

School Organisation Sub-Committee

Agenda

Date: Monday, 9th June, 2014
Time: 10.00 am
Venue: Council Chamber - 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 Manor Park School and Nursery , Knutsford** (Pages 5 - 100)

To consider a report outlining proposals to expand Manor Park School and Nursery from 210 to 315 pupil places for September 2015.

4. **Proposed Expansion of Mobberley CE Primary School, Knutsford** (Pages 101 - 200)

To consider proposals to expand Mobberley CE Primary School from 140 to 210 school places from January 2015.

5. **Proposed Expansion of Offley Primary School, Sandbach** (Pages 201 - 290)

To consider proposals to expand Offley Primary School from 315 to 420 pupil places for September 2015.

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

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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: 9 June 2014
Report of: Tony Crane, Director, Children Services
Subject/Title: Proposed Expansion of Manor Park School and Nursery , Knutsford
Portfolio Holder: Councillor Rachel Bailey

1.0 Report Summary

- 1.1 This decision paper reports on the outcome of the statutory public notice (**Appendix 1**), which details the Council's proposal to expand Manor Park School and Nursery from 210 to 315 pupil places for September 2015 and the responses received during the 4-weeks representation period from 16 April to 14 May 2014. A copy of the full proposal is attached as **Appendix 2**.
- 1.2 The School Organisation Sub Committee is advised that it must take into account any representations received when deciding whether to approve the proposal.
- 1.3 Section 14 of the Education Act 1996 places a duty on local authorities to ensure sufficiency of school places for children resident in its area. In response to the pupil forecasts, which indicate a shortfall in the Knutsford area from 2014, a review of provision has resulted in proposals to increase Manor Park School and Nursery and Mobberley CE Primary. A separate decision paper will report on the outcome of the public notice detailing the proposed expansion of Mobberley CE.
- 1.4 The Headteacher and Governing Body of Manor Park School and Nursery have been consulted and fully support the proposed expansion of the school (**Appendix 3**)
- 1.5 The table below sets out the full list of appendices to this report.

Appendices	Document
1	Statutory Public Notice
2	Statutory Proposal
3	Headteacher and Governing Body approval
4	Representation Feedback Summary
5	Guidance for Members
6	List of Consultees
7	Consultation Document
8	Consultation Feedback Summary
9	Knutsford Planning Area Data - New Housing Impact
10	Demand for Reception Class Places

11	Map showing the school's location.
12	Guidance issued by the Department for Education – School Organisation Maintained School – Annex B: Guidance for Decision-makers
13	Equality Impact Assessment

2.0 Decision Requested

2.1 Approval to expand Manor Park School and Nursery, Knutsford from 210 to 315 pupil places for September 2015.

3.0 Reasons for Recommendation

- 3.1 This proposal will enable the Local Authority to meet its statutory duty as Strategic Commissioner of School Places by ensuring a sufficiency of school places for children resident in its area.
- 3.2 Feedback received during the representation period has been very low with only 1 respondent commenting on the proposal by the closing date of 14 May 2014 expressing concern about increased traffic, congestion and danger caused by parked cars in the event that the school expands to admit more children. Full details are set out in **Appendix 4**
- 3.3 The School Organisation Sub Committee must take these views into account when deciding whether to approve the proposal. Information relating to issues raised during the representation period is included as **Appendix 5** to assist the School Organisation Sub Committee in its decision-making. However, this should not discourage Members from considering any other information that they consider relevant.

4.0 Background

- 4.1 Consultation with key stakeholders (**Appendix 6**) was authorised by Councillor Rachel Bailey, Cabinet Member for Children and Family Services and Rural Affairs at her Portfolio Holder meeting on 6 January 2014.
- 4.2 The rationale for this proposal, including pupil forecasts to 2018 based on October 2012 school census data, is set out in the consultation document that was presented at this meeting, attached as **Appendix 7**. Feedback received from consultees is attached as **Appendix 8**
- 4.3 To summarise the rationale, October 2012 School Census pupil forecasts indicated a shortfall in the number of primary school places in some areas of the Borough. The forecasts indicated that for the Knutsford area there would be a shortfall of 166 places by 2018. These forecasts did 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. As an indication, to deliver 4% operational surplus an additional 223 pupil places would be needed by 2018 based on these forecasts. This data is set out in the table below:

Knutsford Area	Number on Roll (NOR) Oct 12	Oct 2012 Capacity - Number of Pupil Places	Academic Year					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast NOR	1373	1442	1422	1454	1498	1531	1572	1608
Forecast Unused Places			20	-12	-56	-89	-130	-166
Forecast Unused Places including 4% operational surplus			-38	-70	-113	-146	-187	-223

- 4.4 Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These forecasts take into account the reception intakes in September 2013 and anticipated reception intakes for September 2014.
- 4.5 These latest forecasts indicate that over all year groups, the anticipated shortfall will commence in September 2015 and not 2014 as previously forecast. However, the pressure on primary school places in this area remains a concern with the latest forecasts indicating demand for an additional 100 pupil places for 2018. This capacity would not deliver any operational surplus and therefore additional places above this would be needed. Using 4% as an indication, a total of 157 additional pupil places would be needed in the Knutsford planning area by 2018.

Knutsford Area	Number on Roll (NOR) Oct 13	Oct 2013 Capacity - Number of Pupil Places	Academic Year					
			14/15	15/16	16/17	17/18	18/19	19/20
Forecast NOR	1391	1442	1417	1454	1480	1517	1542	1535
Forecast Unused Places			25	-12	-38	-75	-100	-93
Forecast Unused Places including 4% operational surplus			-33	-70	-95	-132	-157	-150

Data Source: October 2013 School Census Pupil Forecasts

- 4.6 Whilst it is forecast that demand for primary school places will reduce slightly for 2019, the higher number of births in this area in the years since 2010 as shown in the table below, and the potential impact from new housing as set out in **Appendix 9** to this report presents further challenge in this area that must be taken into account to ensure sufficiency of school places for future years.

Knutsford Planning Area - Birth Data					
Year	Actuals/ Estimates	Births	Diff	%	2 Yr Average - Estimate
2008	184	N/A			N/A

2009	199				
2010	182	212	-30	85.8%	
2011	193	217	-24	88.9%	
2012	231	240	-9	96.3%	
2013	210	216	-6	97.2%	
2014	255	264	-9	96.7%	96.7%
2015	242	250	-8	97.0%	97.0%
2016	218	225	-7	96.9%	96.9%

Source: Live birth - latest ONS data

- 4.7 The anticipated intake for September 2014 is set out below and shows a shortfall in the number of places in this area based on the most recent demand through the admissions process. This has necessitated admission over PAN to 3 schools – Manor Park School and Nursery, Mobberley CE Primary and High Legh Primary as highlighted in the table. The allocation data is an indication only at this stage as admission for September 2014 will not be concluded until all admission appeals have been administered at the end of the summer term. Allocation data will be updated at the start of the term in September.

School	No Places	Allocated	Vacancies	Waiting List
Bexton	60	60	0	1
Egerton	30	30	0	2
Manor Park School & Nursery	30	36	-6	
St Vincent de Paul Catholic	30	30	0	5
High Legh Primary	21	22	-1	1
Little Bollington CE	15	15	0	
Mobberley Church of England	20	30	-10	3
	206	223	-17	12

Data Source: CYPD/School Admissions 20/05/14

- 4.8 Information showing the historical pattern of demand for reception places in this area is attached as **Appendix 10**.
- 4.9 The proposed expansion of Manor Park School and Nursery is one of two proposed solutions to meet the shortage in this area and to provide a level of operational surplus, as defined at paragraph 4.3 above. The expansion of Mobberley CE Primary School is also proposed and, whilst this is presented in a separate report, some information is included here for completeness.
- 4.10 The additional accommodation of 105 pupil places proposed for Manor Park would increase the overall combined capacity for this planning area to 1547. If approved, this would mainly be phased in at the normal point of entry to the school, as set out in the table below and therefore fully embedded by 2021. Forecast data for the period beyond 2019 is not yet available therefore the 2019 forecast has been applied for subsequent years to provide an indication of the potential impact of this proposal. The proposed additional 105 places would contribute towards the delivery of operational surplus for this area, albeit minimally at only 12 spare places (0.8%) across all year groups and all schools in this planning area by 2021 based on the latest forecasts.

Academic Year	Unused Places	Manor Park Planned Expansion - Cumulative Impact	Outcome - Unused Places
14/15	25	0	25
15/16	-12	15	3
16/17	-38	30	-8
17/18	-75	45	-30
18/19	-100	60	-40
19/20	-93	75	-18
20/21	-93	90	-3
21/22	-93	105	12

Data Source: October 2013 School Census data. Please note: Current forecasts project to 2019/20 - the forecast of --93 has been assumed for subsequent years.

- 4.11 The additional accommodation proposed for Mobberley CE Primary, as aforementioned, is planned to meet increasing demand in recent years in Mobberley village. It is therefore expected that the combined additional capacity from these two proposals would ensure that there are sufficient places in Knutsford to meet future demand and also to contribute to the delivery of operational surplus for this area to ensure a level of spare capacity to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. The table below gives an indication of the effect of both proposals by applying the 2019 pupil forecast of -93 places to subsequent years. This results in a forecast spare capacity of 82 (5%) pupil places across all year groups and all schools at the point. This forecast does not take into account any potential demand in the future arising from new housing developments as set out in **Appendix 9** to this report.

Academic Year	Unused Places	Manor Park Planned Expansion - Cumulative Impact	Mobberley CE Planned Expansion	Planned Capacity	Outcome - Unused Places
14/15	25	0	10	10	35
15/16	-12	15	20	35	23
16/17	-38	30	30	60	22
17/18	-75	45	40	85	10
18/19	-100	60	50	110	10
19/20	-93	75	60	135	42
20/21	-93	90	70	160	67
21/22	-93	105	70	175	82

Data Source: October 2013 School Census data.

Please note: Current forecasts project to 2019/20 - the forecast of --93 has been assumed for subsequent years.

- 4.12 It is therefore proposed that this expansion should be approved to ensure sufficiency of school places and a level of operational surplus for this area.

- 4.13 This request for approval to expand Manor Park has taken into account feedback received during the formal consultation period and officers have shared plans with the primary headteachers in the Knutsford Planning Area.
- 4.14 A report detailing the outcome of the formal consultation undertaken between 14 January and 11 February 2014 was presented to the Cabinet Member on 31 March 2014 whereupon permission was given to issue a statutory notice detailing the proposed expansion of Manor Park School and Nursery from 210 to 315 school places. Full details of the feedback received during the consultation period are attached as **Appendix 8**.
- 4.15 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 proposal were forwarded to the Secretary of State. The statutory four-week representation period that followed commenced on 16 April and concluded on 14 May 2014. 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.
- 4.16 The representation period was notified to key stakeholders including Ward Members, George Osborne MP, the Diocese and Parish Councils (**Appendix 6**). Information was emailed to all schools in the Knutsford Planning Area and schools were issued with letters for distribution to all their parents and carers. Copies of the statutory notice were displayed on the school gates at Manor Park School and Nursery.
- 4.17 The one representation received has been attached as **Appendix 4** and is referred to above in paragraph 3.2.
- 4.18 A map illustrating the location of the school is attached as **Appendix 11**.

5.0 Wards Affected

- 5.1 Manor Park School and Nursery is situated in Knutsford Ward. However, the consultation was undertaken with all neighbouring wards.

Chelford
High Legh
Knutsford
Mobberley

Local Ward Members

George Walton – Chelford
Steve Wilkinson – High Legh
Stewart Gardiner – Knutsford
Olivia Hunter – Knutsford
Peter Raynes - Knutsford

Jamie Macrae – Mobberley

6.0 Financial Implications (Authorised by the Chief Operating Officer)

- 6.1 The proposed expansion of **Manor Park School and Nursery** to increase the school's capacity to 315 pupil places and 1.5 forms of entry (FE) is being funded from the Government's Targeted Basic Need Programme and the 2014/2015 Capital Maintenance Grant. A feasibility study has been undertaken and the project costs are estimated as £1,050,000. Should the expansion not be approved any funding secured under the Targeted Basic Need programme may be returned to the Education Funding Agency.
- 6.2 All Capital projects greater than £250,000 are subject to Cheshire East Council's Project Gateway process which seek endorsement by way of review and challenge. This project has already started to proceed through this process and gained Gateway 1 endorsement on the 15 January 2014.
- 6.3 In accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules - financial approval was granted on the 4 February 2014 at Cabinet as part of the 2013-14 Three Quarter Year Review of Performance reporting cycle as a fully funded supplementary capital estimate and also at Council on the 27 February 2014, as part of the Budget Report 2014-17 Budget Report.
- 6.4 The Dedicated Schools Grant (DSG) income received by Cheshire East will only increase if any additional pupils are new to the LA, i.e. have not been included in the DSG allocation previously
- 6.5 The DSG delegated to individual schools is based on the funding formula used in Cheshire East, and currently over 80% of that funding formula is pupil led, i.e. based on the number of pupils on roll at the October Census date. This means that the number of pupils on roll in October will inform the funding formula for the following financial year. For schools admitting additional pupils from a September intake, this will therefore be reflected in the schools budget from the following April. Where there are a significant number of additional pupils at a September intake and the school requires additional financial support prior to the new financial year, the school can apply to the Local Authority's Growth Fund.

7.0 Legal Implications (Authorised by the Borough Solicitor)

- 7.1 Local authorities have a statutory duty to ensure sufficiency of school places. Since 28 January 2014, the process for change has been revised through legislation and a streamlined statutory process has been introduced. In bringing forward proposals to expand a school, 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 2013 that came into force on 28 January 2014.

- 7.2. Under previous legislation (now revoked) statutory consultation was required before a proposal could be published for a significant enlargement, which is when capacity will increase by more than 30 pupils and more than 25% of existing capacity. Although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on the proposer that they will consult with interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.
- 7.3 The 2014 statutory process for making significant changes to schools now has four stages, as set out below:

Stage 1	Publication	Statutory proposal published – 1 day.
Stage 2	Representation (formal consultation)	Must be 4 weeks, as prescribed in regulations.
Stage 3	Decision	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to Schools Adjudicator (OSA). Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

- 7.4 The timescales involved in this process are set out in the following table:

6 January 2014	Portfolio Holder's permission to consult
14 January to 11 February 2014	Consultation Period
31 March 2014	Portfolio Holder Decision on Publication
16 April to 14 May	Representation Period - 4 weeks
9 June 2014	School Organisation Sub Committee
September 2015	Implementation

- 7.5 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 2013 that came into force on 28 January 2014 describe the procedures that must be followed when making prescribed alteration proposals and state that local authorities must make decisions about any expansions that they propose.
- 7.6 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.
- 7.7 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. Guidance issued by the Department for Education entitled *School Organisation Maintained Schools Annex B: Guidance for Decision –Makers* is attached for Committee members as **Appendix 12**.

- 7.8 Committee members are advised that they must have regard to the Guidance when making their decision, in accordance with Regulation 7 of The Regulations. As stated in paragraph 3.3 above, information considered to be of relevance to this section of the Guidance is set out in **Appendix 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 Guidance should not be treated as exhaustive because the importance of each factor will vary depending on the proposal and as such all proposals must be considered on their individual merits.
- 7.9 Where capital funding is required for a proposal, guidance states that the decision maker should be satisfied that any funding for land, premises, or capital required to implement the proposal will be available and all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available.
- 7.10 An Equality Impact Assessment (**Appendix 13**) has been completed for this proposal and this 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 to a minimum during the decision-making process and any subsequent building programme to ensure that standards continue to improve.
- 8.2 The proposed expansion was identified to address a Basic Need in the area. This is in order to ensure that the Authority meets its statutory duty to provide sufficient school places in this area.
- 8.3 The proposed expansion of Manor Park School and Nursery is to be funded from Targeted Basic Need Grant. To complete the build by September 2015 the design and developments works through to the planning stage will be undertaken "at risk". If the expansion proposal is not subsequently approved and the scheme cannot proceed, the grant should be returned to the Education Funding Agency and the abortive costs found from revenue.
- 8.4 Implementation of the proposal will be subject to the necessary planning permissions. In addition, the proposed expansion will require approval under Section 77 of School Standards and Framework Act as the building solution will encroach onto areas deemed as "playing field" under the DFE definition.

9.0 Access to Information

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

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Designation: School Admissions and Organisation Manager

Tel No: 01270 686392

Email: Barbara.Dale@cheshireeast.gov.uk



STATUTORY NOTICE

PROPOSED EXPANSION OF MANOR PARK SCHOOL AND NURSERY, MANOR PARK NORTH, KNUTSFORD, WA16 8DB

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 Manor Park School and Nursery, a Community School, Manor Park North, Knutsford, Cheshire WA16 8DB from 01 September 2015.

The proposal is to expand the school to provide 315 pupil places by increasing the existing capacity by 105 places for implementation by September 2015. 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 188. 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 Services, Organisation & Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL.

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 Services, Organisation and Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 16 April 2014

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STATUTORY PROPOSALS FOR PRESCRIBED ALTERATION TO MAINTAINED SCHOOL

(School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013)

Local Authority Proposal

1. School and local authority details

Manor Park School and Nursery
Manor Park North
Knutsford
WA16 8DB

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

2. Implementation

Implementation and any proposed stages for implementation, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

September 2015

3. Proposed Alteration

A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The Current capacity of the school is 210 school places. The proposal is to expand the

school to provide 315 pupil places by increasing the existing capacity by 105 places for implementation by September 2015.

No new site will be required but the proposal requires that the school increases from 7 to 11 class bases. The site is sufficient to expand to accommodate 315 pupil places retaining adequate playground and playing field provision.

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.

4. Need or demand for additional places

A statement and supporting evidence of the need or demand for the particular places in the area;

The Knutsford Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Knutsford, Chelford, High Legh, Little Bollington, Nether Alderley and Peover Superior. The total primary school capacity across the LAP is 1684 and the current number of reception class places available each year based on the published admission number (PAN) is 241.

Based on the latest data (October 2012 School Census), pupil forecasts for the Knutsford Local Area Partnership (LAP) indicate a shortfall of 174 places across all 10 primary schools by 2018. For school place planning purposes LAPs are broken down into smaller Planning Areas. These planning areas are based on a number of considerations including schools proximity, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves. For example, Chelford and Peover Superior primary schools form part of the Holmes Chapel planning area as they are feeder/partner schools for Holmes Chapel Comprehensive School. Nether Alderley is part of the Wilmslow North planning area and is a feeder/partner school to Wilmslow High School.

Manor Park School and Nursery is part of the Knutsford Planning Area which consists of 7 primary schools offering a total of 1442 school places. Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the 7 schools of 166 places by 2018, as set out in the table below:

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall		20	-12	-56	-89	-130	-166
% Spare Places		1%	-1%	-4%	-6%	-9%	-11%

The above indicated shortfall excludes any level of operational surplus (the 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). As an indication, a 4% level of operational surplus for this planning area would require an additional 58 pupil places for the same period in 2014.

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall including 4% Operational Surplus.		-38	-70	-113	-146	-187	-223
% Spare Places		-3%	-5%	-8%	-10%	-13%	-15%

This proposal is one of two possible expansions proposed for the Knutsford area which, if approved, would provide a total of 175 additional pupil places. The additional accommodation planned for Manor Park School and Nursery would be mainly phased in at the normal point of entry to the school, which is the reception class. On this basis, the school would be operating as a 1.5 form of entry primary school (315 places) with 45 pupil places per year group by 2021. This would increase capacity for this planning area to 1547 pupil places which; when phased in at the normal point of entry into the reception class, would still require an additional 61 places by the same period based on current forecasts. Consultation on a separate proposal to provide an additional 70 pupil places in Mobberley CE Primary to meet this shortfall is also been undertaken.

The changing demographics of Knutsford and the demand for places at the local primary schools indicate that the area has insufficient capacity to accommodate local demand and long term measures are necessary to accommodate this anticipated increase.

5. Objectives of the Proposal and Educational Standards

The overall 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. Manor Park School and Nursery is a successful school, achieving a "Good" category from Ofsted at the latest inspection in January 2013.

The number of children resident in the school's designated catchment area has been increasing in recent years and 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 30 places available.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2011	30	69	20
2012	30	84	25
2013	30	71	17
2014	30	78*	32*

*at 4.March 2014

Due to a shortage of places in the Knutsford area and to ensure that local children could access a school place within a reasonable distance from their home address.

6. Effect on other Educational Establishments in the Area

The local authority has held meetings with headteachers of the primary schools in this planning area on 31 October 2012, 20 December 2012, 10 May 2013 and 8 October 2013. When identifying the schools for expansion consideration was given to a number of issues including, the nature of the site and whether it can accommodate an expansion, the extent to which the school serves its community, the schools ability to deliver a full range of curriculum and social experiences and the latest Ofsted inspection.

Cheshire East Council then undertook an informal consultation which was implemented between 14 January 2014 and 11 February 2014. Feedback from the consultation was presented to the Cabinet Member for Children and Family Services and Rural Affairs at a meeting on 31 March 2014 where a decision was taken to issue public notices. All documentation, reports and minutes of the Council meetings can be accessed the Council's website.

http://www.cheshireeast.gov.uk/schools/school_organisation.aspx

7. Project costs and Value for Money

A statement of the estimated project costs and indication of how these will be met, including long term value for money will be achieved.

The authority believes that to provide long term value for money it is right to expand schools with permanent accommodation where possible. Permanent expansion provides new facilities providing reassurance to parents and providing children with the most favourable good quality learning environment.

The proposed expansion of **Manor Park School and Nursery** to increase the school's capacity to 315 pupil places and 1.5 forms of entry (FE) is being funded from the Government's Targeted Basic Need Programme and 2014/2015 Capital Maintenance Grant. A feasibility study has been undertaken and the project costs are anticipated as £1,050,000. Should the expansion not be approved any funding secured under the Targeted Basic Need programme will have to be returned to the Education Funding Agency.

Confirmation of a successful Targeted Basic Need bid for the expansion of Manor Park School and Nursery was received from Education Funding Agency on 1 August 2013.

Objections and comments

Within 4 weeks from the date of publication of this proposal i.e by **Wednesday 14 May 2014** 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

Name of Committee/date & time of meeting Strategic School Development and Inclusion Plan – SSDIP 28.10.13, 4.30pm											Resolved /Action																						
Present <table><tr><td>SGr</td><td>SGa</td><td>MD</td><td>CM</td><td>PM</td><td>EH</td><td>PJ</td><td>MJ</td><td>JN</td><td>SD</td><td>JS</td></tr><tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td><td>X</td><td>X</td><td>X</td></tr></table>											SGr	SGa	MD	CM	PM	EH	PJ	MJ	JN	SD	JS	X	X	X	X	X	X			X	X	X	
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						x	x																										
1 Statement of Pecuniary interest – reference agenda item No declarations											Resolved /Action																						

1 Approval was requested by SG for the proposed extension of Manor Park School to 1 ½ form entry and the subsequent building improvements and enlargement. 2 SG presented the SSDIP 2013-14 document outlining statistical and contextual information and planned priorities for the next three years. Priorities for 2013-14: Pupil achievement, Quality, Leadership and Pupil behaviour Action Plan: Reading is the main target. Olympic Legacy funding of £3000 is being used to support sport in school through Sports Partnership, Local Authority Clubs and Lacrosse coaching over 4 classes. OLWEUS Anti-bullying programme. JN, SD and CM declared an interest in joining the committee which will coordinate and monitor anti-bullying procedures. With the expansion of MPS to 1 ½ form entry, planning for a 2 year rolling curriculum programme will ensure all year groups cover all aspects of each subject including Science.											Resolved/Action Proposed: SGa Seconded: CM All agreed
8 Date/time of next meeting TBA											

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CONNECTION	SUPPORT / OPPOSE	COMMENTS
Resident	Not stated	Has the increased number of intakes and the consequential need to increase the accommodation embraced the issue of the resultant increase in traffic? It is ironic that at the time of this application issues including congestion and danger caused by parked cars are being identified, particularly in this area. In the Knutsford Guardian (Wednesday April 16, 2014 - the day of the issue of this application) Councillor Vivien Davies is reported to have stated "The schools are allowed to expand and expand and it just increases traffic". If traffic congestion is seen as a problem now then it can only get worse if numbers of drop offs / pick ups increase.

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Additional Information for Members – Factors to be Considered by Decision Makers**(Manor Park) Appendix 5**

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

The information presented below is intended to assist Members in their decision-making on the proposals to expand **Manor Park School and Nursery** from 210 to 315 school places for implementation from September 2015. Please refer to (Annex B: Guidance for Decision – makers) (**Annex 12**)

1 CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

DfE Guidance	Extracted Paragraph/s	Current Position	Impact of Expansion
The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.	10	<p>Informal consultation meetings with headteachers of the primary schools in this planning area were held on 31 October 2012, 20 December 2012, 10 May 2013 and 8 October 2013.</p> <p>At a meeting of the Portfolio Holder on 6 January approval was given to commence formal consultation . Consultation commenced on 14 January 2014 and ended on 11 February 2014. Key stakeholders including Ward Members, George Osborne MP, the Diocese and Parish Councils were invited to offer feedback. Information and letters for distribution to all their parents and carers was emailed to all schools in the Knutsford Planning Area. A report detailing the outcome of the formal consultation was presented to the Portfolio Holder on 31 March 2014 whereupon permission was given to issue a statutory notice.</p>	N/A

Additional Information for Members – Factors to be Considered by Decision Makers**(Manor Park) Appendix 5**

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		<p>Public Notices were issued in the local press on 16 April and the statutory four-week representation period that followed commenced on 16 April and concluded on 14 May 2014. Information regarding the representation period was notified to all key stakeholders and schools in the Knutsford Planning Area were issued with letters for distribution to all their parents and carers.</p> <p>As required in the guidance issued by Department for Education copies of the statutory notice were displayed on the school gates at Manor Park School and Nursery.</p>	
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2. EDUCATION STANDARDS AND DIVERSITY OF PROVISION

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps</p> <p>The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.</p>	11 & 12	<p>The last OFSTED inspection for Manor Park School and Nursery was January 2013 when the school was categorised as Good.</p> <p>Of the 7 primary schools in Knutsford 4 are Community Schools,(including Manor Park School and Nursery) offering a total of 987 school places, 1 is Voluntary Aided offering 210 places, and 2 are Voluntary Controlled offering a total of 245 places.</p>	<p>The local authority has no reason to believe that the proposed expansion of the school would result in an overall change to the Ofsted categories in the future.</p> <p>This proposal would increase the total number of available school places amongst the Community schools by 105 places and increase the opportunity for</p>

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

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			<p>parental preferences to be met.</p> <p>During the pre – publication consultation process concern was expressed regarding the 2013 Key Stage 2 results;-</p> <p>From 2012 the method of assessment for Key Stage 2 results changed to assess reading, writing and maths. In 2012 the % of children attaining Level 4 in reading, writing and maths for Manor Park was 85%, in 2013 this reduced to 58%. The results will vary year on year dependent on the cohort of children and 2 major contributing factors to the differing results were :-</p> <p>In 2012 there were 28 children in the cohort against a cohort of 19 in 2013 - This meant that in 2012 each child equated to just under 3.6% of the overall score, whereas in 2013 this increased to 5.2% per child of the overall score.</p> <p>In 2012 - 22% of the cohort were registered as having Special Educational Needs, in 2013 this increased to 24%.of the cohort.</p> <p>In addition to the key stage results a</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

(Manor Park) Appendix 5

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>school is also measured on its Value Added Score.</p> <p>The Value Added Score is a measure of progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. At KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance.</p> <p>The overall Value Added Score for Manor Park School and Nursery for 2013 was 99.4.</p> <p>LA monitor and record all schools attainments on a yearly basis. Any concerns are discussed and addressed with the head and governors of the</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

(Manor Park) Appendix 5

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

			school.
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3 DEMAND

Guidance	Paragraphs	Current Position	Impact of Expansion
<p>In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).</p> <p>The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.</p> <p>Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from</p>	13 -15	<p>Based on the latest data (October 2012 School Census), pupil forecasts for the Knutsford Local Area Partnership (LAP) indicate a shortfall of 174 places across all 10 primary schools by 2018. This forecast shortfall does not allow for any operational surplus, which is the 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.</p> <p>For school place planning purposes LAPs are broken down into smaller Planning Areas. These planning areas are based on a number of considerations including schools proximity, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves.</p> <p>Manor Park School and Nursery is part</p>	<p>The scheme was identified to address a Basic Need for school places in the Knutsford area.</p> <p>The proposed expansion is intended to contribute 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 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>This proposal is one of two possible expansions proposed for the Knutsford</p>

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

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Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>additional schools and places in the system will lead to pressure on existing schools to improve standards.</p>	<p>of the Knutsford Planning Area which consists of 7 primary schools offering a total of 1442 school places. Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the 7 schools of 166 places by 2018.</p> <p>Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These forecasts take into account the reception intakes in September 2013 and anticipated reception intakes for September 2014. These latest forecasts indicate that over all year groups, the anticipated shortfall will commence in September 2015 and not 2014 as previously forecast. However, the pressure on primary school places in this area remains a concern with the latest forecasts indicating demand for an additional 100 pupil places for 2018.</p> <p>There is an increasing demand in the Knutsford area at the normal point of entry to school (i.e. into the reception class) which is impacting on parental preference and the Authority's ability to comply with its statutory duty to provide</p>	<p>area which, if approved, would provide a total of 175 additional pupil places. The additional accommodation planned for Manor Park School and Nursery would be mainly phased in at the normal point of entry to the school, which is the reception class. On this basis, the school would be operating as a 1.5 form of entry primary school (315 places) with 45 pupil places per year group by 2021. This would increase capacity for this planning area to 1547 pupil places which; when phased in at the normal point of entry into the reception class, would still require an additional 61 places by the same period based on current forecasts. Consultation on a separate proposal to provide an additional 70 pupil places at Mobberley CE Primary to meet this shortfall has been undertaken.</p> <p>It is important to note that additional housing in the area may 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

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		<p>sufficient school places for its residents</p> <p>For Reception 2014 the authority received a total of 228 first preferences for the 7 primary schools within Knutsford Planning Area for a combined total of only 206 places. To ensure that parents were offered a school place within a reasonable distance to their home address the authority, in agreement with Manor Park, admitted 48 children against a Published Admission Number of 30.</p> <p>It is expected that this increase in demand will continue in the coming years with the potential admission pool of 250 children for 2015.</p>	
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4 SCHOOL SIZE

Guidance	Paragraph/s	Current Position	Impact of Expansion
Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to	16	Manor Park School and Nursery is a 1FE school operating 7 classrooms. In addition the school has a library area and IT suite as well as the usual hall, staff room, etc.	The expansion will provide 11 Mainstream classrooms, plus internal reorganisation to provide improved staff room facilities, accommodation for 2 year old provision and a new library and group room space.

Additional Information for Members – Factors to be Considered by Decision Makers**(Manor Park) Appendix 5**

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

provide additional funding to a small school to compensate for its size			
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5 PROPOSED ADMISSION ARRANGMENTS

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.</p> <p>Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.</p>	17 & 18	<p>Manor Park School and Nursery is a Community school and as such the Local Authority is the Admission Authority,</p> <p>The authority has determined its admission arrangements for 2014/2015 and 2015/2016 and they are compliant with the School Admission Code.</p>	N/A

6 NATIONAL CURRICULUM

Guidance	Paragraph/s	Current Position	Impact of Expansion
All maintained schools must follow the	19	The new National Curriculum for	The authority's Monitoring &

Additional Information for Members – Factors to be Considered by Decision Makers**(Manor Park) Appendix 5**

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

National Curriculum unless they have secured an exemption for groups of pupils or the school community.		<p>primary schools comes on line in September 2014. The Government states that this will give schools greater freedoms. The DfE are setting out 'what' has to be taught not 'how' it is to be taught. Individual schools are expected to determine the most appropriate curriculum design and the most effective style of teaching to ensure that the needs of the pupils are met. There are on-line resources available from the National College to support schools plan the curriculum changes. The new curriculum makes further demands of teachers' subject knowledge.</p> <p>Manor Park School and Nursery Primary has previously followed the National Curriculum and has not secured an exemption for groups of pupils or for the school community and has not requested an exemption for this September.</p>	Intervention Manager, believes that the expansion of manor Park School and Nursery will not have an adverse impact on the delivery of the new National Curriculum.
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7 EQUAL OPPORTUNITY ISSUES

Guidance	Paragraph/s	Current Position	Impact of Expansion
The decision-maker must have regard to the Public Sector Equality Duty (PSED)	20 & 21	The local authority is bound by the Admissions Code and regulations which	The local authority has no reason to believe that any proposed expansion of

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<p>of LAs/governing bodies, which requires them to have 'due regard' to the need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> eliminate discrimination; <input type="checkbox"/> advance equality of opportunity; and <input type="checkbox"/> foster good relations. <p>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 should 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.</p>	<p>do not allow for any discrimination in respect of sex, race or disability.</p> <p>Based on the October 2012 School Census data</p> <p>The recorded data for Manor Park School and Nursery is:</p> <ul style="list-style-type: none"> • 93% White • 0.5% Mixed/Dual Background • 5% Asian or Asian British • 1% Black or Black British • 0.5% Other Groups or Not recorded <p>The average recorded data across the Knustford primary schools is:</p> <ul style="list-style-type: none"> • 91% White • 3% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British • 2% Other Groups or Not recorded <p>SEN –</p> <p>The school is a fully inclusive mainstream primary school with 188 (excluding nursery children) children on roll and no school places are specifically reserved for pupils with special educational needs or</p>	<p>the school would result in an overall change to the current demographics.</p> <p>All applications will continue to be considered against the over subscription criteria on a equal basis without reference to sex, race or the status of the parent/carer</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</p>
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Additional Information for Members – Factors to be Considered by Decision Makers

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Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		disabilities. Currently the school has 3 statemented children and 38 children at school action plus / school action on roll which is equivalent to an overall of 22% which is above the Cheshire East average of 15% and the national average of 20% (data as at 6 May 2014)	parents and carers seeking places for their children.
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8 COMMUNITY COHESION

Guidance	Paragraph/s	Current Position	Impact of Expansion
Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.	22	<p>Manor Park School and Nursery has a 52 place Nursery on site and children are offered the statutory 15 hours per week.</p> <p>In addition 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>Although not run by the school staff there is a Children's Centre on site which serves both Knutsford , and the rural areas of High Legh, Little Bollington and Pickmere. The centre works closely with other agencies including Midwives, Health Visitors,</p>	<p>All current arrangements in relation to Nursery provision and extra curriculum clubs will continue should the proposed expansion go ahead.</p> <p>The proposed expansion will provide the school with provision for 2 year olds. Local Authorities have a statutory duty to secure free early education and childcare for 2 year olds that meet the eligibility criteria. More than 60% of the eligible children in Knutsford live in the Manor Park / Longridge area. There is currently insufficient provision for 2 year olds in this area. The development of provision for 2 year olds at Manor Park School will provide continuity in to the free early education entitlement for 3</p>

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

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Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		School Nurses, Speech and Language Therapists, CAMHS , Great Places, Jobcentre Plus and others. The centre contains multi-purpose space for group activities and meetings, consulting rooms, offices and a welcoming drop-in area for parents to seek advice and information.	and 4 year olds currently provided by the school. The Children's Centre will remain on site and continue to offer the current facilities and support to families in the community.
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9 TRAVEL AND ACCESSIBILITY

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.</p> <p>The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.</p> <p>A proposal should also be considered on the basis of how it will support and</p>	23 - 25	<p>Data shows that at January 2012 91.8 % of children living within Manor Park School and Nursery catchment area were on roll at the school.</p> <p>The school admits 3.83 % of pupils from outside of their catchment areas but within the Knutsford LAP, 2.73 % live outside the Knutsford LAP but within Cheshire East and only 1.64% of children outside of Cheshire East which is considered a low percentage.</p>	<p>It is considered that the proposal will have a positive impact on those children/young people in the area as the proposal, if agreed, will ensure that there are sufficient places for local children to attend local schools within a reasonable distance to their home thereby accommodating a reasonable journey time to school.</p> <p>During the 4 week representation period concern was expressed regarding increased traffic and parking in the area.</p> <p>The school have undertaken a "Safer Routes to School" survey and analysis to identify the various methods of how children travel to school. Only 44</p>

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contribute to the LA's duty to promote the use of sustainable travel and transport to school.			<p>parents returned the survey but of those returned 69% of children walked to school, 3 % cycled, 5% came by car and 13% used a combination of walking and car. The school will continue to encourage children to walk or cycle to school either in groups or with parents and older siblings and parents will be reminded to exercise consideration when parking near the school.</p> <p>These issues may be raised and dealt with at any subsequent planning application.</p>
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10 CAPITAL

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.</p> <p>Where proposers are relying on the department as the source of capital</p>	26 & 27	<p>A feasibility study has been undertaken and the proposed expansion of Manor Park School and Nursery from 210 to 315 (1.5FE) school places is anticipated at £1,050,000.</p> <p>The project will be funded from the Government's Targeted Basic Need Programme and confirmation of a successful Targeted Basic Need Grant bid of £ 922k for the expansion of Manor Park School and Nursery was</p>	<p>In addition to the additional classrooms allowing the school to operate at a 1.5FE, the proposed expansion will provide free early education and childcare for 2 year olds in the area for those that meet the eligibility criteria.</p> <p>The development of provision for 2 year olds at Manor Park School will provide continuity in to the free early education entitlement for 3 and 4 year olds currently provided by the school</p>

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<p>funding, there can be no assumption that the approval of a proposal 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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.</p>		<p>received from Education Funding Agency on 1 August 2013. The additional funding of £128k will be met from the authority's 2014/2015 Capital Maintenance Grant (inclusive of a school contribution) This was endorsed by Executive Monitor Board at their meeting on 17 April 2014.</p> <p>Should the expansion not be approved any funding secured under the Targeted Basic Need programme should be returned to the Education Funding Agency.</p>	
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11 SCHOOL PREMISES AND PLAYING FIELDS

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.</p> <p>Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.</p>	28 & 29	<p>Building Bulletin 103 provides area guidelines for mainstream schools. It recommends that a 1FE primary school has a minimum site area of 9,366sqm and a 1.5FE primary school has a minimum site area of 12,999sqm and a 2FE primary school has a minimum site area of 16,632sqm.</p> <p>The total site area for Manor Park School and Nursery, excluding the area designated for the Children's Centre, is</p>	<p>The site remains large enough to accommodate the proposed expansion and retain adequate playing field.</p>

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		<p>20,000 sq meters, therefore the site is large enough to allow for the expansion and provision of the additional classrooms.</p> <p>Section 77 of the School Standard and Framework Act 1998 is a statutory requirement which applies in the event that there is a net loss of playing field. e.g if a new build is located onto land which for the purpose of S77 is classed as playing field.</p> <p>The proposed build at Manor Park will result in the loss of playing fields and therefore Section 77 consent will be required from the Department for Education. This will be applied for when the planning application is submitted.</p> <p>The proposal would be subject to planning approval under Part 3 of the Town and Country Planning Act 1990.</p>	
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Consultee	Organisation / School
Council's Web Pages	
Parents/ Carers of Pupils	Manor Park School and Nursery
Pupils	Manor Park School and Nursery
Governing Body – school which is the subject of proposal	Manor Park School and Nursery
Headteacher & Staff - school which is the subject of proposal	Manor Park School and Nursery
Governing bodies, Head teachers , staff and parents at Neighbouring Primary Schools	Bexton Primary
	Egerton Primary
	St Vincents de Paul
	High Legh Primary
	Little Bollington
	Mobberley CE
	Nether Alderley
	Peover Superior
Governing Bodies, Headteacher and staff at the Local High School	Chelford
	Knutsford Academy
Neighbouring Authorities	Trafford LA
	Manchester LA
Diocesan Authorities	Catholic Diocese of Shrewsbury
	Anglican Diocese of Chester
MP(s) of the constituencies affected	Mr George Osborne
Councillors - Ward Members	Cllr George Walton - Chelford
	Cllr Steve Wilkinson - High Legh

	Cllr Stewart Gardiner - Knutsford
	Cllr Olivia Hunter - Knutsford
	Cllr Peter Raynes - Knutsford
	Cllr Jamie Macrae - Mobberley
Local District / Parish where the subject school is located	Knutsford Town Council
	Mobberley Parish Council
	High Legh Parish Council
	Chelford Parish Council
	Nether Alderley Parish Council
	Peover Superior Parish Council
	Plumley with Toft and Bexton Parish Council
	Rostherne Parish Council
	Tabley Parish Council
	Styal Parish Council
UNIONS	Ashley Parish Council
	NAHT
	GMB
	UNISON
	NUT



**PROPOSAL FOR THE ENLARGEMENT
OF
MANOR PARK SCHOOL AND
NURSERY**

PUBLIC CONSULTATION DOCUMENT

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

December 2013

OBJECTIVE OF THIS CONSULTATION DOCUMENT

To undertake formal consultations with parents and carers of pupils at Manor Park School and Nursery and other interested parties before a final decision is taken regarding a proposal to make an enlargement to Manor Park School and Nursery.

The Local Authority is proposing the expansion of Manor Park School and Nursery, which has a current capacity of 210 pupil places. The proposed increase to 315 places will deliver sufficient capacity for the school to become a one and half form of entry (45 places per year group) primary school with a proposed completion date of September 2015.

Statutory consultation is required for the proposed expansion as the changes, if approved, would increase the capacity of the school by more than 30 pupils and by more than 25%.

INTRODUCTION

Manor Park School and Nursery is a successful school, achieving a “Good” category from Ofsted at the latest inspection in January 2013.

Originally operating as Norbury Booth Junior School the school was amalgamated with the neighbouring Cross Town Infant School in 2000. Due to falling numbers of children on roll in the area the infant building was closed and the children were accommodated in the junior building which was adapted and reopened as Manor Park Primary School with a reduced intake from 54 to 30 children per year group (1 form of entry). In 2008 a Children’s Centre opened on site and is located in a separate building from the school.

The Headteacher and Governors have confirmed their support for the proposed expansion of the school.

BACKGROUND INFORMATION

Knutsford Local Area Partnership (LAP)

The Knutsford Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Knutsford, Chelford, High Legh, Little Bollington, Nether Alderley and Peover Superior. The total primary school capacity across the LAP is 1684.

Knutsford LAP

School Name	Status	PAN 2013	Overall Net Capacity
Bexton Primary School	Community	60	420
Chelford Church Of England Primary School	Voluntary Controlled	9	60
Egerton Primary School	Community	30	210
High Legh Primary School	Community	21	147
Little Bollington Church of England Primary School	Voluntary Controlled	15	105
Manor Park School and Nursery	Community	30	210
Mobberley Church of England Primary School	Voluntary Controlled	20	140
Nether Alderley Primary School	Community	15	105
Peover Superior Endowed (Controlled) Primary School	Voluntary Controlled	11	77
St Vincent de Paul Catholic Primary School	Voluntary Aided	30	210
Area Totals		241	1684

For school place planning purposes LAP's are often broken down into smaller Planning Areas. These planning areas are based on a number of considerations including, school proximities, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves.

Knutsford Planning Area

Manor Park School and Nursery is part of the Knutsford Planning Area which consists of 7 primary schools offering a total of 1442 school places. 6 of the schools are feeder /partner primaries for Knutsford Academy with the addition of St Vincent de Paul Catholic Primary whose pupils traditionally transfer to St Nicholas Catholic High School located at Hartford, Northwich, and maintained by Cheshire West and Chester Council.

School Name	Status	PAN 2013	Overall Net Capacity
Bexton Primary School	Community	60	420
Egerton Primary School	Community	30	210
High Legh Primary School	Community	21	147
Little Bollington Church of England Primary School	Voluntary Controlled	15	105

Manor Park School and Nursery	Community	30	210
Mobberley Church of England Primary School	Voluntary Controlled	20	140
St Vincent de Paul Catholic Primary School	Voluntary Aided	30	210
Area Totals		206	1442

Chelford and Peover Superior form part of the Holmes Chapel planning area as they are feeder / partner schools for Holmes Chapel Comprehensive School and Nether Alderley is part of the Wilmslow North planning area and is a feeder/partner school to Wilmslow High School.

Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the schools with an overall shortfall of 166 places by 2018. In order to ensure that there are sufficient places for families seeking places at local schools, additional places are needed in this area from 2014 when the number of unused places is forecast to fall to a shortfall of 12 places across all schools and year groups.

This indicated shortfall excludes any level of operational surplus, which is the 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 include a desired 4% level of operational surplus (58 additional places) the indicated shortfall of places increases from 166 to 223 by 2018.

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall		20	-12	-56	-89	-130	-166
% Spare Places		1%	-1%	-4%	-6%	-9%	-11%

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall including the 4% Operational Surplus.		-38	-70	-113	-146	-187	-223
% Spare Places		-3%	-5%	-8%	-10%	-13%	-15%

Previous forecasts had indicated a shortfall in the Knutsford area and although the Local Authority has taken measures to alleviate the immediate shortfall, including admission over the Published Admission Number (PAN) at Manor Park further long term measures are necessary to accommodate the anticipated increase in demand due to population growth in this area

ADMISSIONS

In September 2012, the Local Authority received applications for Knutsford planning area schools in excess of the 206 reception class places available. In response to this immediate shortfall the Local Authority, in agreement with the schools, admitted additional children into a number of schools including Manor Park and by the start of term in September a total of 231 children had been admitted.

The headteacher and Governors of Manor Park supported the Local Authority by agreeing the admission of additional children but no additional accommodation was provided at the time and the school used existing accommodation to accommodate the additional pupils.

For the Reception 2013 intake the Local Authority received a total of 245 first preference applications for the Knutsford planning area schools, which exceeded the 206 places available. To date 211 children have been admitted into the reception classes and although this figure is reduced in comparison to the September 2012 intake the local authority was expecting this slight reduction with demand expected to increase again from 2014 onwards

Birth Rate Data

Data shows that the intake into reception over the last 3 years is broadly in line with the birth rate admission pool for this planning area. On this basis, it is expected that demand for places will continue to exceed the current 206 reception places available.

Knutsford				
Year	Reception Admissions	Live Births (4 years prior to admission round)	Diff	% Diff
2008	184			
2009	199			
2010	182	212	-30	-14.2%
2011	193	217	-24	-11.1%
2012	231	240	-9	-3.8%
2013	211	216	-5	-2.3%
2014		264		
2015		250		

The changing demographics of Knutsford and the demand for places at the local primary schools indicate that the area has insufficient capacity to accommodate local demand. Although the Local Authority took measures to alleviate the immediate shortfall in Knutsford further long term measures are necessary to accommodate the anticipated increase in demand due to population growth in this area

SITE AND BUILDINGS

Situated in a residential area on the edge of Knutsford town centre. Manor Park School and Nursery was opened approximately 12 years ago following the amalgamation of Norbury Booths Junior and Cross Town Infants. Located on the site of the junior school the new school opened with a reduced capacity taking it from a 54 PAN to a single form of entry primary school with an intake of 30 into each year group.

A Children's Centre was opened on site in 2008. However the site remains large to allow for the expansion and provision of additional classrooms required whilst retaining adequate playground and playing field provision.

The implementation of the proposal would be subject to planning approval under Part 3 of the Town and Country Planning Act 1990.

FINANCIAL ISSUES

The proposed expansion of Manor Park School and Nursery to increase the school's capacity to 315 pupil places and 1.5 forms of entry (FE) is being funded under the Government's Targeted Basic Need Programme. A successful bid has already been secured which will be ring fenced against the proposed expansion of Manor Park School and Nursery. Should the expansion not be approved the funding will have to be returned to the Education Funding Agency.

A feasibility study has been completed to identify the proposed project. This detail will be included within the outline business case, which will be submitted for consideration and approval through the Council's internal financial approval process.

The Capital project will be subject to Cheshire East Councils Capital Programme approval and monitoring process

Further details of Targeted Basic Need programme are available on the DFE website:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/a00222248/targeted-basic-need-programme>

TIMESCALES

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

14 January 2014 to 11 February 2014	Formal Public Consultations
18 March 2014	Meeting of the Council's Portfolio Holder for permission to issue Public Notices
3 April 2014 to 30 April 2014	Representation period
June 2014 (date to be confirmed)	Cabinet decision
June 2014	Implementation
September 2015	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 School Organisation and Capital Strategy Team, Cheshire East Council, 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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CONNECTION	SUPPORT / DO NOT SUPPORT PROPOSED EXPANSION	COMMENTS
Other / Unknown	Do not support	<p>You send me a letter regarding the proposed expansion of Manor Park School dated the 10/1/14. I am opposed to the expansion of this particular school.</p> <p>Compared to the other schools in central Knutsford Manor Park as a 1 form entry school is already behind in SATS achievements. At Key Stage 2 it is only achieving 58% at level 4, whereas Bexton achieved 89% (despite being 2 form entry) and Egerton 65% (a fall from recent years). It seems odd that the LEA would like to expand a school which is not achieving particularly well and nearly 1/3 less well than other surrounding schools. I have not included St. Vincents as it is a faith school but, in fact, St Vincents has the best results of all of Knutsford's schools.</p> <p>I am aware, that in Trafford LEA, the Council is making one of their top primary schools (Bowdon Church School) a 3 form intake year from September 2014.</p> <p>They have focused on this primary school because it is super achieving (2nd highest SATS results in the Country). It makes sense to expand a primary school which is achieving well. It does not make sense to expand a school which, ultimately, needs to do better.</p> <p>There are only 30 places at Manor Park School at the moment but even with that small number, the results are poor. What hope is there for an increase to 60 places? It would be far better and feasible (the school being on a large plot) to either increase Bexton School to a 3 form intake (best scenario) or Egerton to a 2 form intake. Egerton has enough room for such expansion (look at Yorston Lodge school, although private, it operates on a much smaller footprint- and I understand central government is now giving minimal space per child in primary schools in any event).</p> <p>I suppose it boils down to this – does the Local Education Authority want Cheshire to be a place people move to, to get into great schools (as in Trafford) or is it happy to promote, at best, mediocrity.</p> <p>You are focusing on the wrong school for expansion.</p>
Parent	Do not support	<p>As per your letter dated 10 January 2014 with regard to the proposed extension of Manor Park, I detail my views below in addition to the feedback form above.</p> <p>1. Manor Park is currently the least preferred school of parent choice within the area, as evident by</p>

		<p>the school preference data available.</p> <p>2. Egerton, Bexton and Mobberley all have a current shortage of spaces available. These are schools of choice due to results data published on Manor Park which appears to be well below the LA averages.</p> <p>3. An extension to either Bexton or Egerton would be preferable providing more parental choice on schools.</p> <p>4. Parking around Manor Park and St Vincent's at school times is currently causing severe disruption with traffic only being able to pass in one direction with a blind bend nearby and traffic trying to join from Thorneyholme Drive. Any proposed increase to this level of traffic would need addressing as the current road system is unable to cope at busy periods.</p> <p>5. I am aware that the Head teacher at Manor Park is part time and this causes me concern for a school that wishes to expand and has poor results.</p>
Parent	Not stated	<p>My son currently attends Manor Park Nursery (which I am delighted with - Mrs Wright and Mrs Padgett create a wonderful environment in which the children can explore and develop). Manor Park is therefore the natural first choice for school place in September. However, I would like to have been aware of the proposed expansion at the time of making this decision. I feel that informing us of the expansion days before the school place application deadline was really unfair. Why was it left until such a late date to inform parents?</p> <p>Please find below a list of questions for your consideration and response.</p> <ol style="list-style-type: none"> 1. What are the plans during the time of construction? Particularly on the road outside the school at the beginning and end of the day? 2. What will happen if the building is not ready for September? Where will the children go? 3. How will the lost outdoor space be replaced - there will be 50% more children in a smaller space? 4. How many additional classrooms will be built? 5. Why has it been decided to increase by 1.5 rather than doubling? 6. How will the organisation of the school need to be modified to accommodate the 1.5 forms of entry increase? E.g. For any two year groups, will there be three classes with 15 children from each

		<p>year OR one class from the older year, one from the younger and one mixed OR...?</p> <p>7. How does this change the philosophy of the school?</p> <p>8. How are children impacted when their class mates change, rather than staying with the same peers throughout their school lives? How can this disruption be avoided?</p> <p>9. What training and support will teaching staff receive to help them teach across the expanded development spectrum (I.e. Two age groups both of which are likely to have academically stronger and weaker children)? Are there supply staff available who could cope?</p> <p>10. What will happen in terms of organisation and funding if there is a low intake in any one year? If you need clarification on any of my questions please don't hesitate to contact me.</p>
Other (Town Cllr)	Support	<p>Knutsford is already known to struggle for school places.</p> <p>I would support the proposed expansion in principle, however, the impact on the existing school and pupils must be carefully considered.</p> <p>The existing outdoor learning environment (Spinney) should also be protected.</p> <p>In addition – traffic management must also be considered, especially with an increase in pupils and therefore parents potentially driving their children to school. Parents should be encouraged to walk where possible, parking consideration and restrictions should be in place and enforced for the protection of children and others. Walking bus schemes should be considered and introduced, and general road layout improved, to reduce the risk to pedestrians and inconvenience to local residents.</p>
Other	Not known	<p>Please see attached sheet agreeing with the need for extra places in Knutsford and Manor Park being a reasonable choice for expansion. However, more detail is needed regarding the proposal meeting building schools for the future standards and equality act plus consideration of the lack of access for car drop off for me to fully support this solution. If it is a hasty quick fix it will be a poor education for pupils in the long term in Knutsford.</p> <p>NEED It is agreed that there is a need for more Primary school places in Knutsford given demand in the area including Mobberley. It must be stressed that this has been proven in the data for the existing population. Should further development as per the Local Plan take place this will increase again demand for Manor Park and Mobberley. Manor Park would be affected by Parkgate and Booths Park proposals for an extra 350 houses. Also Ilford and other Mobberley site proposals could have a further dramatic impact.</p> <p>DETAIL MISSING It is stated in the detail that the Manor Park school wishes to expand to 315</p>

		<p>pupils and that the site is large enough. There is no evidence to support this. Have building school guidelines re space been researched? It is also unclear what building and investment is planned to accommodate the extra numbers. A reference to additional classrooms has been made. Are these to be helicoptered in portacabins or a wholesale architects planned alteration to the core building? Have plans for an increase in the assembly hall space to accommodate more indoor pe sessions been considered? How will more pupils be accommodated for meals? Has storage space for coats bags etc. been considered. Has storage space for 50% more 'equipment' been built in? Is the staff room big enough for more staff? Will the car park take more staff and visitor cars?</p> <p>What are the latest thoughts re how 1.5 classes will be run? Will it be 45 kids so 22/3 per class? Or are you planning to have mixed year/ age groups. I would not support the latter. There are serious social emotional challenges to mixing age groups with kids getting separated from friends and being seen to be held back. It can work in a very small rural school of less than 100 but in a 315 pupil school it is a backward step. Ask neighbouring St Vincent's why they wanted to expand to a full class per year situation in recent years.</p> <p>ACCESS The school is alongside a main thorough fare road close to another school and on a bus route. There are already congestion problems – as confirmed by a school tweet requesting considerate parking following a recent incident. You cannot ignore this . A travel plan should be fully carried out considering the distances places pupils may travel from. Opening up other access points in the school perimeter should be considered as should any footpath improvements. This should be done in conjunction with the Children's centre & St Vincents. It is on a bus route. Are there any other places that could be parking for drop off etc. Staggered start and finish times maybe.</p> <p>LONG TERM My reason for raising these points is to make sure that this expansion is not being done on the cheap quick because pressure for places is so high? If you get these considerations wrong then the usual downside is behavioural issues amongst children as they feel hemmed in. The school is not the first choice of parents in the area with many previously choosing to go across town when there were surplus places. This expansion is clearly not going to be temporary- it will be for the next 10 years and beyond 30 if local plan develops.</p>
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		<p>STATUTORY RESPONSIBILITY Also if the correct space, accommodation and educational considerations have not been carefully planned then it may be proven that the expansion will affect the effective and efficient education of children. Something for which the Council and Governing body can be held seriously accountable for.</p> <p>ACTION SUGGESTED I suggest that the missing details are researched documented and appraised by an external peer review. E.g. Head Teacher of a school in a neighbouring authority. I suggest that a full travel plan assessment be undertaken to try and uncover any small improvements to access. Lastly I would suggest that any comments in the recent OFSTED are considered to see if investment during this expansion would positively impact.</p>
Other	Do not support.	Parking will be a major issue. My children attend St Vincents which is on the same road and there is a huge amount of traffic congestion at school drop off & pick up. If any more cars arrive, there will be nowhere to park. How about a one-way drop off system?
Pupil Views: Reception		<p>Advantages: More children – you can play with them, they could be our friends, make new friends, more teachers – do more learning – the teachers would know different things then you would get to know more things</p> <p>Problems: Might not be enough room, If you made the school bigger it would mean you would spend a lot more money, building might shake, it might be too big</p> <p>Two options: Option 1 – Make new friends with little children, if your baby sister is 2 they could come and you could say hello to them, show them how to learn, you could give them a cuddle, we could show them how to play, show them how to do the right thing, show them how to write properly, show them how to behave, show them how to make models</p> <p>Anything Else: It would be longer if there was more classes</p>
Pupil Views: Reception/Year 1		<p>Advantages: We will have new children, We can make new friends, We will have new teachers, It would be exciting to get a new classroom</p> <p>Problems: Not enough toys, We might have to separate from our best friends</p>

Pupil Views: Years 1/2		<p>Advantages: It would be nice to have little people learning school rules, lots more friends, It would be easier for the parents to drop off their 2 year olds and then drop off their child to school, It would be like a secondary school , It would look new, New teachers, New helpers, More room on the playground, More exciting time at school, more things to do.</p> <p>Problems: We need a bigger hall – solved by buying more tables and chairs, The nursery class will have to leave, We need to move our furniture, There might be a couple of bullies</p> <p>Two options: Option 1 – the majority want 2 yr olds, They are cute , They might not know who to play with, so we could, More fun , It would be nice for the little ones to see us , My baby brother can come now.</p> <p>Anything Else: n/a</p>
Pupil Views: Years 2/3		<p>Advantages: Making more friends & learning quicker, More buddies & more help from others, More exciting place to be, A more positive environment, More resources</p> <p>Problems: More space in the hall especially lunch times, Playground wouldn't be big enough, Too many people doing PE at the same time, More teachers</p> <p>Two options: 16 in favour of Option 1, 6 in favour of Option 2. Option 1 is better because you get an upstairs – More learning areas, More people to see, little sisters and brothers</p> <p>Anything Else: Bigger playground</p>
Pupil Views: Year 4		<p>Advantages: We would have more people to play with</p> <p>Problems: We would need more equipment , Cost money to build, It would be crowded.</p> <p>Two options: Option 1 – 3, Option 2 – 24. Overall, the class like the stairs, Option 1 would take up the playground</p> <p>Anything Else: Stairs would be unsafe</p>

<p>Pupil Views: Year 5</p>		<p>Advantages: More room, More pupils, More teachers, More opportunity for 2 yr olds, More popular, More friends, Better learning environment – newer classrooms</p> <p>Problems: More money for furniture, May need map , Rota for spinney/playground, Bigger playground, Bigger hall – longer lunch, More equipment</p> <p>Two options: Option 1 – 24, Option 2 – 1 (cheaper). Option 1 because 2 year olds gain more education, more exercise going up stairs and more room on playground.</p>
<p>Pupil Views: Year 6</p>		<p>Advantages: Look important – more people may come to the school, Publicity, Wider range of ability – Better sports people</p> <p>Problems: Fitting in 3 sittings in an hour – longer lunchtime classrooms, Room in the playground, Restricted view from buildings being in the way – expand playground?, more toilets needed</p> <p>Two options: Option 1 – 28 – there will be room for 2 yr olds, more spare rooms wont block the playground, Get used to stairs for high school</p>

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October 2013 Forecasts - Submitted Planning Applications	Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing*	Housing Impact	Proposed school expansions - Planned Additional capacity			
					Mobberley CE	Manor Park	Cumulative additional capacity created each year.	Unused Places
	14/15	25		25	10	0	10	35
	15/16	-12	10	-22	20	15	35	13
	16/17	-38	24	-62	30	30	60	-2
	17/18	-75	38	-113	40	45	85	-28
	18/19	-100	52	-152	50	60	110	-42
	19/20	-93	66	-159	60	75	135	-24
	20/21	-93	78	-171	70	90	160	-11
	21/22	-93	90	-183	70	105	175	-8
	22/23	-93	102	-195	70	105	175	-20
	23/24	-93	109	-202	70	105	175	-27
	24/25	-93	109	-202	70	105	175	-27
	25/26	-93	109	-202	70	105	175	-27
	26/27	-93	109	-202	70	105	175	-27
	27/28	-93	109	-202	70	105	175	-27
	28/29	-93	109	-202	70	105	175	-27
	29/30	-93	109	-202	70	105	175	-27

October 2013 Forecast - All Housing (inc Strategic Housing Plan)	Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing*	Housing Impact	Proposed school expansions - Planned Additional capacity			
					Mobberley CE	Manor Park	Cumulative additional capacity created each year.	Unused Places
	14/15	25		25	10	0	10	35
	15/16	-12	10	-22	20	15	35	13
	16/17	-38	24	-62	30	30	60	-2
	17/18	-75	38	-113	40	45	85	-28
	18/19	-100	52	-152	50	60	110	-42
	19/20	-93	66	-159	60	75	135	-24
	20/21	-93	86	-179	70	90	160	-19
	21/22	-93	106	-199	70	105	175	-24
	22/23	-93	126	-219	70	105	175	-44
	23/24	-93	141	-234	70	105	175	-59
	24/25	-93	149	-242	70	105	175	-67
	25/26	-93	152	-245	70	105	175	-70
	26/27	-93	155	-248	70	105	175	-73
	27/28	-93	158	-251	70	105	175	-76
	28/29	-93	161	-254	70	105	175	-79
	29/30	-93	163	-256	70	105	175	-81

Key	
Cumulative additional capacity created each year	Gradual growth at the point of entry to school

Operational Surplus at 4%	pupil places	Operating at 96%	4%
Total Net Capacity	1442	1384	58

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				Based on 40 houses per year* (per developer)	Estimated Year of Impact																				
Site	Houses	Primary Pupil Yield	Number of Developers		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total	Comments		
Submitted Housing Developments as at 29.4.2014																									
Land North of Parkgate Industrial Estate	200	36				5	5	5	5	5	3	3	3	2								36	phasing based on local plan		
Ilford	375	68	1	7.5			9	9	9	9	9	9	5									68	developer is looking between 5 - 10 years on site		
Land Off, West Lane, High Legh, Heath Lodge, Parkgate Lane, Knutsford	10	2	1	0.3		2																2			
	14	3	1	0.4		3																3			
Totals	599	109			0	10	14	14	14	14	12	12	12	7	0	0	0	0	0	0	0	109			
Cumulative Total						10	24	38	52	66	78	90	102	109	109	109	109	109	109	109					
Housing Developments in the Local Plan																									
North West Knutsford	300	54									8	8	8	8	8	3	3	3	3	2		54	phasing based on local plan		
Parkgate		see above																							
Totals	300	54			0	0	0	0	0	0	8	8	8	8	8	3	3	3	3	2	0	54			
Overall Total	0	163			0	10	14	14	14	14	20	20	20	15	8	3	3	3	3	2	0	54			
Cumulative Total						10	24	38	52	66	86	106	126	141	149	152	155	158	161	163	163				

*approx number of years on site (rounded up or down)

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School	PAN	Demand For Places - 1st Prefs				
	2014	2010	2011	2012	2013	2014
Bexton	60	48	64	61	82	54
Egerton	30	33	37	50	42	39
Manor Park School and Nursery	30	14	20	25	17	32
St Vincent de Paul Catholic	30	39	33	37	36	36
High Legh	21	11	20	21	24	21
Little Bollington CE	15	12	13	7	11	12
Mobberley CE	20	33	19	33	33	32
TOTAL	206	190	206	234	245	226

Numbers in Catchment Area				
2010	2011	2012	2013	2014
33	46	47	63	52
29	56	62	56	51
57	69	84	71	78
n/a	n/a	n/a	n/a	n/a
11	21	21	27	31
2	0	0	2	2
34	23	41	40	48
166	215	255	259	262

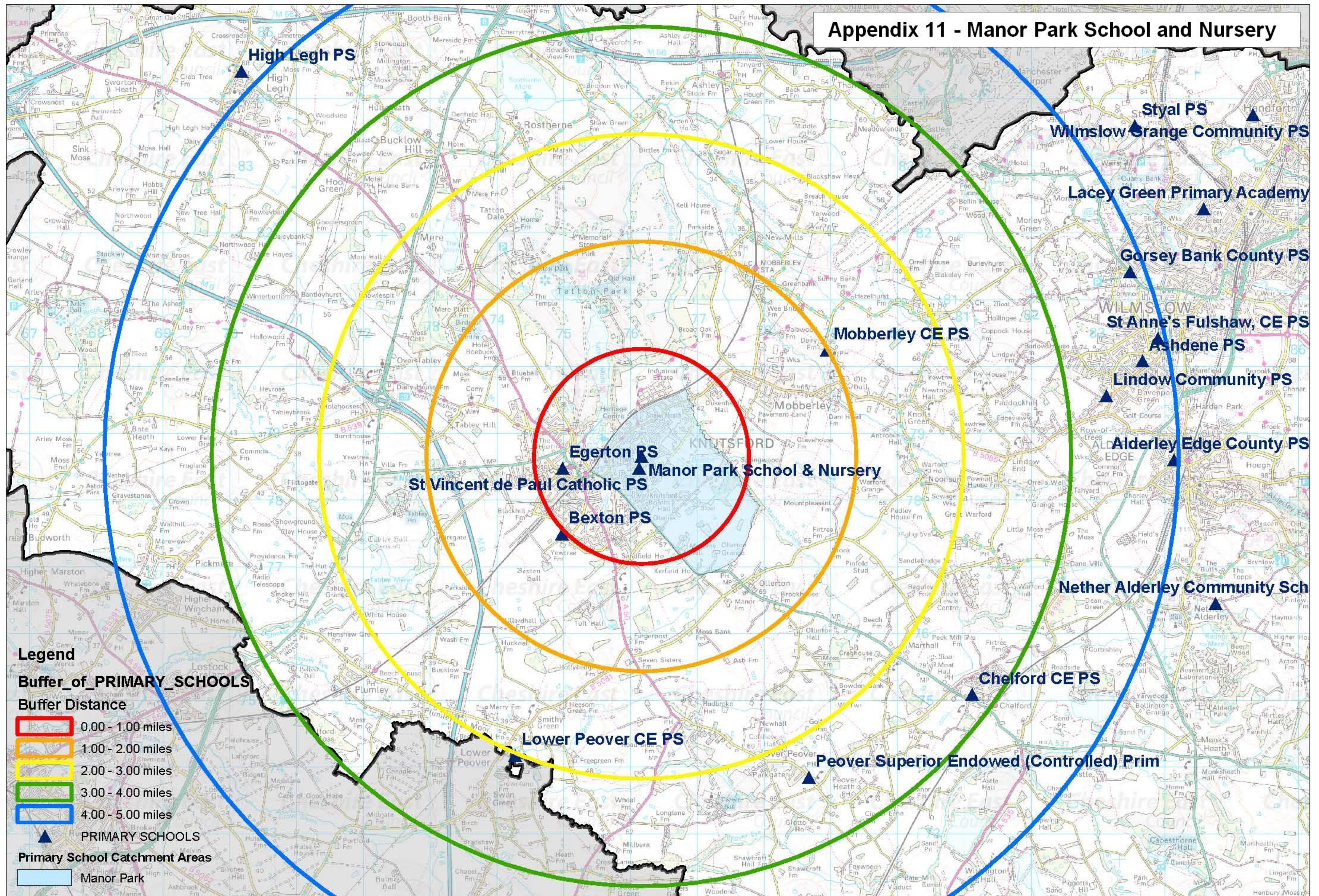
Total Places Available	206
Compared to total catchment children	262
Difference	-56

Data Source: Cheshire East CYPD/School Admissions 20/05/14

Total Places Available	206
Compared to total first preferences	226
Difference	-20

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Appendix 11 - Manor Park School and Nursery



Legend

Buffer_of_PRIMARY_SCHOOLS

Buffer Distance

- 0.00 - 1.00 miles
- 1.00 - 2.00 miles
- 2.00 - 3.00 miles
- 3.00 - 4.00 miles
- 4.00 - 5.00 miles

PRIMARY SCHOOLS

Primary School Catchment Areas

- Manor Park

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Department
for Education

School Organisation

Maintained Schools

Annex B: Guidance for Decision-makers

January 2014

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Summary

Key points

1. This Annex is for local authorities, the Schools Adjudicator and governing bodies in their roles as decision-makers. It is relevant to the 2013 School Organisation Regulations¹. Decisions on proposals published before 28 January 2014 must be made with regard to the previous Decision-makers Guidance.
2. The table in [Annex A.5](#) sets out the decision-maker for each type of school organisation proposal. The department does not prescribe the exact process by which a decision-maker carries out their decision-making function; however, decision-makers must have regard² to this guidance when making a decision.
3. The decision-maker should consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).

Related proposals

4. Any proposal that is 'related' to another proposal must be considered together. A proposal should be regarded as 'related' if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. Where proposals are 'related', the decisions should be compatible.
5. Where a proposal is 'related' to another proposal to be decided by the Secretary of State (e.g. for the establishment of a new academy) the decision-maker should defer taking a decision until the Secretary of State has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

Conditional approval

6. Decision-makers may give conditional approval for a proposal subject to certain prescribed events³. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

¹ In the case of the removal of a Foundation or Foundation majority this guidance is relevant to The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007.

² Under paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 and regulation 7 of the Prescribed Alterations Regulations.

³ The prescribed events are those listed under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations (for prescribed alterations), regulation 16 of the Establishment and Discontinuance Regulations (for closures and new schools) and paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations (for foundation and trust proposals).

7. The proposer should inform the decision-maker (and the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk in the case of school closures) when a condition is modified or met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Publishing decisions

8. All determinations (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a determination the decision-maker must arrange (via the proposer as necessary) for the decision and the reasons behind it to be published on the website where the original proposal was published. The decision-maker must also arrange for the bodies below to be notified of the decision and reasons⁴:

- the LA (where the Schools Adjudicator or governing body is the decision-maker);
- the governing body/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school;
- any other body that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

Factors to consider

9. Paragraphs [10](#) to [78](#) of this annex set out some the factors that decision-makers should consider when deciding a proposal. Paragraphs [10](#) to [29](#) are relevant to all types of proposals. Paragraphs [30](#) to [78](#) are more relevant to certain types of proposals (as specified). These factors are not exhaustive and the importance of each will vary depending on the type and circumstances of the proposal. All proposals must be considered on their individual merits.

⁴ In the case of proposals to change category to foundation, acquire/remove a Trust and/or acquire/remove a Foundation majority the only bodies the decision-maker must notify are the LA and the governing body (where the Schools Adjudicator is the decision-maker).

Factors relevant to all types of proposals

Consideration of consultation and representation period

10. The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

Education standards and diversity of provision

11. Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

12. The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

Demand

13. In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

14. The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

15. Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

School size

16. Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also

consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

Proposed admission arrangements (including post-16 provision)

17. In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

18. Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

National Curriculum

19. All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community⁵.

Equal opportunity issues

20. The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

21. 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 should 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.

⁵ Under sections: 90, 91, 92 and 93 of the Education Act 2002.

Community cohesion

22. Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

Travel and accessibility

23. Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

24. The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

25. A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Capital

26. The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

27. Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal 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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

School premises and playing fields

28. Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.
29. [Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

Factors relevant to certain types of proposals:

Expansion

30. When deciding on a proposal for an expansion on an additional site (a 'satellite school'), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the academy presumption in circumstances where there is a need for a new school in the area⁶). Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- The reasons for the expansion
 - What is the rationale for this approach and this particular site?
- Admission and curriculum arrangements
 - How will the new site be used (e.g. which age groups/pupils will it serve)?
 - What will the admission arrangements be?
 - Will there be movement of pupils between sites?
- Governance and administration
 - How will whole school activities be managed?
 - Will staff be employed on contracts to work on both sites? How frequently will they do so?
 - What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?
- Physical characteristics of the school
 - How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
 - Is the new site in an area that is easily accessible to the community that the current school serves?

⁶ Or require an proposal under section 11 of the EIA 2006 for a new maintained school.

Expansion of existing grammar schools

31. Legislation prohibits the establishment of new grammar schools⁷. Expansion of any existing grammar school onto a satellite site can only happen if it is a genuine continuance of the same school. Decision-makers must consider the factors listed in paragraph 30 on 'expansions' when deciding if an expansion is a legitimate enlargement of an existing school.

Changes to boarding provision

32. In making a decision on a proposal to close a school that has boarding provision, or to remove boarding provision from a school that is not closing, the decision-maker should consider whether there is a state maintained boarding school within reasonable distance from the school. The decision-maker should consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

Addition of post-16 provision

33. In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.

34. The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.

35. The decision-maker may turn down a proposal to add post-16 provision if there is compelling and objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.

36. Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.

37. A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department's website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle.

⁷ Except where a grammar school is replacing one of more existing grammar schools. See [paragraph 53](#).

Changes of category to voluntary-aided

38. For a proposal to change the category of a school to voluntary-aided, the decision-maker must be satisfied that the governing body and/or the Foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the governing body has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

Changes to special educational need provision – the SEN improvement test

39. In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability.

Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;
- 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;
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;
- 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;
- 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;
- ensure appropriate provision for 14-19 year-olds; and
- ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority

should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

40. When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

Additional factors relevant to proposals for new maintained schools

Suitability

41. When considering a proposal for a new maintained school, the decision-maker should consider each proposal on its merits, and take into account all matters relevant to the proposal. Any proposals put forward by organisations which advocate violence or other illegal activity must be rejected. In order to be approved, a proposal should demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect.

Competitions (under section 7 EIA 2006)

42. Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs [47-51](#)).

43. Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.

44. The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.

45. Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).

Capital in competitions

46. For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in

the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.

New voluntary-aided schools (under section 11 of EIA 2006)

47. Section 11 of the EIA 2006 permits a new VA school to be proposed without the requirement for the Secretary of State's approval. Such a school must be proposed following the required statutory process and may be for a school with or without a designated religious character.

48. Many VA schools are schools with a religious character. The department recognises the important contribution that faith schools make to the education system and that 'faith need' (demand for faith places on choice grounds) may be viewed as separate from 'basic need' (demand for new school places).

49. When assessing basic need, LAs need to look at the general demand for places and if a new school is needed to address basic need, must go down the academy presumption route. Where there is a demand for faith places, the law allows for LAs to seek to establish a new academy with religious designation, or for other proposers to establish new VA schools outside the presumption process.

50. The approval of a new school to meet local demand for faith places may also meet the demand (or some of the demand) for basic need.

51. Legislation allows maintained schools to seek to convert to academy status.

Independent faith schools joining the maintained sector

52. Legislation allows an independent faith school to move into the maintained sector. However, decision-makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational provision. The department would expect the decision-maker to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard;
- that all aspects of due diligence have been considered and undertaken; and

- that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

Replacement grammar schools

53. A new school can only be designated as a grammar school by the Secretary of State where it is being established in place of one or more closing grammar schools⁸. Decision-makers should therefore satisfy themselves that if a new school is proposed as a grammar school it is eligible for designation. Where an existing grammar school is expanding the proposer and decision maker must consider the points listed in paragraph [30](#).

⁸ Under section 104 of the SSFA 1998.

Additional factors relevant to closure proposals

Closure proposals (under s15 EIA 2006)

54. The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.

Schools to be replaced by provision in a more successful/popular school

55. Such proposals should normally be approved, subject to evidence provided.

Schools causing concern

56. For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. Decision-makers should have regard to the length of time the school has been in special measures, requiring improvement or otherwise causing concern. The decision-maker should also have regard to the progress the school has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There is a presumption that these proposals should be approved, subject to checking that there are sufficient accessible places of an acceptable standard available to accommodate displaced pupils and to meet foreseeable future demand for places in the area.

Rural schools

57. There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and the proposal clearly in the best interests of educational provision in the area⁹. Those proposing closure should provide evidence to show that they have carefully considered the following:

- alternatives to closure including the potential for federation with another local school or conversion to academy status and joining a multi-academy trust or umbrella trust to increase the school's viability;

⁹ Not applicable where a rural infant and junior school on the same site are closing to establish a new primary school on the same site(s).

- the scope for an extended school to provide local community services; and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.;
- the transport implications; and
- the overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

58. When deciding a proposal for the closure of a rural primary school the decision-maker must refer to the [Designation of Rural Primary Schools Order](#) to confirm that the school is a rural school.

59. For *secondary schools*, the decision-maker must decide whether a school is to be regarded as rural for the purpose of considering a proposal. In doing so the decision-maker should have regard to the department's register of schools – EduBase¹⁰ which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

Early years provision

60. In considering a proposal to close a school which currently includes early years provision, the decision-maker should consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

61. The decision-maker should also consider whether the new, alternative/extended early years provision will maintain or enhance the standard of educational provision for early years and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

Nursery school closures

62. There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal should demonstrate that:

- plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

10 Any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

Balance of denominational provision

63. In deciding a proposal to close a school with religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.

64. The decision-maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of relevant denominational places in the area. However, this guidance does not apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

Community Services

65. Some schools may be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social consequences. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school is providing access to extended services, provision should be made for the pupils and their families to access similar services through their new schools or other means.

Additional factors relevant to proposals to change category to foundation, acquire/remove¹¹ a Trust¹² and acquire/remove a foundation majority governing body

Standards

66. Decision Makers should consider the impact of changing category to foundation and acquiring or removing a Trust on educational standards at the school. Factors to consider include:

- the impact of the proposals on the quality, range and diversity of educational provision in the school;
- the impact of the proposals on the curriculum offered by the school, including, if appropriate, the development of the school's specialism;
- the experience and track record of the Trust members, including any educational experience and expertise of the proposed trustees;
- how the Trust might raise/has raised pupils' aspirations and contributes to the ethos and culture of the school;
- whether and how the proposals advance/have advanced national and local transformation strategies;
- the particular expertise and background of Trust members. For example, a school seeking to better prepare its pupils for higher education might have a higher education institution as a partner.

67. In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted or other inspectorates and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

68. The government wants to see more schools benefit from the freedom to control their own assets, employ their own staff and set their own admissions criteria. However, if a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal.

¹¹ Regulation 19 of The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007 requires the governing body, LA, trustees and Schools Adjudicator to have regard to guidance when exercising their functions in relation to the removal of: a foundation, a Trust, or a Foundation majority.

¹² A 'Trust school' is a foundation school with a charitable foundation complying with the requirements set out in section 23A of the SSFA 1998. These include that the Trust must have a charitable purpose of advancing education and must promote community cohesion.

Community Cohesion

69. Trusts have a duty¹³ to promote community cohesion. In addition to the factors outlined in paragraph [22](#), the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

General points on acquiring a Trust

70. For new Trust schools (foundation schools with a charitable foundation) the decision-maker must be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking to alter the religious character of a school or for a school to acquire or lose a religious character. These alterations cannot be made simply by acquiring a Trust;
- the necessary work is underway to establish the Trust as a charity and as a corporate body; and
- that none of the trustees are disqualified from exercising the function of trustee, either by virtue of:
 - disqualifications under company or charity law;
 - disqualifications from working with children or young people;
 - not having obtained a criminal record check certificate¹⁴; or
 - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

Other points on Trust proposals

71. Additionally, there are a number of other factors which should be considered when adding or removing a Trust:

- whether the Trust acts as the Trust for any other schools and/or any of the members are already part of an existing Trust;
- if the proposed Trust partners already have a relationship with the school or other schools, how those schools perform (although the absence of a track record should not in itself be grounds for regarding proposals less favourably);
- how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?

¹³ Under section 23(A)6 of the EIA 2006.

¹⁴ Under section 113A of the Police Act 1997.

- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

General point on removing a Trust

72. If a proposal is for the removal of a Trust, the governing body should consider the proposal in the context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

Suitability of partners

73. Decision-makers will need to be satisfied of the suitability of Trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis what circumstances might prevent the reputation of a Trust partner being in keeping with the charitable objectives of a Trust, or could bring the school into disrepute. However, the decision-maker should seek to come to a balanced judgement, considering the suitability and reputation of the current/potential Trust. Decision-makers should seek to assure themselves that:

- the Trust members and proposed trustees (where the trustees are specified in the proposals) are not involved in illegal activities and/or activities which could bring the school into disrepute;
- the Trust partners are not involved in activities that may be considered inappropriate for children and young people (e.g. tobacco, gambling, adult entertainment, alcohol).

74. The following sources may provide information on the history of potential Trust partners:

- [The Health and Safety Executive Public Register of Convictions](#)¹⁵;
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

¹⁵ Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits.

Land and Assets, when removing a Trust/foundation majority

75. When removing a Trust, the governing body is required to resolve all issues relating to land and assets before the publication of proposals, including any consideration or compensation that may be due to any of the parties. Where the parties cannot agree, the issues may be referred to the Schools Adjudicator to determine.

76. The Schools Adjudicator will take account of a governing body's ability to pay when determining any compensation. Therefore, all of these issues must be resolved by the point at which the decision is made and the amount of compensation due to either party may be a factor in deciding proposals to remove a Trust.

Finance - when removing a Trust/foundation majority

77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.

Other services provided by the Trust - when removing a Trust/foundation majority

78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust.



Department
for Education

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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 and Families Services		Lead officer responsible for assessment		Tony Crane	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	29 May 2014		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>Decision on the proposed expansion of Manor Park School and Nursery, Knutsford from 210 places (1FE) to 315 school places (1.5FE) for implementation for September 2015.</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> Targeted Basic Need Programme - The programme was launched in March 2013 to provide additional funding for school places in areas where they are most needed. Local authorities were invited to bid for funding for new schools, or to expand existing outstanding and good schools. Statutory procedures have taken place on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Manor Park School and Nursery 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 2013 that came into force on 28 January 2014. <p>The aims, objectives and outcomes of this proposed change are as follows:-</p>					

	<p>The Local Authority is proposing the expansion of Manor Park School and Nursery, which has a current capacity of 210 pupil places. The proposed increase to 315 places will deliver sufficient capacity for the school to become a one and half form of entry (45 places per year group) primary school with a proposed completion date of September 2015.</p> <p>The outcomes of the 4 week representation period are summarised in a report to the School Organisation Sub Committee. In deciding whether to approve the expansion it is a requirement both under DfE guidance and case law that the decision makers should consider the views expressed during the representation period 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.</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 of schools in Knutsford

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)	<ul style="list-style-type: none"> • Children and Young People • Parents / Carers • Schools
Who is intended to benefit and how?	Young Children and their parents and carers in the Knutsford area.
Could there be a different impact or outcome for some groups?	This proposal will have a 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.

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13

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 unequal outcomes (do you have enough evidence to prove otherwise?)			Pre – publication consultation took place between 14 January 2014 and 11 February 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback was presented to the Portfolio Holder meeting on 31. March 2014. The Portfolio Holder gave permission to publish notices and a public notice was issued in the local press on 16 April 2014. The 4 week representation period commenced on 16 April and ended on 14 May 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback received will be considered by the School Organisation Sub Committee at their meeting of 9 June 2014.								
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 Knutsford 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	✓	
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 school 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 school 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	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Based on the October	✓	

	<p>2012 School Census data</p> <p>The recorded data for Manor Park School and Nursery is:</p> <ul style="list-style-type: none"> • 93% White • 0.5% Mixed/Dual Background • 5% Asian or Asian British • 1% Black or Black British • 0.5% Other Groups or Not recorded <p>The average recorded data across the Knustford primary schools is:</p> <ul style="list-style-type: none"> • 91% White • 3% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British • 2% 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. The school proposed for expansion is a Community school and admission applications are considered against the Local Authority's published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion and all applications will be considered on an equal basis irrespective of religious belief.</p>	v	
Sex	<p>Based on the October 2012 School Census the gender balance between girls and boys currently attending Manor Park School and Nursery is 54 % male and 46 % female. This compares to a combined school population across</p>	v	

	Knutsford of 49% male and 51% 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.	v	
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.	v	
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.	v	
Proceed to full impact assessment? (Please tick)	Yes	No v	Date

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	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13

			Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	
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			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
During the pre – publication consultation process concern was expressed regarding the 2013 Key Stage 2 results;-	<p>From 2012 the method of assessment for Key Stage 2 results changed to assess reading, writing and maths. In 2012 the % of children attaining Level 4 in reading , writing and maths for Manor Park was 85%, in 2013 this reduced to 58%. The results will vary year on year dependent on the cohort of children and 2 major contributing factors to the differing results were :-</p> <p>In 2012 there were 28 children in the cohort against a cohort of 19 in 2013 - This meant that in 2012 each child equated to just under 3.6% of the overall score, whereas in 2013 this increased to 5.2% per child of the overall score.</p> <p>In 2012 - 22% of the cohort were registered as having Special Educational Needs, in 2013 this increased to 24%. of the cohort.</p> <p>In addition to the key stage results a school is also measured on its Value Added Score. The Value Added Score is a measure of progress that individual pupils have made between taking assessment tests when they are generally aged 7 and in Year 2 (KS1) and assessment tests when they are generally aged 11 and in Year 6 (KS2). Each pupil's value added score is based on comparing their KS2 performance with the median - or middle - performance of other pupils with the same or similar results at KS1. The individual scores are averaged for the school to give a score that is represented as a number based on 100. At KS1 to KS2, for schools with 30 or more pupils in the value added measure, measures of 99.1 to 100.9 represent broadly average performance. The overall Value Added Score for Manor Park School and Nursery for 2013 was 99.4.</p> <p>LA monitor and record all schools attainments on a yearly basis. Any concerns are discussed and</p>		

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13

	addressed with the head and governors of the school.		
During the 4 week representation period concern was expressed regarding increased traffic and parking in the area.	The school have undertaken a “ Safer Routes to School” survey and analysis to indentify the varies methods of how children travel to school. Only 44 parents returned the survey but of those returned 69% of children walked to school, 3 % cycled , 5% came by car and 13% used a combination of walking and car . The school will continue to encourage children to walk or cycle to school either in groups or with parents and older siblings and parents will be reminded to exercise consideration when parking near the school.		
Please provide details and link to full action plan for 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	

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CHESHIRE EAST COUNCIL

Report to School Organisation Sub Committee

Date of Meeting: 9 June 2014
Report of: Tony Crane, Director, Children Services
Subject/Title: Proposed Expansion of Mobberley CE Primary School, Knutsford
Portfolio Holder: Councillor Rachel Bailey

1.0 Report Summary

- 1.1 This decision paper reports on the outcome of the statutory public notices (**Appendix 1**), which details the Council's proposal to expand Mobberley CE Primary School from 140 to 210 school places from January 2015 and the responses received during the 4-weeks representation period from 16 April and concluded on 14 May 2014. A copy of the full proposal is attached as **Appendix 2**.
- 1.2 The School Organisation Sub Committee is advised that it must take into account any representations received when deciding whether to approve the proposals.
- 1.3 Section 14 of the Education Act 1996 places a duty on local authorities to ensure sufficiency of school places for children resident in its area. In response to the pupil forecasts, which indicate a shortfall in the Knutsford area from 2014, a review of provision has resulted in proposals to increase Mobberley CE Primary and Manor Park School and Nursery. A separate decision paper will report on the outcome of the public notice detailing the proposed expansion of Manor Park School and Nursery.
- 1.4 The Headteacher and Governing Body of Mobberley CE Primary School have been consulted and fully support the proposed expansion of the school (**Appendix 3**).
- 1.5 The table below lists the documents included with this report.

Appendices	Document
1	Statutory Public Notice
2	Statutory Proposal
3	Headteacher and Governing Body approval
4	Representation Feedback Summary
5	Guidance for Members
6	List of Consultees
7	Consultation Document
8	Consultation Feedback Summary
9	Knutsford Planning Area Data - New Housing Impact
10	Demand for Reception Class Places

11	Map showing the school's location.
12	Guidance issued by the Department for Education – School Organisation Maintained School – Annex B: Guidance for Decision-makers
13	Equality Impact Assessment

2.0 Decision Requested

2.1 Approval to expand Mobberley CE Primary School, Knutsford from 140 to 210 pupil places for January 2015.

3.0 Reasons for Recommendation

- 3.1 This proposal will enable the Local Authority to meet its statutory duty as Strategic Commissioner of School Places by ensuring a sufficiency of school places for children resident in its area.
- 3.2 Feedback received during the representation period has been low with only 11 responses received by the closing date of 14 May 2014. Nevertheless, all responses have been positive confirming support for the proposed expansion believing it to be the right decision, long awaited and good for the children, their learning environment and the development of the community as a whole. No objections have been received. The 11 respondents were made up of key stakeholders as set out in the table below. Full details are set out in **Appendix 4**

Governors	Parent/ Carer	Staff	Residents/ other	Total
2	3	4	2	11

- 3.3 The School Organisation Sub Committee must take these views into account when deciding whether to approve the proposal. Information relating to comments received during the representation period is included as **Appendix 5** to assist the School Organisation Sub Committee in its decision-making. However, this should not discourage Members from considering any other information that they consider relevant.

4.0 Background

- 4.1 Consultation with key stakeholders (**Appendix 6**) was authorised by Councillor Rachel Bailey, Cabinet Member for Children and Family Services and Rural Affairs at her Portfolio Holder meeting on 27 January 2014.
- 4.2 The rationale for this proposal, including pupil forecasts to 2018 based on October 2012 school census data, is set out in the consultation document that was presented at this meeting, attached as **Appendix 7**. Feedback received from consultees is attached as **Appendix 8**
- 4.3 To summarise the rationale, October 2012 School Census pupil forecasts indicated a shortfall in the number of primary school places in some areas of

the Borough. The forecasts indicated that for the Knutsford area there would be a shortfall of 166 places by 2018. These forecasts did 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. As an indication, to deliver 4% operational surplus an additional 223 pupil places would be needed by 2018 based on these forecasts. This data is set out in the table below:

Knutsford Area	Number on Roll (NOR) Oct 12	Oct 2012 Capacity - Number of Pupil Places	Academic Year					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast NOR	1373	1442	1422	1454	1498	1531	1572	1608
Forecast Unused Places			20	-12	-56	-89	-130	-166
Forecast Unused Places including 4% operational surplus			-38	-70	-113	-146	-187	-223

Data Source: October 2013 School Census Pupil Forecasts

- 4.4 Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These forecasts take into account the reception intakes in September 2013 and anticipated reception intakes for September 2014.
- 4.5 These latest forecasts indicate that over all year groups, the anticipated shortfall will commence in September 2015 and not 2014 as previously forecast. However, the pressure on primary school places in this area remains a concern with the latest forecasts indicating demand for an additional 100 pupil places for 2018. This capacity would not deliver any operational surplus and therefore additional places above this would be needed. Using 4% as an indication, a total of 157 additional pupil places would be needed in the Knutsford planning area by 2018.

Knutsford Area	Number on Roll (NOR) Oct 13	Oct 2013 Capacity - Number of Pupil Places	Academic Year					
			14/15	15/16	16/17	17/18	18/19	19/20
Forecast NOR	1391	1442	1417	1454	1480	1517	1542	1535
Forecast Unused Places			25	-12	-38	-75	-100	-93
Forecast Unused Places including 4% operational surplus			-33	-70	-95	-132	-157	-150

Data Source: October 2013 School Census Pupil Forecasts

- 4.6 Whilst it is forecast that demand for primary school places will reduce slightly for 2019, the higher number of births in this area in the years since 2010 as

shown in the table below, and the potential impact from new housing as set out in **Appendix 9** to this report presents further challenge in this area that must be taken into account to ensure sufficiency of school places for future years.

Knutsford Planning Area - Birth Data					
Year	Actuals/ Estimates	Births	Diff	%	2 Yr Average - Estimate
2008	184	N/A			N/A
2009	199				
2010	182	212	-30	85.8%	
2011	193	217	-24	88.9%	
2012	231	240	-9	96.3%	
2013	210	216	-6	97.2%	N/A
2014	255	264	-9	96.7%	
2015	242	250	-8	97.0%	
2016	218	225	-7	96.9%	

Source: Live birth - latest ONS data

- 4.7 The anticipated intake for September 2014 is set out below and shows a shortfall in the number of places in this area based on the most recent demand through the admissions process. This has necessitated admission over PAN to 3 schools –Mobberley CE Primary, Manor Park School and Nursery and High Legh Primary as highlighted in the table. The allocation data is an indication only at this stage as admission for September 2014 will not be concluded until all admission appeals have been administered at the end of the summer term. Allocation data will be updated at the start of the term in September.

School	No Places	Allocated	Vacancies	Waiting List
Bexton	60	60	0	1
Egerton	30	30	0	2
Manor Park School & Nursery	30	36	-6	
St Vincent de Paul Catholic	30	30	0	5
High Legh Primary	21	22	-1	1
Little Bollington CE	15	15	0	
Mobberley Church of England	20	30	-10	3
	206	223	-17	12

Data Source: CYPD/School Admissions 20/05/14

- 4.8 Information showing the historical pattern of demand for reception places in this area is attached as **Appendix 10**.
- 4.9 The proposed expansion of Mobberley CE Primary School is one of two proposed solutions to meet the shortage in this area and to provide a level of operational surplus, as defined at paragraph 4.3 above. The expansion of Manor Park School and Nursery is also proposed and, whilst this is presented in a separate report, some information is included here for completeness.
- 4.10 The additional accommodation of 70 pupil places proposed for Mobberley CE would increase the overall combined capacity for this planning area to 1512.

If approved, this would mainly be phased in at the normal point of entry to the school, as set out in the table below and therefore fully embedded by 2020. Forecast data for the period beyond 2019 is not yet available therefore the 2019 forecast has been applied for the subsequent year to provide an indication of the potential impact of this proposal. The proposed additional 70 places would be insufficient to meet the need in the area with a remaining shortfall of 23 places forecast for 2020. This forecast does not include provision of any operational surplus for this area.

Academic Year	Unused Places	Mobberley CE Planned Expansion - Cumulative Impact	Outcome - Unused Places
14/15	25	10*	15
15/16	-12	20	8
16/17	-38	30	-8
17/18	-75	40	-35
18/19	-100	50	-50
19/20	-93	60	-33
20/21	-93	70	-23

*Proposed implementation date during 14/15 Academic Year.

Data Source: October 2013 School Census Forecasts.

Please note: Current forecasts project to 2019/20 - the forecast of --93 has been assumed for the subsequent year.

- 4.11 The additional accommodation proposed for Manor Park School and Nursery, as aforementioned, is planned to meet increasing demand for school places in Knutsford. It is therefore expected that the combined additional capacity from these two proposals would ensure that there are sufficient places in the area to meet future demand and also to contribute to the delivery of operational surplus for this area to ensure a level of spare capacity to accommodate reasonable journey times to school, some degree of parental choice and flexibility to allow for mid-year entrants. The table below gives an indication of the effect of both proposals by applying the 2019 pupil forecast of -93 places to subsequent years. This results in a forecast spare capacity of 82 (5%) pupil places across all year groups and all schools at the point. This forecast does not take into account any potential demand in the future arising from new housing developments as set out in **Appendix 9** to this report.

Academic Year	Unused Places	Manor Park Planned Expansion - Cumulative Impact	Mobberley CE Planned Expansion	Planned Capacity	Outcome - Unused Places
14/15	25	0	10	10	35
15/16	-12	15	20	35	23
16/17	-38	30	30	60	22
17/18	-75	45	40	85	10
18/19	-100	60	50	110	10
19/20	-93	75	60	135	42

20/21	-93	90	70	160	67
21/22	-93	105	70	175	82

Data Source: October 2013 School Census data.

Please note: Current forecasts project to 2019/20 - the forecast of --93 has been assumed for subsequent years.

- 4.12 It is therefore proposed that this expansion should be approved to ensure sufficiency of school places and a level of operational surplus for this area.
- 4.13 This request for approval to expand Mobberley CE Primary has taken into account feedback received during the formal consultation period and officers have shared plans with the primary headteachers in the Knutsford Planning Area.
- 4.14 A report detailing the outcome of the formal consultation undertaken between 4 February and 11 March 2014 was presented to the Cabinet Member on 31 March 2014 whereupon permission was given to issue a statutory notice detailing the proposed expansion of Mobberley CE Primary School from 140 to 210 school places. Full details of the feedback received during the consultation period are attached as **Appendix 8**.
- 4.15 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 proposal were forwarded to the Secretary of State. The statutory four-week representation period that followed commenced on 16 April and concluded on 14 May 2014. 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.
- 4.16 The representation period was notified to key stakeholders including Ward Members, George Osborne MP, the Diocese and Parish Councils (**Appendix 6**). Information was emailed to all schools in the Knutsford Planning Area and schools were issued with letters for distribution to all their parents and carers. Copies of the statutory notice were displayed on the school gates at Mobberley CE Primary.
- 4.17 The representations received have been attached as **Appendix 4** and are referred to above in paragraph 3.2.
- 4.18 A map illustrating the location of the school is attached as **Appendix 11**.

5.0 Wards Affected

- 5.1 Mobberley CE Primary is situated in Mobberley Ward. However, consultation has been undertaken with neighbouring wards.

High Legh
Knutsford
Chelford

Wilmslow West & Chorley

Local Ward Members

Jamie Macrae - Mobberley
Steve Wilkinson – High Legh
Stewart Gardiner – Knutsford
Olivia Hunter – Knutsford
Peter Raynes - Knutsford
George Walton – Chelford
Gary Barton – Wilmslow West and Chorley
Wesley Fitzgerald – Wilmslow West and Chorley

6.0 Financial Implications (Authorised by the Chief Operating Officer)

- 6.1 The total approved Capital budget for the Mobberley CE Primary School Scheme was originally allocated to the project from the 2012-13 Children and Families Capital Programme. The purchase of Mode Cottage, which completed on the 14 March 2014, was met from the existing approved budget. The total estimated cost of the project including the land purchase is £967,000, the additional budget will be funded by Basic Need Grant funding, approval for which will be in accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules
- 6.2 All Capital projects greater than £250,000 are subject to Cheshire East Council's Project Gateway process, which seeks endorsement by way of review and challenge. Full endorsement was granted on the 18 March 2014.
- 6.3 The Dedicated Schools Grant (DSG) income received by Cheshire East will only increase if any additional pupils are new to the LA, i.e. have not been included in the DSG allocation previously.
- 6.4 The DSG delegated to individual schools is based on the funding formula used in Cheshire East, and currently over 80% of that funding formula is pupil led, i.e. based on the number of pupils on roll at the October Census date. This means that the number of pupils on roll in October will inform the funding formula for the following financial year. For schools admitting additional pupils from a September intake, this will therefore be reflected in the schools budget from the following April. Where there are a significant number of additional pupils at a September intake and the school requires additional financial support prior to the new financial year, the school can apply to the Local Authority's Growth Fund.

7.0 Legal Implications (Authorised by the Borough Solicitor)

- 7.1 Local authorities have a statutory duty to ensure sufficiency of school places. Since 28 January 2014, the process for change has been revised through legislation and a streamlined statutory process has been introduced. In bringing forward proposals to expand a school, 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 2013 that came into force on 28 January 2014.

- 7.2. Under previous legislation (now revoked) statutory consultation was required before a proposal could be published for a significant enlargement, which is when capacity will increase by more than 30 pupils and more than 25% of existing capacity. Although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on the proposer that they will consult with interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.
- 7.3 The 2014 statutory process for making significant changes to schools has four stages, as set out below:

Stage 1	Publication	Statutory proposal published – 1 day.
Stage 2	Representation (formal consultation)	Must be 4 weeks, as prescribed in regulations.
Stage 3	Decision	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to Schools Adjudicator (OSA). Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

- 7.4 The timescales involved in this process are set out in the following table:

27 January 2014	Portfolio Holder's permission to consult
4 February 2014 to 11 March 2014	Consultation Period
31 March 2014	Portfolio Holder Decision on Publication
16 April to 14 May	Representation Period 4 weeks
9 June 2014	School Organisation Sub Committee
January 2015	Implementation

- 7.5 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 2013 that came into force on 28 January 2014 describe the procedures that must be followed when making prescribed alteration proposals and state that local authorities must make decisions about any expansions that they propose.
- 7.6 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.

- 7.7 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. Guidance issued by the Department for Education entitled *School Organisation Maintained Schools Annex B: Guidance for Decision –Makers* is attached for Committee members as **Appendix 12**.
- 7.8 Committee members are advised that they must have regard to the Guidance when making their decision, in accordance with Regulation 7 of The Regulations. As stated in paragraph 3.3 above, information considered to be of relevance to this section of the Guidance is set out in **Appendix 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 Guidance should not be treated as exhaustive because the importance of each factor will vary depending on the proposal and as such all proposals must be considered on their individual merits.
- 7.9 Where capital funding is required for a proposal, guidance states that the decision maker should be satisfied that any funding for land, premises, or capital required to implement the proposal will be available and all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available.
- 7.10 An Equality Impact Assessment (**Appendix 13**) has been completed for this proposal and this 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 to a minimum during the decision-making process and any subsequent building programme to ensure that standards continue to improve.
- 8.2 The proposed expansion was identified to address a Basic Need in the area. This is in order to ensure that the Authority meets its statutory duty to provide sufficient school places in this area.
- 8.3 Planning approval is required, and planning application (ref: 14/0729M) was submitted on 21 February 2014 to run in parallel with consultation on the proposed expansion of the school, Planning Committee met to consider the application on 16 April 2014 and planning approval was granted.
- 8.4 A contractor from the CEC Framework has been appointed to develop the detailed design work. The design will need to be developed "at risk" to ensure that the proposed implementation date of January 2015 can be met if this proposal is approved. If the proposal is not subsequently approved and the

scheme cannot proceed, the abortive costs would have to be found from revenue.

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 MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL, CHURCH LANE, MOBBERLEY, KNUTSFORD, WA16 7RA

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 Mobberley Church of England Primary School, a Community School, Church Lane, Mobberley, Knutsford, WA16 7RA from January 2015.

The proposal is to expand the school to provide 210 pupil places by increasing the existing capacity by 70 places for implementation by January 2015. Subject to approval the Local Authority, as the Admission Authority for the school, will determine an increase in the Published Admission Number from 20 to 30 in April 2014 for September 2015.

The current capacity of the school is 140 and the proposed capacity will be 210. The current number of pupils registered at the school is 148. The current admission number for the school is 20 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 Services, Organisation & Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL.

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 Services, Organisation and Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 16 April 2014

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Appendix 2

STATUTORY PROPOSALS FOR PRESCRIBED ALTERATION TO MAINTAINED SCHOOL

(School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013)

Local Authority Proposal

1. School and local authority details

Mobberley Church of England Primary School
Church Lane
Mobberley
Knutsford
WA16 7RA

Mobberley Church of England Primary School is a Voluntary Controlled school maintained by
Cheshire East Borough Council,
Westfields,
Middlewich Road,
Sandbach,
Cheshire, CW11 1HZ

2. Implementation

Implementation and any proposed stages for implementation, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

January 2015

3. Proposed Alteration

A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The Current capacity of the school is 140 school places. The proposal is to expand the school to provide 210 pupil places by increasing the existing capacity by 70 places for implementation by January 2015.

The school is remaining on the existing site but this proposal was conditional on the acquisition of the adjacent land and cottage required to supplement the loss of hard-standing playground space needed to support the proposed extension. The purchase of the adjacent cottage was completed on 14 March 2014.

It is proposed that a double module building, including toilets, cloakroom and storage space, will be situated on site. However, this is subject to the usual planning consent and the planning committee are due to meet on 16th April to consider the application.

4. Need or demand for additional places

A statement and supporting evidence of the need or demand for the particular places in the area;

The Knutsford Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Knutsford, Chelford, High Legh, Little Bollington, Nether Alderley and Peover Superior. The total primary school capacity across the LAP is 1684 and the current number of reception class places available each year based on the published admission number (PAN) is 241.

Based on the latest data (October 2012 School Census), pupil forecasts for the Knutsford Local Area Partnership (LAP) indicate a shortfall of 174 places across all 10 primary schools by 2018. For school place planning purposes LAPs are broken down into smaller Planning Areas. These planning areas are based on a number of considerations including schools proximity, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves. For example, Chelford and Peover Superior primary schools form part of the Holmes Chapel planning area as they are feeder/partner schools for Holmes Chapel Comprehensive School. Nether Alderley is part of the Wilmslow North planning area and is a feeder/partner school to Wilmslow High School.

Mobberley CE is part of the Knutsford Planning Area which consists of 7 primary schools offering a total of 1442 school places.

Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the 7 schools of 166 places by 2018, as set out in the table below:

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall		20	-12	-56	-89	-130	-166
% Spare Places		1%	-1%	-4%	-6%	-9%	-11%

The above indicated shortfall excludes any level of operational surplus (the 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). As an indication, a 4% level of

operational surplus for this planning area would require an additional 58 pupil places for the same period in 2014.

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall including 4% Operational Surplus.		-38	-70	-113	-146	-187	-223
% Spare Places		-3%	-5%	-8%	-10%	-13%	-15%

This proposal is one of two possible expansions proposed for the Knutsford area which, if approved, would provide a total of 175 additional pupil places. The additional accommodation planned for Mobberley CE would be mainly phased in at the normal point of entry to the school, which is the reception class. On this basis, the school would be operating as a 1 form of entry primary school (210 places) with 70 pupil places per year group by 2021. This would increase capacity for this planning area to 1512 pupil places which; when phased in at the normal point of entry into the reception class, would still require an additional 96 places by the same period based on current forecasts. Consultation on a separate proposal to provide an additional 105 pupil places in Manor Park school and Nursery to meet this shortfall is also been undertaken.

The changing demographics of Knutsford and the demand for places at the local primary schools indicate that the area has insufficient capacity to accommodate local demand and long term measures are necessary to accommodate this anticipated increase.

5. Objectives of the Proposal and Educational Standards

The overall objective of the proposal is to create additional school places to accommodate the growing demand for places for local children from within the village of Mobberley.

Mobberley CE Primary is a popular and successful school rated "Outstanding" by OFSTED in June 2012. The changing demographics of Mobberley Village and the demand for places at the local primary school indicate that the school has insufficient capacity to accommodate local children. Following the completion of a large housing development in the area the number of catchment children has exceeded the reception places available for the last 5 years. For September 2014 admissions there are currently 48 pupils resident in the catchment area which is more than double the school's capacity of 20 pupils per reception intake.

Reception Class Year of Intake	Number of Children Resident in the School's Catchment Area
2010	34
2011	23
2012	41
2013	40
2014	48 (at 8 Jan 2014)

In line with the growing number of pupils resident in the schools catchment area the number of first preferences for the school has also been increasing. For 2013 the school received 33 first preferences against a published admission number (PAN) of 20. The demand for places from local residents is expected to continue in future years.

Reception Class Year of Intake	Number of First Preferences
2010	33
2011	19
2012	33
2013	33
2014	30 (at 8 Jan 2014)

If parents are unable to obtain a place at the local village school the distances that parents could be expected to travel to the next nearest school may be considered unreasonable.

It is therefore recommended that an increase in the capacity of Mobberley CE Primary is necessary to meet the growing demand in the village. It is proposed that the local demand in itself justifies an extension to take the school up to 210 pupil places (1 Form of Entry) with an admission number of 30 pupils per year .

6. Effect on other Educational Establishments in the Area

The local authority has held meetings with headteachers of the primary schools in this planning area on 31 October 2012, 20 December 2012, 10 May 2013 and 8 October 2013. When identifying the schools for expansion consideration was given to a number of issues including, the nature of the site and whether it can accommodate an expansion, the extent to which the school serves its community, the schools ability to deliver a full range of curriculum and social experiences and the latest Ofsted inspection.

Cheshire East Council then undertook an informal consultation which was implemented between 14 January 2014 and 11 February 2014. Feedback from the consultation was presented to the Cabinet Member for Children and Family Services and Rural Affairs at a meeting on 31 March 2014 where a decision was taken to issue public notices. All documentation, reports and minutes of the Council meetings can be accessed the Council's website.

http://www.cheshireeast.gov.uk/schools/school_organisation.aspx

7. Project Costs and Value for Money

A statement of the estimated project costs and indication of how these will be met, including long term value for money will be achieved.

The authority believes that wherever possible school expansions should be undertaken by providing permanent accommodation. Due to the limitations of the Mobberley CE site it is not possible to provide a permanent build in this instance but the double module building that is being proposed will provide a good quality learning environment.

The proposed expansion of Mobberley CE Primary School to increase the school's capacity to 210 pupil places and 1 form entry (FE) is being funded from the Department

for Education (DfE) Basic Need grant. The project costs, inclusive of land acquisition and associated legal fees, are anticipated as being in the region of £967,000.

8. Objections and Comments

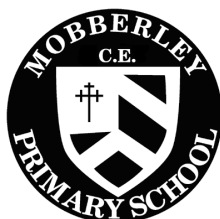
Within 4 weeks from the date of publication of this proposal i.e by **Wednesday 14 May 2014** any person may object to or make comments on the proposal by sending them to:-

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

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Appendix 3



MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Church Lane, Mobberley, Cheshire, WA16 7RA

Headteacher: Mrs C Owen Cert Ed NPQH

Telephone 01625 383055 Fax 01565 872095

E-Mail admin@mobberley.cheshire.sch.uk

Website: www.mobberley.cheshire.sch.uk

To whom it may concern – Governing Body support statement for the proposed expansion of Mobberley C of E Primary School

It is the opinion of the full Governing Body that our oversubscribed school urgently needs additional space to accommodate the children who live in the Mobberley catchment area. The present location of the school close to the church attracts many parents who want their child to attend a village school and to grow up contributing to the life of their wider community.

The fundamental objective of the school is to be able to provide a high quality primary education to the children of Mobberley who choose to come to Mobberley CE Primary School. This is why the Governing Body are fully supportive of Cheshire East proposal to expand the school to accommodate demand from our village and our catchment area. We would expect to work closely with Cheshire East to minimise the impact of expansion on our neighbours.

C Owen (Head Teacher)

H Mountney (Chair of Governors on behalf of the Governing Body)

1.11.13

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CONNECTION	SUPPORT / OPPOSE	COMMENTS
School Staff	Support	I would like to register my support for the proposed expansion of Mobberley CE primary school, in order to provide children in catchment the places they deserve.
Governor & Staff	Support	Dear Sir / Madam, The Mobberley school community has been growing steadily over many years. Its popularity is due to its location, values, excellent teaching and strong Christian ethos. All these, coupled with recent new housing in the area , and consolidated by a recent Ofsted report ensures that this growth is set to continue. Despite a new office build and extension of a classroom, the school in its present form is unable to support projected numbers whilst maintaining standards. All children in the catchment area who wish to attend their local village school should be able to do so, thereby securing community cohesion for the future. I believe expansion is the right and only way forward and it is to this end that I confirm my support for the current proposed expansion from 140 school places to 210 places.
School Staff	Support	<p>I have been given a letter from the Head Teacher of Mobberley Primary School, detailing the Statutory Public Notice Period.</p> <p>I am a member of staff at this school and it is a lovely, happy place to work, where the children are well cared for and nurtured as well as given a sound education. However, we are bulging at the seams! To have more room to play outside at break times and more work areas within school, would be of huge benefit to all. Mobberley Primary School is a big part of the community and the expansion would provide extra places for local children.</p>
Resident	Support	<p>To whom it may concern</p> <p>I am writing to voice my support for the proposed expansion of Mobberley School. The school is the only one in the area and with the recent increase in family housing in Mobberley the need for school places greatly exceeds those available. The current plans for yet more housing on the Ilford site will only increase the need in the coming years</p>
Governor & Parent	Support	<p>Do I agree with the proposal to expand Mobberley CE Primary School - YES</p> <p>I fully support the expansion of Mobberley CE Primary. The demand for Reception class</p>

		<p>places exceeds the availability year after year. This is due in part to an increase in family housing in the village, however the closure of Ashley Primary has also impacted on this situation. If Ashley School is to remain closed it is vital that Mobberley School is expanded to accommodate children who live in the extended catchment area which includes both villages.</p> <p>The issue of an increase in vehicles and parking could be alleviated by the re- instatement of the school bus. The families who used this bus then had no option other than to drive to school after its removal. If the school is not expanded it will result in a substantial number of children in the catchment area not getting a place at their local school. Existing pupils will experience separation from their peers when year groups have to split to fit into the available classrooms. Using the school hall as a classroom is not a suitable long term arrangement.</p>
School Staff	Support	<p>I strongly support the decision to expand Mobberley CE Primary School, in order to provide a larger intake of local pupils to the school. It is obvious that there is a pressing need for school places within the catchment area which the school cannot cater for. Many of these children are entitled to a place with numerous children having siblings already attend the school. These children deserve an education at an Outstanding school, a place that is at the heart of the local community. A bigger school means bigger space for resources and the creation of 2 separate playgrounds. This would hugely benefit the children who are currently trying to find enough room to play in a space that was built for smaller numbers.</p>
Parents	Support	<p>As parents of a current pupil at the above school and another who will attend the school in the next 2 years, we see the proposed expansion as very positive news.</p> <p>We feel that it will only add to the quality of education already adhered to at the school as well as being able to give both the staff & pupils more focus going forward therefore increasing teaching levels even further. Giving a single class to each year rather than mixing years will be hugely beneficial in attaining these increased standards & pupils achievements.</p> <p>With increasing numbers of people moving into the area we feel that future generations will then be able to attend the local school of there choice, adding to the sense of community spirit that strongly exists within Mobberley.</p> <p>Every parent that we know of with children at the school as well as those attending in the</p>

		<p>near future also view the expansion as very positive news & adding to the much needed extra capacity in reception class.</p> <p>I'm sure that most will agree with out comments and the plans are granted asap with a view to completion in Sep 2014.</p>
School Staff	Support	<p>I am 100% in favour of the expansion of Mobberley CE Primary School which will provide more school places for local pupils.</p> <p>Mobberley CE Primary School is an outstanding school and is currently oversubscribed and cannot cater for the demand.</p> <p>The expansion will provide a new learning environment for Reception and KS1 children, giving them the very best start to their education.</p> <p>It will also provide another playground which will hugely benefit the whole school, who are currently playing in one small playground which was built for smaller numbers.</p> <p>The expansion will also mean that class teachers will each have their own classroom and their own space for more resources to support the learning of their pupils.</p>
Not Stated	Support	<p>I am writing in support of the proposed expansion of Mobberley CE primary school.As a resident of Mobberley I feel it imperative that there is sufficient capacity at the village school for the village children to attend. This expansion is well over due so I whole heartedly support the expansion as it will enable the village community to continue to flourish. If you require any further information from myself please do not hesitate to contact me.</p>
Parent	Support	<p>I just wanted to say that I whole heartedly support the expansion of the School which both of our children attend.</p> <p>The school is a good school but has suffered over the last few years as numbers have grown and grown. All areas have suffered, from the academic side to the day to day running of the school due, I assume, to the sheer number and complexities of fitting so many children into such a small school.</p> <p>The extension and 2 new teaching staff should allow the classrooms and the staff to breathe again, and happy staff means happier, better educated children so for the sake of all children and parents in the Mobberley area please do go ahead with the proposed expansion.</p>

Parent	Support	<p>I am in complete agreement with the proposed expansion to Mobberley CE Primary School, which is long overdue, and strongly feel it should go ahead immediately.</p> <p>Since the building of several large housing estates and the closure of Ashley Primary School, the village has been crying out for extra primary school places. Many local children have already had to be turned away, leaving them travelling many miles to schools they have subsequently been placed at, which is totally unsatisfactory.</p> <p>The current situation means that children have to be streamed from as young as 6. In my experience, separating them from their peers at such a young age is detrimental to a child's confidence, progress and happiness. The teachers in some cases are vastly over stretched, teaching far too wide an age bracket; especially as class sizes have vastly increased over the last few years and are now quite large. Understandably therefore, the staff do not have adequate time to deal individually with such an expanse of abilities, meaning that children at the top and bottom of the class groups lose out.</p> <p>I implore you to rectify this intolerable situation, by granting the implementation of the proposed plans.</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 - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

The information presented below is intended to assist Members in their decision-making on the proposals to expand Mobberley CE Primary from 140 to 210 school places (1FE) for implementation January 2014. Please refer to (Annex B: Guidance for Decision – Makers)(**Appendix 12**)

1 CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

DfE Guidance	Extracted Paragraph/s	Current Position	Impact of Expansion
The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.	10	<p>Informal consultation meetings with headteachers of the primary schools in this planning area were held on 31 October 2012, 20 December 2012, 10 May 2013 and 8 October 2013.</p> <p>At a meeting of the Portfolio Holder on 27 January approval was given to commence formal consultation . Consultation commenced on 4 February 2014 and ended on 11 March 2014. Key stakeholders including Ward Members, George Osborne MP, the Diocese, Parish Councils and neighbouring local authorities were invited to offer feedback. Information and letters, for distribution to all their parents and carers, were emailed to all schools in the Knutsford Planning Area. A report detailing the outcome of the formal consultation was presented to the Portfolio Holder on 31 March 2014 whereupon permission was given to</p>	N/A

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>issue a statutory notice.</p> <p>Public Notices were issued in the local press on 16 April and the statutory four-week representation period that followed commenced on 16 April and concluded on 14 May 2014. Information regarding the representation period was notified to all key stakeholders and schools in the Knutsford Planning Area were issued with letters for distribution to all their parents and carers.</p> <p>As required in the guidance issued by Department for Education copies of the statutory notice were displayed on the school gates at Mobberley CE.</p>	
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2. EDUCATION STANDARDS AND DIVERSITY OF PROVISION

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps</p> <p>The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as</p>	11 & 12	<p>The last OFSTED inspection for Mobberley CE was June 2012 when the school was categorised as Outstanding.</p> <p>Of the 7 primary schools in Knutsford 4 are Community Schools offering a total of 987 school places, 1 is Voluntary Aided offering 210 places, and 2 are Voluntary Controlled (including Mobberley CE) offering a total of 245</p>	<p>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.</p> <p>This proposal would increase the total number of available school places amongst the Voluntary Controlled</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

set out on the department's website.		places.	schools by 70 places and increase the opportunity for parental preferences to be met.
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3 DEMAND

Guidance	Paragraphs	Current Position	Impact of Expansion
<p>In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).</p> <p>The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.</p> <p>Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the</p>	13 - 15	<p>Based on the latest data (October 2012 School Census), pupil forecasts for the Knutsford Local Area Partnership (LAP) indicate a shortfall of 174 places across all 10 primary schools by 2018. This forecast shortfall does not allow for any operational surplus, which is the 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.</p> <p>For school place planning purposes LAPs are broken down into smaller Planning Areas. These planning areas are based on a number of considerations including schools proximity, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves.</p>	<p>The scheme was identified to address a Basic Need for school places in the Knutsford area.</p> <p>The proposed expansion is intended to contribute 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 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>This proposal is one of two possible</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.</p>	<p>Mobberley CE Primary is part of the Knutsford Planning Area which consists of 7 primary schools offering a total of 1442 school places. Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the 7 schools of 166 places by 2018.</p> <p>Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These forecasts take into account the reception intakes in September 2013 and anticipated reception intakes for September 2014. These latest forecasts indicate that over all year groups, the anticipated shortfall will commence in September 2015 and not 2014 as previously forecast. However, the pressure on primary school places in this area remains a concern with the latest forecasts indicating demand for an additional 100 pupil places for 2018.</p> <p>There is an increasing demand in the Knutsford area at the normal point of entry to school (i.e. into the reception class) which is impacting on parental preference and the Authority's ability to</p>	<p>expansions proposed for the Knutsford area which, if approved, would provide a total of 175 additional pupil places. The additional accommodation planned for Mobberley CE would be mainly phased in at the normal point of entry to the school, which is the reception class. On this basis, the school would be operating as a 1form of entry primary school (210 places) with 30 pupil places per year group by 2021. This would increase capacity for this planning area to 1547 pupil places which; when phased in at the normal point of entry into the reception class, would still require an additional 61 places by the same period based on current forecasts. Consultation on a separate proposal to provide an additional 105 pupil places at Manor Park School and Nursery to meet this shortfall has been undertaken.</p> <p>It is important to note that additional housing in the area may 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</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 - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>comply with its statutory duty to provide sufficient school places for its residents.</p> <p>For Reception 2014 the authority received a total of 228 first preferences for the 7 primary schools within Knutsford Planning Area for a combined total of only 206 places. To ensure that parents were offered a school place within a reasonable distance to their home address the authority, in agreement with Mobberley CE , admitted 30 children against a Published Admission Number of 20. It is expected that this increase in demand will continue in the coming years with the potential admission pool 250 for 2015</p>	application process.
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4 SCHOOL SIZE

Guidance	Paragraph/s	Current Position	Impact of Expansion
Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to	16	Mobberley CE Primary currently operates over 5 closed classrooms, 2 practical areas, hall, staffroom and admin area including the headteachers office.	The proposed expansion will provide a double mobile allowing the school to operate over the required 7 classrooms to become a 1FE school.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

provide additional funding to a small school to compensate for its size			
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5 PROPOSED ADMISSION ARRANGMENTS

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.</p> <p>Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.</p>	17 & 18	<p>Mobberley CE is a Voluntary Controlled school and as such the Local Authority is the Admission Authority,</p> <p>The authority has determined its admission arrangements for 2014/2015 and 2015/2016 and they are compliant with the School Admission Code.</p>	N/A

6 NATIONAL CURRICULUM

Guidance	Paragraph/s	Current Position	Impact of Expansion
All maintained schools must follow the	19	The new National Curriculum for	The authority's Monitoring &

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

National Curriculum unless they have secured an exemption for groups of pupils or the school community.		<p>primary schools comes on line in September 2014. The Government states that this will give schools greater freedoms. The DfE are setting out 'what' has to be taught not 'how' it is to be taught. Individual schools are expected to determine the most appropriate curriculum design and the most effective style of teaching to ensure that the needs of the pupils are met. There are on-line resources available from the National College to support schools plan the curriculum changes. The new curriculum makes further demands of teachers' subject knowledge.</p> <p>Mobberley CE has previously followed the National Curriculum and has not secured an exemption for groups of pupils or for the school community and has not requested an exemption for this September.</p>	Intervention Manager, believes that the expansion of Offley primary will not have an adverse impact on the delivery of the new National Curriculum.
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7 EQUAL OPPORTUNITY ISSUES

Guidance	Paragraph/s	Current Position	Impact of Expansion
The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires	20 & 21	The local authority is bound by the Admissions Code and regulations which do not allow for any discrimination in	The local authority has no reason to believe that any proposed expansion of the school would result in an overall

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>them to have 'due regard' to the need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> eliminate discrimination; <input type="checkbox"/> advance equality of opportunity; and <input type="checkbox"/> foster good relations. <p>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 should 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.</p>		<p>respect of sex, race or disability.</p> <p>Based on the October 2012 School Census data</p> <p>The recorded data for Mobberley CE is:</p> <ul style="list-style-type: none"> • 96.4% White • 2.1% Mixed/Dual Background • 0% Asian or Asian British • 0% Black or Black British • 1.5% Other Groups or Not recorded <p>The average recorded data across the Knustford primary schools is:</p> <ul style="list-style-type: none"> • 91% White • 3% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British • 2% Other Groups or Not recorded <p>SEN –</p> <p>The school is a fully inclusive mainstream primary school with 150 children on roll and no school places are specifically reserved for pupils with special educational needs or disabilities. Currently the school has 3 statemented children and 22 children at school action plus / school action on roll</p>	<p>change to the current demographics.</p> <p>All applications will continue to be considered against the over subscription criteria on a equal basis without reference to sex, race or the status of the parent/carer</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 - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		which is equivalent to an overall of 17 % which is above the Cheshire East average of 15% but below the national average of 20% (data as at 6 May 2014)	
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8 COMMUNITY COHESION

Guidance	Paragraph/s	Current Position	Impact of Expansion
Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.	22	<p>Although the school does not operate a Nursery on site there are a number of pre school providers in and around the village that traditionally send children to Mobberley CE.</p> <p>In addition there are a number of childminders known to the school who run breakfast clubs from home and transport pupils to school. An independent provider operates a thriving after school club in the school hall between the hours of 3.25 and 6.00 pm.</p> <p>The school operates a number of clubs operate between the hours of 8.00 and 8.45 am, and these have included Fencing, Karate, Street Dance and Cheerleading.</p>	All current arrangements in relation to pre school providers, before and after school clubs and extra curriculum clubs will continue should the proposed expansion go ahead.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>The number and type of extra curriculum activities on offer during the lunch time and after school include, Netball, Games Skills, Football Skills (Wilmslow Football Academy), Film Club Sewing Club and Cookery Club, I-Pad Club and Story Telling.</p> <p>The variety of extra curriculum clubs on offer at lunch and after school varies from term to term to school but the school are always keen to extend the list and offer new experiences to the children.</p>	
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9 TRAVEL AND ACCESSIBILITY

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.</p> <p>The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase</p>	23 - 25	<p>In making this recommendation the authority has given consideration to a number of issues including the number of pupils in school catchment areas. In 2004, Ashley Primary school closed and children on roll at the time of closure were transferred to Mobberley CE Primary and the catchment area for Mobberley was extended to include the area previously zoned to</p>	<p>It is considered that the proposal would have a positive impact on the children/ young people in the village of Mobberley CE as the proposal, if agreed, would provide additional places for the local children to attend their local school.</p> <p>During the consultation concerns had been raised regarding the road</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.</p> <p>A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.</p>		<p>Ashley Primary School.</p> <p>Based on January 2012 School Census data 69% of children living within the schools catchment area were on roll at the school. This percentage increased to 77% at January 2013 due to the increase in the number of children resident within the area seeking places in the reception class.</p> <p>If local children were unable to access their local school the distance to other nearby schools will seem unreasonable to local families and many would qualify for transport assistance being over the statutory walking distance of 2 miles.</p>	<p>network being inadequate and unable to cope with an increased volume of traffic, and issues surrounding road safety and parking.</p>
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10 CAPITAL

Guidance	Paragraph/s	Current Position	Impact of Expansion
The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A	26 & 27	The total approved Capital budget for the Mobberley CE Primary School Scheme was originally allocated to the project from the 2012-13 Children and Families Capital Programme. The purchase of Mode Cottage, which	N/A

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>proposal cannot be approved conditionally upon funding being made available.</p> <p>Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal 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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.</p>		<p>completed on the 14 March 2014, was met from the existing approved budget. Further budget required to complete the capital scheme over and above this budget will be funded by Basic Need Grant funding, approval for which will be in accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules</p> <p>All Capital projects greater than £250,000 are subject to Cheshire East Council's Project Gateway process, which seeks endorsement by way of review and challenge. Full endorsement was granted on the 18 March 2014.</p>	
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11 SCHOOL PREMISES AND PLAYING FIELDS

Guidance	Paragraph/s	Current Position	Impact of Expansion
Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play	28 & 29	Building Bulletin 103 provides area guidelines for mainstream schools. It recommends that a 1FE primary school has a minimum site area of 9,366sqm and a 1.5FE primary school has a minimum site area of 12,999sqm and a 2FE primary school has a minimum site	The provision of a mobile on the site has already received planning consent subject to a number of conditions.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>outside safely.</p> <p>Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.</p>	<p>area of 16,632sqm.</p> <p>Following the purchase of the adjacent land and cottage the total site area for Mobberley CE is 10,038 sq meters. Therefore the site is large enough to allow for the expansion and provision of the additional classrooms.</p> <p>Section 77 of the School Standard and Framework Act 1998 is a statutory requirement which applies in the event that there is a net loss of playing field. e.g if a new build is located onto land which for the purpose of S77 is classed as playing field.</p> <p>Section 77 consent is not required for Mobberley CE as the build will not take place on existing playing fields.</p>	
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Consultee	Organisation / School
Council's Web Pages	
Parents/ Carers of Pupils	Mobberley Primary
Pupils of :-	Mobberley Primary
Governing body - school which is the subject of proposal	Mobberley Primary
Headteacher & Staff - school which is the subject of proposal	Mobberley Primary
Governing bodies, Head teachers , staff and parents at neighbouring schools within Knutsford LAP.	Bexton Primary
	Egerton Primary
	Manor Park
	St Vincents de Paul
Governing bodies, Head teachers and staff at remaining primary schools within Knutsford LAP.	High Legh Primary
	Little Bollington
	Nether Alderley
	Peover Superior
	Chelford
Governing bodies, Head teachers and staff at neighbouring primary schools within Wilmslow LAP.	Gorsey Bank
	St Anne's Fulshaw
	Ashdene
	Lindow
	Styal
Governing Bodies, Headteacher and staff at High Schools	Knutsford High School
	Wilmslow High School
Neighbouring LA's	Trafford LA
	Manchester LA
Diocesan Authorities	Catholic Diocese of Shrewsbury
	Anglican Diocese of Chester
MP(s) of the constituencies affected	Mr George Osborne
Councillors - Knutsford Ward Members	Cllr George Walton - Chelford
	Cllr Steve Wilkinson - High Legh
	Cllr Stewart Gardiner - Knutsford
	Cllr Olivia Hunter - Knutsford
	Cllr Peter Raynes - Knutsford
	Cllr Jamie Macrae - Mobberley
Councillors - Wilmslow Ward Member	Cllr Gary Barton - Wilmslow West & Chorley
	Cllr Wesley Fitzgerald - Wilmslow West & Chorley
Local District / Parish Councils where the subject school is located	Knutsford Town Council
	Mobberley Parish Council
	High Legh Parish Council
	Chelford Parish Council
	Nether Alderley Parish Council
	Peover Superior Parish Council
	Plumley with Toft and Bexton Parish Council
	Rostherne Parish Council
	Tabley Parish Council
	Styal Parish Council
	Ashley Parish Council
	NAHT Branch Secretary
UNIONS	GMB
	UNISON
	NUT

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**PROPOSAL FOR THE ENLARGEMENT
OF
MOBBERLEY CHURCH OF ENGLAND
PRIMARY SCHOOL,**

PUBLIC CONSULTATION DOCUMENT

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

January 2014

OBJECTIVE OF THIS CONSULTATION DOCUMENT

To undertake formal consultations with parents and carers of pupils at Mobberley CE Primary School and other interested parties before a final decision is taken regarding a proposal to make an enlargement to Mobberley CE Primary School.

The Local Authority is proposing the expansion of Mobberley Church of England Primary School, which has a current capacity of 140 pupil places. The proposed increase to 210 places will deliver sufficient capacity for the school to become a one form of entry (30 places per year group) primary school with a proposed completion date of September 2014.

INTRODUCTION

Mobberley CE Primary is a popular and successful school resulting in the number of first preferences for the school exceeding the 20 places available in the reception class for 3 of the last 4 years.

In 2004, Ashley Primary school closed and children on roll at the time of closure were transferred to Mobberley CE (C) Primary and the catchment area for Mobberley was extended to include the area previously zoned to Ashley Primary School. Initially, the school had sufficient capacity to accommodate the additional demand in this area. However, subsequent changes, including increased primary aged pupils and new housing in the area have resulted in an increase in demand for places at the local village school.

The proposed expansion is therefore intended to provide sufficient school places for local children. The Headteacher and Governors have confirmed their support for the proposed expansion of the school to a 1 form of entry (1FE) primary school (30 places per year group) in order that accommodation is suitable for existing pupils on roll and to accommodate the growing population and demand for places from local families now and in the future.

BACKGROUND INFORMATION

Knutsford Local Area Partnership (LAP)

The Knutsford Local Area Partnership (LAP) has 10 primary schools and 1 secondary school covering the areas of Knutsford, Chelford, High Legh, Little Bollington, Nether Alderley and Peover Superior.

The total primary school capacity across the LAP is 1684 and the current number of reception class places available each year based on the published admission number (PAN) is 241.

Knutsford LAP

School Name	Status	PAN 2013	Overall Net Capacity
Bexton Primary School	Community	60	420
Chelford Church Of England Primary School	Voluntary Controlled	9	60
Egerton Primary School	Community	30	210
High Legh Primary School	Community	21	147
Little Bollington Church of England Primary School	Voluntary Controlled	15	105
Manor Park School and Nursery	Community	30	210
Mobberley Church of England Primary School	Voluntary Controlled	20	140
Nether Alderley Primary School	Community	15	105
Peover Superior Endowed (Controlled) Primary School	Voluntary Controlled	11	77
St Vincent de Paul Catholic Primary School	Voluntary Aided	30	210
Area Totals		241	1684

Based on the latest data (October 2012 School Census), pupil forecasts for the Knutsford Local Area Partnership (LAP) indicate a shortfall of 174 places across all 10 primary schools by 2018. This forecast shortfall does not allow for any operational surplus, which is the 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 same pressures are not forecast for the secondary sector based on existing patterns of demands.

Knutsford Planning Area

For school place planning purposes LAPs are broken down into smaller Planning Areas. These planning areas are based on a number of considerations including schools proximity, pattern of parental preferences, feeder schools to high schools and traditional links between the schools themselves. For example, Chelford and Peover Superior primary schools form part of the Holmes Chapel planning area as they are feeder/partner schools for Holmes Chapel Comprehensive School. Nether Alderley is part of the Wilmslow North planning area and is a feeder/partner school to Wilmslow High School.

Mobberley Church Of England Primary School is part of the Knutsford Planning Area, which consists of 7 primary schools offering a total of 1442 primary school places, as listed below:

School Name	Status	PAN	Net Capacity
Bexton Primary School	Community	60	420
Egerton Primary School	Community	30	210
High Legh Primary School	Community	21	147
Little Bollington Church of England Primary School	Voluntary Controlled	15	105
Manor Park School and Nursery	Community	30	210
Mobberley Church of England Primary School	Voluntary Controlled	20	140
St Vincent de Paul Catholic Primary School	Voluntary Aided	30	210
Area Totals		206	1442

Six of the seven schools listed above are feeder/partner primaries for Knutsford Academy and pupils attending St Vincent de Paul Catholic Primary traditionally transfer to St Nicholas Catholic High School located at Hartford, Northwich, which is maintained by Cheshire West and Chester Council.

Based on the October 2012 School Census, pupil forecasts for the Knutsford Planning Area indicate that there will be a significant shortfall of places across the 7 schools of 166 places by 2018, as set out in the table below:

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall		20	-12	-56	-89	-130	-166
% Spare Places		1%	-1%	-4%	-6%	-9%	-11%

The above indicated shortfall excludes any level of operational surplus (the 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). As an indication, a 4% level of operational surplus for this planning area would require an additional 58 pupil places for the same period in 2014.

Knutsford Planning Area	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	1373	1422	1454	1498	1531	1572	1608
Forecast Shortfall including 4% Operational Surplus.		-38	-70	-113	-146	-187	-223
% Spare Places		-3%	-5%	-8%	-10%	-13%	-15%

Additionally, forecasts for Mobberley CE Primary indicate that there will be insufficient places at the school with more children on roll than places available. This trend is forecast to continue reaching a shortfall of 70 pupil places, based on current admission patterns, by 2018.

Mobberley CE Primary 140 Pupil Places	Number on Roll Oct'12	Forecasts					
		13/14	14/15	15/16	16/17	17/18	18/19
	142	161	173	182	194	200	210
Forecast Spare Places		-21	-33	-42	-54	-60	-70
% Spare Places		-15%	-24%	-30%	-39%	-43%	-50%

In response to previous pupil forecasts, a review of provision was undertaken resulting in a proposal to increase the capacity at Mobberley CE Primary School from 140 to 210 pupil places for implementation from September 2013. This proposal was subject to the acquisition of land adjacent to the school to compensate for the loss of playground.

Consultation on the proposal to expand Mobberley CE was undertaken between 22 October 2012 to 23 November 2012 and in light of the responses received permission was given to progress to the next stage, which involved the publication of a statutory notice followed by a 4 week representation period from 10 January 2013 to 7 February 2013. During the representation period negotiations on the acquisition of the adjacent land were ended and the conditional proposal, which was to have been considered by the School Organisation Sub Committee on 21 March 2013, was withdrawn on 13 March 2013.

The expansion of Mobberley CE has nevertheless remained a priority for the Local Authority, Headteacher and Governing Body of the school and local families. Officers have therefore continued to work with the school and governors to investigate alternative solutions.

The proposed expansion of Mobberley CE Primary School from 140 to 210 pupil places would require additional classrooms together with associated storage, circulation and cloak areas. Due to the restricted nature of the school's existing site, additional land is required to facilitate this. The acquisition of the adjacent Mode Cottage has therefore been investigated for this purpose as this would provide a site of sufficient size to facilitate this expansion.

Consideration is to be given to a request for permission to proceed with the purchase of Mode Cottage at the meeting of the Portfolio Holder for Finance on 23 January 2014. The outcome of this meeting will be presented orally at the Portfolio Holder meeting of 27 January.

This proposal is one of two possible expansions proposed for the Knutsford area which, if approved, would provide a total of 175 additional pupil places. The additional accommodation planned for Mobberley CE of 70 pupil places would be mainly phased in at the normal point of entry to the school, which is the reception class. On this basis, the school would be operating as a 1 form of entry primary school (210 places) with 30 pupil places per year group by 2021. This would increase capacity for this planning area to 1512 pupil places which; when phased in at the normal point of entry into the reception class, would still require an additional 96 places by the same period based on current forecasts. Consultation on a separate proposal to provide an additional 105 pupil places in Manor Park Primary and Nursery to meet this shortfall will be undertaken between 14 January and 11 February 2014. The positive impact of these proposals is set out in the following table:

Academic Year	Unused Places/ Shortfall in Places	Expansion of Mobberley CE - cumulative impact	Additional places still required	<i>Expansion of Manor Park - cumulative impact</i>	Unused Places/ Shortfall in Places
13/14	20				
14/15	12	10	2		
15/16	56	20	36	15	21
16/17	89	30	59	30	29
17/18	130	40	90	45	45
18/19	166	50	116	60	56
19/20	166	60	106	75	31
20/21	166	70	96	90	6
21/22	166	70	96	105	9

October 2012 School Census data provide forecasts up to 2018/19 therefore the forecast figure of - 166 has been assumed for subsequent years.

ADMISSIONS

In September 2012, the Local Authority received applications for Knutsford planning area schools in excess of the 206 reception class places available. In response to this immediate shortfall the Local Authority, in agreement with the schools, admitted additional children into a number of schools including Mobberley CE Primary. Although the headteacher and Governors of Mobberley CE supported the Local Authority by agreeing the admission of 30 catchment area children (10 over the school's published admission number) this still resulted in 3 children resident in the school's catchment area without a place at their local school for whom alternative schools had to be offered. The admission of 30 pupils in 2012 created pressure on existing accommodation and class organisation, which the school and the Local Authority are keen to address.

For the Reception 2013 intake the Local Authority received a total of 245 first preference applications for the Knutsford planning area schools, which exceeded

the 206 places available. 211 children have since been admitted into the reception classes with some parents securing alternative school places after the initial allocation, for example in the independent sector or on appeal at schools that are full.

Birth Rate Data

As an indication, the intake into reception over the last 3 years is compared with the birth rate admission pool. For this planning area, it is expected that demand for places will continue to exceed the current 206 reception places available. The data below provides an indication of the anticipated increase in future years on this basis, with in the region of 264 potential admission requests for 2014 and 250 for 2015.

Knutsford				
Year	Reception Admissions	Births Rate (4 years prior to admission round)	Diff	% Diff
2008	184			
2009	199			
2010	182	212	-30	-14.2%
2011	193	217	-24	-11.1%
2012	231	240	-9	-3.8%
2013	211	216	-5	-2.3%
2014		264		
2015		250		

Mobberley CE Admissions

The changing demographics of Mobberley Village and the demand for places at the local primary school indicate that the school has insufficient capacity to accommodate local children. Following the completion of a large housing development in the area the number of catchment children has exceeded the reception places available for the last 5 years. For September 2014 admissions there are currently 48 pupils resident in the catchment area which is more than double the school's capacity of 20 pupils per reception intake.

Reception Class Year of Intake	Number of Children Resident in the School's Catchment Area
2010	34
2011	23
2012	41
2013	40
2014	48 (at 8 Jan 2014)

In line with the growing number of pupils resident in the schools catchment area the number of first preferences for the school has also been increasing. For 2013 the school received 33 first preferences against a published admission number (PAN) of 20. The demand for places from local residents is expected to continue in future years.

Reception Class Year of Intake	Number of First Preferences
2010	33
2011	19
2012	33
2013	33
2014	30 (at 8 Jan 2014)

If parents are unable to obtain a place at the local village school the distances that parents could be expected to travel to the next nearest school may be considered unreasonable.

The tables below show the distances to nearby schools from Mobberley CE measured using a straight line distance measurement in miles from the address point of each school.

Straight Line Distances between:-	Mobberley	Manor Park	St Vincent's	Egerton	Bexton
Mobberley CE Primary	x	2.086	2.165	2.762	3.095

Straight Line Distances between:-	High Legh	Little Bollington	Chelford	Peover	Nether Alderley
Mobberley CE Primary	6.062	5.603	3.432	4.096	3.977

It is therefore recommended that an increase in the capacity of Mobberley CE Primary is necessary to meet the growing demand in the village. It is proposed that the local demand in itself justifies an extension to take the school up to 210 pupil places (1 Form of Entry) with an admission number of 30 pupils per year

SITE AND BUILDINGS

Situated in the rural village of Mobberley the school was originally built in 1858 and consisted of 2 classrooms. Extensions and refurbishments have taken place over a number of years and following the closure of Ashley CE Primary School in 2004 the school was further developed and the accommodation now consists of 5 classrooms, 2 practical areas, hall, staffroom and office accommodation.

The proposed expansion of Mobberley CE Primary is conditional on the acquisition of additional land and the necessary planning permissions.

FINANCIAL ISSUES

The total approved Capital budget for the Mobberley CE Primary School Scheme was originally allocated to the project from the 2012-13 Children and Families Capital Programme. If approved, the purchase cost of Mode Cottage will be met from this existing approved budget. Further budget required to complete the capital scheme over and above this budget will be funded by Basic Need Grant funding, approval for which will be sought through the Council's Financial Approval Process in due course.

All Capital projects greater than £250,000 are subject to Cheshire East Council's Capital Programme approval and monitoring process

TIMESCALES

There are 5 statutory stages to expanding a school as follows:

1. Consultation
2. Publication
3. Representation
4. Decision
5. Implementation.

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

27 January 2014	Portfolio Holder's Decision to formally consult on expansions
4 February 2014 till 11 March 2014	Consultation Period
14 April 2014	Portfolio Holder's Decision on Public Notices
30 April 2014 till 28 May 2014	Representation Period (4 weeks statutory)
8 July 2014 TBC	Cabinet decision (School Organisation Sub Committee if objections are received.)
September 2014	Proposed implementation

HOW DO I COMMENT ON THE PROPOSALS?

The best way to respond is to complete our electronic feedback form, which can be accessed on the Council's website at www.cheshireeast.gov.uk.

Alternatively, if you do not have access to the internet, you can submit your comments in writing or by telephone to 0300 123 5012.

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

CONNECTION	AGREE WITH PROPOSAL TO EXPAND	COMMENTS
School Staff	Yes	I strongly support the decision to expand Mobberley CE Primary School from 140 to 210 pupils, in order to provide a larger intake of local pupils to the school. I believe that it will provide the opportunity for local pupils to be provided with the school place that many are entitled to; particularly those with siblings already attending school. The problem of intake and appeals are always a huge issue, involving children in the school catchment area. Moreover, in the growing community of Mobberley, there is a need for the places to become available.
Other	Yes	<p>The case for expanding primary school places in Mobberley is overwhelming. As it has been under consideration since 2012 I will assume that the proposed buildings and outdoor space meet the standards of building schools for the future and the equality act. Car parking/ drop off is an issue so again assume this has been thought about..</p> <p>The 2 questions I would ask you to consider are these:-</p> <p>Is a one class per year of 210 capacity going to be enough given projections still show big shortfalls AND much more housing development is proposed for the "village". Can this site be expanded to 420 if needed? This site is poorly located in Mobberley- a relocation should be considered?</p>
Parent/Carer	Yes	None given.
Parent/Carer	Yes	None given.
Parent/Carer	Yes	None given.
Parent/Carer	Yes	None given.
Other	Yes	None given.
Parent/Carer	Yes	<p>Regarding the above proposed extension to Mobberley school.</p> <p>I am in agreement with the proposal to extend the school.</p> <p>You sent me a letter date the 5/2/14 indicating that I am a stakeholder in the decision.</p> <p>Mobberley school excels and I know that they are very limited on space.</p> <p>If the extension takes place it would be good if the school became a 2 form entry school every year.</p> <p>Cheshire East Council should be promoting schools like this which excel.</p> <p>Of course, had you not closed small rural schools previously, including Ashley Primary School some years ago, we would not now need this extension.</p> <p>Of course, hindsight is a marvellous thing but I know there was great objection from the residents to the closure of Ashley Primary school at the time.</p>

Governor	Yes	Mobberley Primary school is an outstanding school and cannot currently meet the demand for places from within its catchment area and from within the village of Mobberley. The school is at the centre of the community and it is very important that it can meet the demand for places within the village, as it is one of the key strands which holds the community together. Children in Mobberley deserve to have access to the outstanding education which their local school can offer if they so desire – children who are turned away lose not only access to an outstanding primary education, but the village loses the connection to the next generation of people who contribute to the life of the community.
Resident	Yes	With reservations concerning increased traffic, already the grass verge opposite the church is getting badly damaged and the number of cars travelling at peak time i.e 8.30-9.15am and 2.50-3.30pm with small children on board on a narrow lane with sharp bends is quite alarming.
Staff	Yes	None given.
Other/Unknown	No	<p>I wish to make it known that in my opinion this school shouldn't be expanded just yet. My reason is that many schools across Cheshire and neighbouring counties have many spaces available and it would be unwise to expand a school that would effectively cause other schools to have less pupils. Unless it can be justified that other schools would not receive a lower intake of pupils in a following year to the expansion, the move would be more of a hindrance to the wider community.</p> <p>It could also risk jobs, because if one school expands it may hire 10 more staff but if others have to close then that is 20 staff per school with fewer pupils who have jobs at risk. The move would be a great mistake as it risks increasing unemployment in Cheshire and its neighbouring counties.</p> <p>Furthermore through expansion of any school there would be an increase in traffic that is unless these new extra pupils are all going to arrive by bike, but then again if they walked or cycled there is the increased risk of young cyclists and fast moving vehicles on the busy streets of an already highly populated county.</p> <p>Can any expansion be justified without hindering life, causing a risk to communities and causing harm to the economy: the simple answer is no it cannot.</p>
Parent	Yes	Lovely Community School, Great (Church) Christian Ethos. Shame not to be able to provide for more children in the Mobberley community
Staff	Yes	<p>Demand for school places in Reception consistently exceeds the number of places available. It is my belief that local children have the right to a place at their local school.</p> <p>This is important to the wellbeing of the child and also to the local community as a whole. The expansion would ensure that there are sufficient places at the school to meet local demand and negate the need for local families to go through the stress of an appeals process for a place at their local school.</p>
Grandparent	Yes	There is no sane reason not to proceed with the expansion. Denying village children access to an education within the village, when there is a solution would be scandalous.

Grandparent	Yes	The expansion is long overdue and to not proceed would, in my opinion, be a gross negligence of the Authority's statutory duties towards children of this village.
Parent/Carer	Yes	This expansion simply has to happen asap. Mobberley children are being turned away from their local school because of a lack of space. It is causing a great deal of heartache & stress to families that have lived in the community for years. Expanding Mobberley School & changing it to a 1 form entry would eradicate the ridiculous system of streaming children from the age of 6. Being separated from his closest friends at such a young age has damaged the confidence of my quiet, introverted child.
Parent/Carer	Yes	None given.
Pupil	Yes	None given.
Pupil	Yes	None given.
Parent/Gov	Yes	<p>I strongly support the proposed expansion of the school. There have been in excess of 250 new build properties which have been constructed within the village of Mobberley over the past 10 years. Those additional properties have attracted young families to the village and they have created unprecedented demand for places at Mobberley CE Primary. No consideration was given at the time of those developments to the implications for demand for school places for the village at that time. The new build properties have also had a significant impact upon the allocation of places within the village. Many of the new developments have been built in close proximity to the school. As a result of this families based in central locations within the village were unable to secure places for the children in the Reception class for the September 2013 intake. This was not a new problem in 2013, a similar issue occurred in 2012 and was addressed by the school agreeing to take a class of 30 for reception as a one off measure.</p> <p>Many families were forced to pursue an appeal in order to secure places for their children. That caused significant distress to those families and also to the school who would have liked to have accommodated all children from the village.</p> <p>It should be remembered that the current catchment for Mobberley CE is not limited to the village of Mobberley but also includes Ashley. Existing demand for places coupled with national policy on the allocation of those places means that the residents of Ashley currently have little prospect of securing places for their children.</p> <p>The absence of availability of school places in villages like Mobberley and Ashley is harmful to the children affected. It is also harmful to the community at large. Many families who would be unable to secure places for their children would consider relocating away from the village. Children growing up in the village who do not attend the school would be strangers in their community. They would be disenfranchised.</p> <p>The expansion of the school is therefore vital in order to address known capacity problems. Live birth data indicates that the increasing demand for places at the school is not a blip but will continue to</p>

		<p>present problems for the foreseeable future unless the capacity of the school can be increased to a single form entry PAN of 30.</p> <p>A further consideration to the provision of education for the village of Mobberley is the public transport links from the village to the neighbouring towns such as Knutsford and Wilmslow. The transport infrastructure in place is very poor. Bus services are infrequent and the Railway station in Mobberley is situated in an isolated location which is not easily accessible except by car. That means it is essential that the village has a school which can meet local demand.</p> <p>Mobberley CE was assessed by Ofsted in 2013 as being an outstanding school. That in itself will encourage families to move to the village in an effort to secure places for their children at the school. The expansion of the school will promote better access to the school site. It should assist in alleviating parking congestion. It will provide better facilities for the pupils and will ensure that pupils have much needed space for education and play provisions. Currently lessons are held in the school hall because of restricted capacity which is not ideal.</p> <p>I therefore strongly support the proposal for expansion.</p>
Other	Yes	As a member of the public, I am in favour of this proposal.
Other	Yes	None given.
Other	Yes	None given.
Staff	Yes	Our school continues to be oversubscribed and the recent outstanding Ofsted grading ensures numbers will continue to grow. Families living in the Mobberley catchment area should be able to secure a place in their local village, faith school. We need to grow (additional physical space) and increase our PAN to 30 to facilitate this growth.
Staff	Yes	<p>The Mobberley school community has been growing steadily over many years. Its popularity is due to its location, values, excellent teaching and Christian ethos. All these, coupled with recent new housing in the area, and consolidated by a recent Ofsted report ensures that this growth is set to continue.</p> <p>Despite a new office build and extension of a classroom, the school in its present form is unable to support projected numbers whilst maintaining standards. All children in the catchment area who wish to attend their local village school should be able to do so, thereby securing community cohesion for the future. I believe expansion is the right and only way forward.</p>
Staff	Yes	None given.
Other - Parish Council	Yes	Please be informed that Rostherne Parish Council fully support the proposal to expand Mobberley CE Primary School.
Staff - Bowdon Church School	No	Working at a school located just minutes away from Mobberley C of E, I am fully aware of the need for additional school places in this area. In fact, the school that I work at is, at present, undergoing its own expansion to fulfil the requirement of school places in the local area. However, I wholeheartedly feel that to expand Mobberley C of E Primary in its current location would be unsustainable, dangerous

		<p>and inappropriate. The schools location was fit for purpose when it was a small village school. At this time, the fact that it resides on a blind corner, in the middle of active farm land was less of an issue. However, as the school has grown, so too have the dangers and the inadequacy of its location. Safeguarding children is high upon any schools priority, yet it seems that within the proposal to expand the school where it stands, safeguarding has much less priority than it perhaps should. It is obvious that the village of Mobberley needs a larger school to accommodate the rising number of children moving to the area and I am not opposed to this. However, I can not understand why the council are unable to see past this short term 'fix', as it seems that from the figures of forecasted birth rates and new inhabitants to the village (as a direct result of new housing proposals) the expansion will only accommodate pupil increases until around 2018. I ask what will happen then? Will the school be in the position where it needs to expand again? If so, how will you do this? I feel that it is short sighted to not consider these issues. In conclusion I am opposed to the proposal to expand Mobberley Primary school, not because I do not see the need for more school places, but simply because it is not sustainable. It is a short term fix and the current site does not have the infrastructure to support the school at the size it is now, let alone after further expansion. As a governor of another school, with experience in this field, I feel that the council needs to be more open minded and look into other sites around Mobberley. This would allow the school to expand effectively to cope with required pupil places post 2018 and in the current economical climate, I feel that this would be a better investment of such a large amount of money. Surely Mobberley families deserve a school that is sustainable, safe and efficient, rather than a substandard quick 'fix'.</p>
Staff - Altrincham CE Primary	Yes	Living on Church Lane we would like to show support for the proposed expansion of Mobberley CE Primary School. It makes sense to increase the intake number to 30, enabling all of our village children to attend their local primary school.
Other	Yes	It will create a greatly needed number of further reception places at the school to ensure that local children get the opportunity to attend their local village primary school.
Other - Parish Council	Yes	Mobberley Parish Council discussed the increase in PAN at their meeting held 3 rd March 2014 and I can advise that they support the increase in pupil places from 140 to 210 places. The members would like to see the children of Mobberley secure a place at their village school. There were concerns regarding the additional cars, however understand that this will all be taken into consideration during any planning process.
Other	Yes	As residents of Mobberley & parents, we are fully supportive of the expansion of Mobberley CE Primary school in order that our child (and other residents in Mobberley) is able to attend our local school.
Resident	No	I feel that any expansion of Mobberley primary school in its current location would be unsafe and detrimental to my livelihood. I strongly feel the site is unable to facilitate the expansion. The road

		network and parking facilities are inadequate and unable to withstand the volume of traffic. Also, the school playing field is on the other side the car park, meaning children are required to cross an access that is used by the farm. This is unsafe when they are unsupervised. 140-210 is a 50% increase and from figures given in the consultation document, by 2018 which is only in 4 short years, the school would need to expand again and this is without new housing in the area. In conclusion, the proposal is unsustainable and a short term fix. The current site does not have the infrastructure to support the expansion. My main concern is Safety. I firmly believe that the increase in numbers will further increase the risk of accidents.
Other	No	The problems exist already, Car Parking on the grass verge, Surface Water Drainage none existent – so you will put it in the sewer. All you have produced is a lot of figures that solve neither.
Other	Yes	We need a bigger school for this area to accommodate all of the local children. Thank You.
Parent	Yes	Please approve expansions and proceed as fast as possible. Having one class with the hall as their classroom is in adequate and inefficient both for the class and the rest of the school. 30 spaces each year are needed to stop the crushing rejection for those people in the village who can't get in their local school.
Pupils attending Mobberley CE		<p>We love our school and lots of children that live near us want to come here too, we like to play with the people we go to school with when we are at home.</p> <p>The little ones at pre-school will feel more settled if they get to move to our school with their friends, some of us have been friends since pre-school.</p> <p>I would like to move up the classes with my friends. Some people have been split up when some children move up and some children don't. It would be good to have children in one year group all together in the same class.</p> <p>If our school gets bigger we could have a separate playground for infants and juniors. Then the juniors would not have to worry about knocking the little ones over. The little ones would be safer. We would have more space to play our games. The school used to have fewer children than it does now and the playground has not got any bigger. There are a lot of people running around at once. We need fresh air and exercise at break times to help us concentrate in lessons.</p> <p>My brother wants to come here like me and my brother and sister, I worry he will not get a place here and he will have to go somewhere else. I don't know how my mum will be able to drop us all off at different schools at the same time. If we get a bigger school, we can all come to school together.</p>

		<p>We are a bit squashed in our classrooms and sometimes there is no carpet space to use the floor in class 6. When we are trying to work in groups it is difficult to work in a good way when we are all on top of each other.</p> <p>It is good that Year 5 has their own class now, but it would be better if they had their own classroom instead of using the Hall, they are like a team now.</p> <p>I want our school to get a bit bigger, but not too big, our school is a bit like a family and I like knowing everyone in school.</p>
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October 2013 Forecasts - Submitted Planning Applications	Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing*	Housing Impact	Proposed school expansions - Planned Additional capacity			
					Mobberley CE	Manor Park	Cumulative additional capacity created each year.	Unused Places
	14/15	25		25	10	0	10	35
	15/16	-12	10	-22	20	15	35	13
	16/17	-38	24	-62	30	30	60	-2
	17/18	-75	38	-113	40	45	85	-28
	18/19	-100	52	-152	50	60	110	-42
	19/20	-93	66	-159	60	75	135	-24
	20/21	-93	78	-171	70	90	160	-11
	21/22	-93	90	-183	70	105	175	-8
	22/23	-93	102	-195	70	105	175	-20
	23/24	-93	109	-202	70	105	175	-27
	24/25	-93	109	-202	70	105	175	-27
	25/26	-93	109	-202	70	105	175	-27
	26/27	-93	109	-202	70	105	175	-27
	27/28	-93	109	-202	70	105	175	-27
	28/29	-93	109	-202	70	105	175	-27
	29/30	-93	109	-202	70	105	175	-27

October 2013 Forecast - All Housing (inc Strategic Housing Plan)	Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing*	Housing Impact	Proposed school expansions - Planned Additional capacity			
					Mobberley CE	Manor Park	Cumulative additional capacity created each year.	Unused Places
	14/15	25		25	10	0	10	35
	15/16	-12	10	-22	20	15	35	13
	16/17	-38	24	-62	30	30	60	-2
	17/18	-75	38	-113	40	45	85	-28
	18/19	-100	52	-152	50	60	110	-42
	19/20	-93	66	-159	60	75	135	-24
	20/21	-93	86	-179	70	90	160	-19
	21/22	-93	106	-199	70	105	175	-24
	22/23	-93	126	-219	70	105	175	-44
	23/24	-93	141	-234	70	105	175	-59
	24/25	-93	149	-242	70	105	175	-67
	25/26	-93	152	-245	70	105	175	-70
	26/27	-93	155	-248	70	105	175	-73
	27/28	-93	158	-251	70	105	175	-76
	28/29	-93	161	-254	70	105	175	-79
	29/30	-93	163	-256	70	105	175	-81

Key	
Cumulative additional capacity created each year	Gradual growth at the point of entry to school

Operational Surplus at 4%	pupil places	Operating at 96%	4%
Total Net Capacity	1442	1384	58

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				Based on 40 houses per year* (per developer)	Estimated Year of Impact																				
Site	Houses	Primary Pupil Yield	Number of Developers		2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Total	Comments		
Submitted Housing Developments as at 29.4.2014																									
Land North of Parkgate Industrial Estate	200	36				5	5	5	5	5	3	3	3	2								36	phasing based on local plan		
Ilford	375	68	1	7.5			9	9	9	9	9	9	5									68	developer is looking between 5 - 10 years on site		
Land Off, West Lane, High Legh, Heath Lodge, Parkgate Lane, Knutsford	10	2	1	0.3		2																2			
	14	3	1	0.4		3																3			
Totals	599	109			0	10	14	14	14	14	12	12	12	7	0	0	0	0	0	0	0	109			
Cumulative Total						10	24	38	52	66	78	90	102	109	109	109	109	109	109	109					
Housing Developments in the Local Plan																									
North West Knutsford	300	54									8	8	8	8	8	3	3	3	3	2		54	phasing based on local plan		
Parkgate		see above																							
Totals	300	54			0	0	0	0	0	0	8	8	8	8	8	3	3	3	3	2	0	54			
Overall Total	0	163			0	10	14	14	14	14	20	20	20	15	8	3	3	3	3	2	0	54			
Cumulative Total						10	24	38	52	66	86	106	126	141	149	152	155	158	161	163	163				

*approx number of years on site (rounded up or down)

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School	PAN	Demand For Places - 1st Prefs				
	2014	2010	2011	2012	2013	2014
Bexton	60	48	64	61	82	54
Egerton	30	33	37	50	42	39
Manor Park School and Nursery	30	14	20	25	17	32
St Vincent de Paul Catholic	30	39	33	37	36	36
High Legh	21	11	20	21	24	21
Little Bollington CE	15	12	13	7	11	12
Mobberley CE	20	33	19	33	33	32
TOTAL	206	190	206	234	245	226

Numbers in Catchment Area				
2010	2011	2012	2013	2014
33	46	47	63	52
29	56	62	56	51
57	69	84	71	78
n/a	n/a	n/a	n/a	n/a
11	21	21	27	31
2	0	0	2	2
34	23	41	40	48
166	215	255	259	262

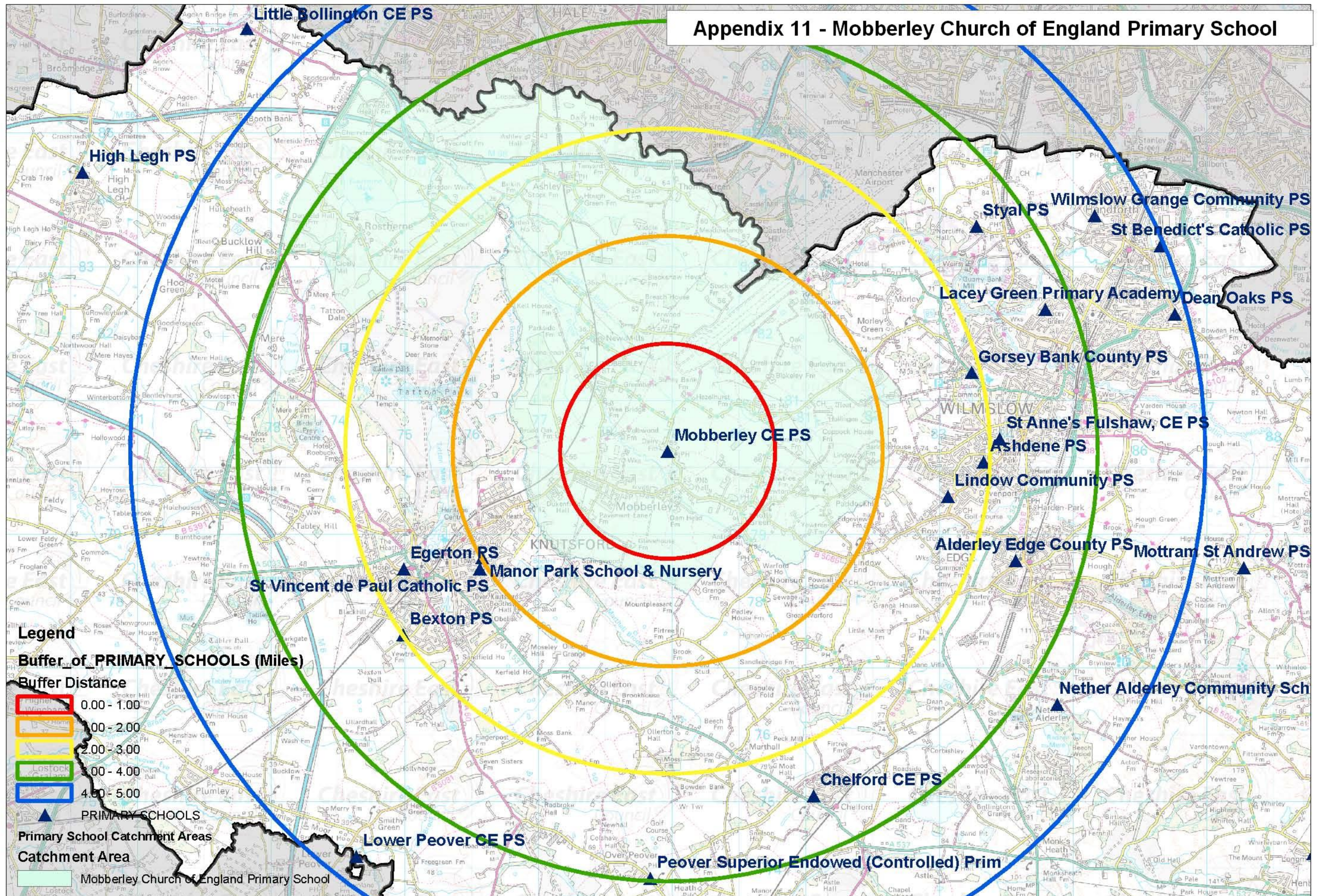
Total Places Available	206
Compared to total catchment children	262
Difference	-56

Data Source: Cheshire East CYPD/School Admissions 20/05/14

Total Places Available	206
Compared to total first preferences	226
Difference	-20

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Appendix 11 - Mobberley Church of England Primary School



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Department
for Education

School Organisation

Maintained Schools

Annex B: Guidance for Decision-makers

January 2014

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Summary

Key points

1. This Annex is for local authorities, the Schools Adjudicator and governing bodies in their roles as decision-makers. It is relevant to the 2013 School Organisation Regulations¹. Decisions on proposals published before 28 January 2014 must be made with regard to the previous Decision-makers Guidance.
2. The table in [Annex A.5](#) sets out the decision-maker for each type of school organisation proposal. The department does not prescribe the exact process by which a decision-maker carries out their decision-making function; however, decision-makers must have regard² to this guidance when making a decision.
3. The decision-maker should consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).

Related proposals

4. Any proposal that is 'related' to another proposal must be considered together. A proposal should be regarded as 'related' if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. Where proposals are 'related', the decisions should be compatible.
5. Where a proposal is 'related' to another proposal to be decided by the Secretary of State (e.g. for the establishment of a new academy) the decision-maker should defer taking a decision until the Secretary of State has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

Conditional approval

6. Decision-makers may give conditional approval for a proposal subject to certain prescribed events³. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

¹ In the case of the removal of a Foundation or Foundation majority this guidance is relevant to The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007.

² Under paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 and regulation 7 of the Prescribed Alterations Regulations.

³ The prescribed events are those listed under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations (for prescribed alterations), regulation 16 of the Establishment and Discontinuance Regulations (for closures and new schools) and paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations (for foundation and trust proposals).

7. The proposer should inform the decision-maker (and the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk in the case of school closures) when a condition is modified or met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Publishing decisions

8. All determinations (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a determination the decision-maker must arrange (via the proposer as necessary) for the decision and the reasons behind it to be published on the website where the original proposal was published. The decision-maker must also arrange for the bodies below to be notified of the decision and reasons⁴:

- the LA (where the Schools Adjudicator or governing body is the decision-maker);
- the governing body/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school;
- any other body that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

Factors to consider

9. Paragraphs [10](#) to [78](#) of this annex set out some the factors that decision-makers should consider when deciding a proposal. Paragraphs [10](#) to [29](#) are relevant to all types of proposals. Paragraphs [30](#) to [78](#) are more relevant to certain types of proposals (as specified). These factors are not exhaustive and the importance of each will vary depending on the type and circumstances of the proposal. All proposals must be considered on their individual merits.

⁴ In the case of proposals to change category to foundation, acquire/remove a Trust and/or acquire/remove a Foundation majority the only bodies the decision-maker must notify are the LA and the governing body (where the Schools Adjudicator is the decision-maker).

Factors relevant to all types of proposals

Consideration of consultation and representation period

10. The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

Education standards and diversity of provision

11. Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

12. The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

Demand

13. In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

14. The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

15. Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

School size

16. Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also

consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

Proposed admission arrangements (including post-16 provision)

17. In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

18. Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

National Curriculum

19. All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community⁵.

Equal opportunity issues

20. The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

21. 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 should 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.

⁵ Under sections: 90, 91, 92 and 93 of the Education Act 2002.

Community cohesion

22. Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

Travel and accessibility

23. Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

24. The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

25. A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Capital

26. The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

27. Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal 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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

School premises and playing fields

28. Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.
29. [Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

Factors relevant to certain types of proposals:

Expansion

30. When deciding on a proposal for an expansion on an additional site (a 'satellite school'), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the academy presumption in circumstances where there is a need for a new school in the area⁶). Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- The reasons for the expansion
 - What is the rationale for this approach and this particular site?
- Admission and curriculum arrangements
 - How will the new site be used (e.g. which age groups/pupils will it serve)?
 - What will the admission arrangements be?
 - Will there be movement of pupils between sites?
- Governance and administration
 - How will whole school activities be managed?
 - Will staff be employed on contracts to work on both sites? How frequently will they do so?
 - What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?
- Physical characteristics of the school
 - How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
 - Is the new site in an area that is easily accessible to the community that the current school serves?

⁶ Or require an proposal under section 11 of the EIA 2006 for a new maintained school.

Expansion of existing grammar schools

31. Legislation prohibits the establishment of new grammar schools⁷. Expansion of any existing grammar school onto a satellite site can only happen if it is a genuine continuance of the same school. Decision-makers must consider the factors listed in paragraph 30 on 'expansions' when deciding if an expansion is a legitimate enlargement of an existing school.

Changes to boarding provision

32. In making a decision on a proposal to close a school that has boarding provision, or to remove boarding provision from a school that is not closing, the decision-maker should consider whether there is a state maintained boarding school within reasonable distance from the school. The decision-maker should consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

Addition of post-16 provision

33. In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.

34. The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.

35. The decision-maker may turn down a proposal to add post-16 provision if there is compelling and objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.

36. Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.

37. A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department's website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle.

⁷ Except where a grammar school is replacing one of more existing grammar schools. See [paragraph 53](#).

Changes of category to voluntary-aided

38. For a proposal to change the category of a school to voluntary-aided, the decision-maker must be satisfied that the governing body and/or the Foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the governing body has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

Changes to special educational need provision – the SEN improvement test

39. In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability. Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;
- 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;
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;
- 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;
- 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;
- ensure appropriate provision for 14-19 year-olds; and
- ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority

should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

40. When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

Additional factors relevant to proposals for new maintained schools

Suitability

41. When considering a proposal for a new maintained school, the decision-maker should consider each proposal on its merits, and take into account all matters relevant to the proposal. Any proposals put forward by organisations which advocate violence or other illegal activity must be rejected. In order to be approved, a proposal should demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect.

Competitions (under section 7 EIA 2006)

42. Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs [47-51](#)).

43. Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.

44. The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.

45. Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).

Capital in competitions

46. For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in

the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.

New voluntary-aided schools (under section 11 of EIA 2006)

47. Section 11 of the EIA 2006 permits a new VA school to be proposed without the requirement for the Secretary of State's approval. Such a school must be proposed following the required statutory process and may be for a school with or without a designated religious character.

48. Many VA schools are schools with a religious character. The department recognises the important contribution that faith schools make to the education system and that 'faith need' (demand for faith places on choice grounds) may be viewed as separate from 'basic need' (demand for new school places).

49. When assessing basic need, LAs need to look at the general demand for places and if a new school is needed to address basic need, must go down the academy presumption route. Where there is a demand for faith places, the law allows for LAs to seek to establish a new academy with religious designation, or for other proposers to establish new VA schools outside the presumption process.

50. The approval of a new school to meet local demand for faith places may also meet the demand (or some of the demand) for basic need.

51. Legislation allows maintained schools to seek to convert to academy status.

Independent faith schools joining the maintained sector

52. Legislation allows an independent faith school to move into the maintained sector. However, decision-makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational provision. The department would expect the decision-maker to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard;
- that all aspects of due diligence have been considered and undertaken; and

- that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

Replacement grammar schools

53. A new school can only be designated as a grammar school by the Secretary of State where it is being established in place of one or more closing grammar schools⁸. Decision-makers should therefore satisfy themselves that if a new school is proposed as a grammar school it is eligible for designation. Where an existing grammar school is expanding the proposer and decision maker must consider the points listed in paragraph [30](#).

⁸ Under section 104 of the SSFA 1998.

Additional factors relevant to closure proposals

Closure proposals (under s15 EIA 2006)

54. The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.

Schools to be replaced by provision in a more successful/popular school

55. Such proposals should normally be approved, subject to evidence provided.

Schools causing concern

56. For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. Decision-makers should have regard to the length of time the school has been in special measures, requiring improvement or otherwise causing concern. The decision-maker should also have regard to the progress the school has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There is a presumption that these proposals should be approved, subject to checking that there are sufficient accessible places of an acceptable standard available to accommodate displaced pupils and to meet foreseeable future demand for places in the area.

Rural schools

57. There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and the proposal clearly in the best interests of educational provision in the area⁹. Those proposing closure should provide evidence to show that they have carefully considered the following:

- alternatives to closure including the potential for federation with another local school or conversion to academy status and joining a multi-academy trust or umbrella trust to increase the school's viability;

⁹ Not applicable where a rural infant and junior school on the same site are closing to establish a new primary school on the same site(s).

- the scope for an extended school to provide local community services; and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.;
- the transport implications; and
- the overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

58. When deciding a proposal for the closure of a rural primary school the decision-maker must refer to the [Designation of Rural Primary Schools Order](#) to confirm that the school is a rural school.

59. For *secondary schools*, the decision-maker must decide whether a school is to be regarded as rural for the purpose of considering a proposal. In doing so the decision-maker should have regard to the department's register of schools – EduBase¹⁰ which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

Early years provision

60. In considering a proposal to close a school which currently includes early years provision, the decision-maker should consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

61. The decision-maker should also consider whether the new, alternative/extended early years provision will maintain or enhance the standard of educational provision for early years and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

Nursery school closures

62. There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal should demonstrate that:

- plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

10 Any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

Balance of denominational provision

63. In deciding a proposal to close a school with religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.

64. The decision-maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of relevant denominational places in the area. However, this guidance does not apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

Community Services

65. Some schools may be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social consequences. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school is providing access to extended services, provision should be made for the pupils and their families to access similar services through their new schools or other means.

Additional factors relevant to proposals to change category to foundation, acquire/remove¹¹ a Trust¹² and acquire/remove a foundation majority governing body

Standards

66. Decision Makers should consider the impact of changing category to foundation and acquiring or removing a Trust on educational standards at the school. Factors to consider include:

- the impact of the proposals on the quality, range and diversity of educational provision in the school;
- the impact of the proposals on the curriculum offered by the school, including, if appropriate, the development of the school's specialism;
- the experience and track record of the Trust members, including any educational experience and expertise of the proposed trustees;
- how the Trust might raise/has raised pupils' aspirations and contributes to the ethos and culture of the school;
- whether and how the proposals advance/have advanced national and local transformation strategies;
- the particular expertise and background of Trust members. For example, a school seeking to better prepare its pupils for higher education might have a higher education institution as a partner.

67. In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted or other inspectorates and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

68. The government wants to see more schools benefit from the freedom to control their own assets, employ their own staff and set their own admissions criteria. However, if a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal.

¹¹ Regulation 19 of The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007 requires the governing body, LA, trustees and Schools Adjudicator to have regard to guidance when exercising their functions in relation to the removal of: a foundation, a Trust, or a Foundation majority.

¹² A 'Trust school' is a foundation school with a charitable foundation complying with the requirements set out in section 23A of the SSFA 1998. These include that the Trust must have a charitable purpose of advancing education and must promote community cohesion.

Community Cohesion

69. Trusts have a duty¹³ to promote community cohesion. In addition to the factors outlined in paragraph [22](#), the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

General points on acquiring a Trust

70. For new Trust schools (foundation schools with a charitable foundation) the decision-maker must be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking to alter the religious character of a school or for a school to acquire or lose a religious character. These alterations cannot be made simply by acquiring a Trust;
- the necessary work is underway to establish the Trust as a charity and as a corporate body; and
- that none of the trustees are disqualified from exercising the function of trustee, either by virtue of:
 - disqualifications under company or charity law;
 - disqualifications from working with children or young people;
 - not having obtained a criminal record check certificate¹⁴; or
 - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

Other points on Trust proposals

71. Additionally, there are a number of other factors which should be considered when adding or removing a Trust:

- whether the Trust acts as the Trust for any other schools and/or any of the members are already part of an existing Trust;
- if the proposed Trust partners already have a relationship with the school or other schools, how those schools perform (although the absence of a track record should not in itself be grounds for regarding proposals less favourably);
- how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?

¹³ Under section 23(A)6 of the EIA 2006.

¹⁴ Under section 113A of the Police Act 1997.

- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

General point on removing a Trust

72. If a proposal is for the removal of a Trust, the governing body should consider the proposal in the context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

Suitability of partners

73. Decision-makers will need to be satisfied of the suitability of Trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis what circumstances might prevent the reputation of a Trust partner being in keeping with the charitable objectives of a Trust, or could bring the school into disrepute. However, the decision-maker should seek to come to a balanced judgement, considering the suitability and reputation of the current/potential Trust. Decision-makers should seek to assure themselves that:

- the Trust members and proposed trustees (where the trustees are specified in the proposals) are not involved in illegal activities and/or activities which could bring the school into disrepute;
- the Trust partners are not involved in activities that may be considered inappropriate for children and young people (e.g. tobacco, gambling, adult entertainment, alcohol).

74. The following sources may provide information on the history of potential Trust partners:

- [The Health and Safety Executive Public Register of Convictions](#)¹⁵;
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

¹⁵ Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits.

Land and Assets, when removing a Trust/foundation majority

75. When removing a Trust, the governing body is required to resolve all issues relating to land and assets before the publication of proposals, including any consideration or compensation that may be due to any of the parties. Where the parties cannot agree, the issues may be referred to the Schools Adjudicator to determine.

76. The Schools Adjudicator will take account of a governing body's ability to pay when determining any compensation. Therefore, all of these issues must be resolved by the point at which the decision is made and the amount of compensation due to either party may be a factor in deciding proposals to remove a Trust.

Finance - when removing a Trust/foundation majority

77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.

Other services provided by the Trust - when removing a Trust/foundation majority

78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust.



Department
for Education

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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 and Families Services		Lead officer responsible for assessment		Tony Crane	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	29 May 2014		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>Decision on the proposed expansion of Mobberley CE Primary, Knutsford from 140 places to 210 school places (1FE) for implementation for January 2015.</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> Statutory consultation was undertaken on this proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Mobberley CE Primary School 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 2013 that came into force on 28 January 2014. <p>The aims, objectives and outcomes of this proposed change are as follows:-</p> <p>The Local Authority is proposing the expansion of Mobberley CE Primary, which has a current capacity of 140 pupil places. The proposed increase to 210 places will deliver sufficient capacity for the school to become a one form of entry (30 places per year group) primary school with a proposed completion date of January</p>					

	<p>2015.</p> <p>The outcomes of the 4 week representation period are summarised in a report to the School Organisation Sub Committee. In deciding whether to approve the expansion it is a requirement both under DfE guidance and case law that the decision makers should consider the views expressed during the representation period 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.</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 of schools in Knutsford

Section 2: Initial screening

Who is affected? (This may or may not include the stakeholders listed above)	<ul style="list-style-type: none"> • Children and Young People • Parents / Carers • Schools
Who is intended to benefit and how?	Young Children and their parents and carers in the Knutsford 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?)	

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13

<p>Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?</p>			<p>Pre – publication consultation took place between 4 February 2014 and 11 March 2014. Stakeholders were invited to offer feedback on the proposal and a summary was presented to the Portfolio Holder meeting on 31. March 2014. The Portfolio Holder gave permission to publish notices and a public notice was issued on 16 April 2014. A 4 week representation period commenced on 16 April and ran until 14 May 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback received will be considered by the School Organisation Sub Committee at the meeting on 9 June 2014.</p>								
<p>Is there an actual or potential negative impact on these specific characteristics? (Please tick)</p>											
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 ✓			
<p>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</p>										<p>Consultation/involvement carried out</p>	
										Yes	No
Age			This will positively impact on the number of school places for young people of primary school age in the Knutsford 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	✓	
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 school 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 school 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. Based on the October 2012 School Census data</p> <p>The recorded data for Mobberley CE Primary is:</p> <ul style="list-style-type: none"> 96.4% White 	✓	

	<ul style="list-style-type: none"> • 2.1% Mixed/Dual Background • 0% Asian or Asian British • 0% Black or Black British • 1.5% Other Groups or Not recorded <p>The average recorded data across the Knustford primary schools is:</p> <ul style="list-style-type: none"> • 91% White • 3% Mixed/Dual Background • 3% Asian or Asian British • 1% Black or Black British • 2% 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 and this does not allow for any discrimination in this respect. The school proposed for expansion is a Voluntary Controlled school and admission applications are considered against the Local Authority's published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion and all applications will be considered on an equal basis irrespective of religious belief.	v	
Sex	Based on the October 2012 School Census the gender balance between girls and boys currently attending Mobberley CE is 50 % male and 50 % female. This compares to a combined school population across Knutsford of 49% male and 51% female.	v	
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	v	

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13



	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

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

EQUALITY IMPACT ASSESSMENT FORM

Appendix 13

Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
During the consultation period concerns were raised regarding an increase in traffic and potential parking problems	<p>. A planning application for the provision of a double mobile on site has already received planning approval. The car park layout was discussed with Highways and a traffic impact assessment was submitted with the application</p> <p>Although planning approval has already been granted, there is a condition which states:- The car parking provision shown on the approved plans shall be provided and available for use prior to the first occupation of the classroom building.</p> <p>Reason;- In the interests of highway safety and in accordance with policy DC6 within the MBLP 2004.</p>		
No objections were received during the 4 week Representation Period			
Please provide details and link to full action plan for actions			
When will this assessment be reviewed?			
Are there any additional assessments that need to be undertaken in relation to this assessment?	Further analysis to asses impact will be conducted following the representation period and if appropriate an updated EIA will be presented to the Portfolio Holder at the end meeting to consider publication of statutory public notice.		

EQUALITY IMPACT ASSESSMENT FORM**Appendix 13**

Lead officer signoff		Date	
Head of service signoff		Date	

Please publish this completed EIA form on your website

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CHESHIRE EAST COUNCIL

Report to School Organisation Sub Committee

Date of Meeting: 9 June 2014
Report of: Tony Crane, Director, Children Services
Subject/Title: Proposed Expansion of Offley Primary School, Sandbach
Portfolio Holder: Councillor Rachel Bailey

1.0 Report Summary

- 1.1 This decision paper reports on the outcome of the statutory public notice (**Appendix 1**), which details the Council's proposal to expand Offley Primary School from 315 to 420 pupil places for September 2015 and the responses received during the 4-weeks representation period from 17 April to 15 May 2014. A copy of the full proposal is attached as **Appendix 2**.
- 1.2 The School Organisation Sub Committee is advised that it must take into account any representations received when deciding whether to approve the proposal.
- 1.3 Section 14 of the Education Act 1996 places a duty on local authorities to ensure that there are sufficient school places children resident in its area. In response to the pupil forecasts, which indicate a shortfall in the Sandbach area, a review of provision has resulted in a proposal to increase Offley Primary school.
- 1.4 The Headteacher and Governing Body of Offley Primary School have been consulted and fully support the proposed expansion of the school (**Appendix 3**)
- 1.5 The table below sets out the full list of appendices to this report.

Appendices	Document
1	Statutory Public Notice
2	Statutory Proposal
3	Headteacher and Governing Body approval
4	Representation Feedback Summary
5	Guidance for Members
6	List of Consultees
7	Consultation Document
8	Consultation Feedback Summary
9	Sandbach Planning Area Data - New Housing Impact
10	Map showing the school's location.
11	Guidance issued by the Department for Education – School Organisation Maintained School – Annex B: Guidance for

	Decision-makers
12	Equality Impact Assessment

2.0 Decision Requested

2.1 Approval to expand Offley Primary School, Sandbach from 315 to 420 pupil places for September 2015.

3.0 Reasons for Recommendation

- 3.1 This proposal will enable the Local Authority to meet its statutory duty as Strategic Commissioner of School Places by ensuring a sufficiency of school places for children resident in its area.
- 3.2 Feedback received during the representation period has been very low with only 1 respondent commenting on the proposal by the closing date of 15 May 2014 expressing concern about increased traffic, congestion and problem with parking in the event that the school expands to admit more children. Full details are set out in **Appendix 4**
- 3.3 The School Organisation Sub Committee must take these views into account when deciding whether to approve the proposal. Information relating to issues raised during the representation period is included as **Appendix 5** to assist the School Organisation Sub Committee in its decision-making. However, this should not discourage Members from considering any other information that they consider relevant.

4.0 Background

- 4.1 Consultation with key stakeholders (**Appendix 6**) was authorised by Councillor Rachel Bailey, Cabinet Member for Children and Family Services and Rural Affairs at her Portfolio Holder meeting on 2 December 2013.
- 4.2 The rationale for this proposal, including pupil forecasts to 2018 based on October 2012 school census data, is set out in the consultation document that was presented at this meeting, attached as **Appendix 7**. Feedback received from consultees is attached as **Appendix 8**
- 4.3 To summarise the rationale, October 2012 School Census pupil forecasts indicated a shortfall in the number of primary school places in some areas of the Borough. The forecasts indicated that for the Sandbach Planning Area there would be a shortfall of 258 places by 2018. These forecasts did 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. As an indication, to deliver 4% operational surplus an additional 75 pupil places would be needed by 2018 based on these forecasts. This data is set out in the table below:

Sandbach planning Area	Number on Roll (NOR) Oct 12	Oct 2012 Capacity -Number of Pupil Places	Academic Year					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast NOR	1865	1915	1911	1980	2031	2081	2125	2173
Forecast Shortfall Places			4	-65	-116	-166	-210	-258
Forecast Shortfall Places including 4% operational surplus			-73	-142	-193	-243	-287	-335

Data Source: October 2012 School Census Pupil Forecasts

- 4.4 Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These forecasts take into account the reception intakes in September 2013 and anticipated reception intakes for September 2014.
- 4.5 These latest forecasts indicate that there remains a shortfall in places with 151 additional pupil places needed for 2018 reducing slightly to 128 for 2019. Additional capacity above this forecast would be necessary to build in a level of operational surplus, as defined in paragraph 4.3 above. To illustrate this, a level at 4% has been included in the table below:

Sandbach Planning Area	Number on Roll (NOR) Oct 13	Oct 13 Capacity - Number of Pupil Places	Academic Year					
			14/15	15/16	16/17	17/18	18/19	19/20
Forecast NOR	1881	1915	1951	1977	2011	2030	2066	2043
Forecast Unused Places			-36	-62	-96	-115	-151	-128
Forecast Unused Places including 4% operational surplus			-113	-139	-173	-192	-228	-205

October 2013 School Census Pupil Forecasts

- 4.6 In addition to the current proposal for Offley Primary, in response to the 2012 School Census forecasts, consultation was undertaken on the proposed expansion of Wheelock Primary to increase the school from 210 to 315 pupil places. This proposal was approved on 26 April 2013 for implementation from September 2014 and delivering 15 additional places per year phased in at the normal point of entry to the school in the reception class. The table below shows the impact of these additional 105 places on the latest forecasts derived from October 2013 School Census data:

Sandbach Planning Area	Number on Roll (NOR) Oct 2013	Oct 2013 Capacity - Number of Pupil Places	Academic Year						
			14/15	15/16	16/17	17/18	18/19	19/20	20/21
Forecast NOR	1875	1915	1951	1977	2011	2030	2066	2043	2043

Forecast Unused Places	-36	-62	-96	-115	-151	-128	-128
Wheelock Cumulative Expansion	15	30	45	60	75	90	105
Impact	-21	-32	-51	-55	-76	--38	-23

Data Source: October 2013 School Census Pupil Forecasts

- 4.7 Whilst it is forecast that demand for primary school places will reduce slightly for 2019, the remaining shortfall in capacity; together with the potential impact from a significant number of new housing developments as set out in **Appendix 9** to this report, presents further challenge in this area that must be taken into account to ensure sufficiency of school places for future years.
- 4.8 The proposed expansion of Offley Primary is therefore one of three planned changes intended to meet the forecast shortfall in Sandbach, additional demand from new housing and to provide a level of operational surplus, as defined at paragraph 4.3 above. The second change is the expansion of Elworth CE Primary School from 280 to 315 pupil places for implementation in September 2015. This expansion is not in the category of a significant enlargement delivering only 35 extra pupil places by 2021 at 5 places each year and is not therefore subject to the same statutory school organisation procedures. Similarly, a change to the net capacity of Haslington Primary utilising existing accommodation and based on current class organisation provides a further 45 pupil places overall by 2021 and is to bring the net capacity in line with the admission number, which is increasing from 40 to 45 from 2015. These changes are explained here for completeness.
- 4.9 Full details of the positive impact of all three expansions for this area are set out in **Appendix 9**. This shows that delivery of all three changes will provide a low level of operational surplus at 3% based on current forecasts and taking into account all approved housing planning applications, three of which are already on site.
- 4.10 It is therefore proposed that the expansion of Offley Primary should be approved to ensure sufficiency of school places and a level of operational surplus for this area.
- 4.11 This request for approval to expand Offley Primary has taken into account feedback received during the formal consultation period and officers have shared plans with the primary headteachers in the Sandbach Planning Area.
- 4.12 A report detailing the outcome of the formal consultation undertaken between 10 December 2013 and 21 January 2014 was presented to the Cabinet Member on 31 March 2014 whereupon permission was given to issue a statutory notice detailing the proposed expansion of Offley Primary from 315 to 420 school places. Full details of the feedback received during the consultation period are attached as **Appendix 8**.
- 4.13 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 proposal were forwarded to the Secretary of State. The statutory four-week

representation period that followed commenced on 17 April and concluded on 15 May 2014. 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.

- 4.14 The representation period was notified to key stakeholders including Ward Members, Fiona Bruce MP, the Diocese and Parish Councils (**Appendix 6**). Information was emailed to all schools in the Sandbach Planning Area and schools were issued with letters for distribution to all their parents and carers. Copies of the statutory notice were displayed on the gates of Offley Primary School .
- 4.15 The one representation received has been attached as **Appendix 4** and is referred to above in paragraph 3.2.
- 4.16 A map illustrating the location of the school is attached as **Appendix 10**.

5.0 Wards Affected

- 5.1 Offley Primary is located in the Sandbach Town Ward. However, if approved, consultation will be undertaken with neighbouring wards:

Brereton Rural
 Sandbach Elworth
 Sandbach Ettiley Heath and Wheelock
 Sandbach Heath and East
 Sandbach Town
 Haslington

Local Ward Members

Councillor John Wray – Brereton Rural
 Councillor Gill Merry – Sandbach Elworth
 Councillor Gail Wait – Sandbach Ettiley Heath & East
 Councillor Sam Corcoran – Sandbach Heath & East
 Councillor Barry Moran – Sandbach Town
 Councillor David Marren – Haslington
 Councillor John Hammond – Haslington

6.0 Financial Implications (Authorised by the Chief Operating Officer)

- 6.1 The proposed expansion of **Offley Primary School** from 315 to 420 pupil places is being funded from the Government's Targeted Basic Need Programme. A feasibility study has been undertaken and the project costs are estimated as £529,000. In the event that the expansion is not approved, any funding secured under the Targeted Basic Need programme may be returned to the Education Funding Agency.
- 6.2 All Capital projects greater than £250,000 are subject to Cheshire East

Council's Project Gateway process, which seeks endorsement by way of review and challenge. This project has already started to proceed through this process and gained Gateway 1 endorsement on the 15 February 2014.

- 6.3 In accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules - financial approval was granted by Cabinet on 4 February 2014 as part of the 2013-14 Three Quarter Year Review of Performance reporting cycle, as a fully funded supplementary capital estimate.
- 6.4 The Dedicated Schools Grant (DSG) income received by Cheshire East will only increase if any additional pupils are new to the Local Authority, i.e. have not been included in the DSG allocation previously.
- 6.5 The DSG delegated to individual schools is based on the funding formula used in Cheshire East, and currently over 80% of that funding formula is pupil led, i.e. based on the number of pupils on roll at the October Census date. This means that the number of pupils on roll in October will inform the funding formula for the following financial year. For schools admitting additional pupils from a September intake, this will therefore be reflected in the schools budget from the following April. Where there are a significant number of additional pupils at a September intake and the school requires additional financial support prior to the new financial year, the school can apply to the Local Authority's Growth Fund.

7.0 Legal Implications (Authorised by the Borough Solicitor)

- 7.1 Local authorities have a statutory duty to ensure sufficiency of school places. Since 28 January 2014, the process for change has been revised through legislation and a streamlined statutory process has been introduced. In bringing forward proposals to expand a school, 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 2013 that came into force on 28 January 2014.
- 7.2. Under previous legislation (now revoked) statutory consultation was required before a proposal could be published for a significant enlargement, which is when capacity will increase by more than 30 pupils and more than 25% of existing capacity. Although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on the proposer that they will consult with interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.
- 7.3 The 2014 statutory process for making significant changes to schools now has four stages, as set out below:

Stage 1	Publication	Statutory proposal published – 1 day.
Stage 2	Representation (formal)	Must be 4 weeks, as prescribed in regulations.

	consultation)	
Stage 3	Decision	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to Schools Adjudicator (OSA). Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

7.4 The timescales involved in this process are set out in the following table:

2 December 2013	Portfolio Holder's permission to consult
10 December 2013 to 21 January 2014	Consultation Period
31 March 2014	Portfolio Holder Decision on Publication
17 April to 15 May	Representation Period - 4 weeks
9 June 2014	School Organisation Sub Committee
September 2015	Implementation

- 7.5 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 2013 that came into force on 28 January 2014 describe the procedures that must be followed when making prescribed alteration proposals and state that local authorities must make decisions about any expansions that they propose.
- 7.6 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.
- 7.7 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. Guidance issued by the Department for Education entitled *School Organisation Maintained Schools Annex B: Guidance for Decision –Makers* is attached for Committee members as **Appendix 11**.
- 7.8 Committee members are advised that they must have regard to the Guidance when making their decision, in accordance with Regulation 7 of The Regulations. As stated in paragraph 3.3 above, information considered to be of relevance to this section of the Guidance is set out in **Appendix 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 Guidance should not be treated as exhaustive because the importance of each factor will vary depending on the proposal and as such all proposals must be considered on their individual merits.

- 7.9 Where capital funding is required for a proposal, guidance states that the decision maker should be satisfied that any funding for land, premises, or capital required to implement the proposal will be available and all relevant parties have given their agreement. A proposal cannot be approved conditionally upon funding being made available.
- 7.10 An Equality Impact Assessment (**Appendix 12**) has been completed for this proposal and this 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 to a minimum during the decision-making process and any subsequent building programme to ensure that standards continue to improve.
- 8.2 The proposed expansion was identified to address a Basic Need in the area. This is in order to ensure that the Authority meets its statutory duty to provide sufficient school places in this area.
- 8.3 The proposed expansion of Offley Primary is to be funded from Targeted Basic Need Grant. To complete the build by September 2015 the design and developments works through to the planning stage will be undertaken "at risk". If the expansion proposal is not subsequently approved and the scheme cannot proceed, the grant should be returned to the Education Funding Agency and the abortive costs found from revenue.
- 8.4 Implementation of the proposal will be subject to the necessary planning permissions. In addition, the proposed expansion will require approval under Section 77 of School Standards and Framework Act as the building solution will encroach onto areas deemed as "playing field" under the DFE definition.

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 OFFLEY PRIMARY SCHOOL, OFFLEY ROAD, SANDBACH, CHESHIRE CW11 1GY

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 Offley School, a Community School, Offley Road, Sandbach, Cheshire CW11 1GY from 01 September 2015.

The proposal is to expand the school to provide 420 pupil places by increasing the existing capacity by 105 places for implementation by September 2015. 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 342. 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 Services, Organisation & Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL.

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 Services, Organisation and Capital Strategy, Delamere House, Delamere Street, Crewe, Cheshire CW1 2LL or by email to SOCS@cheshireeast.gov.uk.

Signed: Tony Crane

Director of Children's Services

Publication Date: 17 April 2014

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STATUTORY PROPOSALS FOR PRESCRIBED ALTERATION TO MAINTAINED SCHOOL

(School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013)

Local Authority Proposal

1. School and local authority details

Offley Primary School
Offley Road
Sandbach
Cheshire
CW11 1GY

Offley Primary School is a Community School maintained by
Cheshire East Borough Council,
Westfields,
Middlewich Road,
Sandbach,
Cheshire, CW11 1HZ

2. Implementation

Implementation and any proposed stages for implementation, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

September 2015

3. Proposed Alteration

A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The current capacity of the school is 315 school places. The proposal is to expand the school to

provide 420 places by increasing the existing capacity by 105 places for implementation by September 2015.

No new site will be required but the proposal requires that the school increases from 12 to 14 class bases. The site is sufficient to expand to accommodate 420 pupil places retaining adequate playground and playing field provision.

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.

4. Need or demand for additional places

A statement and supporting evidence of the need or demand for the particular places in the area;

The latest forecasts (October 2012) indicate a 258 shortfall in the number of primary school places in the Sandbach Planning Area by 2018 and for the 6 schools located in Sandbach town itself, these same forecasts indicate a shortfall of 227 places for the same period.

Sandbach Planning Area (8 primary schools)	Capacity	Number on Roll in Oct'12	Academic Years					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast unused places	1915	1865	4	-65	-116	-166	-210	-258
Forecast % unused places			0%	-3%	-6%	-9%	-11%	-13%

Sandbach Area (6 primary Schools)	Capacity	Number on Roll in Oct'12	Academic Years					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast unused places	1295	1284	-23	-82	-117	-152	-185	-227
Forecast % unused places			-2%	-6%	-9%	-12%	-14%	-18%

In response to previous forecasts a review of provision in the area was undertaken, resulting in a proposal to increase the capacity at Wheelock Primary from 210 to 315 pupil places with implementation from September 2014. This proposal received final approval at the meeting of the School Organisation Sub Committee held on 26 April 2013.

The permanent additional accommodation at Wheelock Primary school will increase the overall combined capacity for this planning area to 2020 pupil places, which includes 1400 pupil places for the 6 town schools. However, this additional accommodation, when phased in at the normal point of entry to the school, would leave a remaining shortfall of 122 pupil places by 2019.

Academic Year	Shortfall in places	Wheelock expansion cumulative impact	Additional places still needed

13/14	23	15	8
14/15	82	30	52
15/16	117	45	72
16/17	152	60	92
17/18	185	75	110
18/19	227	90	137
19/20	227	105	122

In addition to the pupil forecasts, consideration has also been given to the possibility of additional pupils in the area due to new housing. For the purpose of this analysis, four developments have been considered which together could yield 124 primary aged pupils on completion. These developments include 3 which have already commenced and one development that has received planning approval and is expected to commence during 2013-2014.

When assessing the potential impact of new housing development, phasing is applied to determine an estimate of the number of additional pupils to the area each year based on an anticipated 40 new dwellings per year per developer. The anticipated impact of the two additional developments (Hind Heath Road and Foden's Test Track) on current forecasts is set out in the table below:

Academic Year	Forecast Shortfall in Places	Cumulative Pupil Yield from New Housing	Additional Places Needed	
			Before Wheelock Expansion	After Wheelock Expansion
13/14	23		23	8
14/15	82	14	96	66
15/16	117	28	145	100
16/17	152	40	192	132
17/18	185	48	233	158
18/19	227	56	283	193
19/20	227	63	290	185

In order to ensure that the Council meets its statutory duty to provide sufficient school places for children resident in its area, it is proposed that a further 140 pupil places should be provided in Sandbach, mainly phased in from September 2015 through admission to the reception class at the normal point of entry to the school.

In addition to the proposed Offley Primary expansion, which would provide a further 105 school places, the authority is also proposing the expansion of Elworth Church of England Primary school from 280 places to 315 thus providing a further 35 places. The proposal for Elworth CE Primary being less than 25% growth does not require statutory consultation.

The overall increase including Wheelock Primary School would be 245 additional pupil places by 2021. Further analysis will be necessary to consider the remaining 45 shortfall in capacity forecast for 2021 taking into account revised annual forecasts, increased school capacity where relevant and the actual impact of potential new housing in the area.

5. Objectives of the Proposal and Educational Standards

Offley is a successful school achieving a “Good” category from Ofsted at the last inspection in March 2011. Demand for places from local residents and the number of children resident in the schools catchment area has been increasing in recent years.

Over recent years the number of first preference applications has exceeded the 45 places available in the reception class and for admission in 2012 the Local Authority, in agreement with the school, admitted 60 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, as a result the school reorganised into single age classes in Key Stage 1.

Reception Admissions	PAN	Catchment Area Data – Reception Admissions	Number of First Preferences
2011	45	39	48
2012	45	52	49
2013	45	50	47
2014	45	40	52

It is therefore recommended that the local demand for places at this school and due to new housing justifies an extension to take the school up to 420 places with an admission number of 60 pupils per year group.

6. Effect on other Educational Establishments in the Area

The Local Authority has worked with the schools and held meetings with headteacher's of the primary schools in this planning area on 30 October 2012, 9 November 2012, 14 January 2013 and 25 September 2013. When identifying the schools for expansion consideration was given to a number of issues including the nature of the site and whether it could accommodate an expansion, the extent to which the school serves the community, the schools ability to deliver a full range of the curriculum and social experiences and the latest Ofsted inspection. Cheshire East Council then undertook an informal consultation which was implemented between 10 December 2013 to 21 January 2014. Feedback from the consultation was presented to the Cabinet Member for Children and family Services and Rural Affairs at a meeting on 31 March 2014 where a decision was taken to issue public notices. All documentation, reports and minutes of the Council meetings can be accessed via the Council's website. <http://www.cheshireeast.gov.uk/school/schoolorganisation.aspx>

7. Project costs and Value for Money

A statement of the estimated project costs and indication of how these will be met, including long term value for money will be achieved.

The Authority believes that to provide long term value for money it is right to expand schools with permanent accommodation where possible. Permanent expansion provides new facilities giving reassurance to parents and children with good quality learning environment and providing reassurance to parents that their children's needs will be met and providing children with the most favourable good quality learning environment.

The proposed expansion of **Offley Primary School** to increase the school's capacity to 420 pupil places and 2 forms of entry (FE) is being funded from the Government's Targeted Basic Need Programme. A feasibility study has been undertaken and the project costs are anticipated as £529,000. Monies secured against Targeted Basic Need Programme are ring-fenced against a proposed project and any unspent monies will be returned to the education Funding Agency. Should the expansion not be approved all funding will have to be returned to the Funding Agency.

Confirmation of a successful Targeted Basic Need bid for the expansion of Offley Primary School and Nursery was received from Education Funding Agency on 1 August 2013.

8. Objections and comments

Within 4 weeks from the date of publication of this proposal i.e by Wednesday **14 May 2014** 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

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" Joy In Learning"

Offley Primary School

Offley Road

Sandbach

Cheshire

CW11 1GY

Tel: 01270 685355

Fax: 01270 759752

admin@offley.cheshire.sch.uk

2 October 2013

To whom it may concern:

Ref: Proposed expansion of Offley Primary School

I am writing on behalf of the Governing Body of Offley Primary School in support of the proposed expansion of the school to a Two Form entry. The enclosed minutes from 21 May 2012 also provide a clear record of the feelings and commitment of all governors to such a proposal, based on the allocation of an additional increased intake to 60 in September 2012.

We are in support of this expansion for the following reasons:

- Offley Primary school is a popular successful school as indicated by the consistent annual over subscription into our Reception Class
- When the school became a full Primary School additional building work meant that we lost two key Stage 2 classrooms. This decision was based on evidence available at the time to Cheshire County Council who decided that we didn't need the classrooms and therefore reduced our PAN to 45.
- Parents do not generally like the necessary mixed age classes in Key Stage Two, believing that attainment could be improved in single age classes. However, this hasn't affected requests for places, because of our academic and curricular success.
- We are keen to maintain high standards of teaching and learning for all pupils and the increase in the PAN to 60 would provide funding which would sustain our current number of teaching staff thus ensuring sustained standards in the future.
- There is a proposal for new housing on Congleton Road which, should it be approved, will provide the Local Authority with a need to provide enough places for children across all ages. This is also part of consultations we are engaging with in the Sandbach area on increasing pupil places to meet the expected future demand. We want to ensure we can meet that demand with appropriate resources.

I hope this provides enough clarity for you in your decision making. Please contact us if you require further information

Yours Faithfully

Pauline Bailey

Chair of Governors

On behalf of the Governing Body



ELWORTH C.E. PRIMARY SCHOOL

School Lane, Elworth, Sandbach
Cheshire CW11 3HU

Headteacher: Mrs K Samples

Telephone: 01270 685170 Fax: 01270
759310

E-mail: head@elworthce.cheshire.sch.uk

Website: www.elworthce.cheshire.sch.uk



26th September 2013

Dear Val

Just to confirm that, further to our conversation yesterday and subsequent to the later meeting with Barbara Dale and her colleagues, my understanding is that the Governors are fully supportive of the proposals to increase numbers at school to cater for housing developments by means of the construction of additional classrooms.

This may be ratified by the Boards support for similar, previous proposals.

It is important that a comprehensive programme of supporting physical works is determined at the planning stage to ensure that the additional classrooms are a fully integral addition to the built environment.

Yours sincerely,

E Lea

Chair of Governors

CONNECTION	SUPPORT / OPPOSE	COMMENTS
Resident	Not Stated	<p>I presume you have to advertise this proposal. This area is already chaotic with another school almost opposite. Also there are plans to build more houses at the back of the school which will add to the traffic problems. There will be more trouble on the site due to additional staff car parking and their movements. I am only writing in case the people concerned are not aware of the problems. I appreciate that problems relating to the need for more places and the restrictions how they can be met. However, I don't expect anyone to take a blind bit of notice of my comments.</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 - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

The information presented below is intended to assist Members in their decision-making on the proposals to expand Offley Primary School . from 315 to 420 school places for implementation in September 2015. Please refer to (Annex B: Guidance for Decision – makers) (**Annex 11**)

1 CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

DfE Guidance	Extracted Paragraph/s	Current Position	Impact of Expansion
The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.	10	<p>Informal consultation meetings with headteachers of the primary schools in this planning area were held on 30 October 2012, 9 November 2012, 14 January 2014 and 25 September 2014</p> <p>At a meeting of the Portfolio Holder on 2 December 2013 approval was given to commence formal consultation. Consultation commenced on 10 December 2013 and ended on 21 January. Key stakeholders including Ward Members, Fiona Bruce MP, the Diocese and Parish Councils were invited to offer feedback. Information and letters, for distribution to all their parents and carers, were emailed to all schools in the Sandbach Planning Area. A report detailing the outcome of the formal consultation was presented to the Portfolio Holder on 31 March 2014 whereupon permission was given to issue a statutory notice.</p>	N/A

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>Public Notices were issued in the local press on 16 April and 17 April and the statutory four-week representation period that followed commenced on 17 April and concluded on 15 May 2014.</p> <p>Information regarding the representation period was notified to all key stakeholders and schools in the Sandbach Planning Area were issued with letters for distribution to all their parents and carers. As required in the guidance issued by Department for Education copies of the statutory notice were displayed on the school gates at Offley Primary.</p>	
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2. EDUCATION STANDARDS AND DIVERSITY OF PROVISION

Guidance	Paragraph/s	Current Position	Impact of Expansion
Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps The decision-maker should also take into account the extent to which the proposal is consistent with the	11 & 12	<p>At the last OFSTED inspection in march 2014 Offley Primary was categorised as Good .</p> <p>Of the 8 primary schools in Sandbach 6 are Community Schools,(including Offley Primary) offering a total of 1460 school places, 1 is Voluntary Aided offering 175 places, and 1 is Voluntary</p>	<p>Offley primary is a “good” school and the local authority has no reason to believe that the proposed expansion of the school would result in an overall change to the Ofsted category in the future.</p> <p>This proposal would increase the total</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

government's policy on academies as set out on the department's website.		Controlled offering 280 places.	number of available school places amongst the Community schools by 105 places and increase the opportunity for parental preferences to be met.
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3 DEMAND

Guidance	Paragraphs	Current Position	Impact of Expansion
<p>In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).</p> <p>The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.</p> <p>Reducing surplus places is not a priority</p>	13 - 15	<p>The latest forecasts (October 2012) indicate a 258 shortfall in the number of primary school places in the Sandbach Planning Area by 2018.</p> <p>In response to previous forecasts a review of provision was undertaken, resulting in a proposal to increase the capacity at Wheelock Primary from 210 to 315 pupil places with implementation from September 2014. This proposal received final approval at the meeting of the School Organisation Sub Committee held on 26 April 2013.</p> <p>Updated forecasts have since been produced (May 2014) based on October 2013 School Census information. These latest forecasts indicate that there remains a shortfall in places with 151</p>	<p>The scheme was identified to address a Basic Need for school places in the Sandbach area.</p> <p>The proposed expansion is intended to contribute additional capacity in this area of the Borough and ensure that the Authority meets its statutory duty to provide sufficient school places in this area.</p> <p>The expansion of Wheelock Primary provided an additional 105 school places. However, due to the high demand for places further measures are required be taken; 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</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

<p>(unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.</p>	<p>additional pupil places needed for 2018 reducing slightly to 128 for 2019. Additional capacity above this forecast would be necessary to build in a level of operational surplus,</p> <p>In addition to the forecast shortfall consideration has been given to the possibility of additional pupils in future years due to new housing developments. A number of housing developments have already received planning permission and the additional pupils from 2 of these sites are already included in the current forecasts. However, further sites have been approved and the anticipated additional pupils from these sites are a further 63.</p> <p>The proposed expansion of Offley Primary would provide a further 105 school places and the authority is also proposing the expansion of Elworth Church of England Primary school from 280 places to 315 thus providing a further 35 places. The proposal for Elworth CE Primary being less than 25% growth does not require statutory consultation.</p> <p>Further analysis will be necessary to</p>	<p>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>This proposal is one of two possible expansions proposed for the Sandbach area which, if approved, would provide a total of 140 additional pupil places. (Including the proposed expansion of Elworth CE to provide 35 school places)</p> <p>It is important to note that additional housing in the area may 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 - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		consider the actual impact of potential new housing in the area.	
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4 SCHOOL SIZE

Guidance	Paragraph/s	Current Position	Impact of Expansion
Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size	16	<p>Situated in a residential area on the edge of Sandbach Town the school was originally built as separate Infant and Junior buildings on the same site. The intake for both schools was 60 per year group and when the schools were amalgamated into a primary school in 2007 initially the intake for the new primary school remained at 60. Since the amalgamation building work has been completed to provide a covered walk way linking the 2 separate buildings which resulted in a creating a larger staffroom, new main entrance with administration offices and an open play courtyard. However, the building work also resulted in the loss of 2 classrooms and consequently the intake was reduced to 45 per year group from September 2010.</p> <p>The school currently consists of 12 classrooms, 8 of which are closed and 4 are semi open. The school retains 2</p>	This increase, if approved, will provide sufficient accommodation for the school to return to an intake at the normal point of entry to the school (the reception class) of 60 pupils with the school operating in the longer term as a 2 form of entry primary school.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		halls, both of which are used for assemblies, PE and drama. The hall in the Infant section of the school is used for dining with hot meals being served for the whole school. In addition the school has an IT Suite, areas for small group teaching, library/research area and food technology area both of which are located in the covered walkway	
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5 PROPOSED ADMISSION ARRANGEMENTS

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.</p> <p>Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and</p>	17 & 18	<p>Offley Primary is a Community school and as such the Local Authority is the Admission Authority,</p> <p>The authority has determined its admission arrangements for 2014/2015 and 2015/2016 and they are compliant with the School Admission Code.</p>	N/A

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

the admission authority should be given the opportunity to revise them.			
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6 NATIONAL CURRICULUM

Guidance	Paragraph/s	Current Position	Impact of Expansion
All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community.	19	<p>The new National Curriculum for primary schools comes on line in September 2014. The Government states that this will give schools greater freedoms. The DfE are setting out 'what' has to be taught not 'how' it is to be taught. Individual schools are expected to determine the most appropriate curriculum design and the most effective style of teaching to ensure that the needs of the pupils are met. There are on-line resources available from the National College to support schools plan the curriculum changes. The new curriculum makes further demands of teachers' subject knowledge.</p> <p>Offley Primary has previously followed the National Curriculum and has not secured an exemption for groups of pupils or for the school community and has not requested an exemption for this September.</p>	The authority's Monitoring & Intervention Manager, believes that the expansion of Offley Primary will not have an adverse impact on the delivery of the new National Curriculum.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

7 EQUAL OPPORTUNITY ISSUES

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> eliminate discrimination; <input type="checkbox"/> advance equality of opportunity; and <input type="checkbox"/> foster good relations. <p>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 should 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.</p>	20 & 21	<p>The local authority is bound by the Admissions Code and regulations which do not allow for any discrimination in respect of sex, race or disability.</p> <p>Based on the October 2012 School Census data</p> <p>The recorded data for Offley Primary is:</p> <ul style="list-style-type: none"> • 93% White • 5% Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 1% Other Groups or Not recorded <p>The average recorded data across the Sandbach primary schools is:</p> <ul style="list-style-type: none"> • 94% White • 2 % Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 3% Other Groups or Not recorded <p>SEN – The school is a fully inclusive mainstream primary school with 339</p>	<p>The local authority has no reason to believe that any proposed expansion of the school would result in an overall change to the current demographics.</p> <p>All applications will continue to be considered against the over subscription criteria on an equal basis without reference to sex, race or the status of the parent/carer</p> <p>If the proposal to expand the school is approved, the increased capacity will deliver additional places for all children,</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		children on roll and no school places are specifically reserved for pupils with special educational needs or disabilities. Currently the school has 1 statemented child and 39 children at school action plus / school action on roll which is equivalent to an overall of 12 % which is below the Cheshire East average of 15% and the national average of 20% (data as at 23 May 2014)	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.
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8 COMMUNITY COHESION

Guidance	Paragraph/s	Current Position	Impact of Expansion
Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.	22	Offley Primary does not have a local authority maintained nursery on site but there is a private provider, Rainbow Pre-school, which caters for 20 children per session. Children are offered the statutory free entitlement to 15 hours per week. In addition the school offers a variety of after school clubs which are run by a combination of school staff and external providers.	All current arrangements in relation to pre –school provision and extra curriculum clubs will continue should the expansion go ahead.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

9 TRAVEL AND ACCESSIBILITY

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.</p> <p>The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.</p> <p>A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.</p>	23 - 25	<p>Data shows that at January 2012 64% of children living within Offley Primary catchment area were on roll at the school.</p> <p>The school admits 55% of children from within the catchment area 42 % of pupils from outside of their catchment areas but within the LAP, 2 % live outside the LAP but within Cheshire East and only 1% of children outside of Cheshire East which is a very low percentage.</p>	<p>It is considered that the proposal will have a positive impact on those children/young people in the area as the proposal, if agreed, will ensure that there are sufficient places for local children to attend local schools within a reasonable distance to their home thereby accommodating a reasonable journey time to school.</p> <p>During the 4 week representation period concern was expressed regarding increased traffic and parking in the area.</p> <p>The school is more fortunate than many with regard to the parking spaces available within the school grounds. Road safety is paramount and the school ensure that all steps are taken to protect children and review. The school have a traffic plan in place which was drawn up in 2009 when they had a number of meetings with Councillor Moran.</p> <p>It was seen that parking was more than</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

			<p>adequate for the school and a Crossing Patrol person (lolly pop lady) has been in place for a while. The school also regularly communicate to parents the need to take care when parking via the school newsletter. Also the Community Police Officer is involved in monitoring traffic and parking.</p> <p>These issues may be raised and dealt with at any subsequent planning application</p>
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10 CAPITAL

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.</p> <p>Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will</p>	26 & 27	<p>A feasibility study has been undertaken and the proposed expansion of Offley Primary from 315 to 420 (2FE) school places is anticipated at £529,000.</p> <p>The project will be funded from the Government's Targeted Basic Need Programme and confirmation of a successful Targeted Basic Need Grant was received from Education Funding Agency on 1 August 2013.</p>	<p>Should the expansion not be approved any funding secured under the Targeted Basic Need programme should be returned to the Education Funding Agency.</p>

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.			
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11 SCHOOL PREMISES AND PLAYING FIELDS

Guidance	Paragraph/s	Current Position	Impact of Expansion
<p>Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.</p> <p>Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.</p>	28 & 29	<p>Building Bulletin 103 provides area guidelines for mainstream schools. It recommends that a 1FE primary school has a minimum site area of 9,366sqm and a 1.5FE primary school has a minimum site area of 12,999sqm and a 2FE primary school has a minimum site area of 16,632sqm.</p> <p>The total site area for Offley Primary is 27,259sq meters, therefore the site is large enough to allow for the expansion and provision of the additional classrooms.</p>	The school site remains large enough to accommodate the proposed expansion and retain adequate playing field.

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

Using relevant extracts from Department for Education (DfE) Statutory Guidance - 'School Organisation Maintained Schools- Guidance for Proposers and Decision Makers

		<p>Section 77 of the School Standard and Framework Act 1998 is a statutory requirement which applies in the event that there is a net loss of playing field. e.g if a new build is located onto land which for the purpose of S77 is classed as playing field.</p> <p>The proposed build at Offley will result in the loss of playing fields and therefore Section 77 consent will be required from the Department for Education. This will be applied for when the planning application is submitted.</p> <p>The proposal would be subject to planning approval under Part 3 of the Town and Country Planning Act 1990</p>	
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Consultee	Organisation / School
Council's Web Pages	
Parents/ Carers of Pupils	Offley Primary
Governing Body – school which is the subject of proposal	Offley Primary
Headteacher & Staff - school which is the subject of proposal	Offley Primary
Governing bodies, Head teachers , staff and parents at Neighbouring Primary Schools	Sandbach Community Primary
	St John's CE Primary, Sandbach Heath
	Wheelock Primary
	Elworth CE Primary
	Elworth Hall
	Smallwood Primary
	Brereton CE Primary
	Warmingham
	The Dingle Primary
	Haslington Primary
	Middlewich Primary
	Cledford Primary
Governing Bodies, Headteacher and staff at Local High Schools	Sandbach School
	Sandbach High School & Sixth Form College
Diocesan Authorities	Catholic Diocese of Shrewsbury
	Anglican Diocese of Chester
MP(s) of the constituencies affected	Fiona Bruce (Congleton)
Councillors - Ward Members	John Wray (Brereton Rural)
	John Hammond (Haslington)
	David Marren (Haslington)
	Gill Merry (Sandbach Elworth)
	Gail Wait (Sandbach Ettiley Heath & Wheelock)
	Sam Corcoran (Sandbach Heath & East)
	Barry Moran (Sandbach Town)
Local District / Parish where the subject school is located	Brereton Parish Council
	Sandbach Town Council
	Warmingham Parish Council
	Hassall Parish Council
	Haslington Parish Council
UNIONS	NAHT
	GMB

	UNISON
	NUT



**PROPOSAL FOR THE ENLARGEMENT
OF
OFFLEY PRIMARY SCHOOL,**

PUBLIC CONSULTATION DOCUMENT

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

November 2013

OBJECTIVE OF THIS CONSULTATION DOCUMENT

To undertake formal consultations with parents and carers of pupils at Offley Primary School and other interested parties before a final decision is taken regarding a proposal to expand Offley Primary School.

The Local Authority's proposal is to expand Offley Primary School, Sandbach from 315 to 420 pupil places for completion in September 2015.

INTRODUCTION

Offley Primary School is a popular and successful school with a published admission number (PAN) of 45 pupil places and overall accommodation for 315 pupils across the 7 year groups.

The Local Authority is proposing an increase in the school's current capacity of 315 pupils to provide 420 pupil places with a proposed implementation date of September 2015. This increase, if approved, will provide sufficient accommodation for an intake at the normal point of entry to the school (the reception class) of 60 pupils with the school operating in the longer term as a 2 form of entry primary school.

The Headteacher and Governors have been consulted and fully support the proposed expansion of the school to accommodate the growing population and increasing demand for school places.

BACKGROUND

Congleton Local Area Partnership (LAP)

The Congleton Local Area Partnership (LAP) is the largest LAP in Cheshire East covering the areas of Alsager, Congleton, Holmes Chapel, Middlewich and Sandbach. Overall the LAP consists of 32 primary schools and the total primary school capacity across the LAP is 7191

Sandbach Planning Area

Due to the large nature of the LAP's, for school place planning purposes LAP's are broken down into smaller areas called Planning Areas. Offley Primary is situated in the Sandbach Planning Area consisting of 8 primary schools, 6 located in and around Sandbach Town centre and 2 fall within the Crewe Local Area Partnership and serve the Haslington area (Haslington Primary and The Dingle Primary). The combined capacity for the 8 schools is 1915 school places and 1295 school places across the 6 Sandbach town primary schools.

School Name	Status	PAN	Overall Net Capacity
Elworth Church of England Primary School	Voluntary Controlled	40	280
Elworth Hall Primary School	Community	30	210
Haslington Primary School	Community	40	270
Offley Primary School	Community	45	315
Sandbach Community Primary School	Community	15	105
St John's C of E Primary School	Voluntary Aided	25	175
The Dingle Primary School	Community	50	350
Wheelock Primary School	Community	30	210
Area Totals		275	1915

The latest forecasts (October 2012) shown in the table below indicate a 258 shortfall in the number of primary school places in the Sandbach Planning Area by 2018 and for the 6 schools located in Sandbach itself, these forecasts indicate a shortfall of 227 places for the same period.

Sandbach Planning Area (8 primary schools)	Capacity	Number on Roll in Oct'12	Academic Years					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast unused places	1915	1865	4	-65	-116	-166	-210	-258
Forecast % unused places			0%	-3%	-6%	-9%	-11%	-13%

Sandbach Planning Area (6 primary Schools)	Capacity	Number on Roll in Oct'12	Academic Years					
			13/14	14/15	15/16	16/17	17/18	18/19
Forecast unused places	1295	1284	-23	-82	-117	-152	-185	-227
Forecast % unused places			-2%	-6%	-9%	-12%	-14%	-18%

In response to previous forecasts a review of provision was undertaken, resulting in a proposal to increase the capacity at Wheelock Primary from 210 to 315 pupil places with implementation from September 2014. This proposal received final approval at the meeting of the School Organisation Sub Committee held on 26 April 2013.

The permanent additional accommodation at Wheelock Primary school will increase the overall combined capacity for this planning area to 2020 pupil places, which includes 1400 pupil places for the 6 town schools. Taking into account the 6 primary schools, this additional accommodation when phased in at the normal point of entry to the school would leave a remaining shortfall of 122 pupil places by 2019, as set out in the table below.

Academic Year	Shortfall in places	Wheelock expansion cumulative impact	Additional places still needed
13/14	23	15	8
14/15	82	30	52
15/16	117	45	72
16/17	152	60	92
17/18	185	75	110
18/19	227	90	137
19/20	227	105	122

In addition to the pupil forecasts, consideration has been given to the possibility of additional pupils in the area in future years due to new housing. For the purpose of this analysis, four developments have been considered which together could yield 124 primary aged pupils on completion. These developments include 3 which have already commenced and one development that has received planning approval and is expected to commence during 2013-2014.

When assessing the potential impact of new housing development, phasing is applied to determine an estimate of the number of additional pupils to the area each year based on an anticipated 40 new dwellings per year per developer. The anticipated impact of the two additional developments (Hind Heath Road and Foden's Test Track) on current forecasts is set out in the table below:

Academic Year	Forecast Shortfall in Places	Cumulative Pupil Yield from New Housing	Additional Places Needed	
			Before Wheelock Expansion	After Wheelock Expansion
13/14	23		23	8
14/15	82	14	96	66
15/16	117	28	145	100
16/17	152	40	192	132
17/18	185	48	233	158
18/19	227	56	283	193
19/20	227	63	290	185

In order to ensure that the Council meets its statutory duty to provide sufficient school places for children resident in its area, it is proposed that a further 140 pupil places should be provided in Sandbach, mainly phased in from September 2015 through admission to the reception class at the normal point of entry to the school.

In addition to the proposed Offley Primary expansion, which would provide a further 105 school places, the authority is also proposing the expansion of Elworth Church of England Primary school from 280 places to 315 thus providing a further 35 places. The proposal for Elworth CE Primary being less than 25% growth does not require statutory consultation.

The overall increase including Wheelock Primary School would be 245 additional pupil places by 2021. Further analysis will be necessary to consider the remaining 45 shortfall in capacity forecast for 2021 taking into account revised annual forecasts, increased school capacity where relevant and the actual impact of potential new housing in the area.

ADMISSIONS

For admission in September 2012, the Local Authority received 212 (applications for the **6 Sandbach town primary schools**). This exceeded the 185 reception class places available in the area. To accommodate these additional children, 2 of the 6 schools agreed admissions above their Published Admission Numbers to ensure that children were accommodated in schools within a reasonable distance from their home address.

For September 2013 the Local Authority have admitted a total of 192 children in to the reception classes and although this figure is reduced in comparison to the September 2012 intake the local authority was expecting this slight reduction for with demand expected to increase again from 2015 onwards

This steady rise is expected to continue in future years and it is therefore recommended that the local demand for places at this school justifies a permanent expansion to take the school up to 420 places with a PAN of 60 (2FE).

Birth Rate Data

Sandbach				
Year	Reception Admissions	Live Births (4 years prior to admission round)	Diff	% Diff
2008	253			
2009	254			
2010	261	238	23	9.7%

2011	255	221	34	15.4%
2012	307	247	60	24.3%
2013	269	225	44	19.6%
2014		223		
2015		236		

Offley Primary Admissions

As previously mentioned in September 2012 the authority admitted additional children into the Reception class to accommodate local demand. Offley Primary was one of the schools that admitted over their PAN, taking in 60 children against the PAN of 45. At the time no extra accommodation was provided to the school and the school accommodated these additional children in existing classrooms.

The number of children in the school's catchment area has consistently exceeded the number of places available for Reception and for 2013 admissions there were 50 children resident in the area.

Reception Year of Intake	Number of Children Resident in the School's Catchment Area
2010	39
2011	36
2012	53
2013	50

As a popular school, the number of first preferences has exceeded the 45 places available.

Reception Year of Intake	Number of First Preferences
2010	48
2011	49
2012	47
2013	52

SITE AND BUILDINGS

Situated in a residential area on the edge of Sandbach Town the school was originally built as separate Infant and Junior buildings on the same site. The intake for both schools was 60 per year group and when the schools were amalgamated into a primary school in 2007 the initially the intake for the new primary school remained at 60.

Since the amalgamation building work has been completed to provide a covered walk way linking the 2 separate buildings which resulted in a creating a larger staffroom, new main entrance with administration offices and an open play courtyard. However, the building work also resulted in the loss of 2 classrooms and consequently the intake was reduced to 45 per year group from September 2010.

The school currently consists of 12 classrooms, 8 of which are closed and 4 are semi open. The school retains 2 halls, both of which are used for assemblies, PE and drama. The hall in the Infant section of the school is used for dining with hot meals being served for the whole schools. In addition the school has an IT Suite, areas for small group teaching, library/research area and food technology area both of which are located in the covered walkway area.

A private pre-school is also located on site but the site remains sufficient to allow for expansion to accommodate a 2 class extension to provide a total of 420 pupil places whilst retaining adequate playground and playing field provision.

Expansion of the school will be subject to planning permission.

FINANCIAL ISSUES

The proposed expansion of Offley Primary School to increase the school's capacity to 420 pupil places and 2 forms of entry (FE) is being funded under the Government's Targeted Basic Need Programme. A successful bid has secured £922,179 which is ring fenced against the proposed expansion of Offley Primary School. Should the expansion not be approved the funding will have to be returned to the Education Funding Agency.

During formal consultation period a feasibility study will be commissioned to identify more accurately the costs of implementation.

The Capital project will be subject to Cheshire East Councils Capital Programme approval and monitoring process

Further details of the Targeted Basic Need programme are available on the DFE website.

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/a00222248/targeted-basic-need-programme>

TIMESCALES

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

10 December 2013 to 21 January 2014	Formal Public Consultations
17 March 2014	Meeting of the Council's Portfolio Holder for Permission to Publish Notices.
3 April 2014 to 30 April 2014	4 Weeks Representation Period
June 2014 (date to be confirmed)	Cabinet Decision (School Organisation Sub – Committee if objections are received)
June 2014	Implementation
September 2015	Date for Completion

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

CONNECTION	AGREE WITH PROPOSAL TO EXPAND	COMMENTS
Headteacher - Local School	Yes	Thank you for including me in your email. As a school with what looks like a falling roll, I feel any expansion will eventually knock on to us, but clearly places are needed in local schools. I agree with the expansion. Places need to be where the kids are.
Parent/Carer	Yes	Sensible option as Offley has infrastructure already in place. Removal of Mixed Age Classes – my son has suffered slightly due to being in mixed age classes, I feel children are more driven if they are challenged by older peers within year group.
Local Resident	No view	<p>I have been contacted by the council to give feedback on the proposed expansion of Offley primary school.</p> <p>I am pleased that the council is finally planning to act on the shortage of primary school places. However, the document seems only to justify expansion of the school rather than giving any useful detail about the implications for pupils.</p> <p>Having lived in Sandbach for a number of years, I know that the town's parents have known that expansion of at least one school was required, it seems strange to be consulted on a document about the necessity of expansion. Where are the details that affect parents and students - how will the expansion affect group sizes for example, you say only 2 new classes are required, yet 105 students will be joining. If students are to be split into just 14 classes this would mean an increase from 25 per class to 30.</p> <p>Please would you direct me to information about the proposed expansion's impact on pupils, rather than the document I found which only indicates the reasons for expansion.</p>

Local Resident	Yes	In principle I support the expansion of Offley Primary School. However, it would be on the condition that there would be no negative effects or cuts in funding to other schools in the area. I am the father of two children attending and flourishing at St John's CE Primary School in the area and would be very concerned if that were to be the case.
Parent/Carer	Yes	Dual entry from infants through to juniors is best practice, rather than split year classes. Offley once was dual entry so would require minimum funding to restore its capacity, therefore in terms of council budget is the best most economical option for the local community.
Parent/Carer	Yes	I fully support Offley becoming a two form intake. It is a more cost effective solution as Offley School already has the majority of facilities to accommodate two forms. It will be a great improvement for children who will benefit from consistency in class structures.
Parent/Carer	Yes	Fully support this move which will remove the need for mixed age group classes with annual change of classmates.
Parent/Carer	Yes	1.5 form of entry sounds a little like statistical nonsense & practically complex to apply. Therefore <u>any</u> change to <u>1</u> or <u>2</u> is clearly & very importantly in the interests of the children & consequently the future of this country. Simplicity is key.
Local Resident	Yes	Please accept this email as response to the consultation. I support the extension. Currently I believe the school only has cycle parking in the form of 'hoops' mounted to the ground. These can bend the wheel easily and I suggest to replace these with 'Sheffield'-type racks, plus cover for pupils and staff. Wheelock Primary School has an example of good cycle parking. I am not a parent but a resident in Sandbach and local representative for CTC – the national cycling charity.
Parent/Carer	Yes	I find 2 form entry highly preferable to 1 ½ form, which results in mixed-year classes at junior level.
Parent/Carer	Yes	N/A
Parent/Carer	Yes	N/A
Parent/Carer	Yes	N/A

School Staff	Yes	N/A
School Staff	Yes	N/A
Parent/Carer	Yes	N/A
Parent/Carer	Yes	N/A
Parent/Carer	Yes	I fully support the proposal. Two form entry avoids the disruption and upset of splitting classes and forcing apart friendships. Continuity and stability promotes learning – the disruption caused by mixing/changing classes is an unnecessary distraction to the child's learning. The comfort of knowing your child will stay with the same classmates throughout their primary school life cannot be understated. Also funding for the school was cut when the numbers were altered – the calculations/predictions for places were proven to be incorrect, so it is only right that the school numbers be reinstated to their previous figure, ensuring the budget returns to what it should be.
Parent/Carer	Yes	Would be very pleased if Offley could return to a two form entry school, to continue class continuity throughout the school.
School Staff	Yes	Extend the school to benefit the local community and safeguard teaching & support staff employment. Larger school, more opportunities for pupils.
Parent/Carer	No	Given the location of the school and the already busy road for collection and drop off at school, I do not think that an increased number of children attending the school will help in a morning or afternoon. Although I walk my son to school, I notice it is impossible to drive past the school during these times.
Parent/Carer	Yes	Excellent idea. 2 form entry, wonderful. Instead of mixed year groups in classes (3/4, 5/6) we can have single year groups.
School Staff	Yes	This would benefit the school from having no split classes/year groups.
School Staff	Yes	This will benefit both the school and the local community.
School Staff	Yes	School would benefit from having no split year groups. Children would feel happier being with their own year group.
Pupil at School	Yes	It will be easier for Year 6's when revising for SATS as they will not have to revise with Year 5's and will be able to do different topics.

Pupil at School	Yes	Year 5s from 5/6 won't be doing the same work again. They'll be in their proper year group and won't be separated because of age/birth date.
Pupil at School	Yes	It will be good because with Y5/6, the sixes are learning Yr 5 work and fives have to practice SAT questions and EXT. So it's good with them split the same as Y3/4.
Pupil at School	Yes	If the year above has done a topic then the year below can't do it. Children don't have to leave their class to go to the other half of their year. Year 5's won't have to do the end of Year 6 play.
Pupil at School	Yes	Friendship groups don't get destroyed, so you can be with your own age group and do things suitable for your own age group.
Pupil at School	Yes	Because you sometimes get split up from your friends, it's better to learn with your own friends and age group.
Pupil at School	Yes	It will improve Year 6 learning because the Year 5's do unnecessary work; revising for SATS. When I was in Year 5/6 I had to revise as well when the other class (Yr 5) didn't.
Pupil at School	Yes	It would be easier if Year 5 & Year 6's were in their own year group as when revising for SATS some Yr 5's have to as well even though they don't need to. During play rehearsals Yr 6's get pulled out which disturb Yr 5's working.
Pupil at School	Yes	Mixed classes disturb people because they are getting pulled out of class for like performances.
Pupil at School	Yes	Because the older year may have already learnt what they are being taught with the younger pupils. Also, when the older groups are taken out it disturbs the younger year groups while they are learning.
Governor at School	Yes	<p>The Governing Body (the 'GB') of Offley Primary School ('the School') fully supports the proposal by the Local Authority to expand the School from 315 (1.5 FE) to 420 (2 FE) pupil places for completion in September 2015.</p> <p>The GB has fully considered the public consultation document dated November 2013 in relation to the proposal for the enlargement of the school and endorses the proposition contained therein for the following reasons:</p> <p>Improved standards for a school which sits on the cusp of becoming 'outstanding'</p> <p>The School currently offers high standards of teaching and learning to all its pupils. The additional</p>

		<p>funding that an increase in pupil numbers will provide will enable an increase in the number of teaching staff and the return of the School to single year classes.</p> <p>Positive impact on parental preference</p> <p>Reception class places at Offley are consistently oversubscribed as a result of the popularity of the School and an increase in the published admission number ('PAN') will reduce the number of disappointed applicants.</p> <p>The approved proposal for more than 160 houses to be built on Congleton Road could yield additional pupils living in the immediate vicinity of the School in future years. This would exacerbate the recurring deficit in capacity at Offley should the PAN not be increased.</p> <p>Secured funding</p> <p>Funds amounting to £922,179, ring fenced for the Offley expansion, have been granted to the Local Authority under the Government's Targeted Basic Needs Programme.</p> <p>This level of investment will finance an appropriate two class extension, in keeping with the current school infrastructure, whilst retaining adequate playground and playing field provision for the pupils.</p> <p>No anticipated disruption to the neighbourhood</p> <p>Prior to September 2010 the School was a 2 FE primary school and there has been minimal effect on neighbouring properties noted since it was reduced to 1.5 FE at that date.</p> <p>Should the Congleton Road housing development come to fruition, this will mitigate any traffic/parking impact on the occupiers of houses on Offley Road as the additional pupils will walk to school.</p> <p>In conclusion, the GB of Offley Primary School believes that it is in the interest of the Sandbach Planning Area to expand the School to 420 pupil places from September 2015.</p>
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Appendix 9:
Planning Area - Sandbach
Assessment of Demand from New Housing

	Houses 2 bedroom plus	Primary Pupil Yield	Number of Developers	Based on 40 houses per year (per developer) approx number of years on site (rounded)						Estimated Year of Impact							
Site					2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	Total	Comments	
Approved Housing Developments as at 21.5.2014																	
Canal Fields*	102	17			6	6	5								17	On Site - Pupil Yield(17) included in Forecasts from Oct 2012	
Fodens*	265	44			7	7	7	7	7	7	2				44	On Site - Pupil Yield (44) included in Oct 2012 Forecasts	
Hind Heath**	269	48				7	7	7	7	7	7	6			48	On Site - Pupil Yield (48) included in Oct 2013 Forecasts	
Fodens Test Track**	118	22					7	7	7	1					22	Pupil Yield(22) included in Oct 2013 Forecasts	
Hassell Road**	39	7				7									7	Pupil Yield (7) included in Oct 2013 Forecasts	
Total - Included in latest pupil Forecasts	793	138			13	34	26	21	15	14	9	6	0	0	138		
Cumulative Total - Included in latest pupil Forecasts						47	73	94	109	123	132	138	138	138			
North Congleton Road	160	29	1	4			7	7	7	7	1				29	Approved and Section 106 agreed	
Elworth Hall Farm	90	16	1	2				7	7	2					16	Approved on appeal but council objecting	
Albion Organic***	375	68													0		
Hawthorne Drive	50	9	1	1			7	2							9		
Abbeyfields	280	50	1	7			7	7	7	7	7	7	8		50		
Total - Outstanding	955	172	4		0	0	21	23	21	16	8	7	8	0	104		
Cumulative Outstanding Pupil Yield					0	0	21	44	65	81	89	96	104	104			
Total - Overall	2703	482			13	34	47	44	36	30	17	13	8	0	242		
* Included in 2012 Forecasts																	
** included in 2013 Forecasts																	
*** Approved outline Planning Application from 2009 unlikely to start soon. Planning application may have lapsed																	
Submitted Applications as at 21.5.2014																	
Moss Lane and Station Road,	41	7	1	1				7							7	REVISED APPLICATION 6.11.12	
Elworth Wire Mills	54	9	1	1				7	2						9		
Land South Of, Old Mill Road	250	45	in local plan				7	7	7	7	7	5	5		45	Registered Application for 250, in the Local Plan at 200. Phasing based on local plan	
Millpool Way / Newall Avenue	39	7	1	1				7							7		
Land South of, OldMill Road (Muller)	250	45	1	6				7	7	7	7	7	7	3	45		
Hind Heath	100	18	1	3				7	7	4					18		
Land to the South of, Hind Heath Road,	100	18	1	3				7	7	4					18		
Land South of, Old Mill Road, Sandbach	200	36	1	5				7	7	7	7	8			36		
Former Arclid Hospital site, Newcastle Rd	83	15	1	2				7	7	1					15		
Total - Outstanding	1117	200	8		0	0	7	63	44	30	21	20	12	3	200		
Cumulative Outstanding Pupil Yield						0	7	70	114	144	165	185	197	200	200		
Total - Overall	1117	200			0	0	7	63	44	30	21	20	12	3	200		
Housing Developments in the Local Plan																	
J17****	200	0	0			0	0	0	0	0	0	0	0	0	0		
Total Outstanding	0	0	0		0	0	0	0	0	0	0	0	0	0	0		
Cumulative Outstanding Pupil Yield					0	0	0	0	0	0	0	0	0	0	0		
Total Overall	0	0	0		0	0	0	0	0	0	0	0	0	0	0		
**** Relates to above app submitted under Old Mill Road - therefore not included in Grand Totals.																	
Grand Total Outstanding Pupil Yield					0	0	28	86	65	46	29	27	20	3	304	Excludes the figures for Albion Organic - see note.	
Grand Cumulative Outstanding Pupil Yield					0	0	28	114	179	225	254	281	301	304			
Grand Total Overall	3820	682	0		13	34	54	107	80	60	38	33	20	3	304	Excludes the figures for Albion Organic - see note.	

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				Approved Expansions				Proposed school expansions Planned Additional capacity		Planned Impact		
Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing*	Housing Impact	Wheelock	Elworth CE	Haslington (Net Capacity Adjustment)	Cumulative additional capacity (Columns F+G+H)	Offley	Cumulative Additional capacity (Column K)	Cumulative Additional Capacity (Columns I + L)	Unused Places	% Unused Places (2205 Capacity)
14/15	-36		-36	15			15		0	15	-21	-1%
15/16	-62	21	-83	30	5	5	40	15	15	55	-28	-1%
16/17	-96	44	-140	45	10	10	65	30	30	95	-45	-2%
17/18	-115	65	-180	60	15	15	90	45	45	135	-45	-2%
18/19	-151	81	-232	75	20	20	115	60	60	175	-57	-3%
19/20	-128	89	-217	90	25	25	140	75	75	215	-2	0%
20/21	-128	96	-224	105	30	30	165	90	90	255	31	1%
21/22	-128	104	-232	105	35	35	175	105	105	280	48	2%
22/23	-128	104	-232	105	35	45	185	105	105	290	58	3%
23/24	-128	104	-232	105	35	45	185	105	105	290	58	3%
24/25	-128	104	-232	105	35	45	185	105	105	290	58	3%
25/26	-128	104	-232	105	35	45	185	105	105	290	58	3%
26/27	-128	104	-232	105	35	45	185	105	105	290	58	3%
27/28	-128	104	-232	105	35	45	185	105	105	290	58	3%
28/29	-128	104	-232	105	35	45	185	105	105	290	58	3%
29/30	-128	104	-232	105	35	45	185	105	105	290	58	3%

				Approved Expansions				Proposed school expansions Planned Additional capacity		Planned Impact		
Academic Year	Forecasts - Unused Places	Cumulative Pupil Yield Anticipated from New Housing	Housing Impact	Wheelock	Elworth CE	Haslington (Net Capacity Adjustment)	Cumulative additional capacity (Columns F+G+H)	Offley	Cumulative Additional capacity (Column K)	Cumulative Additional Capacity (Columns I + L)	Unused Places	% Unused Places (2205 Capacity)
14/15	-36		-36	15			15		0	15	-21	-1%
15/16	-62	28	-90	30	5	5	40	15	15	55	-35	-2%
16/17	-96	14	-110	45	10	10	65	30	30	95	-15	-1%
17/18	-115	179	-294	60	15	15	90	45	45	135	-159	-7%
18/19	-151	225	-376	75	20	20	115	60	60	175	-201	-9%
19/20	-128	254	-382	90	25	25	140	75	75	215	-167	-8%
20/21	-128	281	-409	105	30	30	165	90	90	255	-154	-7%
21/22	-128	301	-429	105	35	35	175	105	105	280	-149	-7%
22/23	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
23/24	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
24/25	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
25/26	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
26/27	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
27/28	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
28/29	-128	304	-432	105	35	45	185	105	105	290	-142	-6%
29/30	-128	304	-432	105	35	45	185	105	105	290	-142	-6%

Gradual growth at the point of entry to school
Negative sum shown in red indicates additional capacity needed

pupil places	96%	4%	2%	
2205	2117	88	44	2015 with all changes, if approved (Haslington, Offley, Elworth CE, Wheelock)
1915	1838	77	38	Forecasts based on 2013 School Census
2020	1939	81	40	inc 105 at Wheelock
290	278	12	6	inc 105 Wheelock and 35 ECE, 45 Haslington, 105 Offley

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Legend

Primary School Buffer

Buffer Distance

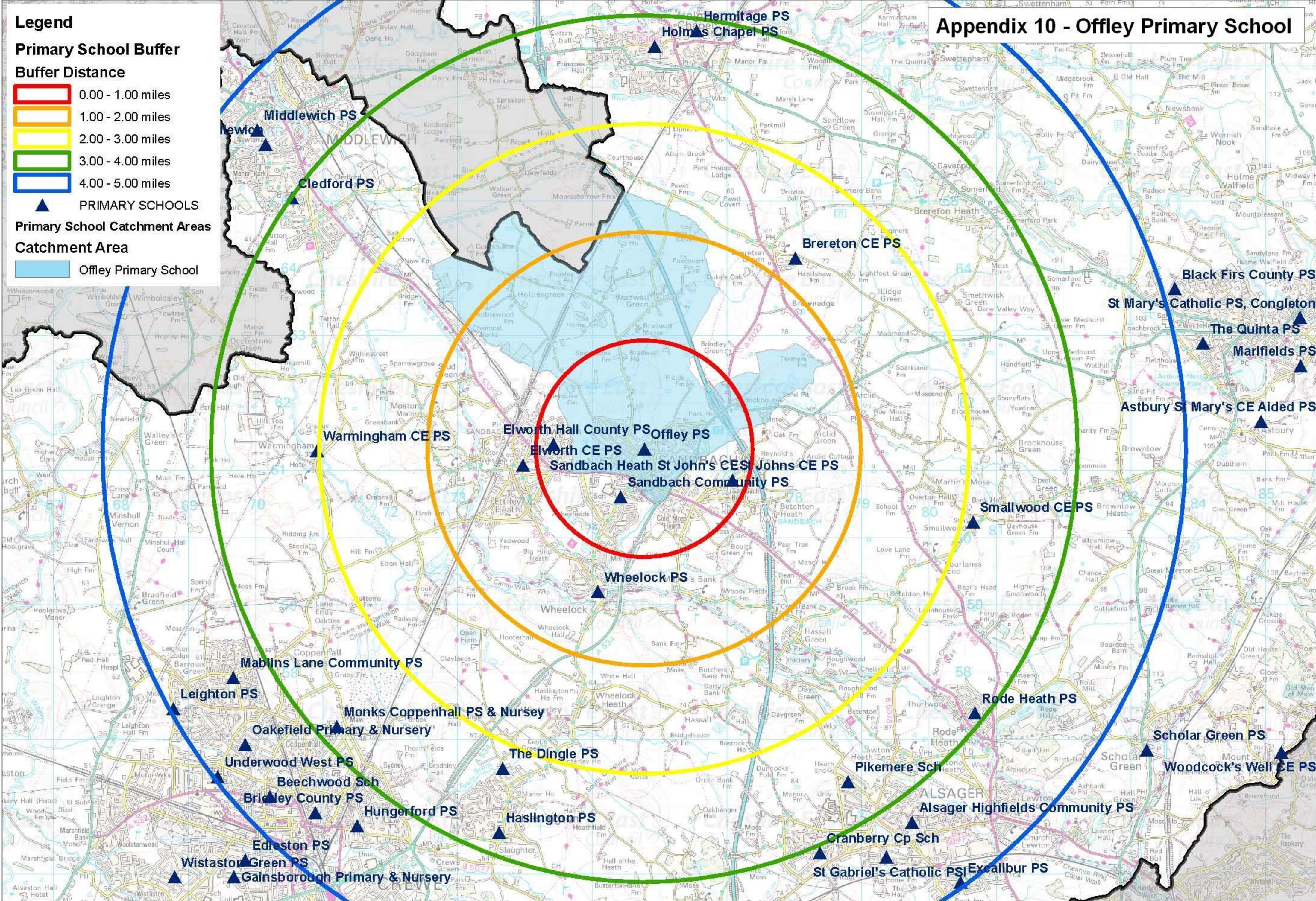
- 0.00 - 1.00 miles
- 1.00 - 2.00 miles
- 2.00 - 3.00 miles
- 3.00 - 4.00 miles
- 4.00 - 5.00 miles

▲ PRIMARY SCHOOLS

Primary School Catchment Areas

Catchment Area

- Offley Primary School



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School Organisation

Maintained Schools

Annex B: Guidance for Decision-makers

January 2014

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Summary

Key points

1. This Annex is for local authorities, the Schools Adjudicator and governing bodies in their roles as decision-makers. It is relevant to the 2013 School Organisation Regulations¹. Decisions on proposals published before 28 January 2014 must be made with regard to the previous Decision-makers Guidance.
2. The table in [Annex A.5](#) sets out the decision-maker for each type of school organisation proposal. The department does not prescribe the exact process by which a decision-maker carries out their decision-making function; however, decision-makers must have regard² to this guidance when making a decision.
3. The decision-maker should consider the views of those affected by a proposal or who have an interest in it, including cross-LA border interests. The decision-maker should not simply take account of the numbers of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most directly affected by a proposal – especially parents of children at the affected school(s).

Related proposals

4. Any proposal that is 'related' to another proposal must be considered together. A proposal should be regarded as 'related' if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal. Where proposals are 'related', the decisions should be compatible.
5. Where a proposal is 'related' to another proposal to be decided by the Secretary of State (e.g. for the establishment of a new academy) the decision-maker should defer taking a decision until the Secretary of State has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

Conditional approval

6. Decision-makers may give conditional approval for a proposal subject to certain prescribed events³. The decision-maker must set a date by which the condition should be met but can modify the date if the proposer confirms, before the date expires, that the condition will be met later than originally thought.

¹ In the case of the removal of a Foundation or Foundation majority this guidance is relevant to The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007.

² Under paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 and regulation 7 of the Prescribed Alterations Regulations.

³ The prescribed events are those listed under paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations (for prescribed alterations), regulation 16 of the Establishment and Discontinuance Regulations (for closures and new schools) and paragraph 16 of Schedule 1 to the Prescribed Alterations Regulations (for foundation and trust proposals).

7. The proposer should inform the decision-maker (and the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk in the case of school closures) when a condition is modified or met. If a condition is not met by the date specified, the proposal should be referred back to the decision-maker for fresh consideration.

Publishing decisions

8. All determinations (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a determination the decision-maker must arrange (via the proposer as necessary) for the decision and the reasons behind it to be published on the website where the original proposal was published. The decision-maker must also arrange for the bodies below to be notified of the decision and reasons⁴:

- the LA (where the Schools Adjudicator or governing body is the decision-maker);
- the governing body/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school;
- any other body that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

Factors to consider

9. Paragraphs [10](#) to [78](#) of this annex set out some the factors that decision-makers should consider when deciding a proposal. Paragraphs [10](#) to [29](#) are relevant to all types of proposals. Paragraphs [30](#) to [78](#) are more relevant to certain types of proposals (as specified). These factors are not exhaustive and the importance of each will vary depending on the type and circumstances of the proposal. All proposals must be considered on their individual merits.

⁴ In the case of proposals to change category to foundation, acquire/remove a Trust and/or acquire/remove a Foundation majority the only bodies the decision-maker must notify are the LA and the governing body (where the Schools Adjudicator is the decision-maker).

Factors relevant to all types of proposals

Consideration of consultation and representation period

10. The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

Education standards and diversity of provision

11. Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

12. The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

Demand

13. In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

14. The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

15. Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

School size

16. Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also

consider the impact on the LA's budget of the need to provide additional funding to a small school to compensate for its size.

Proposed admission arrangements (including post-16 provision)

17. In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

18. Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

National Curriculum

19. All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community⁵.

Equal opportunity issues

20. The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

21. 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 should 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.

⁵ Under sections: 90, 91, 92 and 93 of the Education Act 2002.

Community cohesion

22. Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for, other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

Travel and accessibility

23. Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

24. The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

25. A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

Capital

26. The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

27. Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal 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 proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

School premises and playing fields

28. Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely.
29. [Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

Factors relevant to certain types of proposals:

Expansion

30. When deciding on a proposal for an expansion on an additional site (a 'satellite school'), decision-makers will need to consider whether the new provision is genuinely a change to an existing school or is in effect a new school (which would trigger the academy presumption in circumstances where there is a need for a new school in the area⁶). Decisions will need to be taken on a case-by-case basis, but decision-makers will need to consider the following non-exhaustive list of factors which are intended to expose the extent to which the new site is integrated with the existing site, and to ensure that it will serve the same community as the existing site:

- The reasons for the expansion
 - What is the rationale for this approach and this particular site?
- Admission and curriculum arrangements
 - How will the new site be used (e.g. which age groups/pupils will it serve)?
 - What will the admission arrangements be?
 - Will there be movement of pupils between sites?
- Governance and administration
 - How will whole school activities be managed?
 - Will staff be employed on contracts to work on both sites? How frequently will they do so?
 - What governance, leadership and management arrangements will be put in place to oversee the new site (e.g. will the new site be governed by the same governing body and the same school leadership team)?
- Physical characteristics of the school
 - How will facilities across the two sites be used (e.g. sharing of the facilities and resources available at the two sites, such as playing fields)?
 - Is the new site in an area that is easily accessible to the community that the current school serves?

⁶ Or require an proposal under section 11 of the EIA 2006 for a new maintained school.

Expansion of existing grammar schools

31. Legislation prohibits the establishment of new grammar schools⁷. Expansion of any existing grammar school onto a satellite site can only happen if it is a genuine continuance of the same school. Decision-makers must consider the factors listed in paragraph 30 on 'expansions' when deciding if an expansion is a legitimate enlargement of an existing school.

Changes to boarding provision

32. In making a decision on a proposal to close a school that has boarding provision, or to remove boarding provision from a school that is not closing, the decision-maker should consider whether there is a state maintained boarding school within reasonable distance from the school. The decision-maker should consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

Addition of post-16 provision

33. In assessing a proposal to add post-16 provision, decision-makers should look for evidence that the proposal will improve, extend the range, and increase participation in high quality educational or training opportunities for post-16 pupils within the LA or local area.

34. The decision-maker should also look for evidence on how new places will fit within the 16-19 organisation in an area and that schools have collaborated with other local providers in drawing up a proposal.

35. The decision-maker may turn down a proposal to add post-16 provision if there is compelling and objective evidence that the expansion would undermine the viability, given the lagged funding arrangements, of an existing high quality post-16 provider.

36. Decision-makers should consider the viability of a proposal bearing in mind the formulaic approach to funding; that the school will have to bear any potential diseconomies of scale; and the impact of future demographic trends.

37. A proposal should take account of the timeline for agreeing 16-19 funding which will be available in the most recent guidance on the department's website. Decision-makers should note that post-16 funding runs on an August – July academic year cycle.

⁷ Except where a grammar school is replacing one of more existing grammar schools. See [paragraph 53](#).

Changes of category to voluntary-aided

38. For a proposal to change the category of a school to voluntary-aided, the decision-maker must be satisfied that the governing body and/or the Foundation are able and willing to meet their financial responsibilities for building work. The decision-maker may wish to consider whether the governing body has access to sufficient funds to enable it to meet 10% of its capital expenditure for at least five years from the date of implementation, taking into account anticipated building projects.

Changes to special educational need provision – the SEN improvement test

39. In planning and commissioning SEN provision or considering a proposal for change, LAs should aim for a flexible range of provision and support that can respond to the needs of individual pupils and parental preferences. This is favourable to establishing broad categories of provision according to special educational need or disability.

Decision-makers should ensure that proposals:

- take account of parental preferences for particular styles of provision or education settings;
- take account of any relevant local offer for children and young people with SEN and disabilities and the views expressed on it;
- 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;
- take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, within a learning environment where children can be healthy and stay safe;
- 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;
- 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;
- ensure appropriate provision for 14-19 year-olds; and
- ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs must be amended and all parental rights must be ensured. Other interested partners, such as the Health Authority

should be involved. Pupils should not be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need.

40. When considering any reorganisation of provision that the LA considers to be reserved for pupils with special educational needs, including that which might lead to children being displaced, proposers will need to demonstrate how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for those children. Decision-makers should make clear how they are satisfied that this SEN improvement test has been met, including how they have taken account of parental or independent representations which question the proposer's assessment.

Additional factors relevant to proposals for new maintained schools

Suitability

41. When considering a proposal for a new maintained school, the decision-maker should consider each proposal on its merits, and take into account all matters relevant to the proposal. Any proposals put forward by organisations which advocate violence or other illegal activity must be rejected. In order to be approved, a proposal should demonstrate that they would support UK democratic values including respect for the basis on which UK laws are made and applied; respect for democracy; support for individual liberties within the law; and mutual tolerance and respect.

Competitions (under section 7 EIA 2006)

42. Where a LA considers that there is a need for a new school in its area it must first seek proposals to establish an academy/free school under section 6A of EIA 2006 (though proposals may also be made under section 10 and 11 of the EIA 2006). In such cases the Secretary of State is the decision-maker. However, in exceptional circumstances where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of the EIA 2006 may be held. Where there is demand for faith places the LA may seek to establish a new faith VA school (see paragraphs [47-51](#)).

43. Where two or more proposals are complementary, and together meet the requirements for the new school, the decision-maker may approve all the proposals.

44. The specification for the new school is only the minimum requirement; a proposal may go beyond this. Where a proposal is not in line with the specification, the decision-maker must consider the potential impact of the difference to the specification.

45. Where additional provision is proposed (e.g. early years or a sixth-form) the decision-maker should first judge the merits of the main proposal against the others. If the proposal is judged to be superior, the decision-maker should consider the additional elements and whether they should be approved. If the decision-maker considers they cannot be approved, they may consider a modification to the proposal, but will need to first consult the proposers and - if the proposal includes provision for 14-19 year olds - the Education Funding Agency (EFA).

Capital in competitions

46. For competitions the LA will be expected to provide premises and meet the capital costs of implementing the winning proposal, and must include a statement to this effect in

the notice inviting proposals. Where the estimated premises requirements and/or capital costs of a proposal submitted in response to a competition exceed the initial cost estimate made by the LA, the decision-maker should consider the reasons for the additional requirements and/or costs, as set out in the proposal and whether there is agreement to their provision.

New voluntary-aided schools (under section 11 of EIA 2006)

47. Section 11 of the EIA 2006 permits a new VA school to be proposed without the requirement for the Secretary of State's approval. Such a school must be proposed following the required statutory process and may be for a school with or without a designated religious character.

48. Many VA schools are schools with a religious character. The department recognises the important contribution that faith schools make to the education system and that 'faith need' (demand for faith places on choice grounds) may be viewed as separate from 'basic need' (demand for new school places).

49. When assessing basic need, LAs need to look at the general demand for places and if a new school is needed to address basic need, must go down the academy presumption route. Where there is a demand for faith places, the law allows for LAs to seek to establish a new academy with religious designation, or for other proposers to establish new VA schools outside the presumption process.

50. The approval of a new school to meet local demand for faith places may also meet the demand (or some of the demand) for basic need.

51. Legislation allows maintained schools to seek to convert to academy status.

Independent faith schools joining the maintained sector

52. Legislation allows an independent faith school to move into the maintained sector. However, decision-makers must ensure that the decision to proceed with such a proposal is clearly based on value for money and that the school is able to meet the high standards expected of state-funded educational provision. The department would expect the decision-maker to consider the following points:

- that there is genuine demand/need for this type of school place in the local community;
- that the current and projected financial health of the proposer is strong;
- that the proposal represents long term value for money for the taxpayer;
- that the school will be able to deliver the whole of the national curriculum to the expected high standard;
- that all aspects of due diligence have been considered and undertaken; and

- that the school building is appropriate for the delivery of a high standard of education and in good condition throughout, or can easily be improved to meet such standards.

Replacement grammar schools

53. A new school can only be designated as a grammar school by the Secretary of State where it is being established in place of one or more closing grammar schools⁸. Decision-makers should therefore satisfy themselves that if a new school is proposed as a grammar school it is eligible for designation. Where an existing grammar school is expanding the proposer and decision maker must consider the points listed in paragraph [30.](#)

⁸ Under section 104 of the SSFA 1998.

Additional factors relevant to closure proposals

Closure proposals (under s15 EIA 2006)

54. The decision-maker should be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall quality of provision, the likely supply and future demand for places. The decision-maker should consider the popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for those schools.

Schools to be replaced by provision in a more successful/popular school

55. Such proposals should normally be approved, subject to evidence provided.

Schools causing concern

56. For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools should be made available. Decision-makers should have regard to the length of time the school has been in special measures, requiring improvement or otherwise causing concern. The decision-maker should also have regard to the progress the school has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There is a presumption that these proposals should be approved, subject to checking that there are sufficient accessible places of an acceptable standard available to accommodate displaced pupils and to meet foreseeable future demand for places in the area.

Rural schools

57. There is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and the proposal clearly in the best interests of educational provision in the area⁹. Those proposing closure should provide evidence to show that they have carefully considered the following:

- alternatives to closure including the potential for federation with another local school or conversion to academy status and joining a multi-academy trust or umbrella trust to increase the school's viability;

⁹ Not applicable where a rural infant and junior school on the same site are closing to establish a new primary school on the same site(s).

- the scope for an extended school to provide local community services; and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc.;
- the transport implications; and
- the overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

58. When deciding a proposal for the closure of a rural primary school the decision-maker must refer to the [Designation of Rural Primary Schools Order](#) to confirm that the school is a rural school.

59. For *secondary schools*, the decision-maker must decide whether a school is to be regarded as rural for the purpose of considering a proposal. In doing so the decision-maker should have regard to the department's register of schools – EduBase¹⁰ which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

Early years provision

60. In considering a proposal to close a school which currently includes early years provision, the decision-maker should consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and should have particular regard to the views of the Early Years Development and Childcare Partnership.

61. The decision-maker should also consider whether the new, alternative/extended early years provision will maintain or enhance the standard of educational provision for early years and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

Nursery school closures

62. There is a presumption against the closure of nursery schools. This does not mean that a nursery school will never close, but the case for closure should be strong and the proposal should demonstrate that:

- plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity as the provision provided by the nursery school with no loss of expertise and specialism; and
- replacement provision is more accessible and more convenient for local parents.

10 Any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

Balance of denominational provision

63. In deciding a proposal to close a school with religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.

64. The decision-maker should not normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of relevant denominational places in the area. However, this guidance does not apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

Community Services

65. Some schools may be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social consequences. In considering proposals for the closure of such schools, the effect on families and the community should be considered. Where the school is providing access to extended services, provision should be made for the pupils and their families to access similar services through their new schools or other means.

Additional factors relevant to proposals to change category to foundation, acquire/remove¹¹ a Trust¹² and acquire/remove a foundation majority governing body

Standards

66. Decision Makers should consider the impact of changing category to foundation and acquiring or removing a Trust on educational standards at the school. Factors to consider include:

- the impact of the proposals on the quality, range and diversity of educational provision in the school;
- the impact of the proposals on the curriculum offered by the school, including, if appropriate, the development of the school's specialism;
- the experience and track record of the Trust members, including any educational experience and expertise of the proposed trustees;
- how the Trust might raise/has raised pupils' aspirations and contributes to the ethos and culture of the school;
- whether and how the proposals advance/have advanced national and local transformation strategies;
- the particular expertise and background of Trust members. For example, a school seeking to better prepare its pupils for higher education might have a higher education institution as a partner.

67. In assessing standards at the school, the decision-maker should take account of recent reports from Ofsted or other inspectorates and a range of performance data. Recent trends in applications for places at the school (as a measure of popularity) and the local reputation of the school may also be relevant context for a decision.

68. The government wants to see more schools benefit from the freedom to control their own assets, employ their own staff and set their own admissions criteria. However, if a proposal is not considered strong enough to significantly improve standards at a school that requires it, the decision maker should consider rejecting the proposal.

¹¹ Regulation 19 of The School Organisation (Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations 2007 requires the governing body, LA, trustees and Schools Adjudicator to have regard to guidance when exercising their functions in relation to the removal of: a foundation, a Trust, or a Foundation majority.

¹² A 'Trust school' is a foundation school with a charitable foundation complying with the requirements set out in section 23A of the SSFA 1998. These include that the Trust must have a charitable purpose of advancing education and must promote community cohesion.

Community Cohesion

69. Trusts have a duty¹³ to promote community cohesion. In addition to the factors outlined in paragraph [22](#), the decision-maker should also carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

General points on acquiring a Trust

70. For new Trust schools (foundation schools with a charitable foundation) the decision-maker must be satisfied that the following criteria are met for the proposal to be approved:

- the proposal is not seeking to alter the religious character of a school or for a school to acquire or lose a religious character. These alterations cannot be made simply by acquiring a Trust;
- the necessary work is underway to establish the Trust as a charity and as a corporate body; and
- that none of the trustees are disqualified from exercising the function of trustee, either by virtue of:
 - disqualifications under company or charity law;
 - disqualifications from working with children or young people;
 - not having obtained a criminal record check certificate¹⁴; or
 - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

Other points on Trust proposals

71. Additionally, there are a number of other factors which should be considered when adding or removing a Trust:

- whether the Trust acts as the Trust for any other schools and/or any of the members are already part of an existing Trust;
- if the proposed Trust partners already have a relationship with the school or other schools, how those schools perform (although the absence of a track record should not in itself be grounds for regarding proposals less favourably);
- how the partners propose to identify and appoint governors. What, if any, support would the Trust/foundation give to governors?

¹³ Under section 23(A)6 of the EIA 2006.

¹⁴ Under section 113A of the Police Act 1997.

- to what extent the proposed Trust partners have knowledge of the local community and the specific needs of the school/area and to what extent the proposal addresses these; and
- the particular expertise and background of Trust members.

General point on removing a Trust

72. If a proposal is for the removal of a Trust, the governing body should consider the proposal in the context of the original proposal to acquire the Trust, and consider whether the Trust has fulfilled its expectations. Where new information has come to light regarding the suitability of Trust partners, this should be considered.

Suitability of partners

73. Decision-makers will need to be satisfied of the suitability of Trust partners and members. They should use their own discretion and judgement in determining on a case-by-case basis what circumstances might prevent the reputation of a Trust partner being in keeping with the charitable objectives of a Trust, or could bring the school into disrepute. However, the decision-maker should seek to come to a balanced judgement, considering the suitability and reputation of the current/potential Trust. Decision-makers should seek to assure themselves that:

- the Trust members and proposed trustees (where the trustees are specified in the proposals) are not involved in illegal activities and/or activities which could bring the school into disrepute;
- the Trust partners are not involved in activities that may be considered inappropriate for children and young people (e.g. tobacco, gambling, adult entertainment, alcohol).

74. The following sources may provide information on the history of potential Trust partners:

- [The Health and Safety Executive Public Register of Convictions](#)¹⁵;
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

¹⁵ Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits.

Land and Assets, when removing a Trust/foundation majority

75. When removing a Trust, the governing body is required to resolve all issues relating to land and assets before the publication of proposals, including any consideration or compensation that may be due to any of the parties. Where the parties cannot agree, the issues may be referred to the Schools Adjudicator to determine.

76. The Schools Adjudicator will take account of a governing body's ability to pay when determining any compensation. Therefore, all of these issues must be resolved by the point at which the decision is made and the amount of compensation due to either party may be a factor in deciding proposals to remove a Trust.

Finance - when removing a Trust/foundation majority

77. Trusts are under no obligation to provide financial assistance to a school, but there may be instances where the Trust does provide investment. The well-being and educational opportunities of pupils at the school should be paramount, and no governing body should feel financial obligations prevent the removal of a Trust where this is in the best interests of pupils and parents.

Other services provided by the Trust - when removing a Trust/foundation majority

78. Trusts may offer a variety of services to the school, such as careers advice, work experience placements, strategic partnerships with other schools, access to higher education resources and so on. The damage to relationships and/or loss of any of these advantages should be weighed up against the improvements envisaged by a change in governance or the removal of the Trust.



Department
for Education

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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 and Families Services		Lead officer responsible for assessment		Tony Crane	
Service	School Organisation		Other members of team undertaking assessment		Barbara Dale	
Date	29 May 2014		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>Decision on the proposed expansion of Offley Primary School, Sandbach from 315 places (1.5FE) to 420 school places (2FE) for implementation for September 2015.</p> <p>There are any other associated policies and procedures as set out below:-</p> <ul style="list-style-type: none"> Targeted Basic Need Programme - The programme was launched in March 2013 to provide additional funding for school places in areas where they are most needed. Local authorities were invited to bid for funding for new schools, or to expand existing outstanding and good schools. Statutory consultation will be undertaken on these proposals as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Offley Primary 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 2013 that came into force on 28 January 2014. <p>The aims, objectives and outcomes of this proposed change are as follows:-</p>					

	<p>The Local Authority is proposing the expansion of Offley Primary School which has a current capacity of 315 pupil places. The proposed increase to 420 places will deliver sufficient capacity for the school to become a two form of entry (60 places per year group) primary school with a proposed completion date of September 2015.</p> <p>The outcomes of the 4 week representation period are summarised in a report to the School Organisation Sub Committee. In deciding whether to approve the expansion it is a requirement both under DfE guidance and case law that the decision makers should consider the views expressed during the representation period 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.</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 Sandbach

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 Sandbach area.
Could there be a different impact or outcome for some groups?	This proposal will have a 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

EQUALITY IMPACT ASSESSMENT FORM

Appendix 12

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 unequal outcomes (do you have enough evidence to prove otherwise)?			Pre – publication consultation took place between 10 December 2013 and 21 January 2014. Stakeholders were invited to offer feedback on the proposal and a summary was presented to the Portfolio Holder meeting on 31. March 2014. The Portfolio Holder gave permission to publish notices and a public notice was issued in the local press on 16 and 17 April 2014. The 4 week representation period commenced on 17 April and ran until 15 May 2014. Key stakeholders were invited to offer feedback on the proposal and a summary of the feedback received will be considered by the School Organisation Sub Committee at their meeting of 9 June 2014.								
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 Sandbach 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>However, given the very young age of the pupils it is unlikely that any issues will arise in relation to these protected characteristics.</p>	✓	
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 school 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 school 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	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. Based on the October	✓	

	<p>2012 School Census data</p> <p>The recorded data for Offley Primary School is:</p> <ul style="list-style-type: none"> • 93% White • 5% Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 1% Other Groups or Not recorded <p>The average recorded data across the Sandbach primary schools is:</p> <ul style="list-style-type: none"> • 94% White • 2 % Mixed/Dual Background • 1% Asian or Asian British • 0% Black or Black British • 3% 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	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect. The school proposed for expansion is a Community school and admission applications are considered against the Local Authority's published admission arrangements and over subscription criteria. Religion and belief do not form part of the admission arrangements or over subscription criterion and all applications will be considered on an equal basis irrespective of religious belief.</p>	v	
Sex	<p>The gender balance between girls and boys currently attending Offley Primary School is 50% male and 50% female. This represents a similar school population demographic across Sandbach schools with 49% male and 51%</p>	v	

	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

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	Further action (only an outline needs to be included here. A full action plan can be included at Section 4)

EQUALITY IMPACT ASSESSMENT FORM

Appendix 12



			Low: Little/no identified impacts; heavily legislation-led; limited public facing aspect	
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			
Specific actions to be taken to reduce, justify or remove any adverse impacts	How will this be monitored?	Officer responsible	Target date
During the representation period a concern was raised increase in traffic and potential parking problems	<p>The school is more fortunate than many with regard to the parking spaces available within the school grounds. Road safety is paramount and the school ensure that all steps are taken to protect children and review. The school have a traffic plan in place which was drawn up in 2009 when they had a number of meetings with Councillor Moran.</p> <p>It was seen that parking was more than adequate for the school and a Crossing Patrol person (lolly pop lady) has been in place for a while. The school also regularly communicate to parents the need to take care when parking via the school newsletter. Also the Community Police Officer is involved in monitoring traffic and parking.</p> <p>These issues may be raised and dealt with at any subsequent planning application</p>		

EQUALITY IMPACT ASSESSMENT FORM**Appendix 12**

Please provide details and link to full action plan for 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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