parental demand for additional provision of early years provision;

Not Applicable

- (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

Not Applicable

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Not Applicable

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;

Not Applicable

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

Not Applicable

- (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;

Not Applicable

- (d) The proposed number of sixth form places to be provided.

Not Applicable

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.

Not Applicable

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;

Not Applicable

- (b) any additional specialist features will be provided;

Not Applicable

- (c) the proposed numbers of pupils for which the provision is to be made;

Not Applicable

- (d) details of how the provision will be funded;

Not Applicable

- (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;

Not Applicable

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Not Applicable

- (g) the location of the provision if it is not to be established on the existing site of the school;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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.

Not Applicable

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;

Not Applicable

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

Not Applicable

- (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).

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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;

<p>The Wilmslow Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Wilmslow, Handforth and Alderley Edge. The total primary school capacity across this area is 2498 pupil places, and currently provides 360 reception class places.</p>

<p>Pupil forecasts for the Wilmslow LAP indicate a shortfall in pupil places across all schools and year groups of 227 by 2018. These forecasts exclude the Local Authority's preferred target of 4% 'operational surplus', which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To meet this target, current forecasts (October 2012 School Census) indicate the need for 327 pupil places by 2018.</p>

<p>There is an increasing demand in the Wilmslow area at the normal point of entry to school (i.e. into the reception class) which is impacting significantly on parental preference and the Authority's ability to comply with its statutory duty to provide sufficient school places for its residents. It is expected that this increase will continue in the coming years with the potential admission pool, which is based on birth rate data for this area, remaining high for 2013 and increasing further for 2015 with a potential admission pool of 441 pupils. This is well beyond the current capacity of 360 reception class places.</p>
--

<p>Some long term measures have already been taken to increase capacity in the Wilmslow area. This additional capacity has provided an additional 147 pupil places in two schools across all year groups and increasing the reception class places in the area to 360 for 2013 and subsequent years. This increasing demand at the normal point of entry to school, together with the forecast shortfall across all year groups of 227 pupil places by 2018, has necessitated further expansion proposals for this area of the Borough.</p>

- (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;

Not Applicable

- (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.

Not Applicable

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

Not Applicable

- (b) a statement on the local capacity to accommodate displaced pupils.

Not Applicable

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).

Wilmslow Grange is a successful school achieving a “Good” category from Ofsted at the last inspection in June 2012. Demand for places from local residents and the number of children resident in the schools catchment area has been increasing in recent years. For 2012 and 2013, the number of children resident in the school’s catchment area has been double the 30 places available.

For the last 4 years the number of first preference applications has exceeded the 30 places available in the reception class and for admission in 2012 the Local Authority, in agreement with the school, admitted 44 pupils to ensure that local children could access a school place within a reasonable distance from their home address.

No extra accommodation was provided to the school at that time and to accommodate these additional children the school converted the IT Suite to provide an 8th classroom. For admission in 2013, the Local Authority, in agreement with the school, admitted 45 pupils to ensure places for local families at a school within a reasonable distance.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2010	30	49	32
2011	30	48	31
2012	30	70	42
2013	30	66*	47*

* On 3 April 2013

It is therefore recommended that the local demand for places at this school justifies an extension to take the school up to 315 places with an admission number of 45 pupils per year group.

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 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.

Not Applicable

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school .

Dean Oaks Primary School Handforth Road Handforth Wilmslow Cheshire SK9 2LX
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Dean Oaks Primary School is a Community School maintained by Cheshire East Borough Council, Westfields, Middlewich Road, Sandbach, Cheshire, CW11 1HZ
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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.

September 2014

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.

Within 4 weeks from the date of publication of this proposal any person may object to or make comments on the proposal by sending them to:-

Children's Services
 Organisation and Capital Strategy,
 Floor 7 c/o Municipal Buildings
 Earle Street
 Crewe
 CW1 2BJ

or via email to SOCS@cheshireeast.gov.uk.

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.

The proposal is to expand the school to provide 420 pupil places by increasing the existing capacity by 105 places for implementation by September 2014. Subject to approval the Local Authority, as the Admission Authority for the school, will determine an increase in the Published Admission Number from 45 to 60 in April 2014 for September 2015. However, in accordance with statutory requirements, and subject to approval to expand the school, the Local Authority would admit children above the published admission number into the reception class with effect from September 2014.

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;

Current capacity of the school is 315 school places. The proposed new capacity of the school is 420.

- (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;

Changes to published admission numbers; which determine the number of pupils to be admitted into the relevant age group, must be made in accordance with the requirements set out in the School Admissions Code. The relevant age group is defined in law as “an age group in which pupils are or will normally be admitted” to the school.

The Published Admission Number (PAN) for this school is 45. In the event that approval is given to expand the school for completion in September 2014, the Local Authority will admit pupils above the admission number up to a maximum of 60 pupils into the relevant age group in accordance with the requirements set out in paragraph 1.18 of the School Admissions.

- (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;

Not applicable

- (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.

Not applicable

(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.

There are currently 302 pupils on roll.

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.

Not Applicable

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.

No new site will be required but the proposal requires 2 extra classrooms to be provided within the existing school site. The site is sufficient to expand to accommodate 420 pupil places retaining adequate playground and playing field provision.

(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.

Not Applicable

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;

Not Applicable

- (b) the arrangements for safeguarding the welfare of children at the school;

Not Applicable

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

Not Applicable

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

Not Applicable

(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

Not Applicable

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Not Applicable

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;

Not Applicable

- (b) the distance between the proposed and current site;

Not Applicable

- (c) the reason for the choice of proposed site;

Not Applicable

- (d) the accessibility of the proposed site or sites;

Not Applicable

- (e) the proposed arrangements for transport of pupils to the school on its new site; and

Not Applicable

- (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.

Not Applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional school places to accommodate the growing demand for places in the local area and address basic need.
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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.

<p>In accordance with section 19 of the Education and Inspections Act 2006 Cheshire East Council has consulted interested parties on its proposal to expand Dean Oaks Primary School. Consultation was implemented between 30 April 2013 and 4 June 2013 and in accordance with the guidance issued by the Secretary Of State</p>

<p>The consultation documents were published on the Council's website at www.cheshireeast.gov.uk throughout the process and were made available in hard copy on request. The Council's website has been updated regularly to provide full details and information about the process has been communicated in writing, including email, to all interested parties. Appendix 1 contains the list of persons and parties who were consulted together with information about how the consultation has been implemented.</p>

<p>In order to facilitate feedback on the proposal, a formal document was produced (Appendix 2) detailing the background to the proposal and the statutory consultation process, with information on how feedback could be provided. A feedback form was included with the document. (Appendix 3) An electronic form was made available online to facilitate feedback and interested parties could also provide feedback orally by telephoning the Council. The feedback received as part</p>

of this process is summarised in **Appendix 4**.

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.

The building work would be funded from the Council's 2013/2014 Capital Programme. The Capital investment required is estimated at £929,000

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).

A block budget (grant) has been approved to fund schemes identified as Basic Need. This block budget was formally approved at Council on 28 February 2013. An extract of the minutes of 28 February 2013 Council meeting are attached as **Appendix 5**. The budget approved by the Council includes £1,237,000 set aside as a block allocation to fund additional places in the Wilmslow area. The £929,000 required to implement this proposal was approved for virement from this block allocation by the Council's Cabinet at the meeting held on 24 June. (**Appendix 6**)

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

- (c) evidence of parental demand for additional provision of early years provision;

Not Applicable

- (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

Not Applicable

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Not Applicable

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;

Not Applicable

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

Not Applicable

- (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;

Not Applicable

- (d) The proposed number of sixth form places to be provided.

Not Applicable

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.

Not Applicable

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;

Not Applicable

- (b) any additional specialist features will be provided;

Not Applicable

- (c) the proposed numbers of pupils for which the provision is to be made;

Not Applicable

- (d) details of how the provision will be funded;

Not Applicable

- (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;

Not Applicable

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Not Applicable

- (g) the location of the provision if it is not to be established on the existing site of the school;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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.

Not Applicable

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;

Not Applicable

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

Not Applicable

- (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).

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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;

<p>The Wilmslow Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Wilmslow, Handforth and Alderley Edge. The total primary school capacity across this area is 2498 pupil places, and currently provides 360 reception class places.</p>

<p>Pupil forecasts for the Wilmslow LAP indicate a shortfall in pupil places across all schools and year groups of 227 by 2018. These forecasts exclude the Local Authority's preferred target of 4% 'operational surplus', which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To meet this target, current forecasts (October 2012 School Census) indicate the need for 327 pupil places by 2018.</p>

<p>There is an increasing demand in the Wilmslow area at the normal point of entry to school (i.e. into the reception class) which is impacting significantly on parental preference and the Authority's ability to comply with its statutory duty to provide sufficient school places for its residents. It is expected that this increase will continue in the coming years with the potential admission pool, which is based on birth rate data for this area, remaining high for 2013 and increasing further for 2015 with a potential admission pool of 441 pupils. This is well beyond the current capacity of 360 reception class places.</p>
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<p>Some long term measures have already been taken to increase capacity in the Wilmslow area. This additional capacity has provided an additional 147 pupil places in two schools across all year groups and increasing the reception class places in the area to 360 for 2013 and subsequent years. This increasing demand at the normal point of entry to school, together with the forecast shortfall across all year groups of 227 pupil places by 2018, has necessitated further expansion proposals for this area of the Borough.</p>

- (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;

Not Applicable

- (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.

Not Applicable

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

Not Applicable

- (b) a statement on the local capacity to accommodate displaced pupils.

Not Applicable

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).

<p>The school is successful achieving a “Good” category from Ofsted at the last inspection in March 2012. The number of children resident in the school’s designated catchment area has been increasing in recent years exceeding the 45 places available. Although the number of first preference applications received would appear to indicate that the school is not oversubscribed the school usually receives a number of late requests for places after</p>
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the initial offer date and by the start of term in September has usually reached or exceeded the 45 places available.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2010	45	88	32
2011	45	106	33
2012	45	107	40
2013	45	111*	38*

*On 3 April 2013

For admission in 2012 the Local Authority, in agreement with the school, admitted 50 pupils to ensure that local Wilmslow children could access a school place within a reasonable distance from their home address. For September 2013 admissions the Local Authority has again agreed with the school to admit up to 60 pupils to ensure local children in the area could access a school place within a reasonable distance.

It is therefore recommended that the demand for places in the area justifies an extension to the school to increase the number of pupil places to 420 places, which can be phased in from September 2014 at the normal point of entry to the school. The school would have an admission number of 60 pupils operating as a two form of entry primary school.

Consultee	Organisation / School
Council's Web Pages	
Governing body - schools which are the subject of proposals	Wilmslow Grange Community Primary and Nursery School , Dean Oaks Primary and Lacey Green Primary Academy
Headteacher & Staff - schools which are the subject of proposals	Wilmslow Grange Community Primary and Nursery School , Dean Oaks Primary and Lacey Green Primary Academy
Parents/ Carers of Pupils	Wilmslow Grange Community Primary and Nursery School , Dean Oaks Primary and Lacey Green Primary Academy
Governing bodies, Head teachers , staff and parents at Neighbouring Primary Schools	Alderley Edge
	Ashdene
	Gorsey Bank
	Lindow
	St Anne's Fulshaw
	St Benedict's
	Styal
Governing Bodies, Headteacher and staff at Neighbouring High School	Wilmslow High
Neighbouring Authorities	Manchester
	Stockport
	Trafford
Diocesan Authorities	Catholic Diocese of Shrewsbury
	Anglican Diocese of Chester
MP(s) of the constituencies affected	Mr George Osborne
Councillors - Ward Members	Cllr Frank Keegan – Alderley Edge
	Cllr Barry Burkhill - Handforth
	Cllr Dennis Mahon – Handforth
	Cllr Paul Whiteley – Wilmslow Dean Row
	Cllr Rod Menlove – Wilmslow East
	Cllr Don Stockton – Wilmslow Lacey Green
	Cllr Gary Barton – Wilmslow West and Chorley
	Cllr Wesley Fitzgerald – Wilmslow West and Chorley
Local District / Parish where the subject schools are located	Nether Alderley
	Handforth
	Styal
	Over Alderley (Mr D Ostick)
	Alderley Edge
	Chorley
	Wilmslow Town Council
Unions	NAHT
	GMB
	UNISON

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PROPOSED SCHOOL EXPANSIONS WILMSLOW AREA

PUBLIC CONSULTATION DOCUMENT

**Tony Crane
Director of Children's Services
Cheshire East Council
Westfields, Sandbach
Cheshire
CW11 1HZ**

April 2013

OBJECTIVE OF THIS CONSULTATION DOCUMENT

This consultation document is designed to ensure that all interested parties are made aware of the options that have been considered during the early stages of this process and to provide you with information on how you can feedback your views to the Council as part of this agreed consultation process..

All feedback will be collated and presented in a report to the Cabinet Member for Children and Families Services with an analysis of the responses received and recommendations on the next steps.

We therefore urge you to consider the information presented in this document and to return your comments and views to this Council by completing the feedback form provided.

BACKGROUND INFORMATION

Wilmslow Local Area Partnership (LAP)

The Wilmslow Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Wilmslow, Handforth and Alderley Edge. The total primary school capacity across this area is 2498 pupil places, and currently provides 360 reception class places.

School	Status
Alderley Edge Community Primary	Community
Ashdene Primary	Community
Dean Oaks Primary	Community
Gorsey Bank Primary	Community
Lacey Green Primary Academy	Academy
Lindow Community Primary	Community
St Anne's Fulshaw CE Primary	Voluntary Controlled
St Benedict's Catholic Primary	Voluntary Aided
Styal Primary	Community
Wilmslow Grange Community Primary and Nursery	Community

Pupil forecasts for the Wilmslow LAP indicate a shortfall in pupil places across all schools and year groups of 227 by 2018. These forecasts exclude the Local Authority's preferred target of 4% 'operational surplus', which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To meet this target, current forecasts (October 2012 School Census) indicate the need for 327 pupil places by 2018. The forecasts, which are derived from school census information, are shown in the following table:

Wilmslow Area	Number on Roll (NOR) Jan 13	Capacity - Number of Pupil Places	Academic Year					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast NOR	2424	2498	2511	2562	2607	2661	2692	2725
Forecast Shortfall Places without the 4% operational surplus			-13	-64	-109	-163	-194	-227
Forecast Shortfall Places including the 4% operational surplus			-113	-164	-209	-263	-294	-327

There is an increasing demand in the Wilmslow area at the normal point of entry to school (i.e. into the reception class) which is impacting significantly on parental preference and the Authority's ability to comply with its statutory duty to provide sufficient school places for its residents. It is expected that this increase will continue in the coming years with the potential admission pool, which is based on birth rate data for this area, remaining high for 2013 and increasing further for 2015 with a potential admission pool of 441 pupils. This is well beyond the current capacity of 360 reception class places.

Wilmslow LAP Reception (January 2012)				
Year	Reception Admissions	Live Births – Potential Admissions	Difference	% Difference
2008	336	<i>Data not available for these two years</i>		
2009	317			
2010	336	400	-64	-16.0%
2011	348	377	-29	-7.7%
2012	376	410	-34	-8.3%
2013		412		
2014		386		
2015		441		
2016				
2017				

Some long term measures have already been taken to increase capacity in Wilmslow (this additional capacity is included in the latest forecasts detailed above). This additional capacity has provided an additional 147 pupil places in two schools across all year groups and increasing the reception class places in the area to 360 for 2013 and subsequent years. This increasing demand at the normal point of entry to school, together with the forecast shortfall across all year groups of 227 pupil places by 2018, has necessitated further expansion proposals for this area of the Borough.

When considering which schools to expand the Authority has given consideration to a number of issues including the number of pupils in each

school's catchment area and the community's ability to sustain the school, the number of first preferences received for each school as an indication of popularity, the current size of the school and capacity to expand; the latter taking into account site suitability, and the latest Ofsted inspections. Suitable schools also needed to be central to the areas where the extra places are required.

To accommodate the growing need for additional places in the area the following expansions are proposed for completion in September 2014:

- **Wilmslow Grange Community Primary and Nursery School, Handforth** - from 210 to 315 pupil places;
- **Dean Oaks Primary, Wilmslow** - from 315 to 420 pupil places;
- **Lacey Green Primary Academy** - from 300 to 420 pupils places;

It should be noted that the Local Authority cannot propose the expansion of an Academy. This is the responsibility of the Academy Trust. The purpose of including the Lacey Green proposal in the Authority's consultation exercise is to work in collaboration with the Academy and to provide clarity for all consultees on the plans for growth in the Wilmslow area. Further information will be made available by the Academy on its website. Any feedback received on this proposal will be shared with the Academy Trust to inform their own decision-making process.

The proposed expansions, if approved, would provide an additional 330 places (all year groups) for the Wilmslow area. This additional capacity would be phased in at the normal point of entry to school allowing the current reception admission to increase from 360 pupil places to 405 pupil places (+45) and therefore more in line with current demand. Admissions into other year groups may be necessary to provide some operational surplus in other year groups from 2014.

October 2012 School Census Forecasts	14/15	15/16	16/17	17/18	18/19
Wilmslow additional capacity phased in (45 reception places each year)	45	90	135	180	225
Forecast Shortfall Places without the 4% operational surplus	-64	-109	-163	-194	-227
Net effect	-19	-19	-28	-14	-2

Informal consultation with headteachers of the Wilmslow primary schools has been undertaken and the feedback received during this process has informed these proposals. These proposals have the full support of the headteachers and governing bodies of the schools proposed for expansion.

It is therefore recommended that the local demand for places justifies expansion of schools in this area to provide the additional school places required to meet current and future demand and to provide a level of operational surplus, where necessary, to accommodate reasonable journey times to school, allow some degree of parental choice and to provide flexibility to allow for mid-year entrants

SCHOOL ADMISSIONS

For admission in September 2012, the Local Authority received applications in excess of the 345 reception class places available with a total of 376 admissions by the start of term in September (October 2012 School Census data). To accommodate these additional children a number of schools admitted over their Published Admission Number (PAN).

Changes were made to increase capacity in two primary schools which increased the number of available places for reception class from 345 places to 360 places from September 2013. At the time of producing this consultation document, 413 applications have been received for September 2013 admission.

Year	Total Reception Places Available	Total Number of First Preference Applications for Wilmslow Schools
2010	342	345
2011	342	354
2012	345	393
2013	360	413*

* On 3 April 2013

Additionally the number of children resident within the combined catchment areas of the schools has been steadily increasing and for the last 4 years has exceeded the reception class places available and indications are that this trend will continue.

Year	Total Reception Places Available	Number of Children Resident in the Wilmslow School Catchment Areas
2010	342	361
2011	342	434
2012	345	448
2013	360	431*

* On 3 April 2013

Wilmslow Grange Community Primary and Nursery

Situated in the village of Handforth, Wilmslow Grange Community Primary and Nursery was built in 1963 as a single form entry school. Between 2004 and 2007 the school was expanded from 210 pupil places (capacity) to 294 but due to falling numbers on roll their capacity was reduced in 2008 and further reduced in 2009 to 210 places.

Wilmslow Grange is a successful school achieving a “Good” category from Ofsted at the last inspection in June 2012. Demand for places from local residents and the number of children resident in the schools catchment area has been increasing in recent years. For 2012 and 2013, the number of children resident in the school’s catchment area has been double the 30 places available.

For the last 4 years the number of first preference applications has exceeded the 30 places available in the reception class and for admission in 2012 the Local Authority, in agreement with the school, admitted 44 pupils to ensure that local children could access a school place within a reasonable distance from their home address.

No extra accommodation was provided to the school at that time and to accommodate these additional children the school converted the IT Suite to provide an 8th classroom. For admission in 2013, the Local Authority is once again agreeing the admission of additional children to secure places for local families at a school within a reasonable distance and therefore further measures will be necessary.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2010	30	49	32
2011	30	48	31
2012	30	70	42
2013	30	66*	47*

* On 3 April 2013

It is therefore recommended that the local demand for places at this school justifies an extension to take the school up to 315 places with an admission number of 45 pupils per year group. The school site is large enough to accommodate a school of this size whilst retaining adequate playground and playing field provision.

If approved any expansion of the school would be subject to planning permission.

Dean Oaks Primary School

Dean Oaks Primary School was established in 2009 following the amalgamation of Oaklands Infant and Dean Row Junior schools, both of which had an intake at the normal point of entry of 60 pupils. Following a review of school places undertaken by the former Cheshire County Council, the infant and junior schools were amalgamated and replaced by Dean Oaks, which was established as a 315 place primary school with an intake of 45 pupils at the normal point of entry.

The school is successful achieving a “Good” category from Ofsted at the last inspection in March 2012. The number of children resident in the school’s designated catchment area has been increasing in recent years exceeding the 45

places available. Although the number of first preference applications received would appear to indicate that the school is not oversubscribed the school usually receives a number of late requests for places after the initial offer date and by the start of term in September has usually reached or exceeded the 45 places available.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2010	45	88	32
2011	45	106	33
2012	45	107	40
2013	45	111*	38*

*On 3 April 2013

For admission in 2012 the Local Authority, in agreement with the school, admitted 50 pupils to ensure that local Wilmslow children could access a school place within a reasonable distance from their home address. For September 2013 admissions the Local Authority has again agreed with the school to admit up to 60 pupils to ensure local children in the area could access a school place within a reasonable distance.

It is therefore recommended that the demand for places in the area justifies an extension to the school to increase the number of pupil places to 420 places, which can be phased in from September 2014 at the normal point of entry to the school. The school would have an admission number of 60 pupils operating as a two form of entry primary school.

The school's site is large enough to accommodate a 2 form of entry primary school whilst retaining adequate playground and playing field provision.

If approved any expansion of the school would be subject to planning permission.

Lacey Green Primary Academy

Situated in a built up residential area on the outskirts of Wilmslow town centre, Lacey Green Primary Academy was built in 1952 as a 1.5 form entry primary school with an intake at the normal point of entry of 45 pupils. Following a review of school places undertaken by the former Cheshire County Council, the school was reduced in 2008 to a 1 form of entry primary with an intake of 30 pupils at the normal point of entry to the school (i.e. reception class) reducing the school's overall capacity to 210 places. To accommodate the reduction in net capacity classrooms were converted for alternative use by the school.

Lacey Green Primary converted to Academy status in September 2012. To meet growing demand for places at the school the capacity was increased from 210

places to 300 places. This facilitated an increase in the published admission number (PAN) from 30 to 45 with effect from 2013.

Lacey Green Primary Academy is successful school achieving an “Outstanding” category from Ofsted at the last inspection in March 2009.

Demand for places from local residents has been increasing in recent years and for the last 4 years first preference applications have exceeded the places available (PAN) in the reception class.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2010	30	38	44
2011	30	46	48
2012	30	42	60
2013	45	54*	67*

* On 3 April 2013

For admission in 2012 the Local Authority, in agreement with the Academy, admitted 60 pupils to ensure that children living in Wilmslow could access a school place within a reasonable distance from their home address. For admission in 2013 the Local Authority, in agreement with the school, are again looking to accommodate additional children above the current 45 intake to ensure local children can access a school place within a reasonable distance to their home address.

It is therefore recommended that the demand for places in the area justifies an extension to the school to increase the number of pupil places to 420 places, which can be phased in from September 2014 at the normal point of entry to the school. The school would have an admission number of 60 pupils operating as a two form of entry primary school.

The school’s site is large enough to accommodate a 2 form of entry primary school whilst retaining adequate playground and playing field provision.

If approved any expansion of the school would be subject to planning permission.

FINANCIAL ISSUES

A block budget (grant) has been approved to fund schemes identified as Basic Need. This block budget was formally approved at Council on 28 February 2013.

The building works necessary for the Wilmslow proposals would be funded from the Council’s 2013/2014 Capital Programme and investments required for each school are estimated at:

- Wilmslow Grange Community Primary £887,000
- Dean Oaks Primary £900,000
- Lacey Green Primary Academy £1,237,000

It should be noted that the funding approved by the Council includes £887,000 for the proposed expansion of Wilmslow Grange and £1,237,000 set aside as a block allocation to fund one of two options - Dean Oaks Primary or Lacey Green Primary Academy. The implementation of all three proposals is therefore subject to Council approval to fund the additional investment required, as set out above, utilising funding streams as follows:

Option 1 - Unallocated funds from the Children, Families and Adults 2013-2014 Capital Programme.

Option 2 – Department for Education Funding - ‘Targeted Basic Need’- The Local Authority is in the process of submitting a bid for Capital investment in Lacey Green Primary Academy from the Targeted Basic Need programme implemented by the Department for Education. This programme is to provide additional support to local authorities experiencing the greatest pressure on places to expand good and outstanding schools with high levels of demand. The target date for decisions on bids is June 2013.

TIMESCALES

It is proposed that the programme for the implementation of any change would be:

30 April 2013 to 4 June 2013	Formal Public Consultations
10 June 2013	Meeting of the Council’s Portfolio Holder for permission to issue Public Notices
17 June 2013 to 15 July 2013	Representation period
22 July 2013	Cabinet decision
29 July 2013	Implementation
September 2014	Proposed completion date.

HOW DO I COMMENT ON THE PROPOSALS

You can complete our electronic feedback form which can be accessed on the Council’s website at www.cheshireeast.gov.uk. All views expressed during consultation will be presented to the Council’s Portfolio Holder before a decision will be made on whether to progress to the next stage.

Feedback received regarding the Lacey Green Primary Academy proposal will be forwarded to the Academy Trust to inform their own decision-making process. Further information about the rationale for this proposal will be made available on the Academy's website at www.laceygreen.cheshire.sch.uk

WHAT IS THE NEXT STAGE?

All responses to this consultation will be collated and presented to the Council's Cabinet Member at the end of the consultation period for a decision on how to proceed, which may be to issue public notices. If public notices are to be published, a representation period will follow for a fixed period of 4 weeks, in line with statutory requirements. This will normally be the final opportunity for interested parties to have their say about a proposal. Responses to the Lacey Green Academy proposal will be forwarded to the Academy Trust.

At the end of the representation period, a further report will be prepared and presented to the Council's Cabinet or, if objections are received, to the Council's School Organisation Sub Committee for a final decision on the proposal.

PLEASE NOTE:

Where individual queries are received, we will not answer you directly, but we will compile a detailed response to the consultation that will be published on our website, with hard copies available on request.

For further information, contact:

Cheshire East Council, School Organisation and Capital Strategy Team, Floor 7,
C/O Municipal Building, Earle Street, Crewe CW1 2BJ,
e-mail: SOCS@cheshireeast.gov.uk Tel: 0300 123 5012.

Wilmslow Area Consultation Feedback Form

You are invited to comment on three primary school expansions, as listed below, which are proposed for the Wilmslow area. Please refer to the Wilmslow Area Consultation Document, which provides background information and the rationale for the expansions.

Please note: Your personal details will be withheld but any feedback provided will be collated to inform decision-making and will therefore become a public record and published on the Council's website at the end of the consultation period.

Please tick the relevant boxes to indicate your view and provide any comments you feel are relevant to these proposals in the space provided.

[illegible]

Please indicate below any of the following that apply to you:

Respondent Details	Please Tick (✓)	Please name the school
Parent/Carer of pupil(s) attending the school		
Governor of the school		
Member of staff at the school		
Pupil at the school		
Other (please specify)		

Name:	Date:
Address:	Signed:

Please return this form to:

Cheshire East Council, School Organisation and Capital Strategy, Floor 7. C/O Municipal Building, Earle Street, Crewe CW1 2BJ by the closing date of **4 June 2013**

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	AGREE WITH PROPOSAL TO EXPAND:-			
CONNECTION	WILSMLOW GRANGE	DEAN OAKS	LACEY GREEN	COMMENTS
Governor – Dean Oaks & St Benedict's	Support	Support	No view	Extra spaces needed especially if Town Plan proposals accepted.
Governor – Dean Oakes	Support	Support	Support	I think these expansions will benefit Wilmslow and Handforth enormously. As you know we have a growing population here and I am sure all the places will be filled.
Parent of Pupil - Wilmslow Grange and Local Resident	Oppose	No View	No View	<p>Point 1 – Increased car traffic will create additional and potential risk to children on Ullswater Road. We live opposite Wilmslow Grange school. As it stands now the morning drop off and afternoon pick up is chaotic with so many cars parking across our and neighbours drive s when we are trying to get to work and children are trying to cross the road safely to get to school. They also park in the restricted areas outside the school gates and generally drive too fast and park in an unsafe or unreasonable way. The school seems powerless to manage this despite numerous complaints by many residents about speeding cars and bad parking to the school and police. Police have made efforts to notify bad parking cases, but nothing is working at all and local residents have even been threatened by parents who have parked cars across the drive and been asked to move them.</p> <p>Now the proposed 50% more children means 50% more drop-off and pick-up activity and I see no ability now to manage the cars racing up and down Ullswater Road and Kingston Road every day. This will be 50 % worse in the new proposal.</p> <p>We understand the need to increase school places: however this must be coupled with an action plan that manages traffic at peak times@ keeps children safe around the school roads and allows local residents to access and leave their properties without being parked in.</p> <p>Point 2. – Why close and sell off primary school property (Dean Oaks and Brooke Dean) and then expand those in the proposal.</p> <p>The other comment that we must make is that we cannot understand the logic of selling off part of Dean Oaks to housing developers, and now Dean Oaks is to be expanded again. The space now needed was existing at dean Oaks before it was sold off to builders !!! The Brooke Dean Primary school on Spath Lane was also</p>

				closed and the children moved to Wilmslow grange. Brooke Dean had 85 children. The capacity of both the closed schools would have covered this new demand: so why does the Council have such a limited vision in planning primary school pupil numbers?
Parent / Carer - Dean Oaks	Not indicated	Oppose	Oppose	I strongly object to the expansion of Dean Oaks Primary School. Dean Oaks is already a larger than average Primary School building will retain adequate playground and playing field provision. The children should not be subjected to any further reduction in their existing outdoor play areas and especially not if these facilities are then expected to serve over 100 additional pupils. As you are aware the school has already undergone extensive alterations and building works as recently as 2009 with double the number of children now making use of the original outdoor space when Oaklands Infants and Dean Row Juniors merged. Any further reduction to the playground and playing field areas coupled by a further 30% increase in pupils should not be permitted. Numerous comments were raised with the council by parents about the retention of part of the adjoining infants site in 2009 when the infant and junior schools merged. These comments were ignored with the council selling off the entire adjoining infants site for residential development which is only just taking place now. It is shockingly short sighted to now be suggesting only a few years later that the outdoor play areas be reduced even further whilst increasing child numbers by 30%
Pupil Dean Oaks	Oppose	Oppose	Oppose	I think that cutting off part of the playground to make space for classes and 105 more children is terrible idea. Firstly it is bad because playtime is the only time to have freedom and fun so destroying the playground would make us feel like there is no fun at still in school. Secondly, if you want 105 more pupils then we will all be crowded in a smaller playground with a lot less to do. Thirdly if there are more people we can't all be out at the same time because of the size of the playground so we will have to have fewer breaks because of the amount of people and the size of the playground. And finally, we don't have a big enough hall so we can't fit all the kids in for lunch or assembly. DON'T EXPAND OUR SCHOOL! In my conclusion I think that you shouldn't do it because it takes away our only fun thing at school so I say that it is a despicable idea and should not be done!!!
Governor -I Dean Oaks	Not indicated	Support	Not indicated	This will enable the school to return to a two form entry with single year group classes, kindly the current mixed year group classes. There is ample room for the expansion, it should include a lager school hall for lunches, assemblies and PE.

Parent/Carer Lacey Green Academy	No view	Oppose	Oppose	<p>I am appalled by the short-sighted actions of the council. It was perfectly apparent to me as a member of the general public that there was an impending expansion of Primary School places required to cater for the current baby boom, so how on earth did someone arrive at the decision to knock down the former Oaklands/ Dean Oaks school and build houses on it??? It didn't make sense at the time (which is not very long ago at all).</p> <p>The proposed expansion of all three schools will impose burdens on their localities in terms of increased traffic and parking problems – it's bad enough at Lacey Green as it is. An increase in congestion at peak times will heighten the risk to pedestrians. There will also be problems for the schools in terms of pupil access to shared facilities such as halls and canteens, not to mention a further reduction in the size of playing fields and playgrounds at a time when the importance of exercise is being increasingly recognised.</p> <p>The management of such potentially large primary schools is also a factor that may lead to worse outcomes for educational achievement. I can only conclude that the decision regarding Oaklands must have resulted from some cosy relationship between council members and property developers. The responsible people want disciplining or sacking.</p>
Parent/Carer St Benedict's/ All Hallows Catholic College	Oppose	Oppose	Oppose	<p>As a parent since 2001 of St Benedict's Catholic Primary I am a little disappointed that the 2 schools above are in the thought process for expansion. The site St Benedict's sits on is massive – ripe for expansion, and even the inclusion of a nursery. You don't have to be a Catholic to attend, which I think is something that some parents are not aware of. Just because the school is voluntary aided, I don't think the council pushes the school enough to prospective parents, or are we to be penalised again by the council for choosing to send our children to a faith school, as we were 5 years ago when free school transport was rescinded? St Benedict's is THE only Catholic Primary in the local area and should be included in any developments!</p>
Not indicated	Not indicated	Not indicated	Not indicated	<p>I am all in favour for making our schools better in the area but there is one school that seems to be have been over looked. St Benedicts Catholic Primary in Handforth is the only faith school in the area and is very full with small infant classrooms. Every child has the basic need to have room in their classroom to be able to sit comfortable, be able to see the board from where they sit and not to have to work in a corridor.</p> <p>The new reception class for September 2013 is going to be 31. Every class is</p>

				<p>approaching or is already over 30 and as the infant end of e class has not been changed since its build in the 70's it really needs doing to give our children the best possible start in life.</p> <p>Please take this on board and see if you can do anything to help our faiths school</p>
Parent/Carer & Governor Dean Oaks	Support	Support	Support	<p>With our rising population, there is a proven need for more school spaces. With larger schools we will better cater for the needs of the growing community.</p>
Parent/Carer St Benedict's	Oppose	Oppose	Oppose	<p>St. Benedict's has the land, plenty of it and could incorporate a nursery, with its own play area around and still have room for outdoor games and play time for the primary school. This would provide better continuity in the Early Years stage of schooling and Phonics which is so important. As a parent it is very frustrating when one's child starts school at St. Benedict's often not knowing other children. Some children come from private nurseries, child minders of Rainbows preschool (which has a waiting list now and only does full days on Fridays – no use to working mums) A waiting list at Rainbows albeit a super nursery suggests there is a provision not being met in this local area. St. Benedict's is doing so well now. To expand schools around could impact on their intake St. Benedict's is the only Catholic provision in the area.</p>
Not indicated	Not indicated	Not indicated	Not indicated	<p>The expansion and investment in schools in the Wilmslow area is a fantastic and very necessary measure. I wholeheartedly support this proposal, but feel that the proposals have missed a vital opportunity to expand the only catholic School in the area – St Benedict's is a small community school where children thrive, however the classrooms are in need of modernisation. This could be done through the proposed funding, therefore meeting the basic needs of the children already attending, whilst expanding the school to allow for an increase in expansion.</p>
Parent /Carer Wilmslow Grange & Staff at St Benedicts	No view	Oppose	Oppose	<p>I feel these schools would become too large four hundred and twenty pupils is far to many. In addition there will be major issues with parking and is currently in all of the aforementioned schools without increasing pupil places. I do feel that improving other local schools such as St Benedict's in Handforth to ensure that the building is adequate and fit for purpose should be of equal priority. Without this you are disadvantaging a group of children who may choose a church school. Over the coming years when there is a increase of uptake several of those children may be catholic and not be given the opportunity to attend a catholic school.</p>

Parent & Staff at Dean Oaks & local resident	No view	Oppose	No view	Access to the school (Dean Oaks) is already congested and dangerous at drop off / pick up times. The local roads will not cope with the added pressure of extra numbers. How will Wilmslow High School cope which is already over subscribed? This is just a ploy to justify further house building on local green fields. Prospective parents do not like big primary schools, they like smaller schools. Bigger is not necessarily better. I would not have chosen Dean Oaks if its intake was 420 when my children were approaching school age. It will just result in more children attending the school from outside the catchment area and more children being dropped off by car. How ridiculous to close Oaklands Infant School, build houses on the land and then say that Dean Oaks needs to expand.
Parent/ Carer St Benedict's	Support	Support	Support	<p>My husband and I do support the expansion of these schools however we are a catholic family and want our children to attend a Catholic school with equally good provision as these may have. Currently St Benedict's does not have the classroom facilities required to meet the ever increasing intake each year and our concerned that without necessary funding the school will not be able to meet the basic needs our children have in future years.</p> <p>We have 1 child currently in Reception and are not particularly happy with the layout of the classrooms of years 1 and 2, in these so important first years at school, some money needs investing to improve these to support KS1 learning. These is a lot of potential for the school to be "Excellent" but given the layout and size of rooms in KS2 classes we worry it will impact our children negatively if the school doesn't get financial support it deserves to expand the premises, in particular at the moment years 5 and 6 share a classroom, which we feel is far from ideal.</p> <p>With our daughter due to start at the school in September 2014, we wanted to strongly put forward our feelings about where the Council's funds will be invested over the next couple of years and hope that our popular and successful school will be considered for their fair share of the pot too. We are really happy with the excellent staff and teaching levels at St Benedict's and I would highly recommend anyone to send their children here. It has such a lovely community feel and all the children seem very happy. Although we wouldn't want the school to become too big, as in a two-form entry, We would like to see an overall improvement in the building itself, not just for our own children but all the children who go there.</p>

Parent – St Benedict's	No view	No view	No view	I understand that in addition to the expansions above it is being taken into consideration the increase in pupil admissions at St Benedict's. I would like to express my concern because I do not believe the school is ready to accommodate for more pupils without an improvement to its buildings and facilities. It would be a shame if St Benedict's was worse equipped compared to neighbouring schools because catholic parents may feel the need to send their kids to different schools in the future. I would like to ask you to kindly take into consideration some sort of support (financial mainly) if the number of pupils admissions is bound to increase at St Benedict's.
Headteacher-Dean Oaks	support	support	support	I feel that the data analysis projects that by 2018 there will be need for all three expansions and so I approve all three school extensions to meet this need.
Parent – St Benedict's	Oppose	Oppose	Oppose	More school places means they will want to build more houses!! We have very few green open spaces left and we are fighting to keep them green! Also I feel that St Ben's will be excluded if the other school get extended.
Parish Council	Not indicated	Not indicated	Not indicated	Many thanks for contacting Nether Alderley Parish Council regarding the proposed expansion of the listed schools in Wilmslow. The Parish Council considered the proposals at its meeting on 16th May 2013 and has no objections to the plans.
Parent/ Carer Dean Oaks	Not indicated	Oppose	Not indicated	The figures given in the consultation document state that Dean Oaks Primary School is not over subscribed and it is apparent that it is not the first preference for the majority of local families. Therefore it does not meet the criteria as set out in the proposal. The consultation document states that “increasing demand in Wilmslow area” yet none of the other Wilmslow schools have been proposed for expansion. It is very hard to believe that other Wilmslow schools do not meet the criteria for expansion, for example:- <ol style="list-style-type: none"> 1) Reception places are over subscribed 2) Can accommodate additional buildings 3) Have a good OFSTED report. It has not escaped our notice that the 3 proposed schools are located in the north Wimsow/Handforth. We strongly suspect that there may be a link with the current proposals to further develop residential areas in Handforth

				particularly on the green field next to the A43 (near Total Fitness)
Governor – Wilmslow Grange	support	support	support	
Governor & Staff – Wilmslow Grange	support	No view	No	Our school was closed 7 years ago due to falling numbers. If we extend more schools surly we will have surplus places and these should be in state schools not Academies.
Staff – Wilmslow Grange	support	support	support	We need the spaces in Wilmslow so really they need expanding.
Parent & Governor- Wilmslow Grange	support	support	support	
Governor – Wilmslow Grange	support	support	support	
Local Resident	support	support	support	
Staff – Wilmslow Grange	support	support	support	
Staff – Wilmslow Grange	support	support	support	
Staff – Wilmslow Grange	support	support	Not indicated	
Not indicated	Not indicated	Not indicated	Not indicated	<p>I have recently been made aware of the consultation which is taking place relating to Wilmslow primary schools. I have no objection to these proposed changes, however, I am concerned that there are no plans to extend St. Benedicts's Catholic Primary School. This is only catholic school in the area. Surely there should be a balance of provision for both faith and non-faith schools. The current proposals would potentially result in parents not choosing a faith school due to the inadequacy of its provision compared to the neighbouring non-faith schools. As the school's results are very good, surely the school should be supported in their continued provision by having improved classroom provision?</p> <p>I hope that this consultation period gives the consideration to St. Benedicts that it deserves.</p>

Governing Body	support	support	oppose	<p>Lindow Community Primary School's Governing Body discussed this proposal in committee, these are our comments:</p> <p>The potential admission rises in 2013 but dips back in 2014, the planned implementation date for this proposal, before climbing again in 2015.</p> <p>While our PAN number for 2013 is 30, we only have 27 places currently taken. We believe capacity in existing schools should be filled first.</p> <p>In 2012, admissions were 376 from a potential of 410; why is the number for 2013, 413 from a potential of 412?</p> <p>If the proposed expansion is not completed until September 2014, what will happen in September 2013?</p> <p>The document states 'an additional 330 places will be made available phased in at the normal point of entry'. However, the proposal seems to suggest all the necessary building work for the 330 children will be carried out at the same time. Why is this work not phased in line with an increase year on year? We are concerned that the expanded schools will attempt to fill additional places in years 1-6 by taking children from other Wilmslow schools.</p> <p>Within the Dean Oaks and Lacey Green proposal it states increases "<u>can</u> be phased in from September 2014 at the normal point of entry to the school". Why does this caveat not appear in "The Grange" proposal? We would seek assurance that for all expanded school, this "<u>will</u> be phased in" in this way and that the expanded schools will not seek to recruit children from other Wilmslow schools.</p> <p>While the document does show that admission numbers for reception</p>

				<p>children will increase, we are not convinced that the case for expanding all three schools, at the same time, all in the same area, is justified.</p> <p>With funding for schools so tight, we believe it makes more sense to phase any building programme over the next 6-7 years, ensuring that expansion of these schools is at the point of entry and not throughout the school.</p>
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CHESHIRE EAST COUNCIL

Extract from the Minutes of a meeting of the **Council** held on Thursday, 28 February 2013, at Grand Hall, Congleton Town Hall, High Street, Congleton CW12 1BN

PRESENT

Councillor G M Walton (Chairman)

Councillor D Flude (Vice-Chairman)

Councillors C Andrew, Rachel Bailey, Rhoda Bailey, A Barratt, G Barton, G Baxendale, D Bebbington, G Boston, D Brickhill, D Brown, L Brown, B Burkhill, P Butterill, R Cartlidge, J Clowes, S Corcoran, H Davenport, W S Davies, R Domleo, K Edwards, P Edwards, I Faseyi, J P Findlow, W Fitzgerald, R Fletcher, H Gaddum, S Gardiner, L Gilbert, M Grant, P Groves, J Hammond, M Hardy, A Harewood, P Hayes, S Hogben, D Hough, P Hoyland, O Hunter, M Jones, S Jones, F Keegan, A Kolker, W Livesley, J Macrae, D Mahon, D Marren, A Martin, M A Martin, P Mason, R Menlove, G Merry, A Moran, B Moran, B Murphy, H Murray, D Neilson, D Newton, P Nurse, P Raynes, L Roberts, J Saunders, M Sherratt, B Silvester, M J Simon, L Smetham, A Thwaite, D Topping, G Wait, M J Weatherill, R West, P Whiteley, S Wilkinson and J Wray

Apologies

Councillors D Druce, J Jackson, L Jeuda, S McGrory, M Parsons, D Stockton and C G Thorley

93 THREE YEAR MEDIUM TERM FINANCIAL STRATEGY 2013 - 2016 BUDGET REPORT

Recommendations

That Council:

- 2.4 Approve the 3 Year Capital Programme for 2013/2014 to 2015/2016 as set out in the attached Appendix 3;

RESOLVED

Council: -

4. Approved the 3 Year Capital Programme for 2013/2014 to 2015/2016 as set out in the attached Appendix 3 of the report.

Full details (including Appendix 3) can be accessed online at

<http://moderngov.cheshireeast.gov.uk/ecminutes/ieListDocuments.aspx?CId=239&MID=4695#A118846>

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Extract of

Cheshire East Council, **minutes of a meeting** of the **Cabinet** held on Monday, **24th June, 2013** at The Capesthorne Room - Town Hall, Macclesfield SK10 1EA

PRESENT

Councillor M Jones (Chairman)
Councillor D Brown (Vice-Chairman)
Councillors Rachel Bailey, J Clowes, J P Findlow, B Moran, P Raynes and D Topping

Members in Attendance

Councillors Rhoda Bailey, G Baxendale, L Brown, S Gardiner, P Groves, J Hammond, S Hogben, P Hoyland, B Livesley, P Mason, A Moran, B Murphy, D Newton, A Thwaite, R West and S Wilkinson

Officers in Attendance

Kim Ryley, Lorraine Butcher, Suki Binjal, Heather Grimbaldeston, Kevin Melling, Mark Wheelton and Paul Mountford

Apologies

Councillor L Gilbert

18 DECLARATIONS OF INTEREST

There were no declarations of interest.

27 2012/2013 FINAL OUTTURN REVIEW OF PERFORMANCE

Cabinet considered a report providing summary and detailed information on the Council's financial and non-financial performance at the final quarter of the 2012/2013 Financial Year.

Resolved:

(2) Cabinet approves Supplementary Capital Estimates and Virements over £250,000 but under £1m in accordance with Finance Procedure Rules (Appendix 5b);

Full details (including Appendix 5b) can be viewed online at

<http://moderngov.cheshireeast.gov.uk/ecminutes/ieListDocuments.aspx?CId=241&MId=4731>

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**WILMSLOW GRANGE COMMUNITY PRIMARY AND
NURSERY SCHOOL**

Ullswater Road, Handforth, Wilmslow, Cheshire. SK9 3NG
Telephone : 01625 526566 Fax No. 01625 536006

Headteacher: Joanne Ashcroft BA hons NPQH

24th July 2013

To Whom it may concern,

I am writing to confirm that we (the governing body and myself) are in support of the proposed expansion of Wilmslow Grange Community Primary School.

We feel passionate about being able to meet the needs of our school community and need more spaces to enable us to do this.

Kind regards

Joanne Ashcroft
Headteacher

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Dean Oaks Primary School
 Handforth Road, Dean Row, Wilmslow, Cheshire, SK9 2LX
 Headteacher: Mrs Janet Ciaputa BSc, PGCE, MEd, NPQH
 Chair of Governors: Mrs Helen Marsh
 Email: head@deanoaks.cheshire.sch.uk
 Telephone: 01625 383 333
 Fax: 01625 533 909

18th July 2013

Dear Mrs Simons,

PROPOSED EXPANSION OF DEAN OAKS PRIMARY SCHOOL

The proposal to expand Dean Oaks Primary School has been discussed by The Committees of the Governing body and The Full Governing Body on several occasions. We have both been consulted by Cheshire East Council and responded to the public consultation for Wilmslow schools to provide more school places for September 2014. The Governors are unanimously behind the expansion plans. It is in the best interests of the pupils, parents, staff and community of Dean Oaks Primary School to expand to 420 places in September 2014.

Yours sincerely,

Helen Marsh
 Chair of Governors

Janet Ciaputa
 Head teacher



	SUPPORT / OPPOSE PROPOSED EXPANSIONS		
CONNECTION	DEAN OAKS	WILMSLOW GRANGE	COMMENTS
Not Indicated	Oppose	Not indicated	<p>Herewith my concerns for expanding the school:-</p> <ol style="list-style-type: none"> 1. Access by car is already very congested with very little place for people to park when dropping off. The residential streets around Tudor road are often very full and the residents in the Oaklands Estate have been known to become confrontational with parents over communal parking spaces being used. This should be addressed with better access to the school. Using Tudor Road is no longer sufficient now the school has moved to the new adjacent site. The extra pupils will just make it worse. Local residents complain constantly. Cars get damaged in manoeuvring, mine included when my car was the victim of a hit and run. 2. School class number MUST NOT increase. Especially for the SEN children who already get the minimum attention. Larger classes will be worse for them and other pupils. 3. The school hall is too small already so for additional students this would need to be addressed as it is used for meal times, class assemblies and school plays and concerts. When we had the music concert recently it was extremely squashed in! There was no room at all for the number of pupils and parents attending. 4. Additional staff must be employed from the mid day assistants to the teaching and support staff. 5. Playing facilities will need to be upgraded. More children on the field means more children to play on the equipment so more equipment is needed. More goal posts,

			<p>wooden climbing frames and sitting areas.</p> <p>We don't want our children's school experience compromising in any way due to the changes. Every aspect of their daily life at school must continue. With budget cuts and cramming students in like sardines I am worried that quality of education and the school experience will suffer. I will be happy with the expansion if quality of education, care and special needs children do not suffer as a result.</p>
Parent Governor	Not indicated	Support	<p>I would just like to express my support, as parent and parent governor, for the proposed and necessary expansion of Wilmslow Grange Primary School – as we are currently in the consultation period I feel it is important that those of us that support the expansion express our opinion!</p>
Local Resident	Not Indicated	Object	<p>As a resident of Grangeway, Handforth, whose property backs on to the school field, I wish to register my objection to the proposed expansion of the school to cater for 315 pupils. Since the closure of Brooke Dean School some years ago (apparently due to the fact there were not enough children to warrant 2 schools in close proximity) and the integration of the children who attended that school with Wilmslow Grange, the noise levels have increased dramatically, especially now certain equipment has been placed in the playground which the children bang on repeatedly. The fact that another 100 plus children will attend the school the noise levels will be considerably higher.</p> <p>I have lived at my property for 35 years plus and my sons attended Wilmslow Grange when there were probably half the number of children now proposed. When we do get summer weather we like to be in the garden, but it is not so pleasurable now as it used to be.</p> <p>Whilst writing I would also like to mention the trees that surround the playing</p>

			fields which have grown to such an extent that our garden is completely shaded from late afternoon/early evening. We were informed by the then headmaster that the trees would be kept under control (height wise) but to my knowledge nothing has ever been done to prune them.
Local Resident	Object	Object	<p>I am writing because I wish to oppose the proposed expansions plans. Whilst I understand there is a need for further primary school places in the area due to increasing birth rates, I am a little puzzled that a school and surrounding land (next to current Dean Oaks School) was sold to developers instead of being used to accommodate the increased pupils in one area, rather than several? This, however is unchangeable so there seems little point in more than mentioning this!</p> <p>The current plans propose is to disrupt and extend 3 schools in the area, I believe a simpler solution that would save money and minimise disruption would be to re-open Colshaw Primary School, which is currently being used as a sure start centre.... Surely the cost to renovate one building (that was previously a primary school) would be significantly cheaper than extending 3 different schools? I would be grateful if you could acknowledge my opposition and advise me of any further points in the process that I can put forward my objections and thoughts.</p>
Local Resident	Not indicated	Object	<p>As a resident across the road from the school I would like to register the below objection to the proposed extension of Wilmslow Grange Primary.</p> <p>Increased car traffic will create additional and potential risk to children on the surrounding Roads. We live opposite Wilmslow Grange school. As it stands now the morning drop off and afternoon pick up is chaotic with so many cars parking across our and neighbours drive ways when we are trying to get to work and our children to school. Also whilst children are trying to cross the road safely to get to school.</p> <p>Parents also park in the restricted areas outside the school gates and generally drive too</p>

			<p>fast and park in an unsafe or unreasonable way. The school seems powerless to manage this despite numerous complaints by many residents about speeding cars and bad parking to the school and police. Local residents have even been threatened by parents who have parked cars across the drive and been asked to move them. Whilst heavily pregnant I was made late for a hospital appointment as i was blocked in then shouted at by a father and told to move house if I didn't like it.</p> <p>The proposed 50% more children means 50% more drop-off and pick-up activity and I see no ability now to manage the cars racing up and down Ullswater Road, Derwent Drive and Kingston Road every day. This will be 50 % worse in the new proposal. We understand the need to increase school places but from the figures you publish they show Wilmslow Grange isn't the first choice of school for parents within catchment wouldn't it make more sense to increase places at the schools which are first choice or open a new school in place of one of the ones closed only a few years ago.</p>
Not indicated	Not indicated	Not indicated	<p>Can you clarify the rationale for expanding Dean Oaks and Wilmslow Grange by over 100 pupil places each. Is this based on current population growth in Handforth/North Wilmslow or an aspiration for extra housing development within their catchment?</p> <p>I do have concerns about the transport impact of over 100 extra students at each school. What mitigating measures can be put in place to encourage/facilitate walking and cycling to these schools (and control highway congestion). Will 20mph zones also be considered?</p>
Local Residents	Not indicated	Object	<p>We are writing in objection to the proposed expansion to Wilmslow Grange Primary School. Our main objection relates to parking issues that will arise with the increased number of pupils to the school (approx. an additional third).</p> <p>Since the previous extension to the school 8 years ago we have had to phone the police on numerous occasions regarding people parking across our drive blocking us in and out, this happens three times a day in, drop off in the mornings, mid day for the nursery and pick up at the end of the day, we can supply a list of incident numbers issued by the</p>

			<p>police if you want? (but they don't seem to do a great deal) the school also have not been very helpful in my opinion. Some of the parents have been abusive, and one parent threatened to beat my husband up when he was politely requested to move his car which had been there for 20 minutes!</p> <p>Apparently the police can only issue one incident number as we have had occasions when we have reported being blocked in, they have moved and then someone else has blocked us in but we can't get an incident number for the second occasion because it happened too soon after the first!</p> <p>This is causing us A LOT of stress we have elderly parents and we can be called out at any time. We are not the only ones involved near the school but as we live directly opposite the nursery gates we are blocked most days at some point.</p> <p>We would also like to know why the council have not written to us directly about the proposed expansion, we only know because our daughter went to the school, there are some small screwed up notices on the school gate which our neighbours thought were just notices for the pupils, until we told them they were all totally unaware of the proposed extension. When we applied for a small extension to our house, all neighbours either side and at the back and front received letters through the post sent by the council, we have had nothing in regard to this.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

The information presented below is intended to assist Members in their decision-making on the proposals to expand Wilmslow Grange Community Primary and Nursery from 210 to 315 school places and Dean Oaks Primary from 315 to 420 school places. Please refer to the DfE 'Extract of Decision Makers' Guidance' (**Annex 7**)

1 EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

DfE Guidance	Extracted Paragraph/s	Current Position	Impact of Expansion
A System Shaped by Parents 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 school 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.	4.17	Last Ofsted Inspection for Wilmslow Grange Community Primary and Nursery was June 2013 when the school was categorised as Good Last Ofsted Inspection for Dean Oaks Primary was May 2013 when the school was categorised as Good.	The local authority has no reason to believe that the proposed expansion of either school would result in an overall change to the Ofsted categories in the future.
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.	4.18	The Wilmslow Local Area Partnership (LAP) covers the areas of Wilmslow and Alderley Edge. Overall the LAP consists of 10 primary schools and 1 secondary school and the total primary school capacity across the LAP is currently 2498. Both schools are located in the	These proposals were identified to address a Basic Need in the Wilmslow area and in particular the north area of the town to ensure that the Authority meets its statutory duty to provide sufficient school places for its residents in this area of the Borough.

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>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.</p>	<p>Handforth area of Wilmslow where the demand for places indicates that the schools have insufficient capacity.</p> <p>For September 2013 Reception admission the Local Authority admitted over the Published Admission Number at a number of schools, including Wilmslow Grange and Dean Oaks, to ensure that local children could access a school within a reasonable distance to their home address.</p> <p>Although the Local Authority has taken measures to alleviate the immediate shortfall, further long term measures are necessary to accommodate the anticipated increase in demand due to population growth in the area</p> <p>The May 2013 pupil census indicates that there are currently 2426 pupils attending the 10 schools providing an overall surplus of just over 3.4%. However, there is a marked difference in surplus between Key Stage 1 and 2 with much of the surplus in the upper year groups and concentrated in a small number of schools.</p>	<p>The proposals, if determined, will provide additional school places in 2 local primary schools and have a significant positive impact on the current projected shortfall in school places.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		The overall surplus in the Key Stage 1 year groups is -7.2% whilst the overall surplus for Key Stage 2 is 4.6% indicating the pressure on places is amongst the lower year groups and the impact in future years as this increase in demand moves through the schools.	
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. Decision-makers should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.	4.20	See paragraph 4.17 – 4.18 above	See paragraph 4.17 – 4.18 above
Diversity – 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	4.22	See paragraph 4.17 – 4.18 above	See paragraph 4.17 – 4.18 above

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

excellence or specialist provision.			
Decision Makers should consider how proposals will impact on 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.	4.23	Of the 10 primary schools in Wilmslow 7 are Community Schools,(including Wilmslow Grange and Dean Oaks) offering a total of 1883 school places, 1 is Voluntary Aided offering 182 places, 1 is Voluntary Controlled offering 133 places and 1 is Academy offering 300 places.	The proposals would increase the total number of available school places amongst the Community schools by 210 places and increase the opportunity for parental preferences to be met.
<p>Every Child Matters –</p> <p>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.</p>	4.24	<p><u>Wilmslow Grange</u></p> <p>The school has a 52 place Nursery on site and children are offered the statutory 15 hours per week. In addition a privately run before and after school club operates on site during term time. The school offers a variety of lunch time clubs and a combination of school run and privately operated extra curriculum clubs are offered after school.</p> <p>SEN –</p> <p>Wilmslow Grange has a specialist Resourced Provision for Autism offering 7 places across all year groups. The school is a fully inclusive mainstream primary school with 230 children on roll and excluding the specialist provision no school places are specifically reserved for pupils with</p>	<p>All current arrangements in relation to Nursery provision, before and after provision and any extra curriculum clubs will continue should the proposed expansion go ahead.</p> <p>Although the proposed expansion will not increase capacity in the specialist resourced provision the increased capacity will deliver additional places for mainstream children, including those with special educational needs and thereby the impact of the proposal will have a positive impact on parents and</p>

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		<p>special educational needs or disabilities. Currently the school has 11 statemented children (including 7 in the resourced provision) and 19 children at school action plus / school action on roll which is equivalent to an overall of 13% which is slightly below the Cheshire East average of 15% and below the national average of 20% (data as at 10 September 2013)</p> <p><u>Dean Oaks</u> The school has a privately operated nursery on site offering the parents the statutory 15 hours per week. A privately run before and after school club also operates on site. The school offers a variety of lunch time clubs and a combination of school and privately operated extra curriculum clubs are offered after school.</p> <p><u>SEN –</u> Dean Oaks is a fully inclusive mainstream primary school with 320 children on roll and no school places are specifically reserved for pupils with special educational needs or disabilities. Currently the school has 6 statemented children and 46 children at school action plus / school action on roll</p>	<p>carers seeking places for their children.</p> <p>All current arrangements in relation to Nursery provision, before and after provision and any extra curriculum clubs will continue should the proposed expansion go ahead</p> <p>If the proposal to expand the school is approved, the increased capacity will deliver additional places for all children, including those with special educational needs and thereby the impact of the proposal will have a positive impact on parents and carers seeking places for their children.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		which is equivalent to an overall of 16% which is in line with the Cheshire East average of 15% and below the national average of 20% (data as at 5 September 2013)	
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2. SCHOOL CHARACTERISTICS

Guidance	Paragraph/s	Current Position	Impact of Expansion
Equal Opportunity Issues – 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.	4.27	<p>The local authority is bound by the Admissions Code and regulations which does not allow for any discrimination in respect of sex, race or disability.</p> <p>Based on October 2012 school census data, Wilmslow Grange and Dean Oaks currently has a typical racial make -up which compares to the racial make-up across all Wilmslow Schools.</p> <p>Wilmslow Grange</p> <ul style="list-style-type: none"> • 89% White • 5% Mixed/Dual Background • 5% Asian or Asian British • 1% Other Groups or Not recorded <p>Dean Oaks</p> <ul style="list-style-type: none"> • 77%White • 11%Mixed/Dual Background 	<p>The proposed expansions will have a marginally positive impact on young people and parents with a disability because the provision of additional places will overall provide sufficient places closer to peoples places of residence.</p> <p>The proposals will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.</p> <p>The racial make-up of the schools is not expected to be impacted upon by the proposed expansions and it is expected that the overall impact will be neutral.</p>

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		<ul style="list-style-type: none"> • 5%Asian or Asian British • 7%Other Groups or Not recorded <p>All Wilmslow Schools</p> <ul style="list-style-type: none"> • 87% White • 5.6% Mixed/Dual Background • 4.3% Asian or Asian British • 0.5% Black or Black British • 2.6% Other Groups or Not recorded 	
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3 NEED FOR PLACES

Guidance	Paragraphs	Current Position	Impact of Expansion
<p>Creating Additional Places –</p> <p>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'</p>	4.28	<p>The Wilmslow Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Wilmslow, Handforth and Alderley Edge.</p> <p>Pupil forecasts for the Wilmslow LAP indicate an overall shortfall of 227 pupil places by 2018. These forecasts exclude the Local Authority's preferred target of 4% 'operational surplus', which is a level of spare capacity</p>	<p>These schemes were identified to address a Basic Need for school places in the Wilmslow area.</p> <p>The proposed expansions are intended to contribute too much needed additional capacity in an area of the Borough and ensure that the Authority meets its statutory duty to provide sufficient school places in this area.</p> <p>High demand for places requires further</p>

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>aspirations for places in the school proposed for expansion. The existence of surplus places in the neighbouring less popular or successful schools should not in itself prevent the addition of new places.</p>	<p>intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To meet this operational surplus current forecasts based on October 2012 School Census indicates a further 327 pupil places would be required by 2018.</p> <p>There is an increasing demand in the Wilmslow area at the normal point of entry to school (i.e. into the reception class) which is impacting significantly on parental preference and the Authority's ability to comply with its statutory duty to provide sufficient school places for its residents. It is expected that this increase in demand will continue in the coming years with the potential admission pool of 441 pupils by 2015.</p> <p>Some long term measures have already been taken to increase capacity in Wilmslow (this additional capacity is included in the latest forecasts detailed above). This additional capacity has provided an additional 147 pupil places (based on Published Admission Number) in two schools across all year groups. However, the increasing</p>	<p>measures; not only to ensure that there are sufficient places for local children to attend local schools within a reasonable distance, but also to ensure the Local Authority can build in a level of operational surplus, to accommodate reasonable journey times to school, some degree of parental choice, and flexibility to allow for mid-year entrants.</p> <p>The expected shortfall across the 10 primary schools has informed the decision to propose the expansion of Wilmslow Grange and Dean Oaks to provide further accommodation in this area to meet this increasing demand due to population changes.</p> <p>It is important to note that any additional housing in the area will add further pressure on school places. Where additional capacity is required due to increased pupil populations arising out of new housing developments, capital contributions will be sought from developers during the planning application process.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		demand at the normal point of entry to school, together with the forecast shortfall across all year groups of 227 pupil places by 2018, has necessitated further expansion proposals for this area of the Borough.	
<p>Expansion of Successful and Popular Schools-</p> <p>The Government is committed to ensuring that every parent can choose an excellent school for their child. They have made clear that the wishes of parents should be taken into account in planning and managing school places. Places should be allocated where parents want them, and as such, it should be easier for successful and popular schools to grow to meet parental demand</p> <p>For the purposes of the guidance the Secretary of State does not propose 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 be taken into account.</p> <ol style="list-style-type: none"> 1. The schools performance 2. The number of applications for places. 	4.31	<p>When considering which schools to expand the Authority has given consideration to a number of issues including the number of pupils in each school's catchment area and the community's ability to sustain the school, the number of first preferences received for each school as an indication of popularity and the current size of the school and capacity to expand; the latter taking into account site suitability, and the latest Ofsted inspections. Suitable schools also needed to be central to the areas where the extra places are required.</p> <p>Wilmslow Grange Community Primary and Nursery</p> <p>Wilmslow Grange is a successful school achieving a "Good" category from Ofsted at the last inspection in June 2013 Demand for places from local residents and the number of children resident in the schools catchment area has been increasing in recent years.</p>	The proposals, if approved, will provide additional school places in 2 "good" local primary schools affording access to the local schools for local children

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		<p>For 2012 and 2013, the number of children resident in the school's catchment area has been double the 30 places available.</p> <p>For the last 4 years the number of first preference applications has exceeded the 30 places available in the reception class and for admission in 2012 the Local Authority, in agreement with the school, admitted 44 pupils to ensure that local children could access a school place within a reasonable distance from their home address.</p> <p>No extra accommodation was provided to the school at that time and to accommodate these additional children the school converted the IT Suite to provide an 8th classroom. For admission in 2013, the Local Authority again agreed the admission of 45 children to secure places for local families at a school within a reasonable distance and therefore further measures will be necessary.</p> <p>Dean Oaks Primary School The school is successful achieving a "Good" category from Ofsted at the last</p>	
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		<p>inspection in May 2013. The number of children resident in the school's designated catchment area has been increasing in recent years exceeding the 45 places available. Although the number of first preference applications received would appear to indicate that the school is not oversubscribed the school usually receives a number of late requests for places after the initial offer date and by the start of term in September has usually reached or exceeded the 45 places available.</p> <p>For admission in 2012 the Local Authority, in agreement with the school, admitted 50 pupils to ensure that local Wilmslow children could access a school place within a reasonable distance from their home address. For September 2013 admissions the Local Authority agreed with the school to admit 57 pupils to ensure local children in the area could access a school place within a reasonable distance.</p> <p>It is therefore recommended that the demand for places in the area justifies an extension to the school to increase the number of pupil places to 420 places, which can be phased in from</p>	
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		September 2014 at the normal point of entry to the school. The school would have an admission number of 60 pupils operating as a two form of entry primary school.	
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.	4.34	<p>Wilmslow Grange Community Primary and Nursery and Dean Oaks Primary are both Community Schools and as such the Local Authority is the Admission Authority,</p> <p>The authority has determined its admission arrangements for 2013/2014 and 2014/2015.</p>	N/A

4 IMPACT ON THE COMMUNITY AND TRAVEL

Guidance	Paragraph/s	Current Position	Impact of Expansion
Travel and Accessibility for All - In considering proposals for the	4.35	In making this recommendation the authority has given consideration to a	Parents and carers wishing to access local provision will have greater

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

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.		<p>number of issues including the increasing number of pupils resident in the area.</p> <p>Data shows that at January 2013 85% of children living within Wilmslow Grange's and 83% of Dean Oaks catchment area children were on roll at the schools. Both schools admit 11% of pupils from outside of their catchment areas but within the Wilmslow LAP and both schools admit 2% of children outside of Cheshire East which is considered a low percentage.</p>	<p>opportunity to secure places at a nearby school and therefore within a reasonable distance if the proposed increase in capacity is agreed.</p> <p>A map of the local area, which shows the primary schools in the vicinity is attached as Annex 9</p>
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. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 2007BKT-EN at www.teachernet.gov.uk/publications . Proposals should also be considered on the basis of how they will support and contribute to the LA's duty to	4.36	See paragraph 4.35 above	See paragraph 4.35 above

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

promote the use of sustainable travel and transport to school			
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5 FUNDING AND LAND

Guidance	Paragraph/s	Current Position	Impact of Expansion
Capital – 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.	4.57	<p>The building work would be funded from the Council's 2013/2014 Capital Programme for Basic Need. The Capital investment required is estimated at £887,000 for Wilmslow Grange £929,000 for Dean Oaks</p> <p>Funding for the proposed scheme was approved as part of a block budget formally approved at Council on 28 February 2013.</p> <p>The funding approved by the Council included £887,000 for the proposed expansion of Wilmslow Grange named as a scheme in the 2013-2014 budget book and £1,237,000 set aside as a block allocation to fund one of two options - Dean Oaks Primary or Lacey Green Primary Academy. Cabinet approval to fund Dean Oaks was given on 24 June 2013.</p>	N/A

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>School Playing Fields- 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 the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation</p>	4.65	<p>Situated in the Handforth area of Wilmslow, Wilmslow Grange Community Primary and Nursery was built in 1963 as a single form entry school. Between 2004 and 2007 the school was expanded from 210 pupil places (capacity) to 294 but due to falling numbers on roll their capacity was reduced in 2008 and further reduced in 2009 to 210 places. However the site remains sufficient to allow for an expansion to accommodate a 2 class extension to provide a total of 315 pupil places and retain adequate playground and playing field provision.</p> <p>Dean Oaks Primary is also situated in the Handforth area of Wilmslow and was established in 2009 following the amalgamation of Oaklands Infant and Dean Row Junior school, both of which had an intake at the normal point of entry of 60 pupils. Following a review of school places undertaken by the former Cheshire County Council, the infant and junior schools were amalgamated and replaced by Dean Oaks, which was established as a 315 place primary school with an intake of 45 pupils at the</p>	Both of the school sites are sufficient to allow for the expansions and retain adequate playground and playing field provision.

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

		normal point of entry. However the site remains sufficient to allow for an expansion to accommodate a 2 class extension to provide a total of 420 pupil places and retain adequate playground and playing field provision.	
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6 OTHER ISSUES

Guidance	Paragraph/s	Current Position	Impact of Expansion
Views of interested parties – 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	4.73	<p>A formal consultation process was implemented by the authority between 30 April 2013 and 4 June 2013. Full details of the feedback received during the consultation are attached as Appendix 4</p> <p>The outcome of the consultation was presented to the Cabinet Member for responsibility for Children and Families Service on 1 July 2013. The decision was to issue a statutory public notice attached which is attached as Annex 1a and 1b</p> <p>The 4 week representation period commenced on 18 July 2013 and concluded on 15 August 2013. Full details of the feedback received during the statutory representation period are</p>	

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - ‘Expanding a Maintained Mainstream School’

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.		attached as Annex 4	
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Notes

Wilmslow Education Partnership

Annex 6a

Date: 27 November 2012

Present:

Schools Janet Ciaputa - Dean Oaks
 Darren Morgan – Lindow
 Julie Brookes – Ashdene
 Lorraine Dooley – Lacey Green
 Chris Perry – Alderley Edge
 Joanne Ashcroft - Wilmslow Grange
 Rhona Carr – Gorsey Bank

LA Officers Barbara Dale
 Ken White
 Val Simons

Apologies Clare Daniel – St Anne's Fulshaw
 Helen Smith - Styal

Introductions

Presentation:

LA's role as strategic commissioner

Information re: forecasts for Wilmslow shared and discussion about the need to continue to review provision and ensure future demand and respond to parental preferences.

Discussed operational surplus – local level 4%, CE level 10%.

Current forecasts indicated that LA need to provide 197 places by 2017, without operational surplus, and 297 with the 4% operational surplus. Forecasting methodology currently being reviewed Pre-school (NEG) data needed earlier in the process, GP data may be option

BD presented data and illustrated immediate shortfalls for Wilmslow. Not only for future Reception intakes but in year casual admissions and lack of school places in key stage 1 in particular.

DfE presumption in favour of expansion of popular and successful schools and risks in relation to potential increase in the number of 'independent' schools (Academies/Free Schools)

Notes

Temporary measures already taken for 2012 admissions to get local children into local schools.

Need to meet with schools again in the near future to discuss options and possible schools for expansion. Need to be mindful that Academies can request funding from DfE to expand. Too much capacity in an area could result in too much completion amongst schools

Processes for considering any future options and statutory processes involved.

Financial implications. and Section 106 process

Draft Town strategy and future housing developments. Confirmed any pupil yield is additional to the forecast shortfall that is already indicated.

Published Admission Numbers - changes under new School Admissions Code and consultation not required by AA schools, LA's only need to consult with Governing Body of school where change is proposed, but all schools need to consult fully on any proposed reductions. PAN's should be set in line with NET CAP but can also admit above PAN.

List of schools in Wilmslow area requesting an increase in PAN and information given on the current position of applications for September 2013.

Feedback:

Questions about equal preference's and how allocations work for Community and AA schools.

Further discussion around the internal considerations and procedures when considering schools for expansion.

Will need to expand schools in the area and create additional school places. Any proposals will now be for 2014 and be from the 2013/2014 Capital Programme Basic Need. LA has identified a number of proposals and some initial feasibility studies have been undertaken to determine whether the proposals would be possible. However, no decisions have been made and further work needed and meetings with the LAP to be arranged.

Janet expressed concern that by putting additional places into neighbouring schools. Dean Oaks catchment area is a significant area of deprivation and by putting additional places into neighbouring schools they would lose children – possibility of becoming a “sink school” and LA needs to be mindful.

BD confirmed forecasts are important for planning but more places should be a gradual process with increased numbers being admitted into Reception and working their way through.

Notes

Will now be looking at 2013 applications- latest information would indicate problems again for 2013 and will need to discuss admission over PAN at a number of schools.

Further meeting required to review position for 2013 and discuss options for school expansions.

LAP already has booked a meeting for 18 Jan which the LA will attend to give update

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Notes

Wilmslow Education Partnership

Annex 6b

Date: 8 March 2013

Present:

Schools Janet Ciaputa - Dean Oaks
Darren Morgan – Lindow
Julie Brookes – Ashdene
Lorraine Dooley – Lacey Green
Chris Perry – Alderley Edge
Joanne Ashcroft - Wilmslow Grange
Rhona Carr – Gorsey Bank
James Pulle – Wilmslow High
Gill Bremner – Wilmslow High
Clare Daniel – St Anne’s Fulshaw
Richard Craven – Nether Alderley

LA Officers Val Simons
Phil Yeomans
Julie Mills

Gavin Mendham - eCAPH Chairperson

Overview/Presentation by Val Simons

Copies of the notes from the meeting held on 27 November 2012 were circulated.

Purpose of the meeting

At the last meeting the LA had promised to revisit the group to discuss options for school expansions.

Information

Information in relation to pre-school data for 2012 and 2013 and births from 2010 onwards for the whole of Cheshire East by wards was shared; in relation to the Wilmslow EIP for Reception 2012 intake there were 410 actual births compared to Nursery Education Grant (NEG) claimed of 402 and actual Reception numbers of 376. It was thought the reduction could be for a number of reasons (families moving

Information available in relation to September 2013 numbers of pupils in the Wilmslow EIP by catchment area school (448) and 1st preference data (412) against Published Admission Numbers of 360 was circulated, this information indicates a

Notes

shortfall of -88(catchment) and -52 (based on preferences received) of school places.

Val Simons reported that unfortunately the 2013 forecasts had not yet being made available but based on the 2012 forecasts indicated that LA need to provide 197 places by 2017, without operational surplus, and 297 with the 4% operational surplus.

This data highlights both current and future shortfalls in the Wilmslow area, not only for future Reception intakes but for casual in year admissions. It was acknowledged that the north of Wilmslow was the area where school places were needed most. Additional work would be undertaken once the 2013 forecasts were available to establish if the projected shortfall was similar.

Identifying Options

Consideration has to be given to

- Level of local demand using catchment or area generally served by the school;
- Community's ability to sustain the school;
- Physical condition of the school premises;
- Nature of the site, accessibility to it and scope for expansion
- Ability to deliver a full range of curriculum and social experiences;
- Latest Ofsted inspections (successful schools);
- Pattern of parental preference (popular schools).

Department for Education is in favour of expansion of popular and successful schools and risks in relation to potential increase in the number of 'independent' schools (Academies/Free Schools). LA's role as strategic commissioner was reiterated. When considering expansion there is a need to be mindful that too much capacity/surplus been built into the system could result in more competition amongst schools

It was highlighted that Academies can request funding from DfE to expand.

Feedback:

Those present were invited to put forward proposals for expansion to address the anticipated shortage of places in the Wilmslow area for September 2014 and beyond.

St Benedicts RC - suggestion was made that they could increase to 30 PAN. Val confirmed that this was a decision for the Governing Body and they could determine the increased PAN as part of their 2014 admission arrangements.

The LA advised that consideration was being given to the proposed expansion of Wilmslow Grange from 30 PAN to 45 to address the particular shortfall identified for the local catchment children (last 2/3 years not all In area applicants have been successful at gaining a place, For 2012 admitted over PAN to accommodate In Area

Notes

applicants wanting a place, and 1 other school, either Lacey Green or Dean Oaks from 45 to 60. Overall this would give an additional 210 school places which would be enough to cover the expected shortfall of 196 (with no operational surplus) and supply a very small surplus.

Lacey Green Academy confirmed that they have already made a bid to the Education Funding Agency to expand to 2 FE and should find out the outcome of that bid on 5th April.

Whichever 2 schools were decided a minimum of 12 months would be needed before the proposed expansions were in place as there would need to be the statutory consultation period and any expansion would also be subject to planning permission being granted.

Val advised that a provisional date of 8 April has been agreed for a proposal to be put before the Cabinet member responsible for Children, Adults and Families. The consultation papers would have to be prepared and submitted by 25 March so there was a need today to propose options for consideration. However, it was noted that the consultation documents could include "options" for consideration which could be consulted on and after the consultation period a recommendation could go forward to the Portfolio Holder for a decision on Public notice and subsequent representation period.

Schools present were invited to give their views and propose options

Janet voiced her concerns that she believed to expand other schools is dangerous, Dean Oaks catchment area is a significant area of deprivation and by putting additional places into neighbouring schools they could see an exodus of families – and the possibility of becoming a "sink school" and LA needs to be mindful of this.

Clare from St Anne's Fulshaw felt it was morally wrong to build at Lacey Green in preference to Dean Oaks.

Jo Ashcroft from Wilmslow Grange raised concerns in respect of difficulties already in place for her school as they had admitted additional pupils in Sept 12. Further additional pupils in September 13 without additional accommodation could create a 'bulge' going through the school; there were also concerns in respect of funding and introduction of mixed aged classes.

Comments were made in relation to proposed housing in the Handforth area of 1500 properties and the proposed building of a new primary school in addition there is the Woodford site in Stockport of 1000 houses which could impact on CE schools.

Phil confirmed that any proposals will now be for 2014 and be from the 2013/2014 Capital Programme Basic Need.

Notes

September 2013 Intake

Referring to information shared, it was highlighted that there were a number of non-responders mainly from the Dean Oaks catchment which could impact on the shortage of places.

It was noted that Dean Oaks had a high number of children in its catchment (114 against a PAN of 45 and 1st preferences of 38)

The group wondered whether there was information available as to where the Dean Oaks families were sending their children to be educated. The LA advised that there is a mapping system available to identify this and would look into. It was felt that they applied for a varying number of schools.

LA Will now be looking at 2013 applications- latest information would indicate problems again for 2013 and will need to discuss admission over PAN at a number of schools.

LA has been in contact to seek offers from school to admit above PAN, responses have been received, however, should any school wish to volunteer they can do so by before next week by contacting Val or Julie.

In-Year movement was also referred to again highlighting the need for additional school places in a number of schools.

Capital Bids

Phil Yeomans advised that decisions on Capital Bids would be informed to schools next week.

LA have identified a number of proposals and some initial feasibility studies have been undertaken at 3 schools to determine whether the proposals would be possible.

Statutory Process

Processes for considering any future options and statutory processes involved were shared. Relevant consultees – school community of school proposed for expansion including staff, governors, children, neighbouring schools community, local District/Parish, Councillors, relevant Union(s), MP for area and Dioceses.

Views/Options

Chris - Alderley Edge, no real impact for his school as in the south of the town, he felt any expansion of a school should not impact on other schools.

Jo – Wilmslow Grange, understood that capital funding now known, monies available to expand 2 schools, feasibility studies undertaken, Lacey Green decision in respect of funding known 5 April.

Notes

Darren – Lindow, all three schools should not be expanded before filling the places already available in the local area, concerns should there be surplus places so only 2 from 3, favoured option Wilmslow Grange and Dean Oaks.

Janet – Dean Oaks, there will be an objection lodged should Lacey Green propose an expansion, school have concerns about the damage this would do the Oakenclough families and seriously deprived cohorts of children. Preferred option expand Dean Oaks to 60 and Wilmslow Grange to 45.

3 headteachers supported an option to expand all 3 schools , believing that the additional housing expected in the area and the operation shortfall (requiring 297 school places) would support the expansions.

Claire – St Anne’s Fulshaw; see themselves as a small school being vulnerable if all 3 expand, preferred option expansion 2 schools Dean Oaks and Wilmslow Grange.

It was recognised by all in attendance that there was a need to expand Wilmslow Grange from 1 FE to 1.5FE.

A question was raised in respect of schools where there was a shared number of catchment children – Val confirmed shared areas have equal standing in respect of the admission process.

All present agreed that LA should be providing adequate school places for Wilmslow children in Wilmslow schools.

The following were put forward and agreed on as options for the Wilmslow area.

Proposed options

- 1) Wilmslow Grange expanded to 45 (210 to 315 school places)
Dean Oaks or Lacey Green to 60 (315 to 420 school places)
- 2) Wilmslow Grange expanded to 45 (210 to 315 school places)
Lacey Green expanded to 60 (315 to 420 school places)
Dean Oaks expanded to 60 (315 to 420 school places)

Val thanked the group for their time and advised that senior managers would now consider the options put forward and how to proceed..

Actions

LA – to provide ‘dotty’ maps showing each schools catchment and where pupils are resident and % out of area

LA to issue copy of options to Heads prior to consultation documents going public.

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Extract of

Decision Makers' Guidance for:

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

For further information:

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Email: school.organisation@education.gsi.gov.uk

Website: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5

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

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STAGE 4

This guidance is extracted, for ease of reference by decision makers, from the full version of the “Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form” guide - www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5. 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.

Stage 4

Decision Makers’ Guidance on Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form (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;

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

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

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

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

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

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

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

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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](#)–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

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

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

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

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

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4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ 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; or
- 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.

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

¹ 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.

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- the best schools are able to expand and spread their ethos and success. ■

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

Standards (Paragraphs 4.19-4.20)

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

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

Diversity (Paragraphs 4.21-4.23)

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

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

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

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Every Child Matters (Paragraph 4.24)

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

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

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

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

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

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g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

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

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

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

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

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

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

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the

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Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
 - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

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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. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates; ■
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group; ■
- participation: there are high levels of participation in the local area; and, ■
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area. ■

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

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4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools
(Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high

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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 DCSF criteria for 'high performing' status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

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.

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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 LSC² 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

² 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.

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2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- 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

³ 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.

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protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

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” -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

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

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governing body of another maintained school (or the temporary governing body of a new school) . Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

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Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and

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h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and

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- iv. improved supply of suitable places.
- b. LAs **should** also:
- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
 - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

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OTHER ISSUES**Views of Interested Parties** (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;

STAGE 4

- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007(4) the occurrence of such an event.

(4) S.I. 2007/1288.

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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 1st September one year, and enlarge on 1st 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.organisation@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.organisation@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;
- 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

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- 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.organisation@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.

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Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

Section 1: Description

Department	Children's Services		Lead officer responsible for assessment		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	17 August 2013		Version		3	
Type of document (mark as appropriate)	Strategy	Plan √	Function	Policy √	Procedure	Service
Is this a new/existing/revision of an existing document (mark as appropriate)	New		Existing		Revision √	
<p>Title and subject of the impact assessment (include a brief description of the aims, outcomes, operational issues as appropriate and how it fits in with the wider aims of the organisation)</p> <p>Please attach a copy of the strategy/plan/function/policy/procedure/service</p>	<p>Following the Portfolio's Holders decision of 1 July to issue a statutory public notices on the proposed expansion of Wilmslow Grange Primary and Nursery from 1FE to 1.5FE to provide an additional 105 school places and Dean Oaks primary from a 1.5FE to 2FE to provide an additional 105 school places with a proposed completion date of September 2014 a 4 week representation period commenced on 18 July 2013 and concluded on 15 August 2013.</p> <p>During that 4 week representation period a number of representations were received which will be presented to the School Organisation Sub Committee meeting of 19 September 2013. School Organisation Sub Committee are asked to approve to the expansion of Wilmslow Grange Primary and Nursery from 1FE to 1.5FE and Dean Oaks Primary from a 1.5FE to 2FE with a proposed completion date of September 2014</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> • Children and Families, Capital Strategy 2013/2014 • Statutory consultation was undertaken on these proposals as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed would increase the capacity by more than 30 pupils and by more than 25%. 					

- The Local Authority must comply with statutory requirements as set out in 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).

The aims, objectives and outcomes of this proposed change are as follows:-

The Wilmslow Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Wilmslow, Handforth and Alderley Edge. The total primary school capacity across this area is 2498 pupil places, and currently provides 360 reception class places. Pupil forecasts for the Wilmslow LAP indicate a significant shortfall in pupil places across all schools and year groups of 227 by 2018. These forecasts exclude the Local Authorities preferred target of 4% 'operational surplus', which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. To meet this target, current forecasts (October 2012 School Census) indicate the need for 327 pupil places by 2018.

The proposals, if determined, together with the proposed expansion of Lacey Green Primary Academy which will be considered by the Education Funding Agency, will provide additional primary school places within the Wilmslow area to address the forecast shortfall for this area. In addition, this will deliver a level of operational surplus for the Local Authority, which is a level of spare capacity intended to accommodate reasonable journey times to school, some degree of parental choice, and flexibility to allow for mid-year entrants. The proposals will therefore have a significant positive impact on the current projected shortfall in the number of school places in Wilmslow and on parental choice and, at worst, a neutral impact on vulnerable and minority groups in the community.

In deciding whether or not to give approval to the proposed expansions it is a requirement both under DfE guidance and case law that the decision maker should consider the views expressed during consultation and

	representation and take into account the Equality Impact Assessment. It is therefore imperative that full details of all views submitted are made available at the decision meeting.
Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> • Children and their parents and carers • Headteachers in schools in Wilmslow

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)	Children and Young People Parents / Carers Schools
Who is intended to benefit and how?	Young Children and their parents and carers in the Wilmslow area.
Could there be a different impact or outcome for some groups?	This proposal will have a marginal positive impact for members of the local community.
Does it include making decisions based on individual characteristics, needs or circumstances?	Any decision on the proposal will not be based on any individual characteristics, needs or circumstances
Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)	
Is there any specific targeted action to promote equality? Is there a history of	Consultation commenced 30 April 2013 and ran for a 5 week period ending 4 June 2013. Stakeholders were invited to offer feedback on the proposals. Representation commenced on 18 July and ran for a 4 week period ending on 15 August 2013. Once again stakeholders were invited to submit written objections or support for the proposals.

unequal outcomes (do you have enough evidence to prove otherwise)?											
Is there an actual or potential negative impact on these specific characteristics? (Please tick)											
Age	Y	N ✓	Marriage & civil partnership	Y	N ✓	Religion & belief	Y	N ✓	Carers		N
Disability	Y	N ✓	Pregnancy & maternity	Y	N ✓	Sex	Y	N ✓	Socio-economic status		N
Gender reassignment	Y	N ✓	Race	Y	N ✓	Sexual orientation	Y	N ✓			
What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts										Consultation/involvement carried out	
										Yes	No
Age			This will positively impact on the number of school places for young people of primary school age in the Wilmslow area and thereby increasing opportunities for parental choice, in line with DfE guidance.							✓	
Disability			The proposal will have a marginally positive impact on young people and parents with a disability because the provision of additional places will overall provide sufficient places closer to person's place of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.							✓	
Gender reassignment			Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.							✓	

	However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.		
Marriage & civil partnership	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the marital status of the parent/carer.</p>	✓	
Pregnancy & maternity	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the status of the parent/carer</p>	✓	
Race	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>The average recorded data across the Wilmslow primary schools is:</p> <ul style="list-style-type: none"> • 87% White • 5.6% Mixed/Dual Background • 4.3% Asian or Asian British • 0.5% Black or Black British • 2.6% Other Groups or Not recorded <p>The local authority has no reason to believe that any proposed expansion of</p>	✓	

EQUALITY IMPACT ASSESSMENT FORM

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	schools would result in an overall change to the current demographics.		
Religion & belief	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. The 3 schools proposed for expansion are either Academy status or Community schools and admission applications are considered against the published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion for any of the schools and all applications will be considered on an equal basis irrespective of religious belief.	✓	
Sex	The gender balance between girls and boys currently attending the Wilmslow schools with 52% male and 48% female.	✓	
Sexual orientation	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.	✓	
Carers	The proposal will have a marginally positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.	✓	
Socio-economic status	It is considered that the proposal will have a positive impact on those children/young people included in this group as the proposal, if agreed, will provide more places locally for local families.	✓	
Proceed to full impact assessment? (Please tick)	Yes	No ✓	Date 5 June 2013

If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue

Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified High: Significant potential impact; history of complaints; no mitigating measures in place; need for consultation Medium: Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				

EQUALITY IMPACT ASSESSMENT FORM

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Pregnancy and maternity				
Race				
Religion & belief				
Sex				
Sexual orientation				
Carers				
Socio-economics				
Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)				

Section 4: Review and conclusion

Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
<p>Concerns raised, in respect of both school expansions, concerning increased traffic, parking at the start and end of the school day and safety of the children on the surrounding roads.</p> <p>Wilmslow Grange</p> <p>See Travel Plan attached as Appendix 7</p> <p>Dean Oaks - Although the school do not operate a walking bus a lot of the children attending the school live on the 2 surrounding estates and walk to school with their parents. A lot of older children “tag” onto these groups when as they starting to gain independence when walking to school alone in preparation for transfer to High school.</p>	<p>School will continue to encourage children to walk to school either in groups or with parents and older siblings.</p> <p>Bikeability course will continue and the school will continue to use the playground for parking at events.</p> <p>Parents will be reminded to exercise consideration when</p>		

EQUALITY IMPACT ASSESSMENT FORM

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<p>School has installed a large number of Bicycle and Scooter racks and do a Bikeability course with year 6 pupils many of which then cycle to school.</p> <p>Considerate parking is mentioned on many newsletters and when there is an event the school include a reminder about parking. When possible they use the playground for parking at events and have fitted lights to the external playground for this purpose.</p>	<p>parking near the school.</p>		
<p>Cost of the proposed expansions , considering that schools in the area had previously closed or amalgamated and reduced in capacity.</p> <p>In response to Government legislation at the time the previous Cheshire County Council undertook a review between 2004 -2009 to reduce surplus places. Some schools with a particularly high level of surplus places were closed and others were reduced in capacity. However, demographics have changed and birth rates are increasing .</p>	<p>The Local Authority review school places on an annual basis and as Strategic Commissioner of School Places, the authority has a duty to respond to ensure sufficient school places for its residents.</p>		
<p>Please provide details and link to full action plan for</p>			

EQUALITY IMPACT ASSESSMENT FORM

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actions			
When will this assessment be reviewed?			
Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff		Date	
Head of service signoff		Date	

Please publish this completed EIA form on your website

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Wilmslow Grange Community Primary and Nursery School - School Travel Plan – 2013-14 DRAFT

Objective 1: Further promote road safety education, with the involvement of the Road Safety Officers.		Impact Outcome 1: Better educated, more aware, children with regard to road safety education. Active Road Safety officers.		
ACTION	TASKS	PERSON RESPONSIBLE	PROGRESS / IMPACT	TIMESCALE
1. Arrange three road safety assemblies per year, led by the Road Safety Officers and Police.	<ul style="list-style-type: none"> Contact the local neighbourhood police team to come into school UKS2 Team Leader to support the RSOs in planning their assemblies (discussing what information they will share and how it will be delivered) and supervising the work of the Road safety officer's. 	Helen Nuttall		Autumn 1 2013, Spring 1 2014, Summer 1 2014
2. Road Safety officers to work alongside PCSO's with schemes such as the Speed project and DIPZY.	<ul style="list-style-type: none"> Make contact with PCSO's. Discuss possible schemes Road Safety Officers could be involved in, and arrange dates/times to implement. 	Helen Nuttall		Begun by Autumn 2 2013
3. Organise a week of activities for Child Safety Week (June) – to become an annual event (including road safety, stranger/ personal safety, safety in the home, fire safety, safe days out).	<ul style="list-style-type: none"> Plan the week of Child Safety Activities Disseminate to staff Inform and involve parents, including a Parent/Carer Safety Roadshow in school Contact the local neighbourhood police and fire services to come into school Evaluate the success and impact of the week 	Headteacher With the support of: Governors, Police and Fire Services.		Summer 1 2014

Wilmslow Grange Community Primary and Nursery School - School Travel Plan – 2013-14 DRAFT

Objective 2: To encourage more children to walk and cycle to school, with the involvement of the Road Safety Officers.		Target 2: An increased proportion of people who walk, cycle or 'scoot' to school by July 2013.		
ACTION	TASKS	PERSON RESPONSIBLE	PROGRESS	TIMESCALE
1. The Road Safety Officers will conduct a survey to find out the proportion of pupils who currently walk/ cycle/'scoot' to school.	<ul style="list-style-type: none"> Road Safety Officers to conduct a survey, and collate the results. RSOs to share the results with the Headteacher, Premises Governors and Eco-Warriors. Work together to set a measureable target for improvement 	Headteacher		September 2013
2. Launch a 'Park and Walk' system.	<ul style="list-style-type: none"> Promote the use of the Paddock car park in Handforth as a Park and Walk stop. Advertise the Park and Walk facility, including a walking bus from this point. 	Headteacher, PCSOs		September 2013
3. Begin a weekly reward system for the class with the highest % of pupils walking to school	<ul style="list-style-type: none"> Year 6 Road Safety Officers to plan reward system, set up with the support of the Headteacher, and then collect the information each week and announce the results in assembly Results published in each newsletter 			Begin September 2013
4. Arrange the Let's Walk programme for Year 3 children	<ul style="list-style-type: none"> Liaise with PCSO's regarding helping out with the training. 	Let's Walk trainer, PCSOs, Year 3 teacher		October 2013

Wilmslow Grange Community Primary and Nursery School - School Travel Plan – 2013-14 DRAFT

	<ul style="list-style-type: none"> • Look at the most effective way of timetabling the sessions. • Order resources. • Note sent out to parents. • Carry out the training. • Feedback to the rest of the school in assembly. 			
5. Monitor the car parking outside school.	<ul style="list-style-type: none"> • Monitor the number of cars parked near school each morning and the safety of parking. • Use of the DIPZY project and signs on Kingston Road to provide safe parking 	Headteacher, PCSOs, Road Safety Officers		Ongoing
6. Take part in annual Walk to School Week.	<ul style="list-style-type: none"> • Order Resources and implement the weeks activities and monitoring. 	Andrea Booth and Eco Warriors		May 204
6. Continue Bikeability with year 5/6.	<ul style="list-style-type: none"> • Timetable the sessions into the diary. • Note sent out to parents. • Training to take place 	Bikeability, Year 5/6 teachers		June 2014

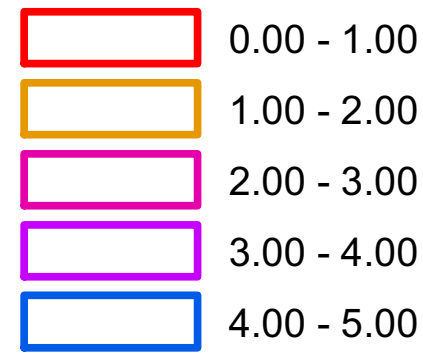
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Annex 9. Dean Oaks, Wilmslow Grange and Lacey Green Primary Schools

Legend

School Distribution

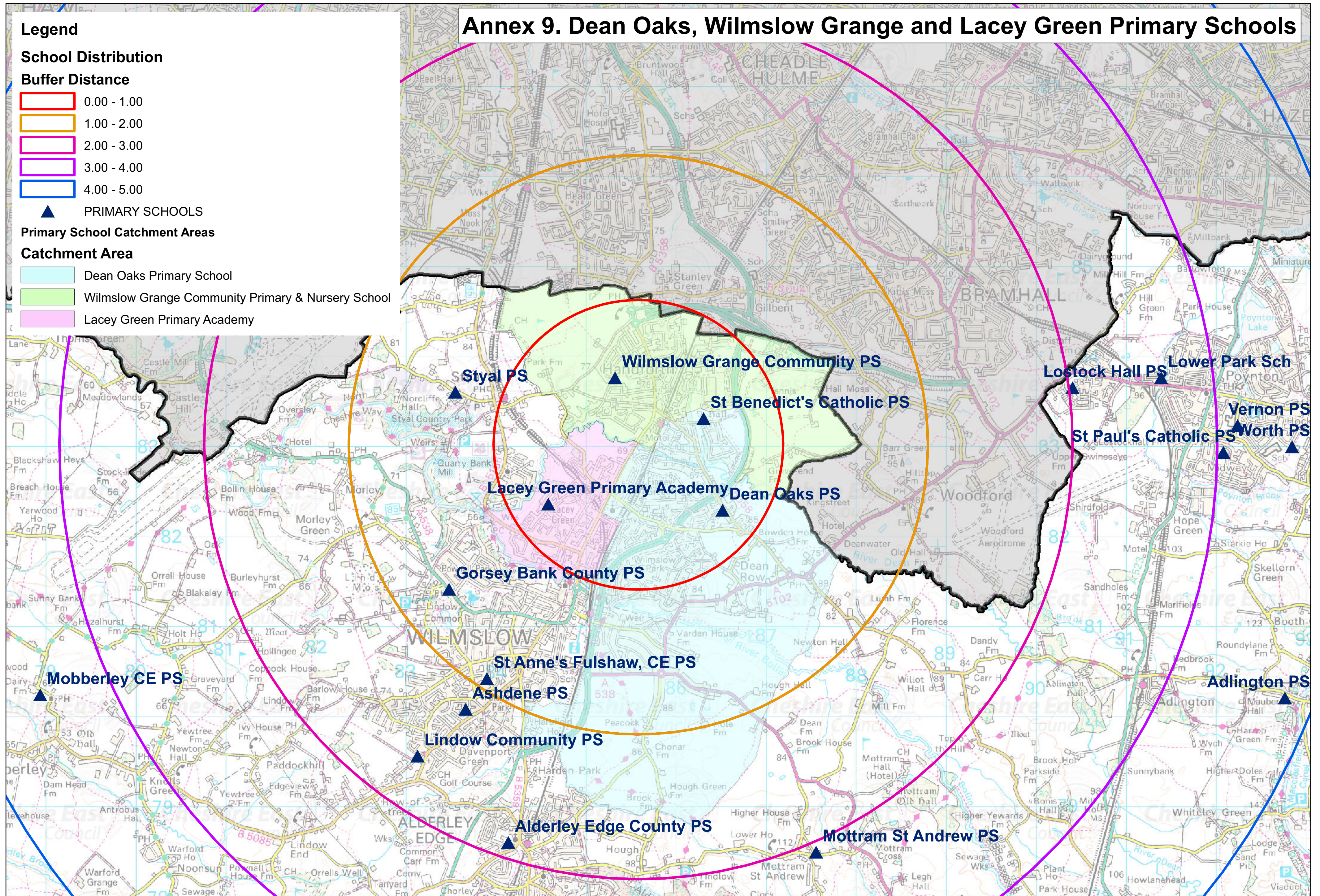
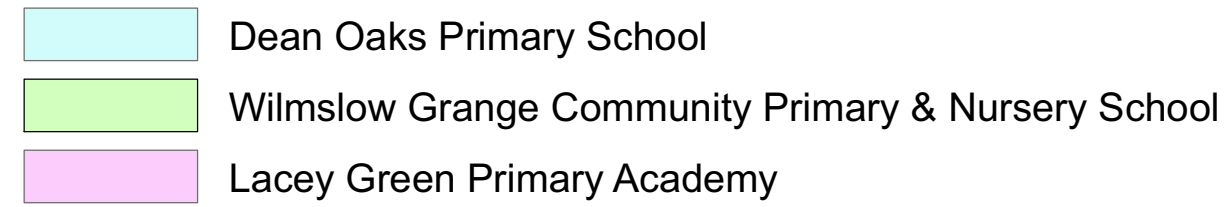
Buffer Distance



PRIMARY SCHOOLS

Primary School Catchment Areas

Catchment Area



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CHESHIRE EAST COUNCIL

Report to School Organisation Sub Committee

Date of Meeting: 19 September 2013
Report of: Tony Crane, Director, Children Services
Subject/Title: Proposed Expansion of Ash Grove Primary School and Nursery, Macclesfield.
Portfolio Holder: Councillor Rachel Bailey

1.0 Report Summary

- 1.1 This decision paper reports on the outcome of the statutory public notice (**Annex 1**) of the Council's proposed expansion of Ash Grove Primary School and Nursery from 105 to 210 pupil places from September 2014 and details the responses received during the subsequent 4-weeks representation period, which commenced on 17 July and concluded on 14 August 2013.
- 1.2 The proposal to expand Ash Grove Primary and Nursery and return it to a one form of entry (210 place) primary school is to address the school's growing popularity and increasing demand for places from the school's local community.
- 1.3 A copy of the full proposal and its appendices are attached as **Annex 2**.
- 1.4 This proposal has the full support of the headteacher and governing body. (**Annex 3**)
- 1.5 The table below lists the documents included with this report.

Annex	Document
1	Statutory Public Notice
2	Full Proposal
	Appendix 1 – Consultee List
	Appendix 2 – Consultation Document
	Appendix 3 – Consultation Feedback Form
	Appendix 4 – Consultation Feedback
3	Governing Body Approval
4	Representation Feedback Summary
5	Guidance for Members
6	Guidance issued by the Department for Education – Extract for Decision Makers
7	Equality Impact Assessment
8	Map showing Schools Location

- 1.6 This report was authorised by the Senior Management Team on 28 August

2.0 Decision Requested

- 2.1 That the School Organisation Sub Committee approves the expansion of Ash Grove Primary School and Nursery from 105 to 210 pupil places with a planned implementation date of September 2014.

3.0 Reasons for Recommendation

- 3.1 As the Strategic Commissioner of School Places, Cheshire East Council has a statutory duty to ensure there are sufficient school places for children resident in its area, in accordance with Section 14 of the Education Act 1996.
- 3.2 The proposal to expand Ash Grove Primary School & Nursery to a one form of entry (210 place) primary school is to address the school's growing popularity and increasing demand for places from the school's local community.
- 3.3 Originally operating as a 1.5 form of entry primary school, Ash Grove Primary School had an intake at the normal point of entry of 47 pupils up until 2005. It was subsequently reduced to a 25 intake following a review of school places undertaken by the former Cheshire County Council. A further reduction in the admission number was made in 2011 taking the school to an intake of only 15 places for admission at the normal point of entry to the school (reception class) and operating as a half form of entry primary school with an overall capacity of 105 pupil places. To facilitate this reduction in capacity, classrooms were converted for alternative use by the school and a temporary Pupil Referral Unit (PRU) was located at the school, which has since been relocated.
- 3.4 The Local Authority is proposing to reintroduce the classrooms and increase the school's net capacity from 105 pupil places (half form of entry) to 210 pupil places (one form of entry) with an intake of 30 pupils into the reception class from 2014.
- 3.5 There are no costs associated with this proposal as existing accommodation can be re-introduced, as aforementioned.
- 3.6 Permission to consult on this proposal was requested and granted at the 22 April Portfolio Holder meeting. Consultation was undertaken between 30 April and 4 June and during this period only 1 response was received. In making this recommendation full consideration has been given to this feedback, included as **Appendix 4** to the full proposal.
- 3.7 During the representation period (17th July 2013 to 14 August 2013) a further response was received. Consideration has also been given to this feedback, which expressed no objection to the expansion, but raised concern about the impact of expanding the school on parking and traffic, litter and noise in the area of the school and the impact of these on local residents.
- 3.8 The representation received is attached as **Annex 4**.

- 3.9 Committee members are reminded that they must take any representations received into account when deciding whether to approve the proposal.
- 3.10 Information relating to any issues raised is included in **Annex 5** to this report to assist Members when considering the proposal. However, this should not discourage Members from considering any other information that they consider relevant.

4.0 Background

- 4.1 The rationale for this proposal is set out in the consultation document attached as Appendix 2 to the full proposal.
- 4.2 To summarise the number of children resident within the school's catchment area has increased in recent years and for the last 3 years the number of first preferences for the school has exceeded the 15 places available in the reception class. In order to accommodate children resident in the school's catchment area for whom there was no other school with vacancies within a reasonable distance, the Local Authority in agreement with the school agreed additional places over the school's published admission number for September 2011 and 2012 and agreed admission of up to 30 children for 2013.
- 4.3 This request for approval to expand this school has taken into account feedback received during the formal consultation period and officers have held informal consultation with headteachers of the Macclesfield primary schools and the feedback received during this process has informed this proposal.
- 4.4 A report detailing the outcome of the formal consultation undertaken between 30 April 2013 and 4 June 2013 was presented to the Cabinet Member on 1 July 2013 whereupon permission was given to issue a statutory notice detailing the proposed expansion of Ash Grove Primary School and Nursery from 105 to 210 pupil places
- 4.5 In accordance with the guidance issued by the Department for Education, the statutory notice was published in the local paper and a copy of the notice and complete proposal were forwarded to the Secretary of State. The statutory four-week representation period that followed commenced on 17 July 2013 and concluded on 14 August 2013. Members are advised that this statutory process provides the opportunity for any person with an interest to submit representations, which can be objections as well as expressions of support for the proposals.
- 4.6 The representation period was notified to key stakeholders including Ward Members, David Rutley MP, the Diocese and Parish Councils. Information was emailed to all schools in the Macclesfield Local Area Partnership (LAP) and primary schools were issued with letters for distribution to all their

parents and carers. Copies of the statutory notice were displayed by officers on the school gates and in other prominent places in the local area.

5.0 Wards Affected

- 5.1 Ash Grove Primary School and Nursery is situated in Macclesfield South Ward. However, consultation was undertaken with all neighbouring wards:-

Broken Cross and Upton
Macclesfield Central
Macclesfield East
Macclesfield Hurdsfield.
Macclesfield South
Macclesfield and Tytherington
Macclesfield West and Ivy

Local Ward Members

Cllr Louise Brown - Broken Cross and Upton
Cllr Martin Hardy - Broken Cross and Upton
Cllr Ken Edwards - Macclesfield Central
Cllr Janet Jackson - Macclesfield Central
Cllr David Neilson - Macclesfield East
Cllr Damien Druce - Macclesfield South
Cllr Laura Jeuda - Macclesfield South
Cllr Brendan Murphy - Macclesfield Tytherington
Cllr Lloyd Roberts - Macclesfield Tytherington
Cllr Carolyn Andrew - Macclesfield West and Ivy
Cllr Alift Harewood - Macclesfield West and Ivy
Vacancy - Macclesfield Hurdsfield

6.0 Financial Implications (Authorised by the Director of Finance and Business Services)

- 6.1 The school are to reintroduce existing classrooms and, therefore, the Ash Grove Primary School and Nursery proposal is cost neutral.

7.0 Legal Implications (Authorised by the Borough Solicitor)

- 7.1 Section 21 of the Education and Inspections Act 2006 states that regulations will set out who determines any proposals for prescribed alterations, including expansions made under Section 19. The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, as amended, describe the procedures that must be followed when making prescribed alteration proposals and state that local authorities must make decisions about expansions.
- 7.2 If a local authority fails to make a decision about a proposal within 2 months of the end of the Representation Period the local authority must forward the proposal, and any representations received, excluding those withdrawn in writing, to the Schools Adjudicator for a decision.

- 7.3 The regulations further provide that the local authority must have regard to the statutory guidance given from time to time by the Secretary of State when they take a decision on proposals. An extract from the relevant Department for Education guidance entitled *"Expanding a Maintained Mainstream School by Enlargement"* is attached for Members as **Annex 6**
- 7.4 According to paragraph 4.7 of that statutory guidance, upon receipt of the proposal, there are 4 key issues that decision makers should consider before judging the respective factors and merits of the proposal.
- Is any information missing? If so, the decision maker should request this immediately specifying a date by which the information should be provided;
 - does the published notice comply with statutory requirements?
 - has the statutory consultation been carried out prior to the publication of the notice? and
 - are the proposals "related" to other published proposals?
- 7.5 The School Organisation Sub Committee is advised that they must have regard to paragraphs 4.17 to 4.73 of the statutory Guidance when making their decision, in accordance with Regulation 8 of The Regulations. As stated in paragraph 3.7 above, information considered to be of relevance to this section of the Guidance is set out in **Annex 5**, but this should not discourage members from considering any other issues that they consider relevant. The Department for Education's guidance makes it clear that the list provided in the Guidance should not be treated as exhaustive because the importance of each factor will vary depending on the proposal and as such all proposals should be considered on their individual merits.

8.0 Risk Management

- 8.1 Disruption to pupils, staff and the community must be kept to a minimum whilst statutory school organisation procedures are being implemented.
- 8.2 The proposed expansion of Ash Grove Primary School and Nursery can be accommodated within the existing school premises and this will be managed by the school.
- 8.3 An Equality Impact Assessment (**Annex 7**) has been completed in relation to this proposal and concluded that the proposal would have an overall positive impact on several of the areas, specifically parents and carers, young people and socio-economic disadvantaged groups and a neutral impact on the remaining factors.

9.0 Access to Information

- 9.1 The background papers relating to this report can be inspected by contacting the report writer:
Name: Barbara Dale

Designation: School Admissions and Organisation Manager
Tel No: 01270 686392
Email: Barbara.Dale@cheshireeast.gov.uk



STATUTORY NOTICE

PROPOSED EXPANSION OF ASH GROVE PRIMARY SCHOOL & NURSERY, MACCLESFIELD

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Cheshire East Council intends to make a prescribed alteration to Ash Grove Primary School & Nursery, a Community School, Belgrave Road, Macclesfield, SK11 7TF from 01 September 2014.

The proposal is to expand the school to provide 210 pupil places by increasing the existing capacity by 105 places for implementation by September 2014. Subject to the outcome of the statutory consultation procedure the, Local Authority has determined an increase in the Published Admission Number from 15 to 30 for September 2014 in accordance with statutory requirements.

The current capacity of the school is 105 and the proposed capacity will be 210. The current number of pupils registered at the school is 138. The current admission number for the school is 15 and the proposed admission number will be 30.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from the Council's website: www.cheshireeast.gov.uk or can be obtained by writing to Barbara Dale School Admissions and Organisation Manager Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ

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 Children's Services Organisation and Capital Strategy, Floor 7 c/o Municipal Buildings Earle Street Crewe CW1 2BJ or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 17 July 2013

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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 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.

Not Applicable

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school .

Ash Grove Primary School & Nursery
Belgrave Road
Macclesfield
SK11 7TF

Ash Grove Primary School & Nursery is a Community school maintained by
Cheshire East Borough Council,
Westfields,
Middlewich Road,
Sandbach,
Cheshire, CW11 1HZ

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.

September 2014

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.

Within 4 weeks from the date of publication of this proposal any person may object to or make comments on the proposal by sending them to:-

Children's Services
 Organisation and Capital Strategy,
 Floor 7 c/o Municipal Buildings
 Earle Street
 Crewe
 CW1 2BJ

or via email to SOCS@cheshireeast.gov.uk.

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.

The proposal is to expand the school to provide 210 pupil places by increasing the existing capacity by 105 places for implementation by September 2014.

Subject to the outcome of the statutory consultation procedure the, Local Authority has determined an increase in the Published Admission Number (PAN) from 15 to 30 for September 2014 in accordance with statutory requirements. If the expansion is not approved the Published Admission Number will remain at 15.

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;

Annex 2

Current capacity of the school is 105 school places. The proposed new capacity of the school is 210.

- (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;

Changes to published admission numbers; which determine the number of pupils to be admitted into the relevant age group, will be made in accordance with the requirements set out in paragraph 1.4 of the School Admissions Code. The relevant age group is defined in law as “an age group in which pupils are or will normally be admitted” to the school.

The Published Admission Number (PAN) for this school is 15. If the proposal is approved the Local Authority would implement the increased PAN of 30 which was determined in April 2013 to apply with effect from September 2014.

- (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;

Not Applicable

- (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.

Not Applicable

(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.

There are currently 138 pupils on roll.

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.

Proposals to be implemented by the Local Authority.

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.

The school is remaining on the existing site. The proposed expansion requires no additional accommodation.
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(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.

Not Applicable

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;

Not Applicable

- (b) the arrangements for safeguarding the welfare of children at the school;

Not Applicable

- (c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

Not Applicable

- (d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

Not Applicable

(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

Not Applicable

- (b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Not Applicable

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;

Not Applicable

- (b) the distance between the proposed and current site;

Not Applicable

- (c) the reason for the choice of proposed site;

Not Applicable

- (d) the accessibility of the proposed site or sites;

Not Applicable

- (e) the proposed arrangements for transport of pupils to the school on its new site; and

Not Applicable

- (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.

Not Applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional school places to accommodate the growing demand for places in the local area.

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.

<p>In accordance with section 19 of the Education and Inspections Act 2006 Cheshire East Council has consulted interested parties on its proposal to expand Ash Grove Primary School and Nursery. Consultation was implemented between 30 April 2013 and 4 June 2013 and in accordance with the guidance issued by the Secretary Of State. The consultation documents were published on the Council's website at www.cheshireeast.gov.uk throughout the process and were made available in hard copy on request. The Council's website has been updated regularly to provide full details and information about the process has been communicated in writing, including email, to all interested parties. Appendix 1 contains the list of persons and parties who were consulted together with information about how the consultation has been implemented.</p>

<p>In order to facilitate feedback on the proposal, a formal document was produced (Appendix 2) detailing the background to the proposal and the statutory</p>

consultation process, with information on how feedback could be provided. A feedback form was included with the document. **(Appendix 3)** An electronic form was made available online to facilitate feedback and interested parties could also provide feedback orally by telephoning the Council. The feedback received as part of this process is summarised in **Appendix 4**.

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.

As the school is re-introducing existing classrooms the proposed increase in the capacity is cost neutral.

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).

Not Applicable

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

(c) evidence of parental demand for additional provision of early years provision;

Not Applicable

(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

Not Applicable

(e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Not Applicable

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;

Not Applicable

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

Not Applicable

(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;

Not Applicable

(d) The proposed number of sixth form places to be provided.

Not Applicable

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.

Not Applicable

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;

Not Applicable

- (b) any additional specialist features will be provided;

Not Applicable

- (c) the proposed numbers of pupils for which the provision is to be made;

Not Applicable

- (d) details of how the provision will be funded;

Not Applicable

- (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;

Not Applicable

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

Not Applicable

Annex 2

- (g) the location of the provision if it is not to be established on the existing site of the school;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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;

Not Applicable

- (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;

Not Applicable

- (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

Not Applicable

- (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.

Not Applicable

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.

Not Applicable

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;

Not Applicable

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

Not Applicable

- (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).

Not Applicable

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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;

The proposal to expand Ash Grove Primary and Nursery and return it to a one form of entry (210 place) primary school is to address the school's growing popularity and increasing demand for places from the school's local community.

The number of children resident within the school's catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class as shown in the following tables:

Year	Reception Places Available	Number of Children Resident in the Catchment Area
2010	15	74
2011	15	98
2012	15	108
2013	15	91*

*On 3 April 2013

Reception Admissions	Number of First Preferences
2010	7
2011	22
2012	24
2013	25*

*On 3 April 2013

In order to accommodate children resident in the school's catchment area for whom there was no other schools with vacancies within a reasonable distance, the Local Authority, in agreement with the school, agreed additional places over the school's published admission number for September 2011 and 2012 and has agreed admission of up to 30 children for 2013.

This proposal, which is fully supported by the Headteacher and Governing Body of the school, is made to address the pattern of parental preference in recent years and to provide sufficient places for the local community at a school within a reasonable distance. The

benefit to the school and the local community is that it will be able to provide more places for families who seek admission at the normal point of entry to the school whilst continuing to provide an outstanding education as a 1 form of entry primary school.

- (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;

The school is a Community School and is maintained by the Local Authority. Admissions are subject to the Local Authority's determined admission arrangements and oversubscription criteria.

- (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.

Not Applicable

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

Not Applicable

- (b) a statement on the local capacity to accommodate displaced pupils.

Not Applicable

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).

Ash Grove Primary School & Nursery is a successful school, achieving an “Outstanding” category from Ofsted at the latest inspection in March 2013

Originally operating as a 1.5 form of entry primary school, Ash Grove had an intake at the normal point of entry of 47 pupils up until 2005. It was subsequently reduced to a 25 intake following a review of school places undertaken by the former Cheshire County Council. A further reduction in the admission number was made in 2011 taking the school to an intake of only 15 places for admission at the normal point of entry to the school (reception class) and operating as a half form of entry primary school with an overall capacity of 105 pupil places.

To facilitate this reduction in capacity, classrooms were converted for alternative use by the school and a temporary Pupil Referral Unit (PRU) was located at the school, which has since been relocated. The Local Authority is proposing to reintroduce the classrooms and increase the school’s net capacity from 105 pupil places (half form of entry) to 210 pupil places (one form of entry) with an intake of 30 pupils into the reception class from 2014.

Consultee	Organisation / School
Council's Web Pages	
Governing body - school which is the subject of proposal	Ash Grove Primary School and Nursery
Headteacher & Staff - school which is the subject of proposal	Ash Grove Primary School and Nursery
Pupils- school which is the subject of proposal	Ash Grove Primary School and Nursery
Governing bodies, Head teachers , staff and parents at Neighbouring Primary Schools	Christ the King Catholic and CE Primary
	Ivy Bank Primary
	Hollinhey Primary
	Puss Bank School
	Gawsworth Primary
	Parkroyal Community School
	St John the Evangelist CE Primary
Governing bodies, Head teachers, staff and parents at alternative Macclesfield Primary Schools.	Windle CE Primary
	Bollinbrook Church of England Primary School
	Broken Cross Community School
	Hurdsfield Community Primary School
	Kettleshulme St James' Church of England Primary School
	Mottram St Andrew Primary Academy
	Prestbury Church of England Primary School
	Rainow Primary School
	St Alban's Catholic Primary School
	The Marlborough Primary School
	Upton Priory School
	Whirley Primary School
Governing Bodies, Headteacher and staff at Macclesfield High School	All Hallows Catholic College
	The Fallibroome Academy
	The Macclesfield Academy
	Tytherington High School
Diocesan Authorities	Catholic Diocese of Shrewsbury
MP(s) of the constituencies affected	Mr David Rutley
Councillors - Ward Members	Cllr Louise Brown - Broken Cross and Upton
	Cllr Martin Hardy - Broken Cross and Upton
	Cllr Ken Edwards - Macclesfield Central
	Cllr Janet Jackson - Macclesfield Central
	Cllr David Neilson - Macclesfield East
	Cllr Damien Druce - Macclesfield South
	Cllr Laura Jeuda - Macclesfield South

	Cllr Brendan Murphy - Macclesfield Tytherington
	Cllr Lloyd Roberts - Macclesfield Tytherington
	Cllr Carolyn Andrew - Macclesfield West and Ivy
	Cllr Alift Harewood - Macclesfield West and Ivy
	Vacancy - Macclesfield Hurdsfield
Local District / Parish where the subject school is located	Higher Hurdsfield Parish Council
	Henbury Parish Council
	Siddington Parish Council
UNIONS	NAHT Branch Secretary
	GMB
	UNISON
	NUT



**PROPOSAL FOR THE ENLARGEMENT
OF
ASH GROVE PRIMARY SCHOOL &
NURSERY, MACCLESFIELD**

PUBLIC CONSULTATION DOCUMENT

**Tony Crane,
Director of Children's Services
Cheshire East Council
Westfields, Sandbach
Cheshire
CW11 1HZ**

April 2013

OBJECTIVE OF THIS CONSULTATION DOCUMENT

To undertake formal consultations with parents and carers of pupils at Ash Grove Primary School & Nursery, and other interested parties before a final decision is taken regarding a proposal to expand the school from a 1 form of entry primary school to 2 forms of entry .

The Local Authority is proposing the expansion of Ash Grove Primary School & Nursery to provide an additional 105 places increasing the school from 105 places (half form of entry) to 210 places (1 form of entry) with a proposed completion date of September 2014.

INTRODUCTION

Ash Grove Primary School & Nursery is a successful school, achieving an “Outstanding” category from Ofsted at the latest inspection in March 2013

Originally operating as a 1.5 form of entry primary school, Ash Grove had an intake at the normal point of entry of 47 pupils up until 2005. It was subsequently reduced to a 25 intake following a review of school places undertaken by the former Cheshire County Council. A further reduction in the admission number was made in 2011 taking the school to an intake of only 15 places for admission at the normal point of entry to the school (reception class) and operating as a half form of entry primary school with an overall capacity of 105 pupil places.

To facilitate this reduction in capacity, classrooms were converted for alternative use by the school and a temporary Pupil Referral Unit (PRU) was located at the school, which has since been relocated. The Local Authority is proposing to reintroduce the classrooms and increase the school’s net capacity from 105 pupil places (half form of entry) to 210 pupil places (one form of entry) with an intake of 30 pupils into the reception class from 2014. This proposed expansion is therefore cost neutral.

RATIONALE

The proposal to expand Ash Grove Primary School & Nursery and return it to a one form of entry (210 place) primary school is to address the school’s growing popularity and increasing demand for places from the school’s local community.

There are no costs associated with this proposal as existing accommodation can be re-introduced allowing the school to return to a one form of entry primary school.

The number of children resident within the school’s catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class as shown in the following tables:

Year	Reception Places Available	Number of Children Resident in the Catchment Area
2010	15	74
2011	15	98
2012	15	108
2013	15	91*

*On 3 April 2013

Reception Admissions	Number of First Preferences
2010	7
2011	22
2012	24
2013	25*

*On 3 April 2013

In order to accommodate children resident in the school's catchment area for whom there was no other schools with vacancies within a reasonable distance, the Local Authority, in agreement with the school, agreed additional places over the school's published admission number for September 2011 and 2012 and has agreed admission of up to 30 children for 2013.

This proposal, which is fully supported by the Headteacher and Governing Body of the school, is made to address the pattern of parental preference in recent years and to provide sufficient places for the local community at a school within a reasonable distance. The benefit to the school and the local community is that it will be able to provide more places for families who seek admission at the normal point of entry to the school whilst continuing to provide an outstanding education as a 1 form of entry primary school.

Informal consultation with headteachers of the Macclesfield primary schools has been undertaken and the feedback received during this process has informed these proposals.

It is therefore recommended that the local demand for places in this area justifies expansion of this popular and successful school.

SITE AND BUILDINGS

Situated in a built up residential area of Macclesfield, Ash Grove Primary School and Nursery was built in 1935 to serve its local community. Following the admission of additional children in 2011 and 2012 from September 2013 the school will operate as a 1 form entry school with single age groups and 7 classes.

FINANCIAL ISSUES

The proposed expansion of Ash Grove Primary School and Nursery is cost neutral due to the utilisation of existing classrooms.

TIMESCALES

It is proposed that the programme for the implementation of any change would be:

30 April 2013 to 4 June 2013	Formal Public Consultation
10 June 2013	Meeting of the Council's Portfolio Holder for permission to issue a Public Notice
17 June 2013 to 15 July 2013	Representation period
22 July 2013	Cabinet decision
29 July 2013	Implementation
September 2014	Proposed completion date.

HOW DO I COMMENT ON THE PROPOSALS

You can complete our electronic feedback form which can be accessed on the Council's website at www.cheshireeast.gov.uk. All views expressed during consultation will be presented to the Council's Portfolio Holder before a decision will be made on whether to progress to the next stage.

WHAT IS THE NEXT STAGE?

All responses to this consultation will be collated and presented to the Council's Portfolio Holder at the end of the consultation period requesting permission to proceed to public notices. If permission is given, this will mean that a further representation period will commence for a fixed period of 4 weeks, in line with statutory requirements.

At the end of the representation period, a further report will be prepared and presented to the Council's Cabinet, or, if objections are received, to the Council's School Organisation Sub Committee, for a final decision on the proposal.

PLEASE NOTE:

Where individual queries are received, we will not answer you directly, but we will compile a detailed response to the consultation that will be published on our website with hard copies available on request.

For further information, contact:

Cheshire East Council, School Organisation and Capital Strategy Team, Floor 7,
C/O Municipal Building, Earle Street, Crewe CW1 2BJ,
e-mail: SOCS@cheshireeast.gov.uk Tel: 0300 123 5012.

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Consultation Feedback Form

Appendix 3

Proposed Expansion of Ash Grove Primary School and Nursery, Macclesfield

You are invited to comment on Cheshire East Council's proposal to expand Ash Grove Primary School and Nursery from a 105 school places to 210 places, (1 form of entry) primary school with a proposed completion date of September 2014. Before completing this form, please refer to the consultation document, which provides the rationale for this proposal.

Please note: Your personal details will be withheld but any feedback provided will be collated to inform decision-making and will therefore become a public record and published on the Council's website at the end of the consultation period.

Please tick the relevant boxes to indicate your view and provide any comments you feel are relevant to this proposal in the space provided.

Do you agree with the proposal to expand Ash Grove Primary School and Nursery?	Please tick (✓)		
	Yes	No	No View

Comments (if any)

(Please continue overleaf, if required.)

Please indicate below any of the following that apply to you:

Respondent Details	Please Tick (✓)	Please name the school
Parent/Carer of pupil(s) attending the school		
Governor of the school		
Member of staff at the school		
Pupil at the school		
Other (please specify)		

Name:	Date:
Address:	Signed:

Please return this form to:

Cheshire East Council, School Organisation and Capital Strategy / Floor 7. C/O Municipal Building, Earle Street, Crewe CW1 2BJ by the closing date of **4 June 2013**

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PROPOSED EXPANSION OF ASH GROVE PRIMARY & NUSERY

CONNECTION	AGREE WITH PROPOSAL	COMMENTS
Governing Body	No	<p>This is the view of Ivy Bank Governing Body.</p> <ol style="list-style-type: none"> 1. The proposed expansion is a doubling of the PAN which serves an area which other schools use as their caption area and these schools have had their PAN repeatedly refused – Ivy Bank have had their PAN rejected on several occasions, including last year, although there has been an increase in PAN for September 2014- this is not at the level that has been requested. This continual rejection of increasing the PAN for other schools has created the resulting shortage of places. This shortage is not an infrastructure issue, but a local authority created issue. If Ivy Bank, along with other schools, had been able to have an increase in PAN then there would be no need for the proposed doubling of the PAN for Ash Grove. These increases would also have been cost neutral as they would have been accommodated in existing buildings. 2. Any justification along the lines of the school receiving Outstanding from an OFSTED inspection is not a reason for increasing the PAN. 3. The figures used within the consultation report indicate a 16% reduction in the Number of children on resident in the catchment area of 2012 to 2013. The 2013 level is also less than 2011 and only 13 more than the 2010 level where there were only 7 in the number of first preferences. 4. If CE believes there is a demand for the increase, than the wider review of the area should have taken place first to identify the future demands on all schools.

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Ash Grove Primary School and Nursery
Belgrave Rd
Macclesfield
SK11 7TF

Telephone: 01625 383075
admin@ashgrove.cheshire.sch.uk

Headteacher: Mr K Simpson
head@ashgrove.cheshire.sch.uk

Ash Grove Primary School has been increasing in popularity due to its dramatic improvement in the last four years resulting in an outstanding rating by OFSTED in 2013. We have been asked by the Local Authority in the last three of those years to take 30 instead of 15 children into the reception class. Thus the school is already operating as one form entry in order to meet the needs of the children of the Moss community. Officially increasing the PAN from 15 to 30 is a recognition of these facts.

The increase in Pan has been discussed at length in various governor meetings and all governors are in agreement that the school should return to a 210 place school. Minutes are available on request.

Kevin Simpson

Sue Bowen

Headteacher

Chair of Governors

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PROPOSED EXPANSION OF ASH GROVE PRIMARY SCHOOL & NUSERY

CONNECTION	AGREE WITH PROPOSAL	COMMENTS
Local Resident	Yes	<p>While we have no exceptions to the school expanding there are a couple of concerns:-</p> <p>Parking/ Traffic Living directly opposite the school we currently have some trouble parking outside our house particularly at pick up time. Can an assurance be given that this will not worsen?</p> <p>Litter The amount of litter that we have in our garden is currently manageable (though very annoying and unnecessary) We pick up half eaten fruit, sweet and crisp packets, drinks cartons/ bottles and school letters and artwork enough to fill a carrier bag every week. Must be thrown over the hedge or shoved into it. Because of the position of our house the garden will eventually be blown into it. What assurance can be given that this will not happen?</p> <p>Noise Again because of the position of the house it is a natural crossing point to the school. I work shifts- late nights and some overnights- the amount of parents who congregate outside to “chat”; I assume will grow along with the school and will almost certainly cause further problems for me?</p> <p>I / we are hoping that our concerns will be considered as understand that the need for “learning” within the community is necessary and welcome but not at the expense of some.</p>

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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

The information presented below is intended to assist Members in their decision-making on the proposal to expand Ash Grove Primary School and Nursery from 105 to 210 school places. Please refer to the DfE 'Extract of Decision Makers' Guidance' (**Annex 6**)

1 EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

DfE Guidance	Extracted Paragraph/s	Current Position	Impact of Expansion
A System Shaped by Parents 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 school 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.	4.17	Last Ofsted Inspection was February 2013 when the school was categorised as Outstanding	The local authority has no reason to believe that any proposed expansion of schools would result in an overall change to the Ofsted category in the future.
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	4.18	Ash Grove school is part of the Macclesfield Local Area Partnership which consists of 19 primary schools offering 4947 places. Due to the number of schools and the size of Macclesfield the town and surrounding area is divided into 2 planning areas, North and South. Ash Grove is situated in the South planning	This proposal was identified to address sufficient school places for residents within the schools catchment area. The proposal to expand the school and return it to a one form of entry (210 place) primary school is to address the school's growing popularity and increasing demand for places from the school's local community, providing

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>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.</p> <p>The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on LAs.</p>		<p>area consisting of 9 primary schools offering 2240 school places.</p> <p>Originally operating as a 1.5 form of entry primary school, Ash Grove had an intake at the normal point of entry of 47 pupils up until 2005. It was subsequently reduced to a 25 intake following a review of school places undertaken by the former Cheshire County Council. A further reduction in the admission number was made in 2011 taking the school to an intake of only 15 places for admission at the normal point of entry to the school (reception class) and operating as a half form of entry primary school with an overall capacity of 105 pupil places.</p> <p>To facilitate this reduction in capacity, classrooms were converted for alternative use by the school and a temporary Pupil Referral Unit (PRU) was located at the school, which has since been relocated. The Local Authority is proposing to reintroduce the classrooms and increase the pupil places from 105 to 210 (one form of entry) with an intake of 30 pupils into the reception class from 2014.</p>	<p>school places within a reasonable distance to their home address.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

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. Decision-makers should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.	4.20	See paragraph 4.17 – 4.18 above	See paragraph 4.17 – 4.18 above
Diversity – 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.	4.22	See paragraph 4.17 – 4.18 above	See paragraph 4.17 – 4.18 above
Decision Makers should consider how proposals will impact on 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.	4.23	Of the 9 primary schools in the Macclesfield South planning area 5 are Community Schools, including Ash Grove Primary, offering a total of 1243 school places, 1 is and Academy offering 420 places and 3 are Voluntary Aided offering 577 school places.	The proposal would increase the total number of available school places amongst the Community schools by 105 places and therefore increasing the opportunity for parental preference to be met.

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>Every Child Matters – 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.</p>	<p>4.24</p>	<p>The school has a Nursery on site offering 52 places. Children are offered the statutory free sessions as appropriate and parents can pay for additional sessions dependent on availability. In addition to the nursery the school operates a breakfast club and after school club until 5.30 pm. A variety of extra curriculum clubs operate during lunch time and after school including, football, netball and cookery.</p> <p>SEN – Ash Grove Primary School and Nursery Primary School is a fully inclusive mainstream primary school with 159 children on roll, no school places are specifically reserved for pupils with special educational needs or disabilities. Currently the school has 7 statemented children and 40 children at school action plus / school action on roll which is equivalent to an overall of 30% which is twice the Cheshire East average of 15% and above the national average of 20%</p>	<p>All current arrangements in relation to the Nursery, breakfast and after school clubs and extra curriculum clubs will continue should the proposed expansion go ahead.</p> <p>If the proposal to expand the school is approved, the increased capacity will deliver additional places for all children, including those with special educational needs and thereby the impact of the proposal will have a positive impact on parents and carers seeking places for their children.</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

SCHOOL CHARACTERISTICS

Guidance	Paragraph/s	Current Position	Impact of Expansion
Equal Opportunity Issues – 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.	4.27	<p>The Local authority is bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>The recorded data for Ash Grove Primary School and Nursery is:</p> <ul style="list-style-type: none"> • 92% White • 4% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British <p>The average recorded data across the immediate neighbouring Macclesfield primary schools is:</p> <ul style="list-style-type: none"> • 91.9% White • 2% Mixed/Dual Background • 4.4% Asian or Asian British • 0.2% Black or Black British • 1.5% Other Groups or Not recorded 	<p>The proposed expansion will have a marginally positive impact on young people and parents with a disability because the provision of additional places will overall provide sufficient places closer to peoples places of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.</p> <p>The racial make-up of the school is not expected to be impacted upon by the proposed expansion and it is expected that the overall impact will be neutral.</p>

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

3 NEED FOR PLACES

Guidance	Paragraphs	Current Position	Impact of Expansion
Creating Additional Places – 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 places in the neighbouring less popular or successful schools should not in itself prevent the addition of new places.	4.28	<p>The number of children resident within the school's catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class.</p> <p>In order to accommodate children resident in the school's catchment area for whom there was no other schools with vacancies within a reasonable distance, the Local Authority, in agreement with the school, agreed additional places over the school's published admission number for September 2011 and 2012 and has agreed admission of up to 30 children for 2013.</p>	<p>This proposal, which is fully supported by the Headteacher and Governing Body of the school, is made to address the pattern of parental preference in recent years and to provide sufficient places for the local community at a school within a reasonable distance. The benefit to the school and the local community is that it will be able to provide more places for families who seek admission at the normal point of entry to the school whilst continuing to provide an outstanding education as a 1 form of entry primary school.</p>
Expansion of Successful and Popular Schools- The Government is committed to ensuring that every parent can choose an excellent school for their child. They have made clear that the wishes of parents should be taken into account in planning and managing school places. Places should be allocated where parents want them, and as	4.31	<p>The school is popular and successful and categorised as Outstanding by Ofsted.</p> <p>The proposal to expand Ash Grove primary and Nursery and return it to a one form of entry (210 place) primary school is to address the school's growing popularity and increasing</p>	<p>The proposal, if determined, will provide additional school places in an "outstanding" local primary school affording access to the local school for local children</p>

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

<p>such, it should be easier for successful and popular schools to grow to meet parental demand</p> <p>For the purposes of the guidance the Secretary of State does not propose 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 be taken into account.</p> <ol style="list-style-type: none"> 1. The schools performance 2. The number of applications for places. 		<p>demand for places from the school's local community.</p> <p>The number of children resident within the school's catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class as shown in the following tables:</p>	
<p>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.</p>	4.34	<p>Ash Grove Primary School & Nursery is a Community School and as such the Local Authority is the Admission Authority,</p>	N/A

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

4 IMPACT ON THE COMMUNITY AND TRAVEL

Guidance	Paragraph/s	Current Position	Impact of Expansion
Travel and Accessibility for All - 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.	4.35	In making this recommendation the authority has given consideration to a number of issues including the number of pupils in each school's catchment area. Data shows that at January 2013 85% of children living within Ash Grove catchment area were on roll at the school. The school admitted 10% of pupils from outside of their catchment areas but within the Macclesfield LAP and 3% of children outside of Cheshire East. The remaining 2% lived within Cheshire East but outside of the Macclesfield LAP.	Parents and carers wishing to access local provision will have greater opportunity to secure places at a nearby school and therefore within a reasonable distance if the proposed increase in capacity is agreed. A map of the local area, which shows the primary schools in this vicinity. Attached as Annex 8
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. The EIA 2006 provides extended free transport rights for low	4.36	See paragraph 4.35 above	.

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

income groups – see Home to School Travel and Transport Guidance ref 00373 2007BKT-EN at www.teachernet.gov.uk/publications . Proposals should also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school			
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5 FUNDING AND LAND

Guidance	Paragraph/s	Current Position	Impact of Expansion
Capital – 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.	4.57	The proposed expansion of Ash Grove Primary School and Nursery is cost neutral due to the utilisation of existing classrooms.	N/A
School Playing Fields- The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to	4.65	N/a	

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'Expanding a Maintained Mainstream School'

which schools should have access. The Decision Maker will need to be satisfied that either the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation			
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6 OTHER ISSUES

Guidance	Paragraph/s	Current Position	Impact of Expansion
Views of interested parties – 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	4.73	<p>A formal consultation process was implemented by the authority between 30 April 2013 and 4 June 2013. Full details of the feedback received during the consultation are attached as Appendix 4</p> <p>The outcomes of the consultation were presented to the Portfolio Holder at the meeting of 1 July 2013. The decision was to issue a statutory public notice attached which is attached as Annex 1</p> <p>The 4 week representation period commenced on 17 July 2013 and concluded on 14 August 2013. Full details of the feedback received during</p>	

Additional Information for Members – Factors to be Considered by Decision Makers

Using relevant extracts from Department for Education (DfE) Statutory Guidance - ‘Expanding a Maintained Mainstream School’

<p>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.</p>		<p>the statutory representation period are attached as Annex 4</p>	
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Extract of

Decision Makers' Guidance for:

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

For further information:

School Organisation & Competitions Unit
DCSF Mowden Hall Darlington DL3 9BG

Tel: 01325 735749

Email: school.organisation@education.gsi.gov.uk

Website: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5

Last updated 25 January 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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STAGE 4

This guidance is extracted, for ease of reference by decision makers, from the full version of the “Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form” guide - www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5. 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.

Stage 4**Decision Makers’ Guidance on Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form (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;

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

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

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

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

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

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

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

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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](#)–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

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

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

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

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

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4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ 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; or
- 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.

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

¹ 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.

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- the best schools are able to expand and spread their ethos and success.

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

Standards (Paragraphs 4.19-4.20)

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

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

Diversity (Paragraphs 4.21-4.23)

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

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

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

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Every Child Matters (Paragraph 4.24)

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

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

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

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

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

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g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

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

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

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

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

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

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

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the

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Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
 - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

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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. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates; []
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group; []
- participation: there are high levels of participation in the local area; and, []
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area. []

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

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4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools
(Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high

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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 DCSF criteria for 'high performing' status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

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.

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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 LSC² 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

² 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.

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2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- 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

³ 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.

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protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

- a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).
- 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” - <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

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

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governing body of another maintained school (or the temporary governing body of a new school) . Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

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Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and

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h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and

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- iv. improved supply of suitable places.
- b. LAs **should** also:
- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
 - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

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OTHER ISSUES**Views of Interested Parties** (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;

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- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007(4) the occurrence of such an event.

(4) S.I. 2007/1288.

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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 1st September one year, and enlarge on 1st 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.organisation@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.organisation@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;
- 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

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- 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.organisation@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.

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Equality impact assessment is a legal requirement for all strategies, plans, functions, policies, procedures and services under the Equalities Act 2010. We are also legally required to publish assessments.

Section 1: Description

Department	Children , Families and Adults		Lead officer responsible for assessment		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	August 2013		Version		3	
Type of document (mark as appropriate)	Strategy	Plan √	Function	Policy √	Procedure	Service
Is this a new/existing/revision of an existing document (mark as appropriate)	New		Existing		Revision √	
<p>Title and subject of the impact assessment (include a brief description of the aims, outcomes , operational issues as appropriate and how it fits in with the wider aims of the organisation)</p> <p>Please attach a copy of the strategy/plan/function/policy/procedure/service</p>	<p>Following the Portfolio's Holders decision of 1 July to issue a statutory public notice on the proposed expansion of Ash Grove Primary School and Nursery, Macclesfield from 105 to 210 pupil places a 4 week representation period commenced on 17 July 2013 and concluded on 14 August 2013.</p> <p>During that 4 week representation period one representation was received which will be presented to the School Organisation Sub Committee meeting of 19 September 2013. School Organisation Sub Committee are asked to approve to the expansion of Ash Grove Primary School and Nursery from 0.5 FE to 1.FE to provide an additional 105 school places.</p> <p>There are other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> • Children and Families, Capital Strategy 2013/2014 • Statutory consultation was undertaken on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the capacity would increase by more than 30 pupils and by more than 25%. • The Local Authority must comply with statutory requirements as set out in The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained 					

	<p>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).</p> <p>The proposal to expand the school is to address the increasing demand for places from the school's local community. This school had an intake at the normal point of entry of 47 pupils up until 2005 when it was reduced to a 25 intake following a review of surplus places implemented by the former Cheshire County Council. A further reduction was made in 2011 taking the school to a half form of entry primary school with an intake of 15 pupils at the normal point of entry and reducing the school's overall capacity to 105 places.</p> <p>The number of children resident within the schools catchment area has increased in recent years and, for the last 3 years, the number of first preferences for the school has exceeded the 15 places available in the reception class. In order to accommodate children resident in the school's catchment area for whom there was no other schools with vacancies within a reasonable distance, the Local Authority, in agreement with the school agreed additional places over the school's published admission number for September 2011 and 2012 and has agreed admission of up to 30 children for 2013</p> <p>The proposal will therefore have a significant positive impact on parental choice and vulnerable and minority groups in the community.</p>
Who are the main stakeholders? (eg general public, employees, Councillors, partners, specific audiences)	<ul style="list-style-type: none"> • Children and their parents and carers • Headteachers in schools in Macclesfield

Section 2: Initial screening

Who is affected? (This may or may not include the	Children and Young People Parents / Carers
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EQUALITY IMPACT ASSESSMENT FORM

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stakeholders listed above)			Schools								
Who is intended to benefit and how?			Young Children and their parents and carers in Ash Grove's Primary School and Nursery catchment area.								
Could there be a different impact or outcome for some groups?			This proposal will have a marginal positive impact for members of the local community.								
Does it include making decisions based on individual characteristics, needs or circumstances?			Any decision on the proposal will not be based on any individual characteristics, needs or circumstances.								
Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)			No								
Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?			Consultation commenced on 30 April 2013 for a 5 week period ending on 4 June 2013. During the consultation period feedback was invited from stakeholders.								
Is there an actual or potential negative impact on these specific characteristics? (Please tick)											
Age	Y	N	Marriage & civil partnership	Y	N	Religion & belief	Y	N	Carers		N
		✓			✓			✓			
Disability	Y	N	Pregnancy & maternity	Y	N	Sex	Y	N	Socio-economic status		N

EQUALITY IMPACT ASSESSMENT FORM

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		✓			✓			✓			
Gender reassignment	Y	N	Race	Y	N	Sexual orientation	Y	N			
		✓			✓			✓			
What evidence do you have to support your findings? (quantitative and qualitative) Please provide additional information that you wish to include as appendices to this document, i.e., graphs, tables, charts										Consultation/involvement carried out	
										Yes	No
Age			This will positively impact on the number of school places for young people of primary school age in the area and thereby increasing opportunities for parental choice, in line with DfE guidance.							✓	
Disability			The proposal will have a marginally positive impact on young people and parents with a disability because the provision of additional places will overall provide sufficient places closer to person's place of residence. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.							✓	
Gender reassignment			Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.							✓	
Marriage & civil partnership			Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Admissions to the schools are made following the Local Authority published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without							✓	

	reference to the marital status of the parent/carer.		
Pregnancy & maternity	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>Admissions to the schools are made following the Local Authority published admission arrangements and over subscription criteria. All applications are considered against the over subscription criteria on a equal basis without reference to the status of the parent/carer.</p>	✓	
Race	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>The recorded data for Ash Grove Primary School and Nursery is:</p> <ul style="list-style-type: none"> • 92% White • 4% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British <p>The average recorded data across the immediate neighbouring Macclesfield primary schools is:</p> <ul style="list-style-type: none"> • 91.9% White • 2% Mixed/Dual Background • 4.4% Asian or Asian British • 0.2% Black or Black British • 1.5% Other Groups or Not recorded <p>The local authority has no reason to believe that any proposed expansion of schools would result in an overall change to the current demographics.</p>	✓	
Religion & belief	Admission Authorities are bound by the Admissions Code and Regulations	✓	

EQUALITY IMPACT ASSESSMENT FORM

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	and this does not allow for any discrimination in this respect. Ash Grove Primary School and Nursery is a Community School and follows the Local Authority published arrangements and over subscription criteria which do not include any reference to religion and belief. All admission applications will be considered on an equal basis irrespective of religious belief.		
Sex	There is an equal gender balance girls and boys currently attending Ash Grove primary School and Nursery, Girls represent 52% of pupils with boys 48%. This represents a similar school population demographic across the immediate neighbouring Macclesfield schools which gives an average of 48 % girls and 52 % boys.	✓	
Sexual orientation	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.	✓	
Carers	The proposal will have a marginally positive impact on persons with dependents and will offer greater parental choice for those families with wider caring responsibilities.	✓	
Socio-economic status	It is considered that the proposal will have a positive impact on those children/young people included in this group as the proposal, if agreed, will provide more places locally for local families.	✓	
Proceed to full impact assessment? (Please tick)	Yes	No ✓	Date August 2013

If yes, please proceed to Section 3. If no, please publish the initial screening as part of the suite of documents relating to this issue

Section 3: Identifying impacts and evidence

This section identifies if there are impacts on equality, diversity and cohesion, what evidence there is to support the conclusion and what further action is needed

Protected characteristics	Is the policy (function etc....) likely to have an adverse impact on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Are there any positive impacts of the policy (function etc....) on any of the groups? Please include evidence (qualitative & quantitative) and consultations	Please rate the impact taking into account any measures already in place to reduce the impacts identified High: Significant potential impact; history of complaints; no mitigating measures in place; need for consultation Medium: Some potential impact; some mitigating measures in place, lack of evidence to show effectiveness of measures Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)
Age				
Disability				
Gender reassignment				
Marriage & civil partnership				

Pregnancy and maternity				
Race				
Religion & belief				
Sex				
Sexual orientation				
Carers				
Socio-economics				
Is this project due to be carried out wholly or partly by contractors? If yes, please indicate how you have ensured that the partner organisation complies with equality legislation (e.g. tendering, awards process, contract, monitoring and performance measures)				

Section 4: Review and conclusion

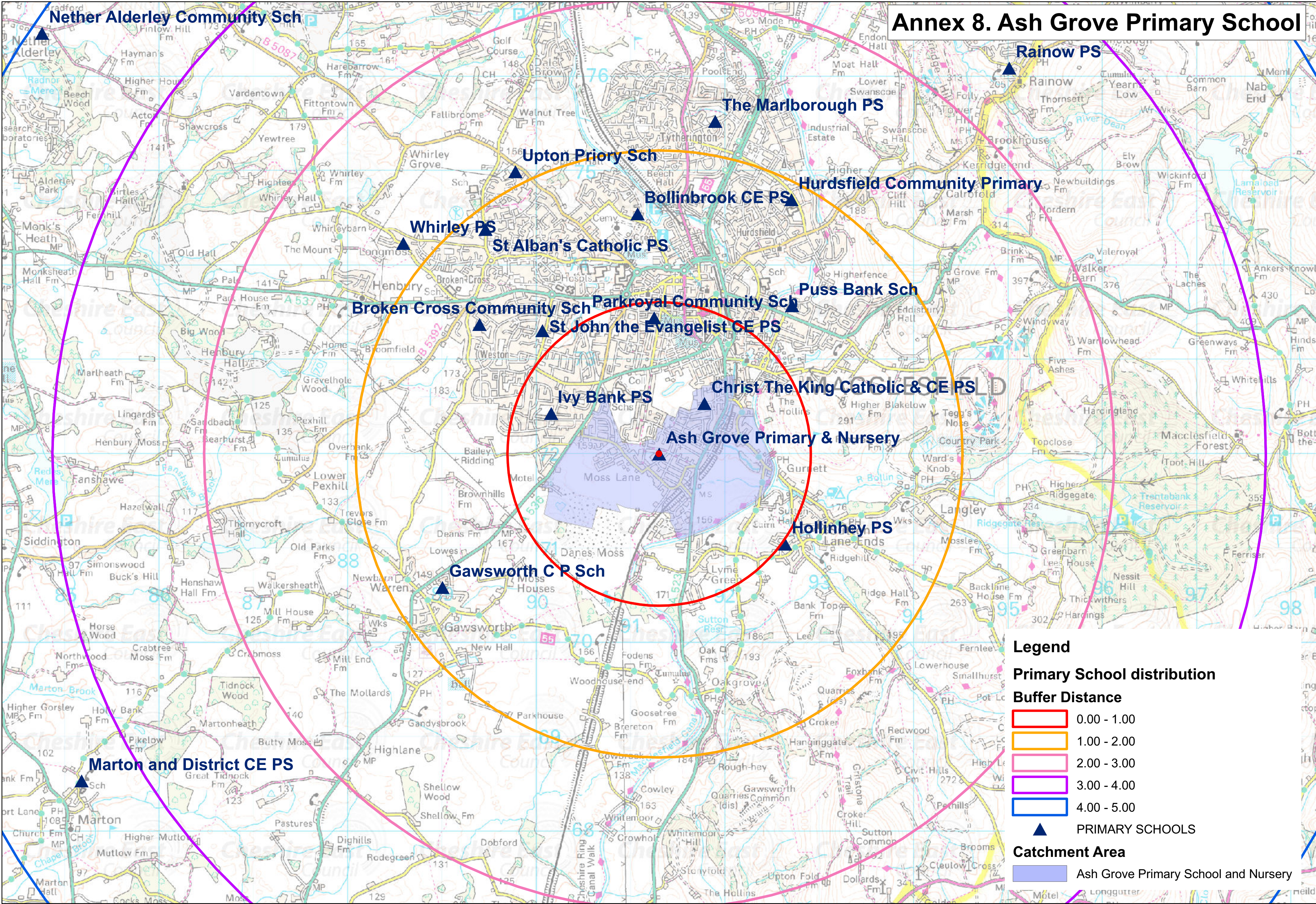
Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed			
<p>During that 4 week representation period one representation was received which will be presented to the School Organisation Sub Committee meeting of 19 September 2013. School Organisation Sub Committee are asked to approve the expansion of Ash Grove Primary School and Nursery from 0.5FE to 1.FE to provide an additional 105 school places.</p>			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
<p>Concern was raised regarding increased traffic, and in particular parking in and around the school.</p>	<p>The school will continue to operate the 2" walking to school buses" currently in place and promote the use of car sharing . Every week parents receive a news letter and are reminded of their responsibility to respect neighbours and park considerately .</p>		
<p>Concern about litter dropped and the noise.</p>	<p>Children are reminded about dropping litter and encouraged to use the bins provided.</p>		
Please provide details and link to full action plan for actions			
When will this assessment be reviewed?			

EQUALITY IMPACT ASSESSMENT FORM**Annex 7**

Are there any additional assessments that need to be undertaken in relation to this assessment?			
Lead officer signoff		Date	
Head of service signoff		Date	

Please publish this completed EIA form on your website

Annex 8. Ash Grove Primary School



Legend

Primary School distribution

Buffer Distance

[Red line]	0.00 - 1.00
[Orange line]	1.00 - 2.00
[Pink line]	2.00 - 3.00
[Purple line]	3.00 - 4.00
[Blue line]	4.00 - 5.00

▲ PRIMARY SCHOOLS

Catchment Area

[Blue shaded area] Ash Grove Primary School and Nursery

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