

# School Organisation Sub-Committee

## Agenda

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<b>Date:</b>	<b>Friday 21st April 2017</b>
<b>Time:</b>	<b>9.30 am</b>
<b>Venue:</b>	<b>The Capesthorne Room - Town Hall, Macclesfield SK10 1EA</b>

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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 top of each report.

It should be noted that Part 1 items of Cheshire East Council decision making and Overview and Scrutiny meetings are audio recorded and the recordings will be uploaded to the Council's website.

### **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 Disley Primary School** (Pages 7 - 64)

To consider a report outlining proposals to expand Disley Primary School from 210 to 280 pupil places for September 2017

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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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## **Cheshire East Council**

### **Procedure for considering statutory school reorganisation proposals and other non statutory education reorganisation proposals**

#### **1. Decisions to publish statutory proposals<sup>1</sup>**

Decisions to be taken by the Individual Portfolio Holder for Children and Families

#### **2. Procedure for considering statutory school reorganisation proposals and decisions on non statutory education reorganisation proposals which do not attract objections**

Decisions to be taken by Cabinet

#### **3. Procedure for considering statutory school reorganisation proposals and decisions on non statutory education reorganisation proposals which attract objections**

Decisions to be taken by a Cabinet School Organisation Sub Committee under the procedures set out below

### **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 any other body or person the proposer considers appropriate will be invited to attend and offer advice to the Sub Committee where the proposals impact on their sector of educational provision. These are referred to within these arrangements as 'invited parties',

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<sup>1</sup> Feedback from consultation will be presented to the Portfolio Holder at this stage. Although there is no longer a prescribed 'pre-publication' consultation period for prescribed alterations, there is a strong expectation on schools and LAs to consult interested parties in developing their proposal prior to publication as part of their duty under public law to act rationally and take into account all relevant considerations.

## **Part 1 - Meeting of the Sub Committee to be held in public.**

### **Introduction**

1. There will be a brief introduction by the Legal 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 Proposer's Representative/s to present the proposal and responses to it. <sup>2</sup>

### **Objections to the Proposal**

3. The Chair of the Sub Committee will invite the Objector's Representative/s to make an oral presentation of their objection/s. <sup>3</sup>

### **Questions/Responses to the Proposer**

4. The Chair of the Sub Committee will invite the Objector to ask questions of/respond to the Proposer.

### **Questions/Responses to the Objector**

5. The Chair of the Sub Committee will invite the Proposer to ask questions of/respond to the Objector.

### **Questions/Responses by Invited Parties to Proposer and Objector.**

6. The Chair of the Sub Committee will invite any invited parties to ask questions of/respond to the Proposer and Objector.

### **Information Seeking by the Sub Committee**

7. Sub Committee Members may ask the Proposer any questions about:
  - The case for the proposals.
  - The objections received.
8. Sub Committee Members may ask the Objector any questions about their objections.
9. Sub Committee Members may invite views or comments from relevant parties<sup>4</sup> as they consider appropriate.
10. Sub Committee Members may invite views or comments from Elected Members.

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<sup>2</sup> No more than 3 presentations and a maximum 15 minutes in total.

<sup>3</sup> No more than 3 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 3 representatives to speak on their behalf. Objectors are asked to notify the Democratic Services Officer to the Sub Committee of the name(s) of their representative/s in advance of the meeting.

<sup>4</sup> 'Relevant parties' refers to those persons or bodies that the Sub Committee considers are most likely to be directly affected by the proposal.

### **Part 2 - Meeting of the Sub Committee to 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 Council may remain present, in accordance with the Council's Standing Orders relating to Council proceedings.

#### **Review of Information**

11. The Sub Committee, advised by the Legal Adviser, will consider whether it has sufficient information to come to a decision<sup>5</sup>, or whether more information, not available at the meeting, is needed.
  12. When the Sub Committee considers that it has sufficient information to come to a decision, it 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.
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### **Part 3 - Announcement of the Decision in public session**

13. The Sub Committee's decision will be made in public following the private review of information session. The decision<sup>6</sup> and the reasons for it will then be published on the Council's website within one week.

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<sup>5</sup> 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.

<sup>6</sup> Decisions by the Sub Committee remain subject to the Council's call- in procedures under the relevant Standing Order of the Council's Constitution.



## CHESHIRE EAST COUNCIL

### School Organisation Sub Committee

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**Date of Meeting:** 21 April 2017  
**Report of:** Executive Director of People & Deputy CEO  
**Subject/Title:** Proposed Expansion of Disley Primary School,  
**Portfolio Holder:** Children and Families Councillor Liz Durham

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#### 1 Report Summary

- 1.1 As the Strategic Commissioner of School Places, Cheshire East Council has a statutory duty to ensure a sufficiency of school places for children resident in its area. An analysis of the latest pupil forecasts identified the need to provide additional primary school places in Disley in response to increasing pupil populations. The data analysis indicates the need for an extra 70 school places (Reception to Year 6) which, if agreed, would provide 10 more reception class places in this area.
- 1.2. The proposed expansion to increase the intake from 30 to 40 pupils (not 45 which is a more typical delivery model) is deliberate in that this increase allows for a phased expansion programme based upon a class organisation/curriculum delivery model that best suits the school and therefore learners.
- 1.3. This paper reports on the outcome of the statutory proposal notice, which ran for four weeks between 1 March 2017 and 29 March 2017. There was only one response to the statutory proposal notice. Details of this response are provided with this report for consideration. Copies of the statutory notice and the full proposal are attached. (See **Appendix 1 and 2.**)
- 1.4. The Headteacher and Governing Body of the school are fully supportive of the proposed increase and have confirmed their continued commitment to support their growing local community. The school is seen as an integral part of the local community with village events often held on school premises, such as baby and toddler; post natal groups; jujitsu; slimming and aerobic classes.

#### 2 Recommendation

- 2.1 The School Organisation Sub Committee approve the proposed expansion of Disley Primary School from 210 to 280 pupil places for implementation in September 2017, having given due consideration to the response to the statutory proposal notice.

### **3 Other Options Considered**

- 3.1 Disley Primary School is the only school that serves the Disley area, with the next nearest Cheshire East school four miles away, which would likely result in the need for transport depending on the address of pupils.
- 3.2 The additional places are as a result of pupil growth resulting from local housing developments and therefore there is no intention to displace pupils from neighbouring schools. The Council is required to provide sufficient school places to meet local demand.
- 3.3 There are alternative schools in other local authority boundaries which are within two miles of Disley Primary School, these were detailed in the consultation documentation. Where these schools are stated as a parental preference pupils have and would continue to be offered places at these schools according to the admissions policy. However, when a parental preference school cannot be offered Cheshire East Council can only place children at a Cheshire East School.

### **4 Reasons for Recommendation**

- 4.1 This recommendation is made on the basis of the outcomes of the pre publication consultation period and subsequent statutory representation period. An objection has been received during the period of statutory notice and therefore the School Organisation Sub Committee is required to consider the objection and make a decision on whether or not to proceed with current proposals for expansion.

### **5 Background / Chronology**

- 5.1 Disley Primary School is a Cheshire East community school rated “Good” by Ofsted at the last inspection in November 2011. Until 2008 Disley Primary had a Published Admission Number (PAN) of 45 children per year group and accommodated 315 pupils. The school was reduced to 30 PAN, 210 pupils, under Cheshire County Council’s Transforming Learning Communities (TLC) initiative. Until more recently, the school has been able to accommodate the children of Disley but increases in the local population due to housing have resulted in an increase in the number of applications for the school. This proposal would provide an appropriate increase in places to enable the Council to have sufficient school places.
- 5.2 We currently have a situation where children from Disley cannot attend Disley Primary School and have therefore been offered places at the nearest school with places which is Kettleshulme St James CE Primary School at over 3 miles away. Information regarding nearest schools in neighbouring authorities is contained in the consultation document attached as **Appendix 3**
- 5.3 The full rationale for the proposed expansion of Disley Primary School is set out within the consultation document attached as **Appendix 3** and although consultation is no longer statutory, there is a strong expectation



that schools and local authorities will consult interested parties in developing their proposal as part of their duty under public law to act rationally and take account of all relevant considerations. Consultation was conducted for a 4 week period between 14 September 2016 and 12 October 2016

- 5.4 The Portfolio Holder for Children and families received a report detailing the outcome of the consultation and approval was given to issue a notice detailing the proposed expansion of Disley Primary from 210 to 280 school places.
- 5.5 In accordance with the guidance issued by the Department for Education, the statutory publication notice was published in the Macclesfield and Stockport Express on 1 March 2017 and the statutory four-week representation period ran from 1 March 2017 to 29 March 2017. 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.
- 5.6 The representation period was notified to key stakeholders including Ward Members, MP, the Diocese and Parish Councils. Information was emailed to all local schools and schools were issued with letters for distribution to all staff, governors and parents.
- 5.7 There has only been one response to the statutory notice. The response received was from a neighbouring school which is maintained by Derbyshire local authority. Concern was raised regarding current vacancies at their school and whether the proposed expansion of Disley Primary was solely to meet the needs of Disley catchment residents. A copy of the communication is attached as **Appendix 4**
- 5.8 The proposal to expand Disley Primary school is to provide sufficient school places to meet the increased population due to housing developments. However, all admission authorities are bound by the Admissions Code and Regulations which requires all applications to be considered against the Local Authority's published admission arrangements and over subscription criteria and therefore applications would have to be considered from across the Council borders based on parental preference.

## 6 Wards Affected and Local Ward Members

- |                                  |                       |
|----------------------------------|-----------------------|
| 6.1 Disley -                     | Cllr Harold Davenport |
| Poynton East and Pott Shrigley - | Cllr Howard Murray    |
| Poynton East and Pott Shrigley - | Cllr Jos Saunders     |
| Poynton West and Adlington -     | Cllr Michael Beanland |
| Poynton West and Adlington -     | Cllr Mike Sewart      |
| Sutton -                         | Cllr Hilda Gaddum     |

## 7 Implications of Recommendation

### 7.1 Policy Implications

- 7.1.1 In the event that the proposal is approved, the Local Authority will determine an increase in the PAN from 30 to 40 pupils per year group, in line with the statutory timescales set out in the School Admissions Code (2014).

### 7.2 Legal Implications

- 7.2.1 The DfE statutory guidance accompanies the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and (Establishment and Discontinuance of Schools) Regulations 2013 that came into force on 28 January 2014. It provides information on the processes involved in making significant changes to maintained schools (e.g. expansion), establishing new provision and school closure.

- 7.2.2 Local authorities are under a statutory duty to ensure the sufficiency of school places in their area. They can propose an enlargement of the premises of community, foundation and voluntary schools. When doing so they must follow the statutory process as set out in the Prescribed Alterations Regulations (2013) if:

*The proposed enlargement of the premises of the school is permanent (longer than three years) and would increase the capacity of the school by:*

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

- 7.2.3 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.

- 7.2.4 The 2014 statutory process for making significant changes to schools now has four stages, as set out below:

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

<b>Stage 3</b>	<b>Decision</b>	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.
<b>Stage 4</b>	<b>Implementation</b>	No prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

7.2.5 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.

7.2.6 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 5**.

7.2.7 Committee members are advised that they must have regard to the Guidance when making their decision, in accordance with Regulation 7 of The Regulations. 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.

### 7.3 Financial Implications

7.3.1 The proposed expansion would be funded through Basic Need Capital Grant allocation plus anticipated Section 106 developer contribution of £75,000.

7.3.2 Based on a desktop analysis of works to be undertaken the estimated cost of the expansion is £450,000. This is reflected in the Council's Capital programme

7.3.3 The Section 106 element of the funding is payable on commencement of the development. There is an element of risk associated with Section 106 funding as should the development ultimately not proceed then the contribution will not be paid to the Council. In this event the shortfall will be paid for through the Basic Need Grant meaning less is available for other projects.

7.3.4 An increase in pupils during the year may mean the school qualifies for a growth fund payment to assist with additional running costs. This will be

determined later in 2017. Pupils on role in October 2017 will determine funding levels from April 2018.

### **7.4 Equality Implications**

- 7.4.1 An Equality Impact Assessment (**Appendix 6**) 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.

### **7.5 Rural Community Implications**

- 7.5.1 The proposal evidences the local authority commitment to support our rural schools to meet the needs of the community.
- 7.5.2 Providing additional places at this Cheshire East primary school will improve our ability to offer local children a school place at their village school and support the local rural community.

### **7.6 Human Resources Implications**

- 7.6.1 There are no additional human resource implications for the Council but the school are aware that increased numbers on roll could require additional staffing costs which would be funded through their formula funded budget.

### **7.7 Public Health Implications**

- 7.7.1 Not Applicable

### **7.8 Implications for Children and Young People**

- 7.8.1 Providing additional places at this rural school will help ensure that local children can be offered a place at their local school.

### **7.9 Other Implications**

- 7.9.1 Not Applicable

## **8 Risk Management**

- 8.1 The proposed expansion is identified to address a Basic Need at Disley Primary School. This is in order to ensure that the Council meets its statutory duty to provide sufficient school places in this area.
- 8.2 Disley is a community school on the edge of the Cheshire East administrative boundary neighbouring Stockport and Derbyshire. Information about spare capacity and school organisation plans in these areas has therefore been considered, details of which are set out in the consultation document.

- 8.3 If additional places are not provided at Disley Primary School, parents of Cheshire East children who are resident in the school's designated catchment area may be unable to secure places at their local school and may be required to travel some distance to other Cheshire East schools requiring transport assistance.

## 9 Access to Information/Bibliography

- [School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)

[School Admissions Code \(2014\)](#)

## 10 Contact Information

Contact details for this report are as follows:

**Name:** Val Simons  
**Designation:** Pupil Place Planning Officer  
**Tel No:** 01270 686388  
**E-mail:** val.simons@cheshireeast.gov.uk

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**STATUTORY NOTICE****PROPOSED EXPANSION OF DISLEY PRIMARY SCHOOL, DANEBANK DRIVE, DISLEY, STOCKPORT, SK12 2BD.**

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 Disley Primary School, a Community School, Danebank Drive, Disley, Stockport, SK12 2BD from September 2017.

The proposal is to expand the school to provide 280 pupil places by increasing the existing capacity by 70 places for implementation by September 2017. Subject to consultation outcome and approval the Local Authority, as the Admission Authority for the school, has determined an increase in the Published Admission Number from 30 to 40 in January 2017 for September 2018.

The current capacity of the school is 210 and the proposed capacity will be 280. The current number of pupils registered at the school is 240. The current admission number for the school is 30 and the proposed admission number will be 40.

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](http://www.cheshireeast.gov.uk) or can be obtained by writing to Valerie Simons, Pupil Place Planning Officer, Children and Families, Organisation & Capital Strategy, Delamere House Floor 7, c/o Municipal Building, Earle Street, Crewe, CW1 2BJ.

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to Children and Families, Organisation and Capital Strategy, Delamere House Floor 7, c/o Municipal Building, Earle Street, Crewe, CW1 2BJ. or by email to [SOCS@cheshireeast.gov.uk](mailto:SOCS@cheshireeast.gov.uk).

Signed: Kath O Dwyer

Executive Director of People & Deputy CEO

**Publication Date: 1 March 2017**

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## Appendix 2

# STATUTORY PROPOSAL FOR PRESCRIBED ALTERATION TO A MAINTAINED SCHOOL – DISLEY PRIMARY SCHOOL

### **Local Authority Proposal**

#### **1. School and local authority details**

Disley Primary School  
Danebank Drive,  
Disley  
Stockport  
SK12 2BD

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

#### **2. Implementation**

September 2017

#### **3. Proposed Alteration**

The Current capacity of the school is 210 school places. The proposal is to expand the school to provide 280 pupil places by increasing the existing capacity by 70 places for implementation by September 2017.

Subject to approval it is proposed that the published admission number should permanently increase from 30 to 40.

#### 4. Need or demand for additional places

Until 2008 Disley Primary had a Published Admission Number (PAN) of 45 children per year group and accommodated 315 pupils. The school was reduced to 30 PAN, 210 pupils, under Cheshire County Council's Transforming Learning Communities (TLC) initiative. Until more recently, this school been able to accommodate the children of Disley but increasing demand means that changes are needed and therefore this proposal would increase the school back to nearer its former capacity

The data shown in the table below shows a forecast shortfall for Disley Primary School over the five year forecasting period of 42 pupil places based on current patterns of parental preference, new housing pupil yields and allowing for a level of operational surplus, which is intended to facilitate admission mid year, some degree of parental choice and reasonable journey times to school.

##### Forecast shortfall for Disley Primary School

Disley Primary – Pupil Place Forecasts Shortfall (-) or Surplus Places (+)					Disley Primary – Pupil Place Forecasts Including 2% operational surplus.				
2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
-27	-45	-45	-47	-42	-31	-49	-49	-51	-46

Data Source – October 2015 Based Forecasts

The approved housing developments in the area of the school that have been included in the pupil forecasts, and which have informed the need for expansion of the village primary school, are shown in the table that follows. The estimated number of school aged children from this new housing is referred to in the table as the 'pupil yield'

##### Pupil Yield from new housing developments

Housing Development	Catchment Area School	Number of Houses	Total Pupil Yield	Pupil Yields Included in Forecasts	Post 2021 Pupil Yield (Not included in Forecasts)
Fibrestart	Disley Primary School	121	22	10	0 (12 included in 2014 forecasts)
Land at Redhouse Lane	Disley Primary School	39	7	7	0
Total		160	29	17	0

The development at Fibrestart has already commenced and as at March 2016, 86 of the 121 houses had been completed.

The changing demographics of Disley 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 objective of this proposal is to provide additional places for local children within Disley Planning Area.

When identifying the schools for expansion consideration is given to a number of issues including, a site assessment and whether the school can accommodate the proposed expansion, a schools popularity and 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.

Disley Primary School is a successful school, achieving a “Good” category from Ofsted at the latest inspection in November 2011.

### Number of catchment children and reception class applications

Admission Year	Number of Children Resident in the Catchment Area.	First Preferences for Reception Places
2013	45	36
2014	43	35
2015	43	37
2016	50	40

Figures as at August 2016 January 2016.

In order to accommodate the increasing number of requests for reception class places, the school has admitted above its Published Admission Number of 30 places since September 2013 and has admitted more children mid year due to demand, as shown below:

### School census data

School Census Count	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Oct-15	33	37	35	29	31	27	23	215
Jan-16	34	38	35	31	31	28	24	221

The Published Admission Number (PAN) confirms the number of children to be admitted into the reception class at the normal point of entry to the school. This extra capacity if approved would facilitate an increase in the PAN from 30 to 40, allowing for 10 extra reception class admissions each year.

The PAN for September 2017, which was determined by Cabinet on 9 February 2016, is 30. Admissions above the determined PAN are permitted under the School Admissions Code if the admission authority decides that it can accommodate additional pupils in any year group. Should this proposal be approved, the admission authority would be in a position to admit above the 30 PAN for September 2017 and then determine the higher PAN of 40 for September 2018 reception intake and subsequent years.

## 6. Effect on other Educational Establishments in the Area

The geographical location of Disley Primary in Cheshire East is fairly unusual in that there are no other Cheshire East schools within walking distance. For example, Kettleshulme is

the next nearest Cheshire East school but this is over 4 miles away and is not on a direct public transport route. The journey is by hilly, country roads that are sometimes inaccessible during winter months.

Alternatively, pupils could attend primary schools in Poynton, but again, there is no direct public transport route which can lead to long journey times. The table below shows the three nearest Cheshire East schools to Disley together with the distances measured using the post code address points of each school – therefore school to school. As the Disley catchment area residents live in the area surrounding their local primary school, distances for families will vary according to where they live in relation to the primary school.

### Next Nearest Cheshire East Primary Schools

Order	School	Walking Distance
1	Kettleshulme St James' Church of England Primary	4.291
2	Worth Primary School	5.038
3	Vernon Primary School	5.163

Consideration has also been given to the availability of places at schools in the neighbouring authorities of Derbyshire and Stockport. The table below shows those schools that are below the 2 mile statutory walking distance <sup>1</sup> using school to school distances as aforementioned.

### Next nearest neighbouring Local Authority primary schools.

School	Home LA	Walking Distance
Newtown Primary School	Derbyshire	1.318
Hague Bar Primary School	Derbyshire	1.435
High Lane Primary School	Stockport	1.746
Brookside Primary School	Stockport	1.750

Information from Derbyshire and Stockport local authorities has been requested in relation to surplus places in these schools and any plans for change to their capacity in the future to assess the potential availability of school places should the decision be taken not to expand Disley Primary School. The number on roll at Hague Bar Primary (Ofsted rated 'Good') is forecast to be oversubscribed and Newtown Primary (Ofsted rated 'Good') is forecast to have some surplus capacity. High Lane Primary (Ofsted rated 'Good') and Brookside Primary (Ofsted rated 'Good') are also forecast to have some surplus places. There are currently no plans for expansion at these schools. Cheshire East parents would be able to apply for places at these schools if this was their preference although Cheshire East Council would be responsible for finding its residents a school places if their school choices were unsuccessful.

Officers from the local authority met with headteachers of Cheshire East primary schools and secondary school in the area on 13 September and pre publication consultation on the proposal ran from 14 September 2016 to 12 October 2016.

Feedback from the consultation was presented to the Cabinet Member for Children and Families at a meeting on 24 January where a decision was taken to issue public notices.

1. The statutory walking distance is defined in law as 2 miles for pupils aged under the age of 8 , and 3 miles for those aged 8 and above, although [Cheshire East's Transport Policy](#) includes a variation to the distance limit for primary pupils.

Further information can be accessed on the Council's website.

[http://www.cheshireeast.gov.uk/schools/school\\_organisation.aspx](http://www.cheshireeast.gov.uk/schools/school_organisation.aspx)

### 7. Project costs and Value for Money

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 Disley primary school to increase the school's capacity to 280 pupil places is being funded from the Basic Need capital Grant and an anticipated Section 106 developer contribution of £75,000.

Based on a desktop analysis of works to be undertaken the estimated cost of the expansion is £450,000. All Capital projects greater than £250,000 are currently subject to Cheshire East Council's Project Gateway process, which seeks endorsement by way of review and challenge.

In accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules, financial approval of this scheme was secured as part of the 2016/17 Capital programme at a Cabinet meeting held on 12 July 2016.

### 8. Objections and comments

Within 4 weeks from the date of publication of this proposal i.e by 29 March 2017 any person may object to or make comments on the proposal by sending them to:-

Children and Families  
Organisation and Capital Strategy  
Delamere House Floor 7  
c/o Municipal Buildings  
Earle Street  
Crewe  
CW1 2BJ

or via email to [SOCS@cheshireeast.gov.uk](mailto:SOCS@cheshireeast.gov.uk)

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

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# **DISLEY PRIMARY SCHOOL EXPANSION PROPOSAL**

**Consultation  
14 September 2016- 12 October 2016**

## **CONSULTATION DOCUMENT**

**Jacky Forster, Director of Education and 14-19 Skills, People's Directorate.  
Cheshire East Borough Council  
Westfields, Sandbach  
Cheshire TBC  
CW11 1HZ**

## **What are we consulting on?**

We are consulting on a proposal to expand Disley Primary School, taking the school from 210 to 280 pupil places. This would facilitate an increase from 30 to 40 pupils per year group.

The proposal, if agreed, would involve increasing the accommodation at Disley Primary school by two extra classrooms. This would involve a newly constructed classroom at first floor level and the re-modelling of an existing wing of the school to create an additional teaching space.

## **Why Disley Primary School?**

Disley Primary School is a Cheshire East community school rated “Good” by Ofsted at the last inspection in November 2011. Until 2008 Disley Primary had a Published Admission Number (PAN) of 45 children per year group and accommodated 315 pupils. The school was reduced to 30 PAN, 210 pupils, under Cheshire County Council’s Transforming Learning Communities (TLC) initiative. Until more recently, this school been able to accommodate the children of Disley but increasing demand means that changes are needed and therefore this proposal would increase the school back to nearer its former capacity

If some Disley children cannot attend Disley Primary School in the future, consideration will have to be given to where local children could attend. The next nearest alternative Cheshire East schools for pupils to attend are over 4 miles away, as shown in table 5 below.

There are other schools in Derbyshire and Stockport and surplus places in these have been considered. The number on roll at Hague Bar Primary, for example, is forecast to be oversubscribed, whereas Newtown Primary is forecast to have some surplus capacity. High Lane Primary and Brookside Primary are also forecast to have some surplus places. Cheshire East parents would be able to apply for places at these schools if this was their preference although Cheshire East Council would remain responsible for finding residents a school place if their school choices were unsuccessful.

New housing has the potential to increase demand for all these schools and, in so doing, reduce the number of surplus places currently forecast to be available in the future. As Disley Primary is a popular school, this could affect admissions to this school requiring children to travel to schools in other areas.



## Why are you being consulted?

The purpose of this consultation exercise is to ensure that the Local Authority can take into account your feedback on the expansion proposal before deciding whether to proceed. This consultation document therefore provides information about the rationale for change and invites you to feedback your views over a four week period.

It is really important to us that you let us have your views. Please read the information below and then send us your comments. Our contact details are provided at the end of this consultation document.

## Why is this change needed?

As the Strategic Commissioner of School Places, Cheshire East Council has a statutory duty to ensure a sufficiency of school places for children resident in its area. The latest pupil forecasts indicate a need for more primary school places in Disley village due to new housing and increasing demand in the area of the school.

The data shown in the table below shows a forecast shortfall for Disley Primary School over the five year forecasting period of 42 pupil places based on current patterns of parental preference, new housing pupil yields and allowing for a level of operational surplus, which is intended to facilitate admission mid year, some degree of parental choice and reasonable journey times to school.

**Table 1 - Forecast shortfall for Disley Primary School**

Disley Primary – Pupil Place Forecasts Shortfall (-) or Surplus Places (+)					Disley Primary – Pupil Place Forecasts Including 2% operational surplus.				
2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
-27	-45	-45	-47	-42	-31	-49	-49	-51	-46

Data Source – October 2015 Based Forecasts

The approved housing developments in the area of the school that have been included in the pupil forecasts, and which have informed the need for expansion of the village primary school, are shown in the table that follows. The estimated number of school aged children from this new housing is referred to in the table as the 'pupil yield'<sup>1</sup>

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<sup>1</sup> Pupil yields are derived from the number of new houses with 2 or more bedrooms planned for the development and to this is applied a formula to produce a pupil yield. The formula is number of 2+bedroomed houses multiplied by 0.19 to give a primary school yield and the number of 2+bedroomed houses multiplied by 0.15 to give a secondary school yield.  
Housing developments and pupil yields as at April 2016.

**Table 2 – Pupil Yield from new housing developments**

Housing Development	Catchment Area School	Number of Houses	Total Pupil Yield	Pupil Yields Included in Forecasts	Post 2021 Pupil Yield (Not included in Forecasts)
Fibrestart	Disley Primary School	121	22	10	0 (12 included in 2014 forecasts)
Land at Redhouse Lane	Disley Primary School	39	7	7	0
Total		160	29	17	0

The development at Fibrestart has already commenced and as at March 2016, 86 of the 121 houses had been completed.

Increased demand from new housing and the changing demographics in the area have resulted in an increase in the number of children resident within Disley Primary School's catchment area and the number of reception class applications that it receives, both of which exceed the current capacity and planned intake to the school of 30 reception class places.

**Table 3 – Number of catchment children and reception class applications**

Admission Year	Number of Children Resident in the Catchment Area.	First Preferences for Reception Places
2013	45	36
2014	43	35
2015	43	37
2016	50	40

Figures as at August 2016 January

2016.

In order to accommodate the increasing number of requests for reception class places, the school has admitted above its Published Admission Number of 30 places since September 2013 and has admitted more children mid year due to demand, as shown below:

**Table 4 – School census data**

School Census Count	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Oct-15	33	37	35	29	31	27	23	215
Jan-16	34	38	35	31	31	28	24	221

The Published Admission Number (PAN) confirms the number of children to be admitted into the reception class at the normal point of entry to the school. This extra capacity if approved would facilitate an increase in the PAN from 30 to 40, allowing for 10 extra reception class admissions each year.

The PAN for September 2017, which was determined by Cabinet on 9 February 2016, is 30. Admissions above the determined PAN are permitted under the School Admissions Code if the admission authority decides that it can accommodate additional pupils in any year group. Should this proposal be approved, the admission authority would be in a position to admit above the 30 PAN for September 2017 and then determine the higher PAN of 40 for September 2018 reception intake and subsequent years.

The geographical location of Disley Primary in Cheshire East is fairly unusual in that there are no other Cheshire East schools within walking distance. For example, Kettleshulme is the next nearest Cheshire East school but this is over 4 miles away and is not on a direct public transport route. The journey is by hilly, country roads that are sometimes inaccessible during winter months.

Alternatively, pupils could attend primary schools in Poynton, but again, there is no direct public transport route which can lead to long journey times. The table below shows the three nearest Cheshire East schools to Disley together with the distances measured using the post code address points of each school – therefore school to school. As the Disley catchment area residents live in the area surrounding their local primary school, distances for families will vary according to where they live in relation to the primary school.

**Table 5 – Next Nearest Cheshire East Primary Schools**

Order	School	Walking Distance
1	Kettleshulme St James' Church of England Primary	4.291
2	Worth Primary School	5.038
3	Vernon Primary School	5.163

Consideration has also been given to the availability of places at schools in the neighbouring authorities of Derbyshire and Stockport. The table below shows those schools that are below the 2 mile statutory walking distance <sup>2</sup> using school to school distances as aforementioned.

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<sup>2</sup> The statutory walking distance is defined in law as 2 miles for pupils aged under the age of 8 , and 3 miles for those aged 8 and above, although [Cheshire East's Transport Policy](#) includes a variation to the distance limit for primary pupils.

**Table 6 – Next nearest neighbouring Local Authority primary schools.**

School	Home LA	Walking Distance
Newtown Primary School	Derbyshire	1.318
Hague Bar Primary School	Derbyshire	1.435
High Lane Primary School	Stockport	1.746
Brookside Primary School	Stockport	1.750

Information from Derbyshire and Stockport local authorities has been requested in relation to surplus places in these schools and any plans for change to their capacity in the future to assess the potential availability of school places should the decision be taken not to expand Disley Primary School. The number on roll at Hague Bar Primary (Ofsted rated 'Good') is forecast to be oversubscribed and Newtown Primary (Ofsted rated 'Good') is forecast to have some surplus capacity. High Lane Primary (Ofsted rated 'Good') and Brookside Primary (Ofsted rated 'Good') are also forecast to have some surplus places. There are currently no plans for expansion at these schools. Cheshire East parents would be able to apply for places at these schools if this was their preference although Cheshire East Council would be responsible for finding its residents a school places if their school choices were unsuccessful.

### **How would the Local Authority fund this proposed school expansion?**

The proposed expansion, if approved, would be funded through basic need capital grant and section 106 housing developer contributions. Basic need funding is provided to local authorities to support their capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools. Section 106 education funding contributions are those agreed with new housing developers specifically to fund the additional pupil places needed due to the new development. In accordance with the Cheshire East Council's Constitution - Finance and Contract Procedure Rules, financial approval of this scheme will be sought at Cabinet as a fully funded supplementary capital estimate.

### **TIMESCALES**

There are 4 statutory stages to expanding a school as follows:

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

Although there is no statutory "pre publication" consultation period there is a strong expectation that schools and Local Authorities will consult interested

parties in developing their proposals. It is anticipated that the programme for the implementation of any change would be:

14 September 2016 to 12 October 2016	4 week Consultation period.
November 2016	Meeting of the Council's Portfolio Holder for permission to issue Public Notices
December 2016 to January 2017	4 week Representation period
February 2017	Cabinet / School Organisation Sub Committee decision
September 2017	Implementation

( actual dates to be confirmed following consultation.

### How can you contribute to the decision-making process?

Before any decisions can be taken, the Local Authority would like to hear your views. All feedback received during the consultation period will be considered before a decision is taken on whether to proceed with the proposal. The best way to respond is to complete our electronic survey, which can be accessed on the Council's website at [www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk). Alternatively you can complete the feedback form which can be accessed on the Council's website at [www.cheshireeast.gov.uk](http://www.cheshireeast.gov.uk) , submit your comments by e-mail to: [SOCS@cheshireeast.gov.uk](mailto:SOCS@cheshireeast.gov.uk) or in writing to:

Cheshire East Borough Council,  
School Organisation and Capital Strategy Team,  
Floor 7, C/O Municipal Building,  
Earle Street,  
Crewe CW1 2BJ,

**Please Note:** Individual queries received during the consultation period will not receive a direct response, but will be addressed in the consultation summary produced at the end of the process and published online for all interested parties.

All responses to this consultation will be collated and presented to the Council's Portfolio Holder at the end of the consultation period.

The implementation of an agreed expansion proposal would be subject to the necessary planning and Section 77 (School Standards and Framework Act 1998) approvals, as appropriate.

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CONNECTION	SUPPORT / OPPOSE	COMMENTS
Headteacher Neighbouring School	OPPOSE	<p>It is worth noting that Newtown Primary School, in Derbyshire but only just over a mile away, is undersubscribed and has much capacity. We would be dismayed, if more families from Derbyshire chose Disley instead of their local catchment school. Is the expansion to meet solely Cheshire need? Would applications from Derbyshire families be directed back to schools in Derbyshire as there is the capacity?</p> <p>We are faced with redundancies due to falling NOR and I can see the expansion of Disley making the situation worse for us, if not managed well.</p> <p>We have a good relationship with Disley Primary School and they have joined our local Derbyshire Cluster (PEGS - Peak Edge Group of Schools). We clearly want to keep this positive collaboration going, but need to look out for the future of our own schools too.</p>

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Department  
for Education

Appendix 5

# **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 Regulations<sup>1</sup>. 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 regard<sup>2</sup> 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 events<sup>3</sup>. 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.

<sup>1</sup> 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.

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

<sup>3</sup> 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](mailto: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 reasons<sup>4</sup>:

- 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](mailto: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.

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<sup>4</sup> 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 community<sup>5</sup>.

## **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.

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<sup>5</sup> 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 area<sup>6</sup>). 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?

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<sup>6</sup> 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 schools<sup>7</sup>. 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.

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<sup>7</sup> 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 schools<sup>8</sup>. 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](#).

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<sup>8</sup> 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 area<sup>9</sup>. 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;

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<sup>9</sup> 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 – EduBase<sup>10</sup> 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.

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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/remove<sup>11</sup> a Trust<sup>12</sup> 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.

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<sup>11</sup> 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.

<sup>12</sup> 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 duty<sup>13</sup> 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 certificate<sup>14</sup>; 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?

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<sup>13</sup> Under section 23(A)6 of the EIA 2006.

<sup>14</sup> 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](#)<sup>15</sup>;
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

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<sup>15</sup> 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		Mark Bayley	
Service	School Organisation		Other members of team undertaking assessment		Val Simons	
Date	4 April 2017		Version		1	
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><b>Decision on the proposed expansion of Disley Primary School, from 210 places to 280 school places for implementation for September 2017.</b></p> <p>There are any other associated policies and procedures as set out below:-</p> <p>Pre- publication consultation was undertaken on the proposal as the changes, if approved, will fall within the category of a significant enlargement as the additional accommodation proposed for Disley primary School would increase the capacity by more than 30 pupils and by more than 25%.</p> <p>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> <p>The aims, objectives and outcomes of this proposed change are as follows:-</p> <p>The Local Authority is proposing the expansion of Disley Primary School, which has a current capacity of 210 pupil places for implementation September 2017.</p>					

	<p>The outcomes of consultation were summarised in a report to the Portfolio Holder for a decision on 24 January 2017 to progress to the next stage of the statutory process and issue public notice. In deciding whether or not to give permission to publish proposals it is a requirement both under DfE guidance and case law that the decision maker should consider the views expressed during consultation 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> <p><a href="#">School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013</a>  <a href="#">School Admissions Code (2014)</a>  <a href="#">DfE Guidance</a></p>
<b>Who are the main stakeholders?</b> <b>(eg general public, employees, Councillors, partners, specific audiences)</b>	<ul style="list-style-type: none"> <li>• Children and their parents and carers</li> <li>• Headteachers of schools in Disley, Poynton and neighbouring schools within Stockport and Derbyshire authorities.</li> <li>• Dioceses, Parish Councils, Ward Members.</li> </ul>

## Section 2: Initial screening

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

# EQUALITY IMPACT ASSESSMENT FORM

## Appendix 6

<b>Does it include making decisions based on individual characteristics, needs or circumstances?</b>			Any decision on the proposal will not be based on any individual characteristics, needs or circumstances.								
<b>Are relations between different groups or communities likely to be affected? (eg will it favour one particular group or deny opportunities for others?)</b>			The proposal enables the Council to fulfil its requirement to provide sufficient school places. If this proposal is not supported then the residents of Disley would be disadvantaged as they would not be able to access their local school.								
<b>Is there any specific targeted action to promote equality? Is there a history of unequal outcomes (do you have enough evidence to prove otherwise)?</b>			<p>A public notice was published on 1 March and a 4 week representation period ran from 1 March 2017 to 29 March 2017. Key stakeholder were invited to feedback their view on the proposal either in support or to oppose the proposal.</p> <p>During the representation period one response was received which is presented to the School Organisation Sub Committee for consideration.</p> <p>This proposal enables the Council to fulfil its requirement to provide sufficient school places. Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination.</p>								
<b>Is there an actual or potential negative impact on these specific characteristics? (Please tick)</b>											
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			

# EQUALITY IMPACT ASSESSMENT FORM

## Appendix 6

		✓			✓			✓			
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	The proposal will positively impact on the number of school places for young people of primary school age in the Disley area and thereby increase 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 provide an increased number of school places to enable residents to access their local school. The proposal will also offer greater parental choice for those families with wider caring responsibilities for household members with a disability.									✓	
Gender reassignment	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.									✓	
Marriage & civil partnership	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.  Admissions to the 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.									✓	
Pregnancy & maternity	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.									✓	

	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		
<b>Race</b>	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
<b>Religion &amp; belief</b>	<p>Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.</p> <p>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>	✓	
<b>Sex</b>	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
<b>Sexual orientation</b>	Admission Authorities are bound by the Admissions Code and Regulations and this does not allow for any discrimination in this respect.	✓	
<b>Carers</b>	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.	✓	
<b>Socio-economic status</b>	It is considered that the proposal will have a positive impact on those children/young people 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				

# **EQUALITY IMPACT ASSESSMENT FORM**

## **Appendix 6**

<b>Pregnancy and maternity</b>				
<b>Race</b>				
<b>Religion &amp; belief</b>				
<b>Sex</b>				
<b>Sexual orientation</b>				
<b>Carers</b>				
<b>Socio-economics</b>				
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**

<b>Summary: provide a brief overview including impact, changes, improvement, any gaps in evidence and additional data that is needed</b>			
<b>Specific actions to be taken to reduce, justify or remove any adverse impacts</b>	<b>How will this be monitored?</b>	<b>Officer responsible</b>	<b>Target date</b>
<b>When will this assessment be reviewed?</b>			

**EQUALITY IMPACT ASSESSMENT FORM****Appendix 6**

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