

# Public Document Pack



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Friday 18 November 2016

## Notice of Meeting

Dear Member

### **Cabinet**

The **Cabinet** will meet in the **Council Chamber - Town Hall, Huddersfield** at **5.00 pm** on **Monday 28 November 2016**.

This meeting will be live webcast. To access the webcast please go to the Council's website at the time of the meeting and follow the instructions on the page.

The items which will be discussed are described in the agenda and there are reports attached which give more details.

A handwritten signature in black ink, appearing to read 'Julie Muscroft', on a light-colored background.

**Julie Muscroft**

**Assistant Director of Legal, Governance and Monitoring**

Kirklees Council advocates openness and transparency as part of its democratic processes. Anyone wishing to record (film or audio) the public parts of the meeting should inform the Chair/Clerk of their intentions prior to the meeting.

## **The Cabinet Members are:-**

### **Member**

Councillor David Sheard

Councillor Shabir Pandor

Councillor Peter McBride

Councillor Naheed Mather

Councillor Musarrat Khan

Councillor Erin Hill

Councillor Viv Kendrick

Councillor Masood Ahmed

Councillor Graham Turner

### **Responsible For:**

Leader / Strategy and Strategic Resources, New Council & Regional Issues

Deputy Leader / Strategy and Strategic Resources, New Council & Regional Issues

Economy, Skills, Transportation & Planning

Housing & Enforcement Management

Highways & Neighbourhoods

Family Support & Child Protection

Adults, Health & Activity to Improve Health

Community Cohension & Schools

Asset Strategy, Resources & Creative Kirklees

# Agenda

## Reports or Explanatory Notes Attached

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**Pages**

**1: Membership of the Committee**

To receive apologies for absence of Members who are unable to attend this meeting.

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**2: Interests**

1 - 2

The Councillors will be asked to say if there are any items on the Agenda in which they have disclosable pecuniary interests, which would prevent them from participating in any discussion of the items or participating in any vote upon the items, or any other interests.

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**3: Admission of the Public**

Most debates take place in public. This only changes when there is a need to consider certain issues, for instance, commercially sensitive information or details concerning an individual. You will be told at this point whether there are any items on the Agenda which are to be discussed in private.

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**4: Deputations/Petitions**

The Committee will receive any petitions and hear any deputations from members of the public. A deputation is where up to five people can attend the meeting and make a presentation on some particular issue of concern. A member of the public can also hand in a petition at the meeting but that petition should relate to something on which the body has powers and responsibilities.

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**5: Public Question Time**

The Committee will hear any questions from the general public.

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**6: Member Question Time**

To consider questions from Councillors.

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**7: Statutory proposal made by the Governing Body of All Hallows CE(VA) Infant and Nursery School to change the upper age range from 3-7 years to 3-11 years and become an all through primary school.** 3 - 374

A report seeking consideration of the proposal.

Officer: Jo-Anne Sanders

**Wards**

**Affected:** Almondbury

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**8: Putting Children First - Post Ofsted Inspection - Next Steps** 375 - 386

A report will be available on 25 November 2016 following the publication of the Ofsted report on the same date.

Officer: Sarah Callaghan: 01484 221000

**Wards**

**Affected:** All Wards

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**9: Christmas Parking Concessions 2016 - Amendment to previous Cabinet Report**

387 -  
394

To consider an amendment to the Christmas Parking Concessions Report regarding concessions available in Dewsbury.

Subject to the approval of the Chair, this report will be considered as an urgent item of business due to the need for the discussion to be implemented as soon as possible prior to the pre-Christmas period.

Officer: Paul Hawkins

**Wards**

**Affected:** Dewsbury East; Dewsbury South; Dewsbury West

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<b>KIRKLEES COUNCIL</b>			
<b>COUNCIL/CABINET/COMMITTEE MEETINGS ETC</b>			
<b>DECLARATION OF INTERESTS</b>			
<b>Name of Councillor</b>			
<b>Item in which you have an interest</b>	<b>Type of interest (eg a disclosable pecuniary interest or an "Other Interest")</b>	<b>Does the nature of the interest require you to withdraw from the meeting while the item in which you have an interest is under consideration? [Y/N]</b>	<b>Brief description of your interest</b>

Signed: ..... Dated: .....

## NOTES

### Disclosable Pecuniary Interests

If you have any of the following pecuniary interests, they are your disclosable pecuniary interests under the new national rules. Any reference to spouse or civil partner includes any person with whom you are living as husband or wife, or as if they were your civil partner.

Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner, undertakes.

Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses.

Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority -

- under which goods or services are to be provided or works are to be executed; and
- which has not been fully discharged.

Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.

Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.

Any tenancy where (to your knowledge) - the landlord is your council or authority; and the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.

Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -

(a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and

(b) either -

the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or

if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.



**Name of meeting: Cabinet**

**Date: 28<sup>th</sup> November 2016**

**Title of report: Decision about the published statutory proposal made by the Governing Body of All Hallows' CE(VA) Infant and Nursery School to change the upper age range from 3-7 years to 3-11 years and become an all through primary school.**

<b>Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?</b>	<b>No</b>
<b>Key Decision - Is it in the <a href="#">Council's Forward Plan (key decisions and private reports?)</a></b>	<b>No</b>
<b>The Decision - Is it eligible for call in by Scrutiny?</b>	<b>Yes</b>
<b>Date signed off by <u>Director</u> &amp; name</b>	<b>Sarah Callaghan 18/11/2016</b>
<b>Is it also signed off by the Assistant Director for Resources?</b>	<b>Debbie Hogg 18/11/2016</b>
<b>Is it also signed off by the Assistant Director (Legal Governance and Monitoring)?</b>	<b>Julie Muscroft 18/11/2016</b>
<b>Cabinet member <a href="#">portfolio</a></b>	<b>Cllr Masood Ahmed, Community Cohesion and Schools</b>

**Electoral wards affected: Almondbury**

**Ward councillors consulted: Yes**

**Public or private: Public**

## 1. Purpose of report

- The Governing Body of All Hallows' CE(VA) Infant and Nursery School published statutory proposals on 4<sup>th</sup> September 2016 because they wish to change the age range from 3-7 years to 3-11 years and thereby become an allthrough primary school from 1<sup>st</sup> September 2017.
- In law, as stipulated in *The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013* the Governing Body of a Voluntary Aided school, as the proposer is able to bring forward this statutory proposal. The Decision Maker of the proposal is the Local Authority.
- The report sets out the statutory process that has been undertaken by the proposer, and their rationale for the proposal.
- A 4 week period of statutory consultation/representation began on the day of publication, 4<sup>th</sup> September 2016 and ended on Monday 3<sup>rd</sup> October 2016. The written representations received during that period have been reviewed both by the proposer who have had the opportunity to address any comments made, and, by Officers to

support Cabinet who, in their role as Decision Maker of the proposal, must have due regard to the representations received.

- A meeting of the School Organisation Advisory Group took place on 14<sup>th</sup> October to review the process undertaken by the proposer and the representations received.
- Cabinet are required to make a decision on the statutory proposal within 2 months of the end of the representation process, ie, no later than 3<sup>rd</sup> December 2016 or the proposal must be referred to the Schools Adjudicator for determination.
- This report is to enable Cabinet to make a determination on the proposal. The Decision Maker is able to;
  - reject the proposal;
  - approve the proposal without modification;
  - approve the proposal with a modification, having consulted the LA and/or governing body of the school (as appropriate);or
  - approve the proposal with or without modification subject to certain prescribed events (such as the granting of planning permission) being met.
- Officers view is that the proposal has been well thought through by the Governing Body. The rationale put forward for changing the age range of the school is not unreasonable and there is clear support from stakeholders in the local area. However, what is also clear is that the introduction of additional places, where there is no evidence for the need for additional places does potentially have a much wider and significant impact for the Almondbury area, and in particular potentially has a serious adverse impact on the neighbouring Almondbury Community School (ACS) .The potential destabilising effect, could therefore mean ACS becomes financially unsustainable. In such a situation, this could result in the overall loss to the community of sufficient Key Stage 1, 2, 3 and 4 places.

In determining this proposal the Council must have regard to the relevant statutory guidance which is annexed to this report .The DfE Decision Maker's Guidance explains

*'The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so'*

It is recognised that there are already strong collaborative relationships between schools in the local area and there are opportunities and an evident willingness to further strengthen those partnerships in the future for children and their families and the wider community benefit and to drive up standards locally.

In balancing all of this information, it is Officers recommendation that members in their role as Decision Maker reject the proposal.

The Governing Body have a right of appeal to the Schools Adjudicator against a decision made by the Council.

## 2. The proposal

### **All Hallows' CE(VA) Infant and Nursery School – A proposal made by the Governing Body to change the upper age limit from September 2017.**

The Governing Body of All Hallows' CE(VA) Infant and Nursery School, located in Almondbury, wish to become an allthrough primary school and offer Key Stage 2 provision from September 2017. In law, for such a change to happen, it requires the Governing Body, as the proposer to undertake a statutory process to make a prescribed alteration to change the upper age limit of the school from age 7 to age 11, as set out in *The School Organisation (Prescribed Alterations to Maintained Schools) (England) regulations 2013*.

The Department for Education (DfE) document 'Making 'prescribed alterations' to maintained schools - Statutory guidance for proposers and decision-makers April 2016' provides information for proposers wishing to make changes to existing schools, and, for those making decisions. The document (attached at Appendix A, Supporting Document 23) states;

*The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding'.*

(page 5).

The Governing Body previously published such a proposal in November 2015, but later withdrew it prior to the final decision making process to allow time to re-examine the proposal, make appropriate changes and then re-submit the proposal in due course.

On 5<sup>th</sup> September 2016, the Governing Body published a new statutory proposal and statutory notice to change the school's age range from 3 - 7 to 3 - 11 years. A statutory 4 week period of consultation/representation began, and this finished on Monday 3<sup>rd</sup> October 2016. The complete proposal is attached at Appendix A, Supporting Document 3 and a copy of the notice is attached at Appendix A, Supporting Documents 4 and 5.

The rationale below put forward by the Governing Body is extracted from the complete proposal;

#### **Why does the school want to change?**

*All Hallows' is wholly committed to providing the best possible education for children and serving the needs of the local community. Becoming a 3-11 primary school would enable the school to build on its existing strengths so as to:*

- *improve educational outcomes for children by providing stability, consistency and continuity through the primary phase;*
- *sustain provision of a rich and balanced curriculum from 3-11 that meets the needs of all children;*
- *support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;*

- *enhance parental choice (offering Almondbury parents the option of educating their children in a 3-11 CE school at Key Stage 2);*
- *be at the heart of the village community meeting the needs of the local community.*

(page 2)

Whilst the proposer of the statutory proposal is the Governing Body, the Decision Maker is the Local Authority, and the Decision Maker is required to determine the proposals within 2 months of the end of the representation period, in this case no later than 3<sup>rd</sup> December 2016. Statutory Department for Education (DfE) Guidance (see Appendix B for a copy of the Guidance) states that;

*The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. The decision-maker must 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).*

*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.*

(DfE - Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals: April 2016)

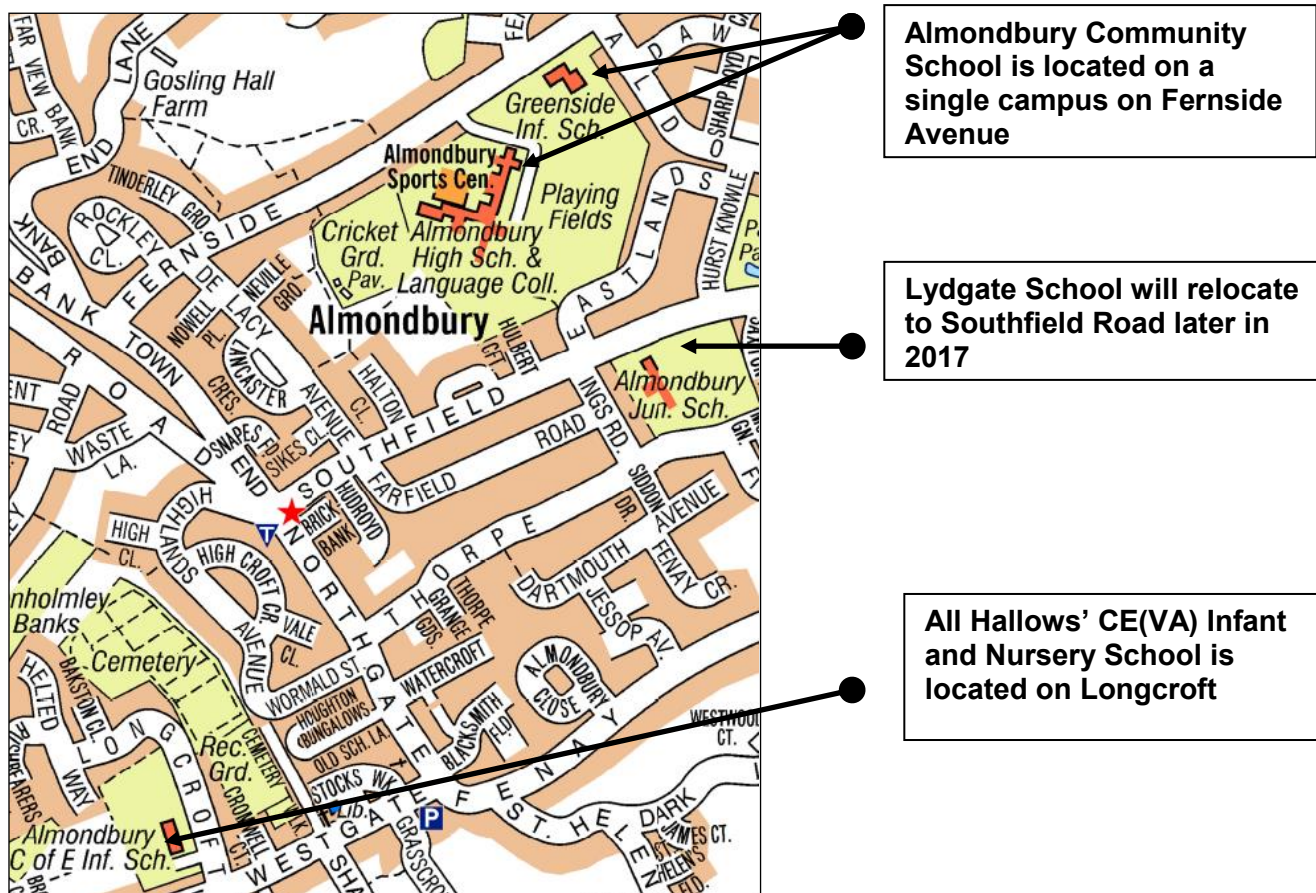
The proposal has to be determined on its merits having regard to the Guidance, and there are a range of factors that should be considered. The report will;

- outline contextual information about school provision in the Almondbury area
- detail the statutory process that the proposer has undertaken
- examine the representations received about the proposal
- set out the proposer's consideration about the representations received
- set out the proposer's rationale against each factor to be taken into account in decision making
- provide officer commentary to support members in their decision making role.

### **3. Background and context related to the proposal**

#### **3.1 Existing school provision in the Almondbury area**

The map below shows the locations of schools serving the Almondbury area. The distance between All Hallows' and Almondbury Community School is approximately 0.9 miles (by road)



- **All Hallows' CE (VA) Infant and Nursery School** provides education for 3 to 7 year olds (including nursery provision) with a Published Admission Number (PAN) of 30 pupils per yeargroup<sup>1</sup> (ages 4 - 7) with nursery places.
- **Almondbury Community School** is an all-through school for 3 -16 year olds;
  - KS1 provides education for 3 - 7 year olds (including nursery provision). The Published Admission Number (PAN) for the school is 60.
  - KS2 provides education for 7 - 11 year olds, with a PAN of 110 pupils per year group.
  - KS 3 and 4 provides education for 11 - 16 year olds, with a PAN of 120 pupils per year group.
- Lydgate School will relocate from its existing site in New Mill in 2017 (following investment in the former Almondbury Junior School building) providing 164 places for children with complex needs.

### 3.2 Reorganisation of schools in Almondbury in 2014

On 16<sup>th</sup> September 2013 Cabinet received a report which detailed proposals to create an all-through school for 3-16 year olds (including nursery) to serve the Almondbury area. The report explained that this would be achieved by bringing together Greenside Infant and

<sup>1</sup> The Governing Body determined a Published Admission Number of 30 places (the PAN previously was 50) as part of their consultation on Admission Arrangements in 2014, and this came into effect from 2015/16. As the change in PAN is introduced from the relevant year of admission, this means that in 2016/17 the PAN is currently 30 for Reception and Year 1, with Year 2 being 50.

Nursery School, Almondbury Junior School and Almondbury High School as part of a wider partnership of local schools

- to cater for pupils aged 3 - 16 (including nursery provision)
- with no transition at ages seven or eleven.
- with PANs of
  - 60 for 4 - 7 year olds (180 places) (plus up to 52 part time nursery places)
  - 110 for 7 - 11 year olds (440 places) and
  - 120 for 11 - 16 year olds (600 places).

The report stated;

'Bringing together' means the joining of two or more schools into one, with a single governing body and headteacher. This was proposed to be achieved through the technical 'closure' of both Greenside Infant and Nursery School and Almondbury Junior School, and the simultaneous expansion of the age range of the High School to form a single all-through school for 3-16 year olds (including nursery).

It was proposed that All Hallows' CE(VA) Infant and Nursery School (formerly known as Almondbury CE(VA) Infant and Nursery School) would continue, as a close partner school, to cater for 50 pupils per year aged 4 - 7 (150 places in total) plus up to 52 part time nursery places.

It was proposed to retain the current admission numbers of 60 for age 4 - 7 (infant) pupils and increase the admission number for the age 7 - 11(junior) pupils to 110 to match the numbers of pupils at the two Key Stage 1 (infant) provisions. The admission number for the 11-16 (secondary) provision was proposed to be reduced to 120 places to better match the number of children and young people needing places now and in future years.

The buildings on the Fernside Avenue site provide some of the best educational facilities in Kirklees. The sports facilities are exceptional and the specialist arts, drama, languages, science and technology provision give first class opportunities to excite and motivate young people. It was therefore proposed to consolidate the all-through school onto the Fernside Avenue site and move the provision for junior age pupils into the then high school building which would be adapted to make it suitable and appropriate for the wider age range of pupils. The existing Key Stage 1 (infant and nursery) accommodation at Greenside Infant and Nursery School would continue to be used for 3-7 year old children, with access to all the facilities in the main building on the site.

The proposed implementation date for the proposals was 1<sup>st</sup> May 2014. All the pupils who would be attending Greenside Infant and Nursery School, Almondbury Junior School and Almondbury High School in May 2014 would automatically become part of the all-through 3-16 school.

All Hallows' (formerly Almondbury) CE(VA) Infant and Nursery School would continue to be a very close working partner. All of the children at All Hallows' (Almondbury) CE(VA) Infant and Nursery school would continue to be able to transfer to the proposed all-through school, as currently takes place, at age 7, and the schools would continue to ensure a smooth transition as children move through the system.

All Hallows' (Almondbury) CE(VA) Infant and Nursery School has been an integral part of the conversations that have been taking place to develop these proposals.

**The Almondbury Schools' Community Partnership** is a strong collaborative group of schools which also includes Dalton School, Lowerhouses CE(VA) J,I and EY School and Moldgreen Community Primary School. The proposal to establish an all-through 3-16 school is intended to strengthen this partnership to provide the best possible opportunities for all local children and young people. The proposed 3-16 school would

have additional places for 11 year old pupils from the wider partnership primary schools and would continue to work closely with those schools to ensure a smooth transition from Year 6 to Year 7.

Following a statutory process, Kirklees Council Cabinet received a report on 8<sup>th</sup> April 2014, and as a result approved the proposals for the following reasons :-

- a. to improve the provision for all children and families and fully take parental views into account in shaping that future provision.
- b. to improve provision from nursery to age 16, to strengthen existing partnerships and to continue to improve standards of education for current and future pupils.
- c. to consolidate, strengthen and secure the range and diversity of provision in the Huddersfield area.
- d. to place every child at the heart of the process of meeting their learning, social and emotional needs.
- e. to maintain the existing early years provision and develop it as part of a 3-16 provision serving the Almondbury community
- f. to maintain and enhance access to opportunities for learning and achievement which reflect the social and cultural mix of the area, while ensuring that such opportunities are open to all.
- g. to assure places for all children in the local all through school without any displacement of pupils and to meet the continuing need for places in the area.
- h. to maintain and develop the existing services for the community, to allow the current school travel plans to continue and to improve access for parents/carers to drop off and pick up children of all ages
- i. to support the continued effective and efficient use of existing premises and funding in meeting the needs of pupils and the Almondbury community.
- j. to develop the existing strengths of the three schools to meet the criteria of the DfE SEN improvement test and to reduce the number of transition points, which is likely to improve outcomes for all pupils, particularly those with special and additional educational needs.
- k. to bring the positive educational opportunities for all current and future children and families and to utilise all the constructive consultation comments from stakeholders to establish a successful all-through provision to serve the Almondbury community.

The proposals were underpinned with a view to ensuring that the revenue resources available to the school via the Dedicated Schools Grant could be used to provide the best learning opportunities for children and young people in viable and sustainable settings in the Almondbury area. The buildings at Fernside Road, are part of a PPP scheme, and the fixed-rate facilities management costs for schools in the PPP1 scheme give less flexibility for school budgets which makes it important that school buildings can be fully occupied.

Alongside the approval of the statutory proposals to develop Almondbury Community School, Kirklees Council Cabinet approved an investment of £1.05m to enable learning provision to be consolidated on the Fernside Avenue campus.

Following the approval of these proposals, on 16<sup>th</sup> December 2014, Cabinet approved proposals to re-locate Lydgate School from the current site at Kirkroyds Lane, New Mill to the site in Southfield Road, Almondbury (formerly Almondbury Junior School). The relocation would take place following significant capital investment of around £4.95m in the building to ensure the learning environment be fit for purpose for children with complex needs, and to make additional places available to meet specialist basic need.

Almondbury Community School was established on 1<sup>st</sup> June 2014. Under 'linked' criteria, pupils who have attended All Hallows' CE(VA) Infant and Nursery School have a higher priority for admission into Key Stage 2 of Almondbury Community School the section from the Admissions Guide for Parents explains;

*Every separate infant school in Kirklees is linked to a junior phase school. These are shown in the list below. The majority of children transfer from the infant school to the linked junior school. In order to strengthen the continuity for children to a level comparable to that in an all-through primary school there is an admission criterion for children at linked infant and junior schools;*

- All Hallows' CE (VA) I & N School\* and Almondbury Community School

(<http://www.kirklees.gov.uk/beta/admissions/pdf/primary-guide.pdf>; page 9)

#### 4. The statutory process for the Governing Body Proposal to change the Age Range of All Hallows' CE(VA) Infant and Nursery School

A governing body, LA or the Schools Adjudicator must have regard to the Department for Education guidance when exercising functions under The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 ('the Prescribed Alterations Regulations'). It should be read in conjunction with Parts 2 and 3 and Schedule 3 of the Education and Inspections Act (EIA) 2006 (as amended by the Education Act (EA) 2011) and the Prescribed Alterations Regulations.

The Guidance explains that a governing body of a Voluntary school can propose to change the age range of 3 years or more by following a statutory process;

Stage	Description	Timescale	Comments
Stage 1	Publication  (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be at least 4 weeks	As prescribed in the 'Prescribed Alteration' regulations.
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale	However it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.



Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will 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. The proposer has submitted evidence of pre-publication engagement (see Appendix A, Supporting Documents 13 and 14)

#### **4.1 Publication**

On 5<sup>th</sup> September 2016 the Governing Body of All Hallows' published a statutory notice in the Huddersfield Examiner. Copies of the notice were posted at the entrances to the school (photographic evidence is provided at Appendix A, Supporting Document 5. The complete statutory proposal was published by the proposer as part of a consultation document, which was distributed in accordance with the circulation list provided at Appendix A, Supporting Document 6.

#### **4.2 Representation**

The statutory 4 week period of representation began on the day of publication ie Monday 5<sup>th</sup> September 2016, and ran until Monday 3<sup>rd</sup> October 2016. During this period, written comments were to be sent to Kirklees Council, c/o the School Organisation and Planning Team. The consultation document contained a paper form that people could complete to support them in responding. In addition, the proposer held 2 consultation meetings. The consultation document stated;

*The school's proposal is open to consultation between Monday 5 September and Monday 3 October. You have until Monday 3 October to express your views in writing or in person at the consultation meetings. The Governing Body would like to hear the views of as many people as possible. There will be 2 consultation meetings at which you will have the opportunity to hear more from the Headteacher and Governors and discuss the proposals. These are:*

<i>Date</i>	<i>Venue</i>	<i>Time</i>
<i>21 September</i>	<i>All Hallows' School Library</i>	<i>5.00 - 6.00pm</i>
<i>22 September</i>	<i>All Hallows' School Library</i>	<i>9.00 – 10.00am</i>

*Everyone is welcome to attend these events, including families of current or prospective pupils and other interested members of the community. Please come along and talk to us. There will be separate opportunities for consultation with staff. Anyone who would like some help in taking part in the consultation will be able to receive it.*

*You can take part in the consultation by writing to the Local Authority at this address:  
Kirklees Council School Organisation and Planning Team  
Kirkgate Buildings  
Byram Street  
Huddersfield  
HD1 1BY*

*Alternatively, you can complete the response form at the back of this document and return it to the Local Authority at the same address.*

(page 12)

Notes of the consultation meetings have been provided by the proposer and are available at Appendix A, Supporting Documents 15 and 16.

- There were 6 parents/grandparents in attendance at the meeting on 21<sup>st</sup> September.

- There were 3 parents/grandparents and 1 local ward member in attendance at the meeting on 22<sup>nd</sup> September.

#### 4.3 Representations received about the proposal

During the 4 week representation period, 203 written responses were received.

It is acknowledged that the proposer put significant time and effort into collating all the responses it had received by the pre-agreed date of its submission to the LA (10<sup>th</sup> October) in preparation for the School Organisation Advisory Group (SOAG) Meeting scheduled for 14<sup>th</sup> October. As part of the quality assurance checking process undertaken by the LA, it became clear that the proposer had not had sight of 4 of the representations that had been sent to the LA. This meant that the proposer did not have the opportunity to include a considered written response to these 4 representations. SOAG members were made aware of this and the proposers tabled a written response at the meeting. After the meeting of the SOAG the proposers were able to update their templates to reflect the full 203 representations. All submissions made by the proposer have been included in the appendices to ensure a fair and transparent process.

The proposer has provided a full analysis of the 203 responses (see extracted information below and Appendix C). Of the responses;

- 156 strongly support (76.9 %)
- 12 support (5.9%)
- 34 strongly oppose (16.7 %)
- 0 oppose (0%)
- 1 neither supports or opposes (0.5%)
- 0 Don't know (0%)

	Parent/ Carer	Pupil	Governor	Staff	Local resident	Other	Total	%	
<b>Strongly support</b>	82	1	10	9	37	17	156	76.9%	Strongly support / support 82.8%
<b>Support</b>	6	-	-	-	6	-	12	5.9%	
<b>Neither support nor oppose</b>	-	-	-	-	-	1	1	0.5%	Neither support nor oppose 0.5%
<b>Oppose</b>	-	-	-	-	-	-	-	0%	Oppose / strongly oppose 16.7%
<b>Strongly oppose</b>	3	-	2	27	-	2	34	16.7%	
<b>Don't know</b>	-	-	-	-	-	-	-	-	Don't know 0%
<b>Total</b>	91	1	12	36	43	20	203	100%	

#### **Parent / Carers: Total 91**

*Additional information about respondents:*

All Hallows': 53

Almondbury Playgroup: 5

All Hallows' / ACS: 6

ACS: 3 - including listed as 1 parent/ staff / governor; 1 parent/staff/local resident

Local resident / other (church) with pre-school child: 1

Other: 1

No additional information: 22

**Pupil: Total 1**

All Hallows': 1

**Governors: Total 12**

*Additional information about respondents:*

All Hallows': 5

All Hallows' and local resident: 4

ACS: 2

St Joseph's RC Primary: 1

**Staff: Total: 36**

*Additional information about respondents:*

All Hallows': 9

ACS: 27

**Local resident: Total: 43**

*Additional information about respondents:*

Almondbury: 9

Grandparent: 5

Kirklees: 4

Local resident / church: 2

No additional information: 23

**Other: 20**

*Additional information about respondents:*

Ward Councillor: 1

Playgroup Manager: 1

Retired Headteacher with local experience: 1

Grandparent: 2

All Hallows' Church: 6

Ex-staff: 1

Work locally: 2

Friends of concerned parents: 2

No additional information: 1

No category identified: 3

A collation of all comments that were received by respondents has been provided by the proposer and is attached in full at Appendix A, Supporting Documents 9, 10 and 11. An qualitative analysis of key themes has been included against each decision making factor in the template 'Factors to be considered in decision making' that was provided by the LA document and completed by the proposer at Appendix A, Supporting Document 8.

**4.4 Decision - The role of the Kirklees School Organisation Advisory Group (SOAG)**

The Local Authority is the primary decision maker for school re-organisation proposals and under Kirklees arrangements, the Cabinet of Kirklees Council is the decision making body. Under School Organisation Regulations, if the Cabinet of Kirklees Council is unable to make a decision within 2 months of the end of the statutory representation period, then the decision passes to the Schools Adjudicator.

The Kirklees School Organisation Advisory Group (SOAG) was established by Cabinet on 12th September 2007 to advise the Cabinet on school organisation decision-making matters. The constitution and purpose of SOAG is attached at Appendix D. SOAG exists to provide advice to Cabinet, but Cabinet is the Decision Maker

#### **4.5 Review of the statutory process**

Kirklees SOAG met on 14<sup>th</sup> October 2016 to consider the statutory process and representations for the proposals and to formulate advice for the cabinet as decision makers. The note of the meeting is attached at Appendix A along with all supporting paperwork.

##### **4.5.1 Statutory process check by SOAG**

The proposer submitted a completed checklist in relation to the process they had undertaken which was provided by Kirklees Council. (see Appendix A, Supporting Document 7). At the meeting the processes that were followed in relation to the proposals were checked alongside appropriate evidence that each aspect of the process had been completed. It emerged that there was an anomaly on the notice that appeared in the Huddersfield Examiner, as well as those posted on the school gates. The date the notice was put in the paper was Monday 5th September; the notice states that the representation period ends (as is correct) 4 weeks from the date of the notice. This should state Monday 3rd October, however the notice states Monday 5th October. Having taken legal advice, it was confirmed to the SOAG that this was not a material issue. The notice does correctly refer to four weeks as the period for representations and it is not felt that anyone could reasonably claim to have been prejudiced. In addition, after further checks it was confirmed that there were no representations that were received on the 4<sup>th</sup> or the 5<sup>th</sup> of October. It was concluded that the validity of the notice is secure, and that all of the representations received were within the period.

##### **4.5.2 SOAG conclusions about the process**

Following the process check, it was concluded that the statutory notice, statutory proposal and statutory process are valid and within time limits;

- The published notice complies with statutory requirements
- The statutory consultation has been carried out
- The statutory 4 week period has been allowed for representation. 203 representations have been received about the Governing Body of All Hallows' CE(VA) Infant and Nursery School proposal during this period

Officers would therefore prepare a Cabinet report<sup>2</sup> within 2 months after the end of the statutory 4 week representation period which ended on 3<sup>rd</sup> October 2016, for Kirklees Council Cabinet to make a decision about the proposal.

##### **4.5.3 SOAG Advice**

That Kirklees Council Cabinet, as the decision maker is able to take a decision about the Governing Body proposal to change the upper age limit from 3-7 years to 3-11 years of All Hallows' CE (VA) Infant and Nursery School.

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<sup>2</sup> The original intended date for the Cabinet meeting was 15<sup>th</sup> November, however, after taking advice, to enable maximum time for additional submissions requested of the proposer at the SOAG meeting to be received and checked, the date of the cabinet meeting for considering the proposal was changed. The intended decision date of 28<sup>th</sup> November is within the requisite 2 months period.

## **5. SOAG review of the proposal and representations using the DfE Statutory Guidance for Decision Makers.**

### **5.1 Factors to be considered in making the decisions about the statutory proposal.**

In order to support decision making by Cabinet, a range of factors have been considered. These factors are derived from the guidance issued by the Department for Education. '*Guidance for decision-makers: statutory guidance for decision-makers deciding prescribed alterations and establishing and discontinuance proposals: April 2016.*'

The factors can vary depending upon the nature and type of proposal. A template provided by the LA was completed by the proposer, and included responses to the representations received (see Appendix A, Supporting Document 8).

In addition, Officers reviewed the template and added commentary to support discussion and seek clarification on a number of aspects at the SOAG meeting (see Appendix A, Supporting Document 8A).

The relevant factors for this proposal are:

- Related Proposals
- Conditional Approval
- Publishing Decisions
- Consideration of Consultation and Representation Period
- Education Standards and Diversity of Provision
- A school-led system with every school an academy
- Demand V Need
- School size
- Proposed Admission Arrangements
- National Curriculum
- Equal Opportunity Issues
- Community Cohesion
- Travel and Accessibility
- Funding
- School Premises and Playing Fields

At the meeting of the SOAG, each factor was examined, and several points of clarification were sought, and, additional information was requested from the proposer. These are detailed in the notes of the meeting (attached at Appendix A). Following the meeting of SOAG, the proposer submitted an updated template, as well as other supporting information for each of these points. The relevant documentation is included in Appendix E-**?**

### **5.2 Officer review and recommendation about the proposal alongside the Factors for Decision Making**

Following the SOAG review, and taking into account the statutory proposals, all submissions made by the proposer and the representations received for each factor has been assessed by officers to support decision makers in their considerations.

#### **5.2.1 Related Proposals**

*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. Decisions for 'related' proposals should be compatible.*

**Officer Advice:** This proposal is not related to any other and therefore this is not relevant for members in their consideration.

### 5.2.2 Conditional Approvals

Only conditions prescribed by the regulations can be imposed. In this instance only conditions set out in paragraph 8 of Schedule 3 in *The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013* are material.

8. (1) *The following events are prescribed as specified events which (if the approval is expressed to take effect only if they occur) must occur by the date specified in the approval—*
- (a) the grant of planning permission under Part 3 of the Town and Country Planning Act 1990(1);*
  - (b) the acquisition of any site required for the implementation of the proposals;*
  - (c) the acquisition of playing fields required for the implementation of the proposals;*
  - (d) the securing of any necessary access to a site referred to in Paragraph (b) or playing fields referred to in Paragraph (c);*
  - (e) the entering into an agreement for any necessary building project supported by the Department for Education;*
  - (f) in the case of mainstream schools, the agreement to any change to the admission arrangements relating to the school or any other school or schools, as specified in the approval;*
  - (g) the making of any scheme relating to any charity connected with the school;*
  - (h) the formation of any federation (within the meaning of section 24(2) of the Education Act 2002(2)) of which it is intended that the school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;*
  - (i) where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new further education institution under section 16 or 33C of the Further and Higher Education Act 1992(3);*
  - (j) where the proposals in question depend upon any of the events specified in Paragraphs (a) to (i) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and*
  - (k) where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013(4) the occurrence of such an event.*

**Officer Advice:** Of these, the condition at sub paragraph (b) would be relevant. All Hallows' are proposing to enter into an agreement with Almondbury Playgroup to share the use of the modular building which would become necessary from 2020. It is considered that the general principle of sharing delivery space with the on-site playgroup is sound, providing maximum use of a building which creates financial benefits for both users. Close working relationships between school and playgroup will be important to ensure continuity for children. The modular building is already located on the school site. The Governing Body has submitted their confirmation that 'Solicitors acting for the school have now drafted a licence agreement which would be finalised and signed by both parties as soon as possible.' Whilst it is recognised that the physical space is not required immediately the full implementation of the proposal does depend upon the use of this physical space and therefore it would be recommended that any approval of the proposal should be conditional upon the legal agreement being in place prior to the implementation date to protect the interests of both the school and the playgroup. This is because without the shared space, there would be insufficient physical space to fully implement the proposal and no identified alternative source of capital funding to address this.

### 5.2.3 Publishing Decisions

*All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a decision the decision-maker should 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 organisations below to be notified of the decision and reasons: (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)*

- *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;*
- *for a special school, the parents of every registered pupil at the school;*
- *any other organisation 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).*

**Officer Advice:** That the proposer and the LA would need to work together to ensure the above requirements are met. The proposer has confirmed their willingness to collaborate with the LA in order that relevant administrative requirements can be fulfilled.

### 5.2.4 Consideration of Consultation and Representation Period

*The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all 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.*

**Officer Advice:** The proposer has evidenced that a fair and open consultation process has been undertaken. It is clear that the proposer has reviewed and given consideration to the responses received. Members' attention is drawn to the quantitative analysis in section 4.3 above, as well as the full range of comments made by those responding with full details of all comments received, broken down by stakeholder group at Appendix A, Supporting Documents 9, 10 and 11).

Key points made by those supporting the proposal included;

- Continuity of education for children attending All Hallows', and the reduction of a transition point for children at age 7
- That it would be easier for travelling to for parents
- Choice for parents for Key Stage 2
- Continuity of a strong Christian ethos
- Opportunity for siblings to attend the same school
- Happy with the nurturing environment at the school
- Citing that without a Key Stage 2 families would look to secure places for their children outside the Almondbury area, which in turn has a negative impact on the Almondbury community.

Key points made by those opposing the proposal included;

- There are sufficient places locally, with church school places for those who prefer them.

- The detrimental impact on neighbouring provision, particularly Almondbury Community School.
- Concerns about the impact on the Almondbury community
- The proposal does not enhance parental choice.

The range of comments made as part of the representation period is relevant when balancing the impact of their decision making. Members are recommended to pay particular attention to the DfE Guidance which states;

*The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding'.*

And,

*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.*

*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.*

These aspects will be addressed in the sections below.

### **5.2.5 Education Standards and Diversity of Provision**

*Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the needs of parents; raise local standards and narrow attainment gaps*

**Officer Commentary:** In their rationale, the Governing Body of All Hallows' has defined the "relevant area" to be the planning area of Huddersfield South East; the schools located in the planning area are:

- All Hallows' CE(VA) I & N School
- Almondbury Community School
- Dalton School
- Moldgreen Community Primary School
- Netherhall Learning Campus High School
- Rawthorpe St James CE(VC) I & N School
- Rawthorpe Junior School
- St Joseph's Catholic Primary School (Hudds)

And,

The planning area of Kirkheaton, Lepton and Grange Moor; the schools located in the planning area are:

Grange Moor Primary School



King James's School  
Kirkheaton Primary School  
Lepton CE (VC) J I & N School  
Rowley Lane J I & N School

The schools detailed above are indicative of a broad and diverse range of provision available for parents to preference that are located within a reasonable distance. It is the nearest school, Almondbury Community School, where there is a particular potential for the proposal to affect the needs of parents because of the current arrangements whereby the majority of pupils transfer to the school from All Hallows' for their KS2 education and therefore could have a detrimental impact on the sustainability and viability of the provision.

The proposer articulates that the implementation of their proposal would meet the aspirations of families with existing children at the school as well as future pupils because there would be additional choice and, by being able to provide all-through primary provision would reduce a transition point for families and support continuity of education which could support better outcomes.

Supportive comments received as part of the representation period, particularly parents of existing pupils concurred with this view. Opposing comments put forward the view that the close collaboration between schools in the area and the range and quality of schools available locally meant that approval of the proposal would not necessarily result in better outcomes.

The council has a policy to explore opportunities for reducing transition points and has worked with school leaders, governing bodies and, where applicable, the Church of England Diocese of Leeds to establish all-through provision by bringing together separate Infant and Junior Schools. The establishment of all-through primary schools is intended to improve the educational standards attained by children through better and more flexible management of learning, without a change of school at age 7. Single all-through institutions can establish longer term relationships with pupils and families, provide more opportunities for staff development and better manage resources to support learning and smooth transition to each stage of learning. This rationale underpinned the engagement in 2013 that led to the establishment of Almondbury Community School as detailed in section 3.2 above. All Hallows' (formerly Almondbury) CE (VA) Infant and Nursery School were involved in the formative discussions in order to ascertain whether the school should be part of the amalgamation. This was not pursued because of the implications arising from the VA status of the school and the balance of denominational places. Instead, it was agreed that All Hallows' would be a key strategic partner, with the number of planned places configured to be complementary to reflect the number of Key Stage 1 places of 50 at All Hallows' and 60 at Key Stage 1 of Almondbury Community School, totalling 110 planned places at Key Stage 2.

Observations from the senior Kirklees Learning Partner for 0 - 11 years about All Hallows' CE(VA) Infant and Nursery School's most recent outcomes from 2016 are;

*There is a play group on site – All Hallows' should consider how they can support the quality of provision in the pre-school and work in partnership on 'school readiness' in order to raise standards and include the 0-3 provision in 'the learning journey'*

*The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015*

**Outcomes** for children in the reception aged class were below national averages in 2016

-

*School – 62.5% compared with 69.3%*

*Outcomes for KS1 phonics were below national standards in 2016, 69.4% in school compared to 80.6% nationally*

*Outcomes at KS2 phonics were above national standards in 2016 – 85.7% compared to 66.7% nationally*

*KS1 outcomes in Reading writing and maths were all above national standards for the percentage of children achieving an expected level of attainment. There were more children working at a greater depth compared to national.*

*There is good **progress** through the school, children enter the reception class with outcomes slightly below average and leave school at the end of Key stage 1 with outcomes above national averages.*

*Increasing the number of pupils working at higher levels has been on the school improvement plan for the last few years and the impact of this school improvement work seems to have impacted in 2016.*

*The focus on progress from Key Stage 1 – Key Stage 2 would be a key indicator of future success for a primary school. It would be important to maintain current standards.*

The proposer has approached the West Yorkshire Teaching School Alliance in respect of developing the Key Stage 2 offer should the proposal be approved. Correspondence has been received by the LA from Debra Knowles, the Headteacher of Shelley First School, stating;

*‘I am writing on behalf of West Yorkshire Teaching Alliance (WYTA) to confirm that we would be willing to support the school in the development of its Key Stage 2 provision. As an National Leader of Education, I have worked with the current school and we have established positive professional relationships upon which we can build. Within WYTA, we have National Leaders of Education, as well as Specialist Leaders of Education, all of whom are experienced in school-to-school support.’*

This means that the school would have good support to develop the educational offer, and the development of staffing the KS2 year groups should the proposal be approved.

### **5.2.6 A school-led system with every school an academy**

*The 2016 White Paper Education Excellence Everywhere, sets out the department’s aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.*

**Officer Advice:** The context of the academisation agenda is not directly pertinent to the proposal being made by the Governing Body. The proposer explains that it understands;

“there is no requirement for all “Good” schools to convert to academy status, though the Secretary of State may require conversion in specific circumstances. The Governors currently have no plans to convert but are keeping the position under review. The priority for Governors is to develop partnerships with local schools and with the diocesan family of Church schools, which will have a bearing on the structure within which All Hallows’ will convert as and when the position changes in the future. The proposal is therefore consistent with government policy on academies.”

### **5.2.7 Demand V Need**

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the 'free school presumption'. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

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).

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.

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.

**Officer Advice:** The LA is transparent and clear in the "Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015) about the position for the planning area of Huddersfield South East, which includes the area served by All Hallows', and assesses that there are sufficient primary school places to meet basic need, as well as taking into account the projected number of pupils based on GP registration data showing those who live in the area, potential housing development (including the future impact of the Local Plan), the pattern of pupil distribution and the demographic, and availability of places in neighbouring planning areas.

The number of children living in the Huddersfield South East planning area is shown below. In total the number of available places for Reception = 350 (it is recognised that there is a Catholic Primary School in the area that serves a wider reach than just those families in the the planning area)

Planning Area 16. Huddersfield South East															
Table B. Number of pupils in each year cohort resident in the planning area - school year 2014-15 (NHS Jan 2015)															
future reception year groups				infant 2014-15			junior 2014-15				secondary 2014-15				
				Early years/KS1			Key Stage 2				Key Stage 3			KS4	
Reception Sep 2018	Reception Sep 2017	Reception Sep 2016	Reception Sep 2015	Reception 2014-15	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
289	314	325	328	324	282	288	286	326	277	251	287	237	257	266	304

And,

for the neighbouring planning area of Kirkheaton, Lepton and Grange Moor planning area.

In total the number of available places for Reception = 165

Planning Area 18. Kirkheaton Lepton and Grange Moor															
Table B. Number of pupils in each year cohort resident in the planning area - school year 2014-15 (NHS Jan 2015)															
future reception year groups				infant 2014-15			junior 2014-15				secondary 2014-15				
				Early years/KS1			Key Stage 2				Key Stage 3			KS4	
Reception Sep 2018	Reception Sep 2017	Reception Sep 2016	Reception Sep 2015	Reception 2014-15	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
87	108	123	126	146	131	162	150	154	139	143	151	130	121	111	131

The development of Almondbury Community School (and the investment made in 2015) secured sufficient places for KS1 = 60, and KS2 110 (ie sufficient places for the historic PAN of 50 from All Hallows' CE(VA) + 60 from KS1) and a KS 3/4 = 120.

It is acknowledged by the LA that the school's proposal is underpinned by continuity of provision, and based not on a rationale of basic need but of one of parental demand. It is also acknowledged that there is strong support by existing parents (and others who made representations) for the change in age range.

Additional information detailed in Appendix F, G, H and I were shared at the meeting of the SOAG and illustrate admissions preferences and the patterns of allocations of school places made for;

- Reception - for those living in the All Hallows' Priority Admission Area (PAA) over the last 5 years (pre and post reorganisation in the Almondbury area)
- Year 3 - Transfer for those pupils at the end of Key Stage 1 from All Hallows' over the last 5 years
- Year 7 – for admission into Key Stage 3 at Almondbury Community School of those living in the school's PAA, and those preferencing the school from outside of the PAA over the last 4 years

. This information illustrates that for Reception;

- The numbers of children living in the PAA for All Hallows' has been broadly stable over the last 5 years with between 44 and 52 Reception age children requiring a place.
- Over the last 5 years, the pattern of preference has remained **broadly static**, with between 19 and 23 children preferenced All Hallows' (Almondbury) CE(VA) Infant and Nursery School as a first preference. A smaller number, between 7 and 12 of those children preferenced Almondbury Community School (Greenside Infant School) as a first preference. Smaller numbers, between 1 and 3 made first preferences for Catholic primary provision, with a very small number of preferences for provision outside of the Almondbury area, in schools in neighbouring planning areas.

This does not reflect the view expressed that a large number of local families are seeking and securing provision outside the Almondbury area.

This information illustrates that for Year 3;

- The numbers of children transferring from All Hallows' (Almondbury) CE(VA) Infant and Nursery School to Almondbury Community School (Almondbury Junior School) over the last 5 years has been broadly static with the vast majority seeking Key Stage 2 education locally.

It can be concluded that the impact of introducing 30 Key Stage 2 places at All Hallows' would directly impact upon the numbers transferring to Almondbury Community School by around 30 places.

This information illustrates that for Year 7;

- There are a significant number of children who live in the Almondbury Community School PAA preferencing/being retained at Almondbury Community School.
- There are a significant number of children who live in the Almondbury Community School PAA preferencing and securing places at King James's School.
- There are smaller numbers of children preferencing and securing places in other schools.
- There are smaller numbers of children preferencing and securing places at Almondbury Community School (Almondbury High School) from outside the schools PAA.

It is difficult to draw any conclusions about the future preferences for places in Year 7. It is not possible to conclude that the introduction of Key Stage 2 places at All Hallows' would impact positively, negatively or have no direct impact at all in the future preferences made by families.

Given the current pattern of parental preferences for places at King James's School, and comparing that with the projected pupil demographic for the planning area of Kirkheaton, Lepton and Grange Moor it is reasonable to conclude that there will continue to be places available to families outside of the King James's PAA who preference the school.

### 5.2.8 School size

*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.*

**Officer Advice:** The size of the school is not considered to be a material factor to this decision making process in the respect of there being a preferred certain size of school. The viability and sustainability of schools is a consideration for members of All Hallows' CE (VA) Infant and Nursery School, as well as all others within the planning area and in neighbouring planning areas. The impact of introducing additional places on the wider system will need to be considered carefully by Decision Makers in their final considerations.

### 5.2.9 Proposed Admission Arrangements

*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.*

*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.*

**Officer Advice:** A senior manager in Admissions reviewed the Admissions policies as supplied by the proposer (see Appendix A, Supporting Documents 17 and 18) and made the following observations in response the comment made below by the proposer in that 'The school has

adopted the Local Authority admissions policy and therefore does not admit on the grounds of faith’;

The Admissions Policies that have been reviewed do not mirror the LA admission arrangements for the following reasons:-

<p>All Hallows’ give priority to all OLDER siblings (whether they live in-area or out-of-area) above in-area children.</p>	<p>The LA policy doesn’t specify siblings have to be older, as the admission policy applies to all year groups at the school, not just the year of entry, so the LA gives priority to older and younger aged siblings. The LA give priority to children living in the PAA with siblings at the date of admission, then those living in the PAA, then those outside the PAA with a sibling on roll, then finally those that live outside the PAA.</p>
<p>All Hallows’ give priority to children who live within parish boundaries and whose parents are regular worshippers at one of the churches in the Team Parish. Plus those that live outside the parish boundaries.</p>	<p>The LA does not use parish boundaries, only the priority admission areas.  The LA does not use faith criteria.</p>
<p>Split family evidence – school will take whichever parent receives child benefit and use their address for admission purposes, but parents could change this evidence to suit which address they want to be used for admission purposes.</p>	<p>The LA states: Where a child’s parents live at different addresses and the child spends time at each address we will consider the following when deciding which address should be used for admissions purposes:</p> <ul style="list-style-type: none"> <li>• the amount of time spent at each address</li> <li>• which parent has parental responsibility for the child</li> <li>• who receives child benefit for the child</li> <li>• where the child is registered for medical and dental care</li> <li>• any residency or custody orders made by the courts</li> <li>• Documentary evidence will be requested to support information given about the above.</li> </ul>

Other observations that were made about the policies were;

- All Hallows’ policies refer to applications received during the normal admissions round, but their policy and oversubscription criteria should apply to all applications including in-year admissions.
- Their policy states ‘the school will admit children with statements of Special Educational Needs in which the school is named on the statement’. It needs to also include Education, Health and Care Plans.
- It states applications for admission into Reception will be made on the common application form provided and administered by the local authority – but the LA does not have a form anymore, all applications are made online.
- SIF – it states SIF’s are published in the Kirklees admissions guide. Reference is made to SIF’s in the guide, but it should say they can be found on the Kirklees website.
- Waiting lists – the policy doesn’t state that any child who is refused a place because the year group is full will be placed on a waiting list. It should also state that the waiting list is held in oversubscription criteria order and the length of time the child will remain on the waiting list. For normal round applications into Reception, waiting lists MUST be held until 31 December.

There was the opportunity to seek clarification and have a positive discussion with the proposer at the SOAG meeting about admissions arrangements, school policy and the transitional

arrangements in relation to the current Published Admission Number (PAN) across the school. The Governing Body determined a Published Admission Number of 30 places (the PAN previously was 50) as part of their consultation on Admission Arrangements in 2014, and this came into effect from 2015/16. As the change in PAN is introduced from the relevant year of admission, this means that in 2016/17 the PAN is currently 30 for Reception and Year 1, with Year 2 being 50.

Following the SOAG meeting the proposer has looked to address and clarify points that were discussed at the meeting and have subsequently submitted a revised draft admissions policy (see Appendix J) and provided the following further explanation;

All Hallows' became Voluntary Aided and therefore its own admissions authority in 2013. Its existing admissions policy broadly complies with the requirements of the Schools Admission Code which was then in place and with diocesan practice at the time. It was recognised through the SOAG process that the policy requires significant updating to bring it into line with the current requirements of the Schools Admission Code and with current diocesan practice. This updating would be necessary irrespective of the present proposal and is being undertaken as a matter of urgency. The revised and updated policy has now been checked and approved by the Diocese of Leeds and will be formally approved by the Governing Body of All Hallows' at the earliest opportunity. A copy of the draft policy accompanies this document.

As a Voluntary Controlled school prior to 2013, the admissions authority for the school was the LA and admissions followed the LA policy. The school did not admit on the grounds of faith or religious practice as a Voluntary Controlled school and has not in practice done so as a Voluntary Aided school. All Hallows' has always been wholly committed to full inclusion, welcoming those of all faiths and none, and to serving its local community. Its principles and practice are reflected in the diversity of the existing school community (see below under Community Cohesion), and these will not change if its proposal to become a 3-11 primary school is approved by Kirklees Council Cabinet. Its revised and updated policy will better reflect existing principles and practice and will comply fully with the current School Admissions Code. The oversubscription criteria will give priority to children from the local community, irrespective of faith or church attendance. As a Voluntary Aided school, the oversubscription criteria also make provision for admission on faith grounds if the school receives any applications on these grounds. These are criteria 4 and 5, however. The school will first admit children with a Statement of Special Educational Needs or Education Health Care Plan in which All Hallows' CE (VA) Infant and Nursery School is named on the Statement or Education Health Care Plan. The highest priority is then given to:

- 1 Looked after children (a child who is looked after by the local authority or being provided with accommodation by the Local Authority in accordance with Section 22 of the Children Act 1989). This also includes children who were previously looked after but ceased to be so because they were adopted or became subject of a residence order or a special guardianship order.
- 2 A child whose parents/guardians reside inside the Priority Admission Area (PAA) who has a brother or sister (including a half-, step- or adoptive brother or sister) attending All Hallows' CE (VA) Infant and Nursery School at the proposed date of admission. **(See notes 1, 2, 3 & 5)**
- 3 A child whose parents/guardians reside within the Priority Admission Area. **(See notes 1,2 & 3)**

The school will, therefore, only consider applications on the grounds of faith or church attendance **if** there are still unfilled places once looked after children, siblings and children from the PAA have been admitted.

Proposals for the transition from infant and nursery school to all-through primary are set out in the consultation document. The school intends to grow slowly, offering places in Year 3 from September 2017 and in subsequent years to children in Year 2 only until the school covers the full primary age range. The Governors recognise and share the LA's concern, discussed at SOAG, that the historic PAN for Yr 2 (50) is still in place, and confirm that it is **not** their intention to admit more children to Yr 2 in the transitional period to becoming a 3-11 primary. This is a short-term issue until the reduction in the PAN of the relevant year of admission to 30 pupils per year group, which was implemented in the academic year 2015-16, works through Key Stage 1. The current Yr 2 cohort is the last group in school admitted under the previous PAN of 50.

The Governors agree on the need to put a special arrangement in place for this year to avoid the school being obliged to admit up to its current Yr 2 PAN if families apply. It was agreed at SOAG that All Hallows' would work with the LA to put a suitable transitional arrangement in place.

The Governors' financial modelling recognises that Year 3 may not be full from September 2017 and that the transitional phase will require careful management and flexibility. The strong support from parents for the school's proposal (82.8% of respondents), however, indicates that incremental growth can be managed where necessary through, for example, mixed-age classes and a judicious approach to the timing of new appointments to Key Stage 2. The Governors will also work collaboratively with neighbouring schools to manage the process of change.

### **5.2.10 National Curriculum**

*All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community (Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*

**Officer Advice:** There are no concerns regarding the rationale provided by the proposer in terms of the school's current approach to delivering the National Curriculum, or their suggested approach in terms of developing the provision of a Key Stage 2 curriculum should the proposal be approved. Correspondence has been received by the LA on 3<sup>rd</sup> November 2016 from Debra Knowles, the Headteacher of Shelley First School, stating;

*'I am writing on behalf of West Yorkshire Teaching Alliance (WYTA) to confirm that we would be willing to support the school in the development of its Key Stage 2 provision. As an National Leader of Education, I have worked with the current school and we have established positive professional relationships upon which we can build. Within WYTA, we have National Leaders of Education, as well as Specialist Leaders of Education, all of whom are experienced in school-to-school support.'*

This means that the school would have support to develop the educational offer, and staffing development should the proposal be approved.

### **5.2.11 Equal Opportunity Issues**

*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.*

*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.*

**Officer Advice:** The proposer completed the LA Equalities Impact Assessment template which is included (see Appendix A, Supporting Document 19) in the appendices. Officer assessment is that the information contained in the assessment is satisfactory in relation to the impact of the proposals for All Hallows’ CE (VA) Infant and Nursery School.

The Equality Act 2010 places the Council under a duty - the Public Sector Equality Duty to have due regard to the need to achieve equality objectives when carrying out its functions.

**5.2.12 Community Cohesion**

*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.*

**Officer Advice:** It is recognised that the school is inclusive and the proposer has demonstrated this in its policies (the revised Admissions Policy that has been submitted by the proposer should be noted), and as part of the proposer’s detailed submission to the SOAG which states;

All Hallows’ is committed to serving the local community, welcoming children from many different backgrounds and of all faiths and none. The school community reflects the ethnic and faith diversity of the community it serves:

**Ethnicity**

<b>Ethnicity</b>	<b>%</b>
<b>White British</b>	76.6
<b>Black Caribbean</b>	1.61
<b>White &amp; Black Caribbean</b>	12.9
<b>Black African</b>	2.4
<b>White &amp; Black African</b>	0.8
<b>Pakistani</b>	0.8
<b>White &amp; Asian</b>	0.8
<b>Any other Asian</b>	1.61
<b>Any other mixed</b>	1.61
<b>Any other White</b>	0.8

**Faith**

<b>Religion</b>	<b>%</b>
<b>Christian</b>	20.16
<b>Muslim</b>	3.2

<b>None</b>	75.0
<b>Other</b>	2.4

The school will continue to admit children in the same way as a 3 - 11 through primary school.

As a Church of England school, All Hallows' believes strongly in the importance of learning from and about religion, so that children develop a deeper understanding of faiths and their importance in shaping the world in which they live. The school promotes children's spiritual development and their understanding of local, national and global cultures. The school is fully inclusive and is a place where different faiths and cultures are not only respected but celebrated. All Hallows' is also active in its local community, taking part in local events and welcoming local residents into the school. A range of different activities and practices support this:

- Quiet garden open to all children every playtime for quiet contemplation
- Rector leads worship for YR to Y2 children every other week
- Regular visits to local church (All Hallows') for family services, RE lessons and local history work
- Visits to local Methodist Church for comparison of places of worship
- Visits to local Methodist Church and involvement in local community projects – Christmas Tree Festival, Nativity Scene Festival, Scarecrow Festival, etc with other local organisations
- Visit to local Mosque every other year with visit to Cathedral House (home to another local Christian Fellowship)
- Use of local environs for history and geography
- Music is taught by a specialist each week and covers international music, popular music and Western classical traditions
- Music for coming in to and leaving collective worship draws on a similar range of musical genres
- Cultural experiences are offered to the children including theatre groups, puppets, musicians, artists, storytellers from different backgrounds
- Governors make regular visits and share their different experiences with the children
- Support for Water Aid (through All Hallows' and the Diocese of Leeds) through the Harvest celebration
- Support for Syrian refugees through Salvation Army
- Let's Get Cooking Club invites older friends of the school to share a Harvest tea
- Reading Friends (involving older members of local community and parents)
- Support for Children in Need and Comic Relief
- Support for Macmillan Nurses

All Hallows' is an active member of the Almondbury Schools Partnership, taking part in local events and activities e.g. the commemoration of Remembrance Day, the 'Winter Warmer' community event and the Family Fun Day which take place from time to time in the Community School. The school is involved in a commissioning exercise to establish a Community Hub for NHS services as part of a Kirklees pilot project. Pilot status was awarded in recognition of the tight-knit collaborative nature of the Almondbury schools and the shared commitment to serving the local community. Local schools are now working together to commission health and support services for local families.

Members should take into account, as part of their considerations the representations received from those supporting the proposal;

- that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting";
- "the school is a vital part of the community not just for the current families that are part of it but also for the past and future families. My child has only known this school but the speed in which she settled in was fantastic and this was due to the staff's caring nature. The children deserve to continue to learn and grow in this positive environment and is why I strongly support this proposal";
- "All Hallows' School currently provides a happy and nurturing environment for the children of Almondbury. It has strong links with the church and other local community groups – playing a key part in the socialisation and integration of our children. The disruption I feel that moving to another school after only a couple of years is detrimental to the children's confidence and development at such a young age. Having an all-through primary will also enhance parental choice in the village, rather than opting for schools out of the village. This positive step can only serve to make our community stronger and more positive for our children";
- "I am the manager of Almondbury Playgroup. I strongly support the proposal to extend the age range. We have recently had a couple of parents not sure of the idea of coming to our playgroup because of the idea of their child having to attend the Community School. They were thinking of Kirkheaton or Lepton playgroups. Thinking that the friends that they make would continue their friendships throughout school in the Junior School that they prefer. With the All Hallows' extending to a Junior School hopefully we would have parents choosing to stay within Almondbury starting with playgroup all the way through".

And, those representations opposing the proposal:

- we are building a through school for the future of Almondbury children;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.
- the parents of Almondbury have been through a lot of change in recent times. Some of them initially were unsettled by the reorganisation. We are starting to win the confidence back of these parents. The LA has invested a lot of money in Almondbury Community School, as a result we have state of the art facilities that our children and the parents of Almondbury can have access to. Exam results are improving dramatically and we have just received a very good monitoring visit by HMI. The future success of this school

depends upon it growing in terms of pupil numbers. The proposal at All Hallows' has unsettled parents again and generated uncertainty especially for parents in Year 2, where could/should they send their children to ? I am strongly opposed to the All Hallows' proposal, it is not good for the children, parents and community of Almondbury.

There are differing views from those responding as part of the representation period. There is evidence that there are strong collaborative arrangements between local schools, and whether the proposals are approved or rejected, the ongoing commitment of the schools to continue to work together to meet the needs of local children and their families should be encouraged.

### **5.2.13 Travel and Accessibility**

*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. 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.*

*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.*

*Further information is available in the statutory Home to school travel and transport guidance for LAs.*

**Officer Advice:** There were some comments made about the potential impact on travel and transport in the representations. The proposer has carefully considered the potential impact and this was articulated in the published proposal. In addition, the proposer submitted a travel plan which is detailed in Appendix A, Supporting Document 20 and their assessment of the impact is reasonable.

They explain,

Governors are aware that there are concerns about the volume of traffic on Longcroft as things are at present and that concerns have been expressed about the possible implications of their proposal for traffic in the future. All Hallows' has therefore conducted a School Travel Assessment, the purpose of which was:

1. to identify travel and road safety issues occurring at present and mitigating strategies to address them;
2. to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3 to 7 years to 3 to 11 years;
3. to consider whether there are accessibility issues created by the proposal that impact adversely on disadvantaged groups.

The objectives of the School Travel Assessment are to ensure that any issues of accessibility are addressed and to encourage the All Hallows' school community to:

1. Be healthy and sustainable by,
  - encouraging more travel to and from All Hallows' School by healthier and more sustainable means, such as by walking or cycling, thus promoting less travel by car;
2. Be safe on the journey to and from All Hallows' School by,
  - promoting good road user behaviour on the routes to the school;
  - improving road safety conditions immediately outside the school gates;
3. Be more aware of transport and travel issues by,

- promoting the health and environmental benefits of using sustainable forms of transport.

The School Travel Assessment takes account of the travel arrangements and preferences of current parents and the constraints of the school site, as well as analysing the likely impact of the proposed change of age range on travel and accessibility and summarising the actions that the school takes and will take to address travel and road safety issues.

The Governors have concluded that their proposal:

- will not impact adversely on disadvantaged groups;
- will not extend journey times or increase transport costs;
- will assist families who currently rely on cars to transport very young children between different schools;
- may reduce traffic in Longcroft because, though the school will be larger, the number of Reception and Key Stage 1 children will be smaller, and Key Stage 2 children are more likely to walk or cycle to school;
- will encourage more Almondbury families to educate their children closer to home in Almondbury schools;
- will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The school will actively encourage Key Stage 2 children to walk or cycle to school using suitable walking or cycling routes and will adopt strategies to manage the times at which children arrive at or leave school (e.g. through after school clubs).

#### **5.2.14 Funding**

*The decision-maker should be satisfied that any land, premises or necessary funding 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.*

*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.*

**Officer Advice:** The proposal does not rely on capital funding from the Department of Education or additional resource from the LA.

The proposer confirms that the Church of England Diocese of Leeds supports the proposal and agrees to the school's use of the land and premises for which it is the trustee for a 3-11 Church of England primary school.

When reviewing the proposer's submission at the meeting of the SOAG, it became apparent that the financial modelling information that was part of the published proposal was out of date and required refreshing.

The proposers have taken time to engage with the School Finance team at the Local Authority to refresh this information and have submitted 2 potential models. The detail of which can be found in Appendix K and L. The proposer explains;

Since the publication of its Consultation Document and meeting with SOAG, All Hallows' has worked closely with the Council's School Finance Manager, David Gearing, to update its financial projections to 2021-2022. All Hallows' has faced a challenging budget situation in 2015-2016, throughout which it has worked closely with David Gearing to successfully mitigate that position:

"I know what a challenge All Hallows' budget situation has presented to you this year and we have worked together to successfully mitigate that position". (Email to the school from David Gearing, 3 November 2016)

Through its own determination, hard work and sound financial management, the school has turned a potential deficit of £110K, first projected in March 2016 against the school's reduced initial budget allocation, to what is now projected to be a £33k deficit in one financial year. All Hallows' has therefore demonstrated its ability to make difficult decisions and manage challenging finances. Moreover, the school continues to seek good value for money in its budgeting and purchasing by gathering quotes from alternative providers to meet some of its contractual obligations, and this will further reduce costs.

Revised financial projections to 2021-2022 are provided for Kirklees Council Cabinet to accompany this document. They have been produced by David Gearing following detailed discussions with the Headteacher and Chair of Governors of All Hallows', recognising how difficult it is to estimate some of the additional costs that would fall to the school if the extension of its age range is approved. In such cases, a basic assumption of the potential cost has been included drawing on recent experience in other schools (e.g. £20k set-up costs for each new Key Stage 2 class in respect of materials, furniture and equipment). Possible additional running costs of operating the school building with more children have not been included because they are unquantifiable. The projections include some adjustments to the requirements for teaching staff and are based on two scenarios: "maximum" assumes that each of the proposed Key Stage 2 classes fills up to the intended level of 30 pupils, and "suboptimal" assumes 25 children in each of the proposed Key Stage 2 classes to exemplify a downward shift in projected funding levels if the classes are not full. Rent for the Playgroup building is factored in from 2020-2021.

David Gearing's summary of what the projections show is as follows:

"The 'maximum' projection scenario shows that expansion into KS2 would initially worsen the School's budget deficit position but, as the point approaches where all the new KS2 year groups become 'live' the situation turns round to a surplus. My interpretation of what is happening is to do with the balance in the funding formula between basic per pupil funding and the additional support factor allocations in respect of socio-economic disadvantage and low prior attainment. If we make a basic assumption that the Age-weighted pupil unit is supplying funding to meet the basic costs of the class arrangements [teacher + some support] then there is nothing in the costings that acknowledges the additional support allocations and the potential to supplement staffing to address some of the issues these particular cohorts of children bring with them. I have queried whether the assumptions you have made about additional admin hours and support staff hours are at too low a level to cope with the increased numbers of children and to address the scale-up of additional need the school would face. At least the projected 'spare' funding in the latter years would enable this to be addressed in some way.

The 'suboptimal' projection shows a similar pattern of initial deficit build-up turning round to eventual surplus but the figures are much tighter under this scenario. They are not significantly different enough to change the conclusion to be drawn from this exercise –

that it would theoretically be possible in financial terms to establish a new KS2 provision within the projected funding streams. This could almost be viewed as self-evident if the funding formula provides sufficient funding to schools to deliver education for such groupings of pupils". (Email to the school from David Gearing, 3 November 2016)  
The Governors are extremely grateful to David Gearing for his assistance in updating their financial projections. They believe that the "maximum" and "suboptimal" scenarios on which they are based are realistic. Key Stage 2 year groups may not be full from September 2017, as not all families with children currently in Year 2 will necessarily opt for them to progress into Year 3. However, the consultation has demonstrated the strength of parental support for the school's proposal and the enthusiasm among parents/carers with children currently on roll at the school for remaining at All Hallows' for Key Stage 2.

On this basis, the Governors are confident that their proposal is financially viable and sustainable and will contribute to the longer term financial security and stability of the school. The projections show that, if the proposal to extend its age range is approved, as a 3-11 primary school All Hallows' would move from its current deficit budget into surplus in 2020-2021 under both the "maximum" and "suboptimal" scenarios.

The Governors will monitor their budget carefully and will continue to work closely with David Gearing in the transitional phase as the school grows. They will also continue to achieve economies of scale and value for money through sound financial management and such strategies as mixed age classes if necessary. They recognise, however, that the LA will need to accept a worsening of the school's deficit in the short term until the point where the additional funding attracted by the new year groups is sufficient to turn the situation round.

#### **5.2.15 School Premises and Playing Fields**

*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.*

*Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.*

**Officer Advice:** There are no particular implications for school premises and playing fields arising from this proposal. The proposer has provided annotated copies of the floorplan of the school to show how physical space is currently being utilised and how this would work following the implementation of the proposals. These are available in Appendix A, Supporting Documents 21 and 22. The proposer explained:

The school proposes to share space for the nursery aged youngsters with the playgroup. The general principle of sharing delivery space with the on-site playgroup is sound, providing maximum use of a building which creates financial benefits for both users.

The proposer has stated that the school is fortunate in having sufficient space in line with the School Premises Regulations to provide sports facilities to meet the curriculum requirements for a single form entry primary school and also has sufficient outdoor play space (shown in Appendix A, Supporting Document 21). The proposer explains that the differing ages of the children and the spaces available for play would mean that playtimes for Key Stage 1 and 2 children would need to be staggered. Officers agree with the proposer that this is common practice in many smaller primary schools and would allow children to play age appropriate games without the risks or worry of having older or younger children around.

The Governing Body have explored the possibility of developing a multi-use games area for Key Stage 1, but planning has been put on hold until the outcome of this proposal is known, as the specification may need to change to provide for older pupils and associated funding will need to be identified. This facility would allow the oldest children to play ball games at playtimes in a large properly enclosed space.

## **6. Guidance note: Type of decision**

The decision maker can make one of four types of decision for the statutory proposals;

- approve the proposal without modification;
- approve the proposal with a modification, having consulted the LA and/or governing body of the school (as appropriate); or
- approve the proposal with or without modification subject to certain prescribed events (such as the granting of planning permission) being met;
- reject the proposal

## **7. Officer conclusion and recommendation to the decision makers about a proposed decision.**

In light of the officer advice detailed in section 5 it is recommended, subject to consideration of any further matters that may be raised at the decision-making meeting, that the statutory proposal made by the Governing Body of All Hallows' CE (VA) Infant and Nursery School is rejected by the decision maker.

## **8. Implications for the Council**

### **8.1 HR Implications**

As a Voluntary Aided school, the Governing Body of All Hallows' CE(VA) Infant and Nursery School is the employer of school staff. If the proposal is approved, then over time, additional staff would be required as the Key Stage 2 year groups are retained. This has been modelled in the financial projections (see documents in Appendix K and L) submitted by the proposer. If the proposals are rejected, conversely, there is likely to be a requirement to review the current staffing levels at the school to achieve a sustainable balanced budget.

As has been explored in section 5.2.7 above and in the financial implications section below, if the proposal to change the upper age limit at All Hallows' is approved, then there is likely to be a direct impact on neighbouring provision at Almondbury Community School with a consequential reduction in pupil numbers at Key Stage 2 and therefore staffing levels would likely need to reduce. Almondbury Community School is a community school and therefore the majority of staff are employed by the LA for the governing body. In addition, as the school is part of the PPP contract, there would be potential consequence for a reduction in employees who work at the school that are employed by KSSL/Spie.

Consideration should also be given to the longer term impact in terms of the overall viability of Almondbury Community School. Any further reduction in pupil numbers would likely result in rendering the school unsustainable. In such a situation, this could result in the potential closure of the school, and therefore having a significant impact on all staff employed at the school.

### **8.2 Financial Implications**

The recently brought together Almondbury Community School is still coming to terms with the budgetary consequences of being funded as one school rather than as the three previously separate schools of Greenside I&N, Almondbury Junior and Almondbury High School. The effects of this upon the Almondbury's Budget Share allocation are still being transitionally phased in and Almondbury Community School is currently working with the local authority to consider strategies to ensure it's finances remain in balance. This task is providing quite a challenge within a context of the structural change to its funding allocation and continuing



annual flat cash settlements for schools which do not address pay and price inflation. Almondbury Community School's financial position is currently being mitigated to a degree by modest rises in student numbers.

The All Hallows' proposal would mean that Almondbury Community School's KS2 intakes will reduce by an average of 30 pupils per year, as these children would remain in All Hallows' for their KS2 years.

Based upon the 2016-17 funding allocation to Almondbury Community School, each of their primary-age children on average attracts £4,643 of Dedicated School Grant funding per annum. A class of 30 KS2 pupils is currently worth £139,300 per annum in terms of funding allocated to the school. If the School eventually loses 120 children across Years 3 to 6 their funding would reduce by £557,200 in comparison to its 2016-17 level. There would, of course, be some level of cost saving which could be stripped out from eventually having four fewer classes to operate. The problem for the School in reacting to the loss of funding is that the resources involved in directly delivering those classes are significantly lower than what would become the saving target of £139,300 per class, this impact is illustrated below.

Based on current average staffing costs at Almondbury Community School the cost of staffing a KS2 class is;

Teacher (incl PPA support time)	£50,500
Classroom Support (28.75 hrs/week)	£14,200
Lunchtime Supervisor	£ 2,500
Other cost reductions:-	
Learning Capitation	£ 6,000
Traded Services (estimated saving)	£ 2,000
<b>Total annual saving</b>	<b>£75,200</b>

This leaves an estimated (£139,300 - £75,200) £64,100 still to be saved by the school for each KS2 class it has to reduce by – an eventual additional recurrent savings requirement of £256,400 once the lower KS2 intake position worked through all four year groups.

This would be exceedingly difficult for the school to achieve and would certainly call into question Almondbury Community School's viability.

There is also a potential implication for the All Hallows' expansion to impact on the number of children transferring to Almondbury Community School at Key Stage 3 and 4. This could be;

- A neutral impact ie a similar number of pupils preferencing and securing places at Y7
- A positive impact ie an increase in the number of pupils preferencing and securing places at Y7.
- A negative impact ie a reduction in the number of pupils preferencing and securing places at Y7.

If there is a negative effect upon Almondbury Community School's intake to Year 7 then there would be further funding loss for the school. At 2016-17 prices the average annual funding amount a KS3 student attracts at Almondbury Community School is £5,566. When the student reaches KS4 (Years 10 and 11) the average funding for that age group is currently £6,590 per annum.

As a school operating in premises that are part of the Public Private Partnership phase1 (PPP1) scheme, Almondbury Community School is committed to paying a fixed annual fee of around £502,000 from its own budget. The fee does not vary with the number of students attending the school. This makes it even more difficult to make the savings required as, any options to reduce the level of service or amount of accommodation required have to be negotiated within the restrictions imposed by a long term contract. This means that savings almost always have to be secured by reducing the offer for the remaining pupils in school. Almondbury Community School's current offer is already being delivered at a very economic level in terms of class/group size, range of subject offer etc. Further reductions in budget would, in the opinion of Almondbury community School and the Officers working with the school, be damaging to the point of making delivery impossible.

### **8.2.1 Revenue Budget**

Should the proposal be implemented, based on an assessment of the current and future pupil demographic, coupled with the current pattern of pupil distribution there is a very significant risk for there to be implications for the Council in terms of the impact on the neighbouring Almondbury Community School.

An assessment of the financial impact of introducing 120 additional Key Stage 2 places into the system over the next 4 years, indicates a slow decline in terms of pupil numbers on roll at Almondbury Community School, which ultimately could result in rendering the school unviable and unsustainable. In such a situation, this could result in the potential closure of the school, meaning a loss to the community of Key Stage 1, 2, 3 and 4 places. Whilst it is acknowledged that the proposer has declared an intention to promote Almondbury Community School to its parents to preference for transfer at the end of Key Stage 2, and believes their proposal would secure more parents to stay in Almondbury, there is no guarantee that this will actually be the case. With a falling demographic in the neighbouring planning area of Kirkheaton, Lepton and Grange Moor, parents who preference neighbouring schools are more likely to successfully secure places in the coming years.

### **8.2.2 Capital**

There are no capital implications for the Council in terms of the direct implementation of the proposal to change the age range of All Hallows' CE(VA) Infant and Nursery School. The school proposes that sufficient physical space would be available by being able to share the on site modular with Almondbury Playgroup. The building is owned by the Playgroup and therefore there is a revenue implication for the school which has been taken into account in their budget planning.

There are potential capital implications for the Council in relation to the wider impact of approving the All Hallows' proposal, in particular for Almondbury Community School as its buildings on Fernside Avenue are part of the PPP1 contract. In a situation where the school is rendered unviable, there would be a cost to the Council of having an empty PPP site and having to compensate, or buy out the PPP contractor. Unless an alternative use could be found for the accommodation provided under the contract to illustrate the upfront cost to the council of removing the relevant sites from the PPP contract is estimated to be circa £3.3m

Consequently, a loss to the system of Key Stage 1, 2, 3 and 4 places would need to be addressed in order to secure sufficient learning places, for example by increasing the number of available places at other schools within the planning area. This being the case, would likely require capital investment.

## **8.3 Council priorities**

Council policies affected by this proposal include the Children & Young People Plan. The proposals will support the Council priorities which are:

**Health and wellbeing in Kirklees:** By 2020, no matter where they live, we want people in Kirklees to live their lives confidently, in better health, for longer and experience less inequality.

**A strong economy for Kirklees:** We want Kirklees to be recognised as the best place to do business in the north of England and as a result, one where people prosper and flourish in all of our communities.

## **9. Consultees and their opinions**

The statutory 4 week period of representation enabled interested parties to respond with their observations and comments about the proposal. The proposer has had the opportunity to comment on the 203 representations received and this report brings stakeholders views and comments regarding the statutory proposal to decision makers' attention for full consideration giving due regard to the factors for decision making derived from the guidance issued by the Department for Education.

## **10. Next steps**

Within one week of making a decision the decision-maker should 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 relevant parties to be notified of the decision and reasons for that decision.

Officers would work with the proposer to ensure that the requisite action was taken.

## **11. Officer recommendations and reasons**

In making a recommendation Officers have taken into account all the information in the All Hallows' CE(VA) Infant and Nursery School Governing Body's published proposal, the 203 responses received as part of the representation period, submissions received by the LA examined as part of the SOAG meeting and the further submissions received following the SOAG meeting. Additional factual information has been reviewed which includes; admissions data over the last 4 years, pupil demographic data and the pattern of pupil distribution as published by the Council in the document *"Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015)*, relevant financial information that models the likely impact of approving the proposal for both All Hallows' CE(VA) Infant and Nursery School and Almondbury Community School, and relevant financial information that illustrates the likely consequence of the introduction of 120 additional Key Stage 2 places that could ensue now and in the future for the children and their families in the area, staff employed in local schools, the wider community and the council.

An objective assessment has been made against the Decision Makers' Guidance issued by the DfE, and all the relevant factors for Decision Making for this proposal which is detailed in section 5 of this report.

Officers view is that the proposal has been well thought through by the Governing Body. The rationale put forward for changing the age range of the school is not unreasonable and there is clear support from stakeholders in the local area. However, what is also clear is that the introduction of additional places, where there is no evidence for the need for additional places does potentially have a much wider and significant impact for the Almondbury area, and in particular potentially has a serious adverse impact on the neighbouring Almondbury Community School (ACS). The potential destabilising effect, could therefore mean ACS

becomes financially unsustainable. In such a situation, this could result in the overall loss to the community of sufficient Key Stage 1, 2, 3 and 4 places.

The DfE Decision Maker's Guidance explains '*The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so*'

It is recognised that there are already strong collaborative relationships between schools in the local area and there are opportunities and an evident willingness to further strengthen those partnerships in the future for children and their families and the wider community benefit and to drive up standards locally.

In balancing all of this information, it is Officers recommendation that members in their role as Decision Maker reject the proposal.

## **12. Cabinet Portfolio Holders' recommendation**

The Cabinet Portfolio Holder acknowledges the recommendations set out by officers in the previous section of this report. As decision makers, Kirklees Council Cabinet will consider any further material matters that are brought to our attention in advance of and during the Cabinet meeting on 28th November 2016 and will make our final, oral, recommendations at the end of the discussion of this item at the meeting.

The Governing Body of All Hallows' CE(VA) Infant and Nursery School has submitted a robust proposal for changing the upper age limit of the school, however, it is clear that there are much wider implications that must be taken into account in our considerations.

There is sufficient provision across the planning area to meet basic need, and there are places available as part of linked admission arrangements for Key Stage 2 pupils at Almondbury Community School which is within walking distance for pupils from All Hallows' and the surrounding area to attend.

A careful consideration has to be balanced between the issue of demand and basic need, and the impact of that for the children, their families and the wider community, not just for the council, if All Hallows' was to proceed with their proposal there are challenges in securing and retaining local, high quality provision for all our communities in Kirklees.

There are opportunities to continue with and develop the already strong collaborative arrangements that exist between the local schools and we would be keen to encourage this continue for the benefit of the Almondbury Community.

## **13. Contact Officers**

### **Deputy Assistant Director**

Jo-Anne Sanders. Deputy Assistant Director: LA Statutory Duties  
[jo-anne.sanders@kirklees.gov.uk](mailto:jo-anne.sanders@kirklees.gov.uk)

### **Assistant Director responsible**

Gill Ellis. Assistant Director for Learning and Skills  
[gill.ellis@kirklees.gov.uk](mailto:gill.ellis@kirklees.gov.uk)

## 14. BACKGROUND PAPERS

**Cabinet Report** : 8<sup>th</sup> April 2014 - Report on the related statutory proposals to discontinue Greenside Infant and Nursery School, to discontinue Almondbury Junior School and to change the lower age limit and expand Almondbury High School in order to develop an all-through school for 3-16 year old pupils, including nursery provision, to serve the Almondbury area.

## Kirklees School Organisation Advisory Group – 14 October 2016

### 1. Introductions, membership, apologies

<b>Present:</b>	Cllr Masood Ahmed – (Chair) Jane Acklam (CEO – Moor End Academies Trust) Richard Noake (Church of England -Diocesan Director of Education)
<b>Officers in Support:</b>	Jo-Anne Sanders (Deputy Assistant Director-Learning & Skills) Shahzia Ashraf (School Organisation & Planning)
<b>Proposer:</b>	Jane Sargent (Head teacher All Hallows CE(VA) I&N School) Sue Edwards (Chair of Governors All Hallows CE(VA) I&N School) Ann Lees (Consultant for All Hallows CE(VA) I&N School)
<b>Apologies:</b>	Cllr Erin Hill Cllr Marielle O'Neill Cllr Lisa Holmes Cllr Kath Pinnock Cllr Michelle Grainger-Mead Angela Cox (Diocese of Leeds)

### 2. Overview of the meeting:

To review the representations received from the published statutory notice on a statutory proposal made by the Governing Body of All Hallows' CE(VA) Infant and Nursery School to change the upper age range to become an all through primary school.

- The Governing Body of All Hallows' CE(VA) Infant and Nursery School propose to change the age range from 3-7 years to 3-11 years.

The purpose of SOAG is to review statutory processes, to offer guidance and make recommendations to Kirklees Council Cabinet who are the decision makers. (See terms of reference below).

### 3. Review of the proposal

It was acknowledged that the proposer has met a very tight timescale to follow the deadline for submitting documentation to support the SOAG meeting and appreciation for their cooperation was expressed.

- Representatives for the All Hallows Governing Body as the proposer had provided information that had been collated for SOAG members.
- Attention was drawn to the fact that all representations needed to come to the LA, however, it was agreed the school would forward any representations they received and send them to the LA, and that the LA would forward copies received by them to the school in order to achieve a single list of representations. This had

led to 4 representations that the proposer had not had sight of in advance of submitting their paperwork. This was further acknowledged at the meeting with a full explanatory note on the Agenda (see attached). The proposer had brought a paper to address those representations and this was to be tabled at the meeting.

#### **a. Review of statutory process undertaken using the checklists**

Using the paperwork prepared by the proposers, as well as copies of the DfE Decision Maker's Guidance, and a copy of a document with officer commentary the group reviewed the statutory process, and representations received. The following points were discussed;

- The copy of the statutory notice as published in the Huddersfield Examiner/statutory notice posted outside school gates (evidence provided by the proposer). There was a small administrative error that occurred in the publication of the statutory notice. The date that the statutory notice was published in the newspaper on 5<sup>th</sup> September 2016 until Monday 5<sup>th</sup> October. This should have been Monday 3<sup>rd</sup> October. The LA sought legal advice which confirmed that this does not invalidate the notice itself.
- Consultation document circulation list. The proposer provided a list of where the statutory notice was circulated. A SOAG member commented that the number of local school responses was low. It was clarified that there had been responses from the Headteacher at Almondbury Community School and governors from Almondbury Community School as well as a governor from St Joseph's Catholic Primary. The proposer confirmed that the full proposals were hand delivered to local schools as per the circulation list.
- Working through the 'Statutory process check sheet' provided by the LA, that had been completed by the proposer, and reviewing supporting documentary evidence the group agreed that the process had been followed in line with legislative requirements.

#### **b. Review of representations received to the statutory proposals**

- A total of 203 responses have been received during the representation period. A numerical analysis of representations received and their stakeholder group had been provided by the proposers.
- The proposer had provided a qualitative summary of all of the written responses received as part of the representation period. This collates all of the written comments received and is organised by stakeholder group. Both these documents are attached.
- There were 4 representations in total that had been received by the LA and not passed to the proposer for comment prior to the deadline for submitting the paperwork. All 4 responses 'strongly opposed' the proposals. 3 out of 4 of the proposals made no further comments; therefore the comments made on the 4th representation, which was from the Head of Almondbury Community School, have been considered by the proposer and included in a separate document (attached).
- It was confirmed that the proposer would have the opportunity to update the numerical analysis prior to the Decision Making meeting.

- Comments raised in the representations had been addressed under each of the factors to be considered in decision making by the proposers, see detailed template attached, and discussion took place about these matters in turn, notes of which are below in section d.

**c. Conclusions and recommendations to decision makers about the statutory process.**

The statutory notice, statutory proposal and statutory process are valid and within time limits

- The published notice complies with statutory requirements
- The statutory consultation has been carried out
- The statutory 4 week period has been allowed for representation. 203 representations have been received in response to the proposal
- A decision can be taken about the proposals. The LA intends to take a Cabinet report, within 2 months after the end of the statutory 4 week representation period which ended on 3<sup>rd</sup> October 2016 (ie before 3<sup>rd</sup> December) for Cabinet to make a decision about the proposals.

**d. Review of factors from DfE guidance to be considered in Decision Making.**

As Decision Makers, Cabinet are required to consider a range of factors as detailed in guidance issued by the Department for Education 'Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals April 2016.' A template, derived from this guidance had been provided by the LA and completed by the proposer. LA Officers had reviewed the information and commentary/points of clarification were sought from the proposers at the meeting. This document, including Officer commentary is attached. Factors that were discussed that were relevant to this proposal are below with key points noted;

- **Related Proposals**

It was confirmed that this proposal is not related to any other proposal.

- **Conditional Approval**

It is possible that the Decision Maker can approve proposals subject to certain conditions being met. The LA had reviewed the prescribed list of conditions alongside the details of the statutory proposal and sought clarification upon;

- The status of the arrangement between the school and the Playgroup. It is proposed that to enable the proposal to be implemented, there is a shared arrangement for the physical space, and, whether plans are in train to have a formal letting agreement. The proposer confirmed that there was agreement in principle and evidenced this in meeting notes, as well as with a signed letter from the playgroup. It is anticipated that a formal leasing agreement would need to be made a condition should the proposals be approved prior to the implementation date. This would need to be checked with Legal Services.

**Action agreed** – that the proposer would clarify about future use of the playgroup building and advise Officers about progress as soon as is practicable but in advance of the preparation of the Cabinet report.



- Clarification was sought about the status of the PAN for current Year 2 (which, if the proposal was to be implemented would become the Year 3 cohort in September 2017). The PAN of the current Year 2 cohort is currently still 50 (due to the historical change in PAN). The proposer to provide a clear understanding of whether the school are required to seek to vary the current Y2 PAN to 30 as part of the transitional arrangements with the Schools Adjudicator. The proposer confirmed their intention was not to make additional places available at Year 3, and accepted that current number on roll was 38 as stated in the proposals as the PAN at the point of normal entry had been historically 50.

**Action agreed** – that the proposer would clarify about whether there was a need to vary the Y2 PAN should the proposal be implemented. Legal advice would also be sought to advise whether this would need to be in place as a condition, should the proposals be approved.

- **Publishing Decisions**

It is expected that the LA and the proposer will fulfil their obligations in respect of this post Decision Making. The LA would want to coordinate this approach with the proposer.

- **Consideration of Consultation and Representation Period**

In total 203 representations were received. The LA and proposer agreed on this number. Some slight amendments will be required to the quantitative information provided by the proposer.

There is a small administrative error that occurred in the publication of the statutory notice; however legal advice confirmed that this does not invalidate the notice itself.

**Action agreed** – that the proposer would update and resubmit the numerical analysis of representations received.

- **Education Standards and Diversity of Provision**

The Senior Kirklees Learning Partner had provided some commentary that confirmed the proposer's statements about the educational standards.

It was suggested that school should consider how they can support the quality of provision in the preschool and work in partnership on 'school readiness' in order to raise standards and include the 0-3 provision in 'the learning journey'.

The focus on progress from KS1 – KS2 would be a key indicator of future success for a primary school. It would be important to maintain current standards.

The proposer explained that they currently employ two staff who are trained to teach KS2 and have expressed an interest in delivering KS2 if the proposal is successful. A SOAG member suggested that should the proposal be approved the school consider collaboration with other schools to develop curriculum and expertise for KS2, as well as assessment systems.

- **A school-led system with every school an academy**

The proposer confirmed that academy proposals were not currently under consideration. This was not currently a key aspect of the proposal under consideration.

- **Demand V Need**

There are sufficient primary school places to meet basic need in the planning area, as well as taking into account the projected number of pupils based on GP registration data showing those who live in the area, potential housing development, the pattern of pupil distribution and the demographic, and availability

of places in neighbouring planning areas.

- The Church of England Diocese of Leeds supports the proposal and stated that they have been working with the LA. There was an acceptance that there is not insufficient number of Key Stage 2 places in the planning area however this proposal is not based on basic need but on parental demand and for this reason was supportive of the proposal.
- The proposer stated that that the proposal will offer local parents choice and reduce transitions points.
- The impact of additional school places locally is a key consideration in relation to the viability and sustainability of neighbouring schools.
- Discussion took place regarding the pattern of parental preferences and data was shared showing data over the last 4 years.
- The proposer presented pupil number data going back 6 years, together with data from prospective parents from the schools PAA who had stated that they would only choose All Hallows' if it can offer education for 3 – 11 year olds, otherwise they would preference other schools out of area. The proposer concludes that All Hallows could therefore be at a disadvantage.

- **School size**

The viability and sustainability of schools is a consideration for All Hallows' CE(VA) Infant and Nursery School as well as all others within the planning area, and, in neighbouring planning areas. The impact of introducing additional places in the wider system will need to be considered carefully by Decision Makers in their final considerations. It was acknowledged that the overall size of schools was not a material consideration and that there was no view about an 'optimum' size of a school.

- **Proposed Admission Arrangements**

The proposer had provided copies of their determined Admissions Policies for 2016/17 and 2017/18 as supporting information. It had been stated by the proposer that the school has adopted the Local Authority admissions policy and therefore does not admit on the grounds of faith. A senior manager in Pupil Admissions had reviewed the policies and concluded that the admissions policies do not mirror the LA admission arrangements for the following reasons;

“All Hallows give priority to all OLDER siblings (whether they live in-area or out-of-area) above in-area children.”

- The LA policy doesn't specify siblings have to be older, as the admission policy applies to all year groups at the school, not just the year of entry, so the LA gives priority to older and younger aged siblings. The LA give priority to children living in the PAA with siblings at the date of admission, then those living in the PAA, then those outside the PAA with a sibling on roll, then finally those that live outside the PAA.

“All Hallows give priority to children who live within parish boundaries and whose parents are regular worshippers at one of the churches in the Team Parish. Plus those that live outside the parish boundaries.”

- The LA does not use parish boundaries, only the priority admission areas.
- The LA does not use faith criteria.

“Split family evidence – school will take whichever parent receives child benefit and use their address for admission purposes, but parents could change this evidence to suit which address they want to be used for admission purposes.”

- The LA states: Where a child’s parents live at different addresses and the child spends time at each address we will consider the following when deciding which address should be used for admissions purposes:
  - the amount of time spent at each address
  - which parent has parental responsibility for the child
  - who receives child benefit for the child
  - where the child is registered for medical and dental care
  - any residency or custody orders made by the courts
  - Documentary evidence will be requested to support information given about the above

Other general observations that were made about the policies;

All Hallows’ policies refer to applications received during the normal admissions round, but their policy and oversubscription criteria should apply to all applications including in-year admissions.

Their policy states ‘the school will admit children with statements of Special Educational Needs in which the school is named on the statement’. It needs to also include Education, Health and Care Plans.

It states applications for admission into Reception will be made on the common application form provided and administered by the local authority. The LA does not have a form anymore, it is all done online.

SIF – it states SIFs are published in the Kirklees admissions guide. Reference is made to SIFs in the guide. It should say they can be found on the Kirklees website.

Waiting lists – the policy doesn’t state that any child who is refused a place because the year group is full will be placed on a waiting list. It should also state that the waiting list is held in oversubscription criteria order and the length of time the child will remain on the waiting list. For normal round applications into Reception, waiting lists MUST be held until 31 December.

Some clarification was needed as there were contradictory statements made about the mirroring of the LA policy, and, there were some elements relation to admissions that were unclear. One SOAG members advised that the Governing Body seek legal advice to ensure their policies were compliant. The proposer would need to take advice about the changes that could be made immediately to ensure compliance, and whether, as these policies had been determined whether any variations needed to be consulted upon.

The Guidance states

*“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. 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.”*

**Action agreed** – that the proposer seeks advice about their admission arrangements, and, that they have the opportunity to revise the wording in their commentary so as it is clear about statements made in relation to priority on faith criteria. The Decision Maker will need to have a clear understanding about these matters in advance of the Decision Making meeting.

- **National Curriculum**

No specific discussion took place about this factor.

- **Equal Opportunity Issues**

The proposer had completed an Equalities Impact Assessment using the LA template and was deemed to be satisfactory. This is attached and will be considered as part of the decision making process.

- **Community Cohesion**

Discussion took place about this factor in relation to the commentary about the Admission Policy, and SOAG members were keen to have clarification about whether the oversubscription criterion that gives priority on faith supported the proposer commentary.

It was recognised that the school is inclusive and has demonstrated this.

**Action agreed** – that the proposer has the opportunity to revise the wording in their commentary so as it is clear about statements made in relation to priority on faith criteria. The Decision Maker will need to have a clear understanding about these matters in advance of the Decision Making meeting.

- **Travel and Accessibility**

The proposer has submitted a travel plan which is reasonable. It should be noted that a crossing patrol person cannot be guaranteed to be provided. The travel plan is attached

- **Funding**

There is detailed financial information in the statutory proposal and a *Senior Finance Manager* has reviewed this and provided the following observations that require clarification;

- Page 6 of the proposal mentions the provision of a crossing patrol warden at Longcroft – if there isn't one there at the moment this would be an additional cost to the Council.

**Action agreed** – that the proposer seeks further advice from the relevant Council department about school crossing patrol and the cost.

- The school will be in deficit at the close of the current financial year by at least £35k with a further small fall in funding expected for 2017-18. This

isn't reflected in the proposal.

- The proposal does track the impact of a rising roll on the annual budget share allocation and because it only makes assumptions about AWPU and Pupil Premium it understates the potential increase in funding the additional pupils would attract.
- However, it does not address the fact that the funding system only provides funding for the pupil increases 7 months down the line from when the extra children would be in place. **This is a gap in the financial plan.**
- The school is also now in deficit so has no access to spare resources to deal with this lagged effect. It would not be possible to access Pupil Growth Fund as that can only address basic need increases which trigger additional classes.
- Page 11 – closing sentence first paragraph – further clarification of the logic behind this needs to be clarified. The proposer has not taken into account potential deprivation/low prior attainment etc support funding on top of the AWPU/Pupil Premium as this isn't easy to predict. It is the minor part of their funding so, if pupil numbers are lower than forecast it cannot be a given that there wouldn't still be an erosion of the school's financial position as a result.
- Page 14 – these are the figures supplied by the finance team prepared in advance of All Hallows' initial proposal in 2015. They have not been updated. For instance, the £610,488 claimed funding figure for 2016-17 was actually £599,775 in the event. There is no reflection here either of the lag in the funding reacting to increased numbers and this being without Pupil Growth Fund support.

Clarification was sought from the proposer about whether there are rental implications of sharing the playgroup building. The proposer explained that there was an anticipated cost of £200 per month for the cost of sharing the Playgroup accommodation. This was not currently factored into the financial modelling.

A SOAG member asked whether the LA would accept the school operating with a deficit.

**Action agreed** – that the proposer is to provide revised information that has been updated to reflect up to date information on the financial position and long term planning for the school. The Decision Maker would require this information as a proposal cannot be approved conditionally upon funding being made available.

**Action agreed** – that Officers seek advice from School Finance Manager about the school's current budget position.

- **School Premises and Playing Fields**

No additional premises would need to be acquired in order for the proposal to be implemented.

**e. Conclusions and recommendations in relation to the factors for Decision Making**

It was noted that the Decision Maker can make one of four types of decision for each proposal:

- Reject the proposals
- Approve the proposals
- Approve the proposals with a modification (e.g. the implementation date)
- Approve the proposals subject to them meeting one or more specific conditions

SOAG agreed that;

- The statutory process had enabled the proposals to be made available to all interested parties and that views and comments had been fully considered by the proposer.
- The proposer had presented rationale for the proposals that had been articulated against the relevant factors in the DfE Decision Makers Guidance.
- The representations received would need to be fully considered by the Decision Makers in their deliberations.
- The meeting had highlighted some areas where clarification/resubmission of some documentation would need to be made by the proposer to inform the Decision Making process. These are highlighted in red in section d above.
- The discussion points under each factor would support Cabinet to reach a decision regarding the proposals:

The proposers were thanked for their attendance and for agreeing to provide further information to LA Officers.

## School Organisation Advisory Group

### Meeting

Friday 14th October from 10.00am - 11.00am Kirkgate Buildings, First Floor (Training Room)

**Purpose to** review statutory proposals and statutory processes, to offer guidance and make recommendations to the decision makers

### Proposal

The Governing Body of All Hallows CE (VA) Infant and Nursery School propose to change the upper age range of the school from 7 years to 11 years

The proposers have been invited to the meeting

### Agenda

1. **Introductions, membership, apologies**
2. **Overview of the meeting**
3. **Review of the proposal**
  - a. Review of statutory process undertaken using the checklists
  - b. Review of representations received to the statutory proposals
  - c. Conclusions and recommendations to decision makers
  - d. Review of factors from DfE guidance to be considered in making the decisions
  - e. Conclusions and recommendations

**All Hallows' C.E. (VA) Infant and Nursery School**

Longcroft, Almondbury, Huddersfield, W. Yorkshire HD5 8XW

**List of documentation for submission to School Organisation Advisory Group for meeting on 14<sup>th</sup> October 2016**

- Statutory notice – evidence of publication in Huddersfield Examiner on 5.9.16 **Hard copy**
- Photographs of Statutory Notice displayed on all pedestrian gates onto school site. **Hard copy**
- Consultation document – published version – **e doc**
- Circulation list for consultation document – **e doc**
- Kirklees' Checklist **e doc**
- Notes of two consultation meetings – **e doc**
- Appendices of responses (2) - **e doc**
- Analysis of responses – **e doc**
- Minutes of meeting with Almondbury Community School – **e doc**
- Minutes from Playgroup meeting relating to use of premises – **e doc**
- School Travel Assessment - **e doc**
- Equality Impact Assessment – **e doc**
- Admissions Policy for 2016-17; 2017-18 – **e docs**
- 3 Site plans showing: foot print of building, site location and building layout – **hard copies**
- Kirklees document - Factors to be considered in decision making. – **e doc**



*All Hallows' CE (VA)*  
*Infant and Nursery School*



*Consultation on  
proposal for change of age range  
from 3 to 7 years to 3 to 11 years.*

*Consultation period:*

*Monday 5<sup>th</sup> September to Monday 3<sup>rd</sup> October 2016*

# **ALL HALLOWS' CE (VA) INFANT AND NURSERY SCHOOL**

## **Proposal for change of age range from 3-7 years to 3-11 years from September 2017**

### **Context**

All Hallows' CE (VA) Infant and Nursery School currently welcomes children aged between 3 and 7 years with 118 on roll from September 2016, including Nursery. It admits up to 30 children each year. The school was last inspected in March 2015 and was judged to be securely Good. The Ofsted report says of the school:

- This is a happy, highly nurturing and improving school;
- Strong and positive relationships exist with parents;
- Partnerships with the local community and other schools are strong.

The school was also inspected under the SIAMS (Statutory Inspection of Anglican and Methodist Schools) framework in October 2015 and was judged to be Good in all areas.

In this context, the Governing Body of All Hallows' now proposes to build on its existing strengths and change its age range from 3-7 to 3-11 so as to become a single form entry primary school. The school has a Published Admission Number (PAN) of 30 and will continue to admit 30 children each year: it will therefore offer 210 places across Key Stages 1 and 2 when the school is full.

### **Why does the school want to change?**

All Hallows' is wholly committed to providing the best possible education for children and serving the needs of the local community. Becoming a 3-11 primary school would enable the school to build on its existing strengths so as to:

- improve educational outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum from 3-11 that meets the needs of all children;
- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice (offering Almondbury parents the option of educating their children in a 3-11 CE school at Key Stage 2);
- be at the heart of the village community meeting the needs of the local community.

### **Improving Outcomes: Supporting Pupil Progress**

It is widely acknowledged that major transition points in a child's educational journey can cause progress to falter. The establishment of 3-11 primaries improves the educational standards attained by children through better and more flexible management of learning, without a change of school at the age of 7. 3-11 primaries are able to establish longer term relationships with pupils and their families than is possible in a 3-7 school. Pupil cohorts remain more stable where the majority of children progress through the primary phase together and learn to build and sustain relationships. There are also enhanced opportunities for staff development in a 3-11 primary, and the possibility of teaching across the primary age range in a single school assists recruitment and retention of skilled staff.

For all of these reasons, it is the policy of Kirklees Council to reduce the number of transition points in a child's educational journey, and where possible the Council has already taken opportunities to create 3-11 primaries from separate infant and junior schools. This policy also underpinned the creation of Almondbury Community School in 2014. The All Hallows' proposal to create a 3-11 primary school (including Nursery provision) on the school's existing site is therefore in line with well-established educational thinking and local policy and would contribute to securing improved outcomes for children.

All Hallows' already delivers a high quality of education to its pupils. Key Stage 1 provisional results for 2016 show that a very high percentage of pupils achieved at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieved at or above the expected standard in Reading;
- 82.4% of pupils achieved at or above the expected standard in Writing;
- 85.4% of pupils achieved at or above the expected standard in Maths;
- 91.2% of pupils achieved at or above the expected standard in Science.

Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. All Hallows' therefore contributes significantly to raising local standards and to narrowing the attainment gap. The school's aspiration, which is at the heart of its proposal to become a 3-11 primary school, is to deliver the same high quality of education to pupils at Key Stage 2 and throughout their primary journey.

As a 3-11 school, All Hallows' would also be fully committed to securing pupil progress by encouraging and actively supporting transition to Almondbury Community School at the end of Key Stage 2. Staff would work collaboratively with colleagues from Almondbury Community School to introduce children to the school and to develop joint curriculum projects in English, mathematics and science for Years 5 and 6, with a view to sustaining progress and facilitating continuity in children's learning when they move into secondary education.

### **Enhancing Parental Choice: Meeting Local Needs in a Local School**

All Hallows' has experienced a significant fall in the number of pupils on roll since Kirklees Council launched its consultation to establish Almondbury Community School in 2013 and the inception of the new 3 to 16 school in June 2014. Exit interviews with parents who have removed their children from All Hallows' since 2013 reveal that uncertainty about the proposed Community School in Almondbury, and not dissatisfaction with the education provided at All Hallows', was the reason for their early decision to settle their children into alternative schools. All these parents expressed regret that All Hallows' could not continue to educate their children through Key Stage 2 and cited this as the sole reason for moving their children.

The situation has now to some extent stabilised, but parents continue to express the wish that their children could continue their education at All Hallows' up to the age of 11. The school's records of parents looking round the school prior to registration show that the prospect of moving their children at 7 to the environment of a 3-16 school continues to be a major disincentive to parents who would otherwise have been keen for their children to come to All Hallows', and they opt instead for 3-11 primary schools outside Almondbury. Routine parent satisfaction questionnaires are completed every two years. In February 2015 the school posed 3 open questions which produced the following responses:

*What do you like about All Hallows' School?*

Parents said that they appreciated the school's welcoming Christian ethos, its reputation as a 'village school', the friendly atmosphere, the homely environment, the family orientated

character, its small size ('not too big and daunting'), the strong community links and cultural diversity, the children's involvement in the life of Almondbury and Huddersfield, the diverse intake of children, and the range of provision on one site (i.e. playgroup, school, after-school provision).

*How can we improve the school?*

Some parents said that they wanted more use of the school's website for communication, more teachers, improvements to premises and school lunch menus. Other parents said that no improvements are needed because they love the school as it is. A significant number of parents said that they wanted the school to improve by becoming an all-through primary school.

*What are your hopes for the future at the school?*

A significant majority of parents responded that they hope the school will develop Junior/ Key Stage 2 provision in the future, that it will still remain a small school, that it will regain its Good or Outstanding status (the school was subsequently judged to be Good at its Ofsted inspection in March 2015) and that it will continue to provide a caring environment.

The Governing Body of All Hallows' has taken these views into account in developing the proposal to extend the age range of the school and go out to formal consultation.

The Governing Body believes that its proposal will offer parents significantly greater choice within a setting they clearly value and where the standard of education provided is high. It will also support community cohesion by providing parents with a local choice at Key Stage 2 within the Almondbury family of schools. The choices that parents make early in their child's educational journey are far-reaching and influence the decisions they take for the secondary phase. At present a significant number of children are being lost to Almondbury because parents are opting to educate their children out of Almondbury after the end of Key Stage 1 or are not choosing Almondbury at all. Data provided by Kirklees Council (Securing Sufficient School Places 2015) indicates that 147 Key Stage 1 and 2 children within the All Hallows' admissions area were dispersed and being educated at 26 other Kirklees schools which do not feed into Almondbury Community School. The 2016 January census data suggests that this trend has not been reversed. The Governing Body of All Hallows' therefore believes that its proposal will benefit the local community and the whole Almondbury family of schools by encouraging more parents to begin and continue their child's education locally.

## **Working Together: Developing Partnerships**

All Hallows' values its strong relationship with Kirklees Council and the partnerships with other schools that the Local Authority is committed to promoting and sustaining. As Ofsted recognised in March 2015, "Partnerships with the local community and other schools are strong". The school is proud of its links to the community and has taken care not to undermine them in developing its proposal. The Governing Body has been proactive in engaging with the Local Authority, Almondbury Community School and other schools in the Partnership as it has developed its proposal and before going out to formal consultation, in order to be entirely transparent about what it is planning and why, as well as to anticipate and address any concerns. It has been encouraged by the strong support its proposal received through its first consultation with stakeholders in November 2015 and has been careful to address any questions raised in that consultation. There is no competitive or empire-building element to the proposed extension of age range. Rather, it complements and supports existing provision following the local reorganisation in 2014. The Governing Body was keen to signal this to local schools through the reduction in its PAN from 50 to 30 pupils per year group for September 2015. (Any admissions above this number for 2015-16 and 2016-17 are on Local Authority advice and as a result of appeals, because, while the age range remains 3-7, the school has floor capacity for more than 30 and is therefore obliged to admit where the number of applicants exceeds its PAN).

There has been a long history of collaboration and co-operation across the Almondbury family of schools and also with neighbouring schools who abut the Almondbury catchment area and are members of the 'SHINE' extended collaborative local partnership of schools. All Hallows' is proud of the role that it has played in this and is keen to see these positive relationships developed further in the future. The schools already share staff training and enjoy shared use of a minibus. Co-operative cross-curricular projects have also been a feature of successful and creative joint working across the Partnership for many years. As a 3-11 primary school, All Hallows' would welcome new opportunities to extend partnership working, particularly by sharing expertise and facilities with Almondbury Community School to enrich the curriculum in Years 5 and 6 and at Key Stage 3. Such initiatives would also support transition at 11.

The links between All Hallows' and Almondbury Community School are already strong and would be further strengthened under the current proposal, as Key Stage 2 pupils at All Hallows' would be encouraged to continue their education through Key Stages 3 and 4 at Almondbury Community School. Collaboration and transitional arrangements between the two schools would benefit pupils taking this route.

All Hallows' is a Church of England school whose Christian ethos is highly valued by parents. At present, Almondbury parents cannot choose to educate their children locally in the same environment at Key Stage 2. The Governing Body's proposal seeks to meet this need by offering this choice, and the Diocese of Leeds supports this proposal. All Hallows' will continue to be fully inclusive, offering equality of opportunity and overcoming barriers to success. The school will continue to welcome local children of all faiths and none and offer a rich and exciting curriculum in a supportive environment that nurtures and values the gifts of each and every child.

### **Working with the Local Authority: Planning School Places**

The Governing Body has taken account of the evidence and conclusions of the Local Authority's School Organisation, Place Planning and Development for 2014-17 (Securing sufficient learning places to enable access for children and young people to an excellent local education system) and believes that the reduction in the school's PAN and proposal to become a 210 place primary school serving the local community are consistent with that document while reflecting changes in the local context that have happened since that document was published. Provisional data updated to 2018 shared with the school in September 2015 seems to indicate a small rising trend over time in the places required for reception age children in Huddersfield South East. As the All Hallows' proposal would not be fully implemented before 2022-23, the Governing Body believes that its proposal is in line with that trend as it feeds through into Key Stage 2 and would support the local plan over time.

The Governing Body is committed to serving the local community and working with the local family of schools. The reduction in the school's PAN from 50 to 30 encourages a potential 20 additional pupils to apply for admission to the Early Years and Key Stage 1 provision of Almondbury Community School. It is expected that over time this potential increase in admissions to the Early Years and Key Stage 1 provision would work through to Key Stage 2 and would therefore offset any possible decrease in the number of pupils transferring to Key Stage 2 provision in Almondbury Community School that may result from the extension of the age range of All Hallows'. The Governing Body notes and regrets that, while almost all pupils from the school used to transfer to Almondbury Junior School, the number of Year 2 pupils transferring from All Hallows' to Almondbury Community School has declined. All Hallows' is committed to working in close partnership with Almondbury Community School to re-build the trend and would encourage its Year 6 pupils to transfer there for Key Stages 3 and 4. Its aim is to develop curricular links with the Community School throughout Key Stage 2 and particularly in Years 5 and 6, so that pupils and their parents become familiar with what the Community School can offer at Key Stage 3 and beyond and so that transition between the primary and secondary phases is smooth and has minimum impact on children's progress.

Overall, therefore, the Governing Body of All Hallows' believes that its proposal will strengthen the Almondbury family of schools while minimising any adverse impact on other schools. The school's intention is to expand

gradually from September 2017 by retaining pupils year on year, so that those pupils who would have left the school at the end of Year 2 will remain at the school. The overall change would therefore take 7 years to complete. This strategy will assist the school in managing the change as well as minimising any turbulence in local provision.

Planning for pupil numbers over the transitional years allows for parents of pupils in the larger cohorts (resulting from the higher PAN pre-2015) to opt for their child to continue at All Hallows' at Key Stage 2 should they so wish. On this basis, it is anticipated that the final planned capacity for the proposed primary school may not be reached until the academic year 2022-23 (see the table below). The Governing Body recognises, however, that some families from the earlier cohorts may still wish to change schools at the end of Key Stage 1 and that final planned capacity may be reached sooner.

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Reception</b>	30	30	30	30	30	30	30
<b>Year 1</b>	32	30	30	30	30	30	30
<b>Year 2</b>	38	32	30	30	30	30	30
<b>Year 3</b>	-	38	32	30	30	30	30
<b>Year 4</b>	-	-	38	32	30	30	30
<b>Year 5</b>	-	-	-	38	32	30	30
<b>Year 6</b>	-	-	-	-	38	32	30
<b>Total</b>	<b>100</b>	<b>130</b>	<b>160</b>	<b>190</b>	<b>220</b>	<b>212</b>	<b>210</b>

### **Travel: How will the proposal affect journeys to school?**

The Governing Body of All Hallows' recognises that the impact of its proposal on the environment, road safety and traffic in Longcroft at key times of day is likely to be a concern for both parents at the school and local residents. It has therefore conducted a Travel Assessment, the purpose of which was:

- to identify travel and road safety issues occurring at present and mitigating strategies to address them;
- to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3-7 years to 3-11 years;
- to consider whether there are accessibility issues created by the proposal that impact adversely on disadvantaged groups.

The objectives of the School Travel Assessment are to ensure that any issues of accessibility are addressed and to encourage the All Hallows' school community to:

- be healthy and sustainable; encourage more travel to/from All Hallows' by healthier and more sustainable means, such as by walking or cycling, thus promoting less travel by car;
- be safe on the journey to and from All Hallows' by:
  - promoting good road user behaviour on the routes to the school;
  - improving road safety conditions immediately outside the school gates;
- be more aware of transport and travel issues through the promotion of the health and environmental benefits of using sustainable forms of transport.

The School Travel Assessment takes account of the travel arrangements and preferences of current parents and the constraints of the school site, as well as analysing the likely impact of the proposed change of age range on travel. The Governors have concluded that the proposal will not impact adversely on disadvantaged groups, extend overall journey times or increase transport costs. They have also concluded that an increased number of pupils on roll does not necessarily mean more cars, given that many of the children will be older than is currently the case and that parents may no longer need to rely on cars to transport their primary-aged children to different schools.

The proposed expansion of the school will occur gradually from September 2017, with a maximum of an additional 30 pupils staying at the school each year from the inception of the changed age range until the school has Year 6 pupils (from September 2020). Some of these will be siblings of younger pupils at the school. A limited number of additional staff will be employed as the school increases in size. No change to the catchment area of the School is planned: it is expected that the majority of pupils will continue to come from the immediate area surrounding the School, with a limited number from the wider area.

The maximum pupil numbers for the proposed primary school would be 210 plus 12 full time equivalent Nursery children. If the current proposal is approved and implemented as shown in the table above, by 2020 there will be an overall increase in the number of pupils being educated on the site. From September 2018, however, a smaller number of the children on site and in full time education than at present (90) will be aged between 4 and 7 years. For these children and for children in the Nursery, the current arrangements for arriving at and leaving the school would continue.

The number of Key Stage 2 children would gradually increase from September 2017 until, from 2020, the majority of pupils on site would be in Key Stage 2. As Key Stage 2 pupils grow in confidence, independence and road-safety awareness, the school would take account of the growing levels of independence in determining its arrangements for coming to school and leaving at the end of the day so as to minimise traffic in Longcroft. The provision of a crossing patrol warden on Longcroft would assist older children in leaving the school site to walk towards Almondbury village or to meet their adults safely. Similarly, the school is planning to install a cycle rack on the site to encourage older pupils to cycle to school. This would be provided alongside 'Bikeability' training for any pupils wishing to cycle to school.

As a 3-11 primary school, All Hallows' will also extend the number of clubs and after school activities that it provides to meet the needs of Key Stage 2 children. This would stagger departure times at the end of the school day, as many pupils would leave the school at 4.15 or 4.30 following their activity. For families with more than one child aged 11 or under, the extension of the age range to 11 might mean that there was no longer any need to use their car to pick up young children from different schools. This would have a positive impact on the volume of traffic as well as reducing the stress of the school run for parents.

The school will continue to work with parents/guardians, the Local Authority and the Police Community Support Officers to minimise traffic issues in the vicinity of the school and to promote healthier and more sustainable ways of getting to school.

### **Finance: Is the proposal viable, sustainable and value for money?**

The Governing Body of All Hallows' has given careful consideration to how its proposal can be resourced. The school has a proven track record of prudence in its financial management and has also managed its premises effectively, maintaining them to a good level of repair. The school is working with both Kirklees Council and the Diocese of Leeds with regard to premises and financial planning.

#### **Capital Costs**

All Hallows' CE (VA) Infant and Nursery School was originally built as a Junior School and adapted to meet the needs of younger children in 1985. The school has consulted the Diocesan Buildings Officer and buildings' consultant on the scope of the capital work required for Key Stage 2 provision and the estimated costs. Based on the most recent Building Regulations, the Governing Body has been advised that only limited modifications would be required in order to re-create a safe and stimulating learning environment for Key Stage 2 children. Minor internal remodelling to provide age-appropriate toilet facilities (2 for girls and 2 for boys) is the only essential alteration needed to accommodate Key Stage 2 children from September 2017. Alterations to internal dividing walls to improve classroom spaces are non-essential alterations which the school would wish to consider at a later stage (from 2019) when it will need to accommodate Years 5 and then 6. The costs of these alterations will be met from existing budgets for maintenance and improvements to the premises.

Existing kitchen and dining facilities are also suitable for a 210 place primary school. The kitchen was recently upgraded as a result of the changes made for universal infant free school meals and catered for a Christmas lunch for 108 diners in 2015 without a problem. The school currently has only one sitting at lunchtime, and meals are served to all children well within half an hour. This allows adequate time for the children to eat with staff and have ample time for outside play before afternoon lessons begin. With the addition of Key Stage 2, two sittings would be required to allow for separate playtimes and to manage any pressure on the dining facilities. The dining tables are not age appropriate for Key Stage 2 children, but the cost of addressing this would not be borne by the school but by client catering. Some of the smaller tables would need to be exchanged for larger ones as there would over time be fewer children at Key Stage 1.

The school is fortunate in having sufficient space to provide sports facilities to meet the curriculum requirements for a single form entry primary school and also has sufficient outdoor play space. The differing ages of the children and the spaces available for play would mean that playtimes would need to be staggered. This is common practice in many smaller primary schools and would allow children to play age appropriate games without the risks or worry of having older or younger children around.

Over time, there will be fewer children using what is now the Early Years (EYFS) playground as a result of the reduction of the Planned Admission Number (PAN) to 30. There will be a maximum of 30 Reception children and 60 Key Stage 1 children timetabled separately to use a playground that was created to accommodate 84 children. The EYFS playground is already used by KS1 children at lunchtimes for goal shooting activities, and similar activities would continue when the playground is not in use by Reception children. Key Stage 1 and Key Stage 2 children can also be timetabled to use the large playground at different times, and the school's playing fields are also available when the weather permits. The Governors have explored the possibility of developing a multi-use games area for Key Stage 1, but planning has been put on hold until the outcome of this proposal is known, as the specification may need to change to provide for older pupils and associated funding will need to be identified. This facility would allow the oldest children to play ball games at playtimes in a large properly enclosed space.

While the accommodation is therefore suitable to accommodate Key Stage 2 provision, the Governing Body has been advised that one additional classroom space would be required in the longer term (from 2019) to accommodate a 210 place school with Nursery accommodation as it currently exists. The school has enough classrooms to accommodate Reception to Year 6. In its efforts to identify the best way of providing the additional space that will be required, the Governing Body has been mindful of the current constraints on funding for capital projects and the uncertainties surrounding the level of funding that will be available in the future. It has therefore been especially careful to explore all affordable options and sources of funding. It also recognises the constraints on Local Authority funds and the investment that has recently been made in the Almondbury reorganisation.

The Governing Body has thoroughly considered a wide range of options for the creation of additional space and has identified a solution that minimises capital costs without compromising the quality of the learning spaces the school will provide for its pupils. It has concluded that this can be achieved most simply, cost effectively and to the greatest overall educational advantage by changing the current arrangements for Nursery accommodation.



Following discussions with Almondbury Playgroup, which occupies premises situated on the school's site, agreement has been reached whereby the school's Nursery sessions would be accommodated in the Playgroup premises when the building is unused every afternoon. This removes the need for any costly additional building on site and makes more effective use of existing unused on-site resources. Capital costs would be limited to the provision of a timber shed to accommodate the outdoor play equipment which would need to be stored nearer the Playgroup premises. This arrangement will have the further mutual benefit of strengthening the already good links between Almondbury Playgroup and the school. The Playgroup premises are purpose built for Early Years provision and have a safe, fenced outdoor play area attached. Nursery children would also use this Playgroup playing area.

In the main school building, work was carried out over the summer in 2015 as part of the school's planned technical upgrade to improve the IT wiring in preparation for the increased network speed due to come on stream later in the year. The resulting improved capacity within the school will be more than sufficient to meet the additional IT needs of the Key Stage 2 curriculum. Other curriculum resources will need to be added to year by year as the school extends its age range, the costs of which will be met from the school's budget.

In the summer of 2016, the school underwent a complete re-wire, replacement of all electrical systems and full ceiling replacements throughout the premises. It is not anticipated that the school will require significant maintenance in the near future.

### Business Planning

Financial planning to support the All Hallows' proposal is based on the above pupil projections with the AWPU and Pupil Premium at current levels. It is assumed that the percentage of pupils attracting the Pupil Premium will follow the trend in recent years (i.e. an average of 20% across the school). Table 1 (below) calculates anticipated income over the 7 transitional years as the school builds to 210 places in 2022-23. Table 2 (below) details the additional staffing that will be required as the school grows and the associated costs. This includes additional teaching staff as well as support staff in classrooms, lunchtime supervisors and administrative staff. Costs have again been calculated at 2015-16 rates.

Table 1  
Projected Teaching Staff Requirements and Income from AWPU and Pupil Premium:

Academic year →	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
Projected total FT pupil numbers	100	130	160	190	220	212	210
Number of staff (see below)							
Head	1	1	1	1	1	1	1
Deputy / Nursery/ Inclusion Manager	1	1	1	1	1	1	1
YR teachers	1	1	1	1	1	1	1
KS1 teachers (incl TLR)	3	3	2	2	2	2	2
KS2 teachers (incl TLR)	-	1	2	3	4	4	4
PPA / management	0.6	0.7	0.8	0.8	0.9	0.9	0.9

cover teacher							
Music teacher	0.1	0.1	0.2	0.2	0.2	0.2	0.2
FTE Total	6.7	7.8	8.0	9.0	10.1	10.1	10.1
Projected additional FTE	-	1.1 FTE	1.3 FTE	2.3 FTE +TLR	3.4 FTE +TLR	3.4 FTE +TLR	3.4 FTE +TLR
Projected increase in total FT pupil numbers from 2016-17 baseline	-	30	60	90	120	112	110
Annual projected income from AWPUs + notional 20% Pupil Premium based on 2016 rates*	AWPU £278,800  20% PP £28,200  TOTAL £ <b>307,000</b>	AWPU £362,440  20% PP £36,120  TOTAL £ <b>398,560</b>	AWPU £446,080  20% PP £44,040  TOTAL £ <b>490,120</b>	AWPU £529,720  20% PP £51,960  TOTAL £ <b>581,680</b>	AWPU £613,360  20% PP £59,880  TOTAL £ <b>673,240</b>	AWPU £591,056  20% PP £57,240  TOTAL £ <b>648,296</b>	AWPU £585,480  20% PP £57,240  TOTAL £ <b>642,720</b>

(2015-16: Primary AWPUs - £2759; Pupil Premium - £1320; Early Years Pupil Premium - £300)  
\*2016-17: Primary AWPUs - £2788; Pupil Premium - £1320; Early Years Pupil Premium - £300  
% of pupils in receipt of Early Years Pupil Premium / Pupil Premium in Sept 16: YR: 23.1 %; KS1: 19.2%

Table 2

Projected increases in teaching and ancillary staff costs (includes PPA cover):  
Staffing figures include provision for 0.5 FTE Nursery class

Academic year →	2016 - 17	2017 - 18	2018 - 19	2019 - 20	2020 - 21	2021 - 22	2022 - 23
Projected F/T pupil numbers	100 Nursery 18	130 Nursery 26	160 Nursery 26	190 Nursery 26	220 Nursery 26	212 Nursery 26	210 Nursery 26
Proposed number of classes (F/T)	4 a.m. Nursery	5 a.m. Nursery	5 a.m. Nursery	6 a.m. Nursery	7 a.m. Nursery	7 a.m. Nursery	7 a.m. Nursery
Proposed teaching (FTE) staff numbers (DHT is EYFS leader, Nursery teacher & SENCo)	<b>6.7</b>  (incl. HT, DHT and £2587 KS1 TLR)	<b>7.8</b>	<b>8.0</b>	<b>9.0</b>	<b>10.1</b>	<b>10.1</b>	<b>10.1</b>
Additional	-	+1.1FTE	+0.2 FTE	+1.0 FTE	+1.1FTE	-	-

teaching staff costs per year at M4 incl. on-costs		(0.1PPA) +£40,234	(music & PPA) +£11,800  (Cumulative extra cost against 2016 budget £52,034)	+£39,510 + £2587 for TLR 2 for KS2.  (Cumulative extra cost against 2016 budget £94,131)	+ £40,234  (Cumulative extra cost against 2016 budget £134,365 incl TLR)	(Cumulative extra cost against 2016 budget £134,365 incl TLR)	(Cumulative extra cost against 2016 budget £134,365 incl TLR)
Proposed support staff hours	121	121	130	150	150	150	150
Proposed admin staff	1.0	1.0	1.25	1.25	1.25	1.25	1.25
Total additional ancillary staff costs per year	-	+ 1 LTSA +£2490 <b>£2490</b>	+8hrs admin £3584  +9hrs £4032 <b>£7616</b> (Cumulative extra cost against 2016 £10,106)	Support staff +20hrs £8,960 + 1 LTSA +£2490 <b>£11,450</b> (Cumulative extra cost against 2016 £21,556)	-     (Cumulative extra cost against 2016 £21,556)	-     (Cumulative extra cost against 2016 £21,556)	-     (Cumulative extra cost against 2016 £21,556)
<b>Total annual increase to additional teaching and support staff costs</b>	-	£40,234 £2,490 <b>£42,724</b>	£11,800 £7616 <b>£19,416</b> Cumulative total <b>£62,140</b>	-  £39510 £2587 £11,450 <b>£53,547</b> Cumulative total <b>£115,687</b>	-   £40,234 <b>£40,234</b> Cumulative total <b>£155,921</b>	-	-

Table 1 shows a gradual rise in AWPU and Pupil Premium income of £335,720 between 2016-17 and 2022-23. Projected additional staffing costs rise by £155,921. These costs will be carefully managed so as to deliver the highest quality of education whilst achieving value for money. Options for managing the growth of the number on roll at Key Stage 2 in the transitional period to 2022 are modelled in Appendix A. Two of the current teaching staff at All Hallows' have qualifications and recent experience at Key Stage 2 in other schools which equips them for teaching in Key Stage 2 at All Hallows'. They have expressed both interest in and eagerness to do so going forwards. This will assist during the transitional phase as the impact of the reduction in the PAN is felt in Key Stage 1 and the number on roll in Key Stage 2 begins to grow. A shortfall in the size of the Key Stage 2 cohorts in the transitional phase and consequent loss of AWPU would be managed through delaying the appointment of additional staff and mixed aged classes. The model is sustainable if numbers are slower to build, because the projected income is based only on AWPU and Pupil Premium and does not include additional formula funding.

## Conclusion

On this basis, the Governing Body of All Hallows' believes that its proposal to extend the school's age range to 11 is financially viable in the short term and sustainable in the long term. The school has identified a demand for Key Stage 2 provision at All Hallows' among local parents. In responding to this, the Governing Body is convinced that its proposal will provide an option that will be popular with parents, encourage more families to educate their

children locally in Almondbury throughout their school journey and therefore further strengthen the Almondbury family of schools. In doing so, the proposal represents good value for money.

## **What happens next?**

The school's proposal is open to consultation between Monday 5 September and Monday 3 October. You have until Monday 3 October to express your views in writing or in person at the consultation meetings. The Governing Body would like to hear the views of as many people as possible. There will be 2 consultation meetings at which you will have the opportunity to hear more from the Headteacher and Governors and discuss the proposals. These are:

<b>Date</b>	<b>Venue</b>	<b>Time</b>
21 September	All Hallows' School Library	5.00 - 6.00pm
22 September	All Hallows' School Library	9.00 – 10.00am

Everyone is welcome to attend these events, including families of current or prospective pupils and other interested members of the community. Please come along and talk to us. There will be separate opportunities for consultation with staff. Anyone who would like some help in taking part in the consultation will be able to receive it.

You can take part in the consultation by writing to the Local Authority at this address:  
Kirklees Council School Organisation and Planning Team  
Kirkgate Buildings  
Byram Street  
Huddersfield  
HD1 1BY

Alternatively, you can complete the response form at the back of this document and return it to the Local Authority at the same address.

Following the consultation period, the Governing Body will consider all the views that have been expressed. Kirklees Council is then responsible for deciding on the proposal no more than 2 months from the end of the consultation period. If the proposal is rejected by Kirklees Council, the Governing Body may appeal to the Schools Adjudicator within 4 weeks of the Local Authority decision. If the proposal is agreed, the Governing Body will proceed to implementation for September 2017.

## **I am a parent of a child at All Hallows': how will this proposal affect my child?**

The Governing Body hopes that it will be able to offer places in Year 3 at All Hallows' from September 2017 to children who are currently in Year 2 at the school only. The outcome of the school's proposal to extend its age range to 11 is should be known before this year's admissions round for transition to Key Stage 2 closes in January 2017. Parents of Year 2 children will be kept informed of progress in time for them to express a preference for other schools if All Hallows' proposal is unsuccessful.

The Governing Body will continue to offer places in Year 3 to All Hallows' Year 2 children only for September 2018, 2019 and 2020 as the school grows to provide education across the primary age range.

Sue Edwards  
Chair of Governors  
All Hallows' Church of England VA Infant & Nursery School

## Appendix A

Projected pupil numbers from 2015 -16 onward: PAN 30 (excluding Nursery)

	EYFS	KS1		Lower KS2		Upper KS2		
	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total in school
<b>Classes</b>	2 x YR	3 x Y1 / Y2 classes		-	-	-	-	5
<b>2016 / 17</b>	30	32	38	-	-	-	-	100
<b>Classes</b>	1	3 x Y1 / Y2 classes		-	-	-	-	4
<b>2017 / 18</b>	30	30	32	38	-	-	-	130
<b>Classes</b>	1	3 x Y1 / Y2 classes		1	-	-	-	5
<b>2018 / 19</b>	30	30	30	32	38	-	-	160
<b>Classes</b>	1	1	1	2		-	-	5
<b>2019 / 20</b>	30	30	30	30	32	38	-	190
<b>Classes</b>	1	1	1	1	2		-	6
<b>2020 / 21</b>	30	30	30	30	30	33	38	220
<b>Classes</b>	1	1	1	1	1	2		7
<b>2021 / 22</b>	30	30	30	30	30	30	32	212
<b>Classes</b>	1	1	1	1	1	1	1	7
<b>2022 / 23</b>	30	30	30	30	30	30	30	210
<b>Classes</b>	1	1	1	1	1	1	1	7

ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL

ILLUSTRATION OF EXPANSION INTO KS2  
Senior Finance Officer, Kirklees, 2015

	NOR October 2014	NOR October 2015	NOR October 2016	NOR October 2017	NOR October 2018	NOR October 2019
Year Reception	37	33	30	30	30	30
Year 1	37	36	33	30	30	30
Year 2	41	35	36	33	30	30

Year 3			35	36	33	30
Year 4				35	36	33
Year 5					35	36
Year 6						35
<hr/>						
	115	104	134	164	194	224
Change c/f year before	-17	-11	30	30	30	30
Implied no. of classes *	5	5	5 or 6	6 or 7	6 or 7	7 or 8
<b>Above numbers fund:</b>	<b>Financial</b>	<b>Financial</b>	<b>Financial</b>	<b>Financial</b>	<b>Financial</b>	<b>Financial</b>
	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>	<b>Year</b>
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Funding (ignoring MFG/clawback)	£654,633	£610,488	£730,885	£851,282	£971,679	£1,092,076
Change cf year before	-£79,680	-£44,145	£120,397	£120,397	£120,397	£120,397
		Additional class wef 01/09/2016		Additional class wef 01/09/2017		Additional class wef 01/09/2019

\* No. of classes dependent upon whether school decides to accept single-age classes for the three year groups working through with more than 30 children in them or to have an additional teacher to run smaller mixed-age classes instead.

## Consultation Response Form

Do you support the proposal to extend the age range of All Hallows' Church of England VA Infant & Nursery School to establish an all-through primary school for children aged 3-11?

Please tick ✓ one of the boxes below:

Strongly support

Support

Neither support nor oppose

Oppose

Strongly oppose

Don't know

Please add any comments you wish to make in the box below:

**About you**

This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by the information you provide.

**I am a:** (Please tick ✓ all those that apply to you)

- Parent/carer            Your child's/children's school/s:
- Pupil                    Your school:
- Governor                Your school:
- Member of staff        Your school:
- Local resident         Please tell us:
- Other                    Please tell us:

Please make sure that you return this form by Monday 3 October to:

Kirklees Council School Organisation and Planning Team  
Kirkgate Buildings  
Byram Street  
Huddersfield  
HD1 1BY



Huddersfield Examiner

Business

Public Notice

**STATUTORY NOTICE**

Proposal to extend the age range of

All Hallows' Church of England VA Infant and Nursery School from 1st September 2017  
 Notice is given in accordance with section 19(3) Education and Inspections Act 2006  
 that the Governing Body of All Hallows' Church of England VA Infant and Nursery School,  
 Longcroft, Almondbury, Huddersfield, West Yorkshire, HD5 8XW intends to change the  
 age range of the school from 1st September 2017. The proposal will have the effect of  
 extending the age range from 3 to 7 to 3 to 11.

The Published Admission Number (PAN) for All Hallows' Church of England VA Infant and  
 Nursery School is 30, and the school has 118 children on role from September 2016.  
 The PAN will remain 30, and the extension of the age range will mean that the school will  
 grow over time to become a 210 place primary school. The growth will be gradual, with  
 children in Year 2 being able to progress to Year 3 at the school from September 2017 and  
 each year thereafter. The school will therefore reach its maximum size, offering 210 places  
 across the full primary age range, from 2020-21.

All Hallows' is wholly committed to providing the best possible education for children and  
 serving the needs of the local community. The strengths of the school and its positive  
 relationship with the local community were recognised by Ofsted in March 2015, when the  
 school was judged to be securely Good. The Governing Body believes that becoming an  
 all-through primary will enable the school to build on its existing strengths so as to:

- improve educational outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum from 3-11 that meets the needs of all children;
- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice (offering Almondbury parents the option of educating their children in a 3-11 Church of England school at Key Stage 2);
- be at the heart of the village community meeting the needs of the local community.

This proposal has been developed following discussions with parents, Kirkdees Council and local schools. The Governing Body believes that its proposal will strengthen the Almondbury family of schools and support the local community by encouraging local children to remain within Almondbury for the whole of their school journey. All Hallows' will provide continuity of education for children from 3-11 in the context of a relatively small, Church of England village school, and will actively encourage children to transfer to Almondbury Community School at 11. All Hallows' will work collaboratively with Almondbury Community School to ensure that children are able to make a smooth transition to secondary education and that their progress is maintained.

The proposal will require minor modifications to the school building in the short term, including an immediate upgrade to toilet facilities, to ensure that the accommodation is suitable for Key Stage 2 children. Additional classroom space will be required by September 2020. This will be achieved at minimal cost by moving the Nursery to existing age-appropriate accommodation on the All Hallows' site, shared with the Almondbury Playgroup. Capital costs of these changes will be met from the school's own resources. The revenue costs of the school's proposal are anticipated to be small (curriculum materials, signage, etc.) and will be met from the school's budget. The Governing Body is confident that its proposal represents good value for money. The school has sufficient outdoor play area and space to provide sports facilities to meet the curriculum requirements for a single form entry primary school. Additional staff will be required from 2017 and funded from the increases in the school's budget as the number of pupils on roll increases.

The Governing Body has considered carefully the possible impact of its proposal on travel to school. It believes that its proposal will mean shorter journeys for many families, with less need to rely on cars to transport primary aged siblings to and from different schools. All Hallows' will encourage environmentally friendly ways of travelling to school and will provide after-school activities that will stagger departure times and assist the management of traffic in Longcroft at key times of day.

This Notice summarises the complete proposal. Copies of the complete proposal can be obtained from: Mrs Sue Edwards, Chair of Governors, All Hallows' Church of England VA Infant and Nursery School, Longcroft, Almondbury, Huddersfield, West Yorkshire, HD5 8XW (email: office.almondbury@kirkdeeseducation.uk or telephone: 01484 223954) or online at [www.allhallowschool.org.uk](http://www.allhallowschool.org.uk). Within four weeks from the date of publication of this proposal, i.e. no later than Monday 5th October 2016, any person may object to or make comments on the proposal in writing by sending them to Kirkdees Council School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield HD1 1BY. Consultation meetings will be held at the school between 5pm and 6pm on 21st September 2016 and on 22nd September 2016 between 9am and 10am.

Sue Edwards, Chair of Governors  
 Publication Date: 5 September 2016

**KASS RAINFERD (Deceased)**

Pursuant to the Trustee Act 1925 any persons having a claim against or an interest in the Estate of the aforementioned deceased, late of 28 Armitage Road Armitage Bridge Huddersfield HD4 7PD, who died on

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### STATUTORY NOTICE

Proposal to extend the age range of All Hallows' Church of England VA Infant and Nursery School from 1<sup>st</sup> September 2017

Notice is given in accordance with section 19(1b) Education and Inspections Act 2006 that the Governing Body of All Hallows' Church of England VA Infant and Nursery School, Longcroft, Almondbury, Huddersfield, West Yorkshire, HD5 8XW intends to change the age range of the school from 1<sup>st</sup> September 2017. The proposal will have the effect of extending the age range from 3 to 7 to 3 to 11.

The Published Admission Number (PAN) for All Hallows' Church of England VA Infant and Nursery School is 30, and the school has 118 children on role from September 2016. The PAN will remain 30, and the extension of the age range will mean that the school will grow over time to become a 210 place primary school. The growth will be gradual, with children in Year 2 being able to progress to Year 3 at the school from September 2017 and each year thereafter. The school will therefore reach its maximum size, offering 210 places across the full primary age range, from 2020-21.

All Hallows' is wholly committed to providing the best possible education for children and serving the needs of the local community. The strengths of the school and its positive relationship with the local community were recognised by Ofsted in March 2015, when the school was judged to be securely Good. The Governing Body believes that becoming an all-through primary will enable the school to build on its existing strengths so as to:

- improve educational outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum from 3-11 that meets the needs of all children;
- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice (offering Almondbury parents the option of educating their children in a 3-11 Church of England school at Key Stage 2);
- be at the heart of the village community meeting the needs of the local community.

This proposal has been developed following discussions with parents, Kirklees Council and local schools. The Governing Body believes that its proposal will strengthen the Almondbury family of schools and support the local community by encouraging local children to remain within Almondbury for the whole of their school journey. All Hallows' will provide continuity of education for children from 3-11 in the context of a relatively small, Church of England village school, and will actively encourage children to transfer to Almondbury Community School at 11. All Hallows' will work collaboratively with Almondbury Community School to ensure that children are able to make a smooth transition to secondary education and that their progress is maintained.

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site, shared with the Almondbury Playgroup. Capital costs of these changes will be met from the school's own resources. The revenue costs of the school's proposal are anticipated to be small (curriculum materials, signage, etc.) and will be met from the school's budget. The Governing Body is confident that its proposal represents good value for money. The school has sufficient outdoor play area and space to provide sports facilities to meet the curriculum requirements for a single form entry primary school. Additional staff will be required from 2017 and funded from the increases in the school's budget as the number of pupils on roll increases.

The Governing Body has considered carefully the possible impact of its proposal on travel to school. It believes that its proposal will mean shorter journeys for many families, with less need to rely on cars to transport primary aged siblings to and from different schools. All Hallows' will encourage environmentally friendly ways of travelling to school and will provide after-school activities that will stagger departure times and assist the management of traffic in Longcroft at key times of day.

This Notice summarises the complete proposal. Copies of the complete proposal can be obtained from: Mrs Sue Edwards, Chair of Governors, All Hallows' Church of England VA Infant and Nursery School, Longcroft, Almondbury, Huddersfield, West Yorkshire, HD5 8XW (email: [office.almondbury@kirkleeseducation.co.uk](mailto:office.almondbury@kirkleeseducation.co.uk) or telephone: 01484 223954) or online at [www.allhallowsschool.org.uk](http://www.allhallowsschool.org.uk). Within four weeks from the date of publication of this proposal, i.e. no later than Monday 5<sup>th</sup> October 2016, any person may object to or make comments on the proposal in writing by sending them to Kirklees Council School Organisation and Planning Team, Kirkgate Buildings, Byram Street, Huddersfield HD1 1BY. Consultation meetings will be held at the school between 5pm and 6pm on 21<sup>st</sup> September 2016 and on 22<sup>nd</sup> September 2016 between 9am and 10am.

Sue Edwards, Chair of Governors

Publication Date: 5 September 2016

## All Hallows' C.E. (VA) Infant and Nursery School



Longcroft, Almondbury, Huddersfield, W. Yorkshire HD5 8XW

Tel: 01484 223954 Fax: 01484 223955 Email: [office.almondburyinf@kirkleeseducation.uk](mailto:office.almondburyinf@kirkleeseducation.uk)

Headteacher: Miss J. H. Sargent B.Ed (Hons), Ad. Dip. (Prim)

5<sup>th</sup> September 2016

### **All Hallows' CE (VA) Infant and Nursery School** **Statutory Notice publication and Consultation circulation**

#### **Statutory Notice**

- The governing body sought advice from Kirklees Legal Services prior to publication in 2015.
- The Statutory Notice was checked and amended in accordance with advice given by John Chapman in Legal Services in 2015 and dates and information updated in 2016
- The Notice was published in the Huddersfield Examiner on Monday 5<sup>th</sup> September 2016.
- Notices have been posted on every gated entrance to the school site since 5<sup>th</sup> September 2016.

#### **Consultation**

- The Governing Body invited Ward Councillors to a meeting to discuss the proposals. The Head and Chair have met with Cllrs Judith Hughes, Bernard McGuin and Linda Wilkinson. Each Councillor has confirmed that they have received a copy of the consultation document.
- A copy of the consultation has been sent to Barry Sheerman MP
- Copies of the consultation document were circulated to other locations as given below:
  - Copy onto school website
  - All Parents and Carers of children attending All Hallows' CE (VA) I&N School
  - All members of the Governing Body
  - All members of school staff
  - Doodles Before and After School Club (Premises on our site)
  - Almondbury Playgroup (Premises on our site)
  - Almondbury Community School (3 copies)
  - Lowerhouses CE (VC) School
  - Moldgreen JI & N School
  - Dalton JI & N School
  - Farnley Tyas CE First School
  - Lepton CE Primary School
  - Rowley Lane Primary School
  - St Joseph's RC Primary
  - Netherhall Learning Campus (3 copies)
  - Kirklees LA - School Place Planning
  - Jo-Anne Sanders
  - Diocese of West Yorkshire and the Dales copies f.a.o. Richard Noake; Ian Wildey, Kevin Matthews
  - Almondbury Library
  - Almondbury Children's Centre
  - Ambry's Café, Almondbury
  - All Hallows' Church, Almondbury
  - Almondbury Methodist Church
  - St Lucius' Church, Farnley Tyas

- St Michael and St Helen's Church
  - Longley Baptist Church
- Consultation meetings were held as indicated in the consultation document.  
J H Sargent, Headteacher

## 1 Statutory process check sheet: All Hallows' CE (VA) Infant and Nursery School

School	Statutory Proposals
All Hallows' CE (VA) Infant and Nursery School	Prescribed alteration to change the upper age range of All Hallows' CE (VA) Infant and Nursery School

PUBLICATION		Y,N,N/A	NOTES/EVIDENCE
	a. Have formal proposals been published by the appropriate body (ie LA/GB etc)?	Y	Published by GB
	b. Have proposals been published within 12 months of the consultation end	Y	
	a. Do the complete proposals contain all the specified information?	Y	
	a. Have statutory notices been prepared?	Y	
Statutory notice	b. Have the statutory notices been published in a local newspaper?	Y	Copy of Huddersfield Examiner published 5.9.16
	c. Have the statutory notices been posted at the main entrance of the schools (or all entrances if there are more than one)?	Y	Photos of notices on all gates
	d. Has the statutory notice and full proposal been given to all children affected at the school.	Y	
	e. Have the statutory notices been posted in other conspicuous areas in the area served by the school (eg local library, community centre, post office etc.)?	Y	Full list kept of where circulated to
	Related proposals	a. Are these proposals interdependent on any other proposals?	N
	b. If so, are the related proposals included on the same Statutory Notice?	n/a	
	c. If so, is this clearly identified in the Statutory Notice?	n/a	
	d. If so, is it clear who is proposing what on the Statutory Notice?	n/a	
Implementation date	a. Are the implementation dates for the proposals specified on the Statutory Notices?	Y	
	b. Is the time scale for implementation reasonable (proposals should be implemented within 3 years of their publication with the possible exception of Authority wide re-organisations.)?	Y	Proposed for September 2017
Explanatory note	a. Is the full effect of the proposals clear to the general public?	Y	
	b. If not, has an explanatory note been included alongside the Statutory Notice?	Y	
	Has the council's legal team advised on the validity of the Statutory Notices? * If a published notice has not been properly formulated in accordance with regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or the schools adjudicator. Should this be the case a revised notice must be published clearly stating that it is a replacement notice.*	Y	The current statutory notice followed the guidance provided by Kirklees' Legal Services in November 2015. Relevant dates and information were updated for publication in 2016.
Have the proposers distributed the complete proposal and notice to all relevant parties?	<b>Within a week of publication</b>		
	a. to the Governing Bodies (LA proposal)	Y	
	b. any person who requests a copy.	Y	

REPRESENTATION		Y,N,N/A	NOTES/EVIDENCE
	Has a period been allowed for statutory representation?	Y	

	Has the representation period been of appropriate length – 4 weeks		5.9.16 – 3.10.16
	Have any representations been received during this period?	Y	Numbered on receipt.

<b>DECISION</b> – Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		Y,N, N/A	NOTES/EVIDENCE
	Are these decisions to be made by the LA or the schools adjudicator?	Y	
	Decisions must be made within 2 months (by the LA, or this must be referred to the schools adjudicator).		
	Is there any information missing		
	Do the published notices comply with statutory requirements? <i>Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.</i>		
	Has the statutory consultation been carried out (ie have all the criteria in the 'consultation' section been met? <i>If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals.</i>		
	Are the proposals 'related' to other proposals (if so, the related proposals must be considered at the same time)? <i>Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals.</i>		
	If there are related proposals are they compatible with each other?		
	Are the proposals related to proposals published by the EFA (if so, the Decision Maker should defer taking a decision until the Secretary of State has taken a decision on the EFA proposals)?		

## Factors to be considered in decision making

The factors which are being considered are derived from guidance issued by the Department for Education. Guidance for Decision Makers Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals April2016

Paragraph highlighted in **dark grey** relate to factors that are relevant to **all** types of proposals.

### Factors relevant to all types of proposals

#### RELATED PROPOSALS

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. Decisions for 'related' proposals should be compatible.

Where a proposal is 'related' to another proposal to be decided by the Regional Schools Commissioner (RSC) (e.g. for the establishment of a new free school established under the presumption route) the decision-maker should defer taking a decision until the RSC has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

**REPRESENTATIONS N/A**

**OFFICER COMMENT**

**RATIONALE FOR THE PROPOSALS.**

#### CONDITIONAL APPROVAL

Decision-makers may give conditional approval for a proposal subject to certain prescribed events (*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)*) 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.

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) for school opening or closure cases) 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.

**REPRESENTATIONS N/A**

**OFFICER COMMENT**

**RATIONALE FOR THE PROPOSALS.**

## PUBLISHING DECISIONS

All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a decision the decision-maker should 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 organisations below to be notified of the decision and reasons: *(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))*

- 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;
- for a special school, the parents of every registered pupil at the school;
- any other organisation that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

## REPRESENTATIONS N/A

## OFFICER COMMENT

## RATIONALE FOR THE PROPOSALS.

## CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all 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.

## REPRESENTATIONS

The Governors conducted the statutory consultation on their proposal from 5 September – 3 October 2016, including 2 consultation meetings at the school on 21 and 22 September. A total of 199 written responses were received, of which:

**84.4%** (168 respondents) strongly supported/supported the proposal;

**0.6%** (1 respondent) neither supported nor opposed the proposal (the respondent commented that the proposal would offer more choice to families, more continuity for children, less transition – “I can’t see any reason why it shouldn’t happen”);



**15.1%** (30 respondents) strongly opposed/opposed the proposal.

10 people attended the first consultation meeting and 4 people attended the second, all of whom expressed strong support for the proposal.

The majority of respondents (91) were parent/carers, most of whom have children at All Hallows', some of whom are parents/carers of local pre-school children or with children at Almondbury Playgroup who are considering coming to All Hallows', some of whom have children at both All Hallows' and Almondbury Community School and some whom are parents at Almondbury Community School. All but 3 parents strongly supported the proposal; these 3 are parents at Almondbury Community School and strongly opposed the proposal.

Other respondents included 12 governors (including 1 governor of St Joseph's RC Primary School and 10 governors of All Hallows' who wrote in support of the proposal, and 2 governors of Almondbury Community School who opposed the proposal); 32 staff (including 9 from All Hallows' who supported the proposal and 23 from Almondbury Community School who opposed it). There were also responses from local residents (43), the local church community, grandparents and 1 pupil of All Hallows', all but 2 of which supported the proposal. The Ward Councillor and Playgroup Manager were among those who wrote in support of the proposal.

All objections to the proposal came from parents, governors or staff of Almondbury Community School.

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting";
- relieving the pressure on families with young children who are anxious about their options for Key Stage 2 and in many cases, where older primary aged siblings are at Almondbury Community School, struggle to transport young children to different schools.

Those who opposed the proposal said:

- it will be bad for the community. Children have always gone to Rowley (1 respondent);

- there are concerns about traffic on Longcroft (1 respondent, who otherwise strongly supported the proposal and said “Solve this and there will be no problems!”);
- there is adequate choice for parents and Almondbury Community School can meet needs;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision.

A full analysis of the responses and notes of the 2 consultation meetings are attached to this Guidance.

**OFFICER COMMENT** None

**RATIONALE FOR THE PROPOSALS**

The Proposer has carried out an appropriate, fair and open local consultation in accordance with statutory requirements. Details are recorded on the checklist provided by the LA which is attached to this Guidance. The Proposer (i.e. the Governors) has also given due consideration to all responses received. The Governors first consulted on the proposal in November/December 2015 and subsequently withdrew the proposal for further consideration in the light of feedback. They took account of the range of views expressed in the first consultation in revising and developing the proposal on which they have just consulted. They believe that their proposal as set out in the consultation document satisfies the aspirations of respondents for there to be Key Stage 2 provision at All Hallows’ and, as far as possible, answers objections. Further details are given below in the relevant sections of this Guidance.

**EDUCATION STANDARDS AND DIVERSITY OF PROVISION**

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

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!").);
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting".

Those who opposed the proposal cited:

- there is adequate provision and choice for parents in Almondbury;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.

## OFFICER COMMENT

- **RATIONALE FOR THE PROPOSALS**
- In this context, the Governing Body of All Hallows' takes the "relevant area" to be the place planning area of Huddersfield South East, which includes:
  - All Hallows' CE(VA) I & N School
  - Almondbury Community School
  - Dalton School
  - Moldgreen Community Primary School
  - Rawthorpe St James CE(VC) I & N School
  - Rawthorpe Junior School
  - St Joseph's Catholic Primary School (Hudds)
  - and
  - Kirkheaton, Lepton and Grange Moor, which includes:
    - Grange Moor Primary School
    - Kirkheaton Primary School

- Lepton CE (VC) J I & N School
- Rowley Lane J I & N School

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for the Governing Body itself to comment on the quality of other schools in this submission.

- It is widely acknowledged that major transition points in a child's educational journey can cause progress to falter. The establishment of all-through primaries improves the educational standards attained by children through better and more flexible management of learning, without a change of school at the age of 7. All-through primaries are able to establish longer term relationships with pupils and their families than is possible in a 3–7 school. Pupil cohorts remain more stable where the majority of children progress through the primary phase together and learn to build and sustain relationships. There are also enhanced opportunities for staff development in an all-through primary, and the possibility of teaching across the primary age range in a single school assists recruitment and retention of skilled staff. For these reasons, it has been the policy of Kirklees Council to reduce the number of transition points in a child's educational journey, and where possible the Council has already taken opportunities to create all-through primaries from separate infant and junior schools. This policy also underpinned the creation of Almondbury Community School. The All Hallows' proposal to create a 3-11 primary school (including Nursery provision) on the school's existing site is therefore in line with well-established educational thinking and local policy and would contribute to securing improved outcomes for children. The Governors do not accept that there are no educational grounds for their proposal (see the objection above) or that they are trying to create "middle class provision" (see below, Community Cohesion). Many respondents were extremely positive about the educational benefits to children of extending the age range of All Hallows' to create a 3-11 primary school.

The proposal is grounded in the school's commitment to securing the best educational outcomes for the children it serves and has also been developed in response to the stated preference of parents over a long period that the school should extend its age range and provide places for children at Key Stage 2. The strength of parental feeling and support from the local community were borne out in the school's initial consultation on its proposal (4 November - 2 December 2015). The Governors then consulted as widely as possible and provided a range of opportunities to comment on all aspects of the proposal, including 2 open meetings at the school. A total of 165 responses were received, of which 87.3% strongly supported/supported the proposal, 12.1% strongly opposed and 0.6% were "don't knows". 18 of the 19 respondents who opposed the proposal were members of staff at Almondbury Community School. Respondents who strongly supported/supported the proposal included parents/carers, pupils, staff and governors of All Hallows', local residents and other interested parties.

The Governing Body welcomed the many thoughtful responses it received during the initial consultation and took them all into account in coming to a decision to withdraw the published statutory notice at that stage and to take time to undertake further work with local partners to develop its proposal. This initial consultation became, in effect, a key part of its strategy for informal consultation with local stakeholders prior to the re-publication of its statutory notice in September 2016. Because it had already gathered a wide range of views on its proposal and because it wished to avoid overloading local stakeholders with consultations, the Governing Body decided against a further informal consultation of this kind as it worked towards the re-publication of its statutory notice, concentrating instead on face-to-face meetings with local schools and the LA to address concerns. Parents of Year 2 children were also asked in March 2016 whether they would still support a change of age range from September 2016 if this was achievable. However, despite the overwhelming support that it received from parents, the Governing

Body concluded on balance that it would be in the best interests of the community to develop the proposal further with local stakeholders and work towards a potential implementation date of September 2017 for the proposed change of age range.

In its analysis of the representations made in the course of the consultation of 4 November - 2 December 2015, the Governing Body noted the following consistent themes and perceptions in the expressions of parental support for the extension of the school's age range:

- The educational benefits to children;
- The benefits for children of remaining in the All Hallows' setting for KS2 in terms of their well-being;
- The importance parents attach to educating their children in an inclusive Christian context and building relationships throughout the primary phase;
- The reduction of parental stress and anxiety about moving their children to a very different educational setting at the vulnerable age of 7;
- The enthusiasm of parents for having the option of educating their children in Almondbury in what they regard as the secure environment of a through-primary;
- The wish of current parents to see the proposal approved and implemented in time to benefit the children already going through All Hallows'.

These findings confirmed that there was very strong support for the Governors' view of the educational and community benefits of becoming an all-through primary and enthusiasm for the context of a small Church of England school in which children flourish.

The recent consultation (5 September - 3 October 2016) has confirmed the continuing strength of parental support for the school's proposal (see above, Representations) and has confirmed that the advantages which parents/carers identified in 2015 are still the advantages which parents/carers (including those who joined the school in September 2016) identify now. Respondents again overwhelmingly supported the case made by All Hallows' for extension of its upper age range and demonstrated the strength of local feeling in favour of a choice for Almondbury parents at Key Stage 2. Governors acknowledge that there is a church school at Lowerhouses (see objection above) but have also taken account of the widespread concern that too many children are travelling out of Almondbury for their education and the concerns of many parents about difficult journeys to school. Lowerhouses is not an option for many families, because it is not easily accessible (it is down a steep hill and not on a direct bus route from Almondbury).

In developing their proposal, the Governors have considered carefully the potential impact on other schools, balancing this with other factors, including the educational benefits to children, the preference of parents and the future viability and sustainability of All Hallows'. They have taken steps to mitigate any short term negative impact on other schools and believe that their proposal is to the longer term benefit of both All Hallows' and Almondbury Community School (see below, Demand v Need and Community Cohesion).

- Quality of Provision
- All Hallows' delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and

Good for leadership and management as a Church school). All Hallows' became voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.

- Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

Year 2: 34 pupils - 21 boys (61.8%) 13 girls (38.2%)

FSM: 14.7%

SEN: 7 pupils (20.6%) - 6 boys (28.6%) 1 girl (7.7%)

	PKF	WTS	EXS	GDS	% at EXS or above
<b>Reading</b>	2 9%	1 7.6%	4 6 7.1%	3 1 2.4%	7 9.5%
Boys	2 9%	2 3.8%	3 8.1%	3 3.3%	7 1.4%
Girls	0 0%	7 7%	6 1.5%	3 0.8%	9 2.3%
<b>Writing</b>					
<b>Writing</b>	2 9%	1 4.7%	5 9 5.9%	2 6.5%	8 2.4%
Boys	2 9%	1 9.0%	5 1 2.4%	2 3.8%	7 6.2%
Girls	0 0%	7 7%	6 1.5%	3 0.8%	9 2.3%
<b>Maths</b>					
<b>Maths</b>	0 0%	1 4.7%	6 2 4.8%	2 0.6%	8 5.4%

Boys	0	1	5	2	8
	0.0%	9.0%	7.1%	3.8%	0.9%
Girls	0	7	7	1	9
	0.0%	7.7%	6.9%	5.4%	2.3%
Science	(HNM) 3 - 8.8%		9	0	9
			1	1.2%	1.2%
Boys	2 – 9.5%		9	0	9
			9	0.5%	0.5%
Girls	1 – 7.7%		9	0	9
			2	2.3%	2.3%

- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

- All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

- Comments from respondents to the consultation confirm that parents/carers have a high regard for and confidence in the quality of education provided at All Hallows', e.g.:

- "All Hallows' is an outstanding school. It has strong links with the local church and a religious ethos. It is well established within the local community. Children perform very well academically and socially. An all through primary allows parental choice and continuity and consistency for children. The school is small, which allows it to retain a family feel where every child is known to all staff.";

- "All Hallows' as it stands is a fantastic, nurturing and academic school. Homely and friendly, which is what primary age children require, but also has fantastic teaching and ethos";

- "Staff at All Hallows' are more than capable to deliver education from 3-11 years".

All Hallows' also provides a wide range of extra-curricular activities for its children through a rolling programme of after-school sports clubs, which currently include: archery, cross country, dance, fencing, football, golf, gymnastics, multi-skills, rugby, outdoor activities (building dens etc). These activities are open initially to Year 1 and Year 2 pupils and from January each academic year to Reception children. The school also runs a cookery club, a maths puzzle club and a gardening club, and works with Kirklees

Music School for the provision of instrumental lessons. All of these clubs are age appropriate for the children, and the nature and range of clubs will be extended to take account of KS2 pupils' developing and maturing interests and skills. For some clubs, the potential larger numbers may give more flexibility on the provision the school is able to offer, as sports coaches will only run sports clubs if more than 15 children sign up.

- Diversity of Provision

- The Governing Body has consulted widely on its proposal, both formally and informally, over a period of 12-18 months. It has also requested information from the LA on the primary planning areas of Huddersfield South East, Kirkheaton, Lepton and Grange Moor, and taken account of the information and guiding principles of "Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015).

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- Local consultation has consistently demonstrated that there is strong parental support for Key Stage 2 provision at All Hallows'. Parents have continued to ask for greater diversity of provision and the option to express a preference for their children to be educated in Almondbury in a 3-11 Church of England school. The size of the proposed 3-11 All Hallows' primary (i.e. 210 places) and its Christian ethos, which was reaffirmed when the school became voluntary aided in 2013, are both important factors underlying the high level of parental support for the proposal. In both these respects, what is proposed for All Hallows' would offer parents a radically different option from what is currently offered at Almondbury Community School.

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- In the course of the consultation, many parents asked for a choice at Key Stage 2 which currently does not exist. Strong views were expressed that the learning environment provided at Almondbury Community School is not appropriate for all children:

- "I think the extension of the age range at All Hallows' is a certain need for the village. Many children need that primary school environment which Almondbury now doesn't have (regarding particular Junior age children");

- "I am a parent of a boy in year 2 and I am really hoping that All Hallows' will become an all-through Junior school. I am in the process of going to appeal to get my older boy into Rowley Lane. This is because I don't believe that Almondbury Community School is the best place for my child. I have had high school teachers teaching my year 5 child and I have found that this has not worked, as well as lots of other problems that have occurred during the year. If All Hallows' does not become a Junior School my year 2 child will be joining the statistics of one of the 147 children that attend a school out of area which would be a shame";

- "I am a parent who wants more of an option than Almondbury Community School. I have a child at ACS who is not getting the full junior school experience I would like and is subjected to a High School experience. In extending All Hallows' we have an option to stay in Almondbury and not move my children's education outside of their community. I fully support and would expect the council to fully support too!"

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- As a 3-11 school, All Hallows' would be fully committed to securing pupil progress by actively supporting transition at the end of KS1, for those who choose to move at this point, and at the end of KS2. Staff already work collaboratively with colleagues from Almondbury Community School at the point of transition from KS1 and, as an all-through primary, would develop joint curriculum projects in English, mathematics and science for Years 5 and 6 that would sustain progress and facilitate continuity in



children’s learning. Such projects would also help older pupils to become used to the larger school environment, and this, together with sporting activities and swimming lessons in KS2 on the Community School site, would ensure that KS2 pupils were familiar with the Community School, its facilities, staff and what it has to offer and would therefore support All Hallows’ commitment to encouraging transfer to the Community School for KS3. The existing positive, open and mutually beneficial relationships between All Hallows’ and Almondbury Community School have recently been shown in All Hallows’ ready agreement to a request from the Community School (July 2016) for advice about planning learning and securing progress in mixed age classes in KS1. This is a good basis on which to develop collaborative relationships for the future.

**A SCHOOL-LED SYSTEM WITH EVERY SCHOOL AN ACADEMY**

The 2016 White Paper Education Excellence Everywhere, sets out the department’s aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

**REPRESENTATIONS N/A**

**OFFICER COMMENT**

**RATIONALE FOR THE PROPOSALS**

The Governing Body understands that there is no requirement for all “Good” schools to convert to academy status, though the Secretary of State may require conversion in specific circumstances. The Governors currently have no plans to convert but are keeping the position under review. The priority for Governors is to develop partnerships with local schools and with the diocesan family of Church schools, which will have a bearing on the structure within which All Hallows’ will convert as and when the position changes in the future. The proposal is therefore consistent with government policy on academies.

**DEMAND V NEED**

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the ‘free school presumption’. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

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).

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.

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.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!".);
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting".

Those who opposed the proposal said:

- there is adequate choice for parents and Almondbury Community School can meet needs;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision;
- "there is enough Junior school in the area and surrounding to cater for the community's needs. There are Moldgreen, Netherhall, Dalton, Newsome, Lowerhouses and Lydgate who are moving into the area".

## OFFICER COMMENT

## RATIONALE FOR THE PROPOSALS

The Governing Body has not developed its proposal on the grounds of basic need for additional KS2

places. It has, however, actively minimised the potential for the creation of surplus places and adverse impact on neighbouring schools by the reduction in its PAN from 50 to 30. The school has been open and transparent with neighbouring schools and the LA about its proposal and sought dialogue with them on the rationale for its proposal and the possible implications for other schools. It has also taken account of the information and guiding principles of “Rounded, Resilient and Ready”. Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015). The school has developed its proposal on educational grounds, to improve outcomes for children by providing stability, consistency and continuity through the primary phase, and to enhance parental choice in Almondbury in response to strong expressions of parental preference over a long period for KS2 provision at All Hallows’.

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for it to comment on the quality of other schools in this submission.

The All Hallows’ proposal supports the wider aims and principles set out in the Kirklees document, ‘Securing sufficient learning places to enable access for children and young people to an excellent local education system’, November 2015, and is consistent with longer term trends without creating a significant number of surplus places in the short term or destabilising local provision. In particular, the Governors believe that their proposal is in line with the following statements in the LA document:

- *As reported to Kirklees Council Cabinet in February 2012, there is very strong support for the majority of schools remaining in the maintained sector, with a firm belief that within the full range of maintained school options as part of a high quality, self-improving school system there is appropriate freedom and flexibility for schools to achieve their goals and contribute to raising achievement was confirmed (p16).*
- In developing its proposal, All Hallows’ is seeking to use the “flexibility and freedom for schools to achieve their goals” that is clearly supported in Kirklees, in order to raise achievement through offering children continuity of education from 3-11 and extending the high quality of provision it currently offers at Key Stage 1 to Key Stage 2.
  - *Any oversupply of school places can lead to instability and inefficient use of resources, equally challenging is being able to meet parental preference and provide places in the right geographical locations for communities (p17).*
- The Governors’ proposal has been developed as a specific response to parental preference for Key Stage 2 places in an educational setting that they value at the heart of their local community. The reduction of the school’s PAN from 50 to 30 has minimised the oversupply of school places.
  - *The Council’s priority is to work with existing and future school providers (within the maintained or academy sector) who are committed to the key principles set out by the Council in 2012 and who have a track record of providing good quality places (p18).*
- The Governors welcome the LA’s commitment to working with the Diocese of Leeds as an existing provider (and All Hallows’, as a valued member of the diocesan family of Church of England schools) in the provision of high quality places for the children of Almondbury.
  - *There is no clarity about the long term trend of need for places..... National ONS data would suggest that a continued trend of increase is likely (p19).*

The document recognises that place planning is not an exact science, but that a continued uneven trend of increase is likely across the LA (5.4 p19). The trend in Huddersfield South East shows a modest increase in the number of primary aged children living in this planning area with some

development likely on 1 site in the area.

The All Hallows' proposal was not developed on the grounds of basic need for additional KS2 places and recognises that the LA has not made the provision of additional places in this area a priority. The Governing Body has been clear on what it aims to achieve in bringing forward its proposal, which is to:

- improve outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum that meets the needs of all children across the primary phase;
- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice, offering the option of education in an all-through Church of England primary school at the heart of the Almondbury community.

On the basis of the findings of its consultations and research into the educational advantages of all-through primaries, the Governors are persuaded that the benefits to children and to the Almondbury community outweigh any disadvantages there might be of creating a small number of additional places in the short-term. The strength of the support from parents, prospective parents and the local community that the statutory consultation has confirmed has reassured the Governors that the school's proposal will be popular and meet a significant local need in ways that are consistent with the LA's strategic approach to place planning.

The Governors are also mindful of the decision-maker's obligation to take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for places in a school proposed for expansion. They have noted that, while some of those who have objected to the proposal have drawn attention to the options that exist for Almondbury parents to attend other schools, the consultation has demonstrated that these are not options that are popular with many Almondbury parents. However, the Governors can demonstrate on the basis of local consultation that there are significant parental aspirations for Key Stage 2 provision at All Hallows' and that the school has strong parental support and is very popular with parents. (See Representations above, and Education Standards and Diversity of Provision).

- The Governors have taken the view that it is inappropriate for them to comment in this document on the quality of provision at other schools. They can, however, evidence the quality of the provision All Hallows' currently makes at Key Stage 1 and would make at Key Stage 2. See also above, Education Standards and Diversity of Provision, for comments from parents/carers on the high quality of provision and the learning environment at All Hallows' and their concerns about the appropriateness of the learning environment at Almondbury Community School for Key Stage 2 children.

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- All Hallows' delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school).

All Hallows' became voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.

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- Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.
  - (See p6 above for more detail on this data).

- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

- 
- All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. One respondent in the recent consultation commented, "Staff at All Hallows' are more than capable to deliver education from 3-11 years". It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

Decision-makers must also have due regard to the fact that the existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places. Furthermore, the guidance for decision-makers states that reducing surplus places is not a priority (unless running at very high levels), and that, for parental choice to work effectively, there may be some surplus capacity in the system as a whole. It is recognised in the guidance that competition from additional places in the system will lead to pressure on existing schools to improve standards. In this case, the Governors' proposal has been developed so as to minimise the number of additional places created while responding to parental preference. The high quality of the educational provision that All Hallows' will offer at Key Stage 2, however, will offer parents choice and is likely to ensure that any surplus capacity created will serve to drive up standards locally.

Data provided by the LA from the school census of January 2016 shows that there is some surplus capacity in all local schools in the relevant area with the exception of Lepton CE (VC) J I & N and Rowley Lane J I & N, which are both oversubscribed. Most of the children attending All Hallows' at this

date (60) came from within the school's Priority Admissions Area (PAA). (Applications for admission to Reception in September 2016 showed a similar pattern: of the 49 received, 34 were from within the school's PAA; the remaining 15 applications shows the continuing popularity of the school with parents from out of area). Of the remaining children within the PAA, the highest number who attend schools outside the PAA attend Rowley Lane J I & N (17), which is currently oversubscribed.

Key Stage 1 children living within the PAA of Almondbury Community School attend a range of schools: 61 attend Almondbury Community School; 111 go elsewhere, including (within the relevant area) 20 to All Hallows', 13 to St Joseph's Catholic Primary School, 9 to Lepton CE (VC) J I & N, and 16 to Rowley Lane J I & N.

All Hallows' also keeps a record of parents who have visited the school since January 2016: of the 7 to date, 6 stated that they would only come to the school if it became a 3-11 through primary.

Evidence therefore suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;
- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who attend other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 2. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

The Governors therefore believe that the *status quo* does not promote cohesion in the Almondbury community and that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. Because Rowley Lane J I & N is oversubscribed the Governors do not believe that their proposal will have a detrimental effect on this school and also recognise that there will always be parents from Almondbury who for a variety of reasons would prefer their children to be educated at Rowley Lane.

## **SCHOOL SIZE**

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.

## **REPRESENTATIONS**

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early

in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;

- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting".

#### **OFFICER COMMENT**

#### **RATIONALE FOR THE PROPOSAL**

All Hallows' is a currently a good school that delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school).

- Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.
  - (See p6 above for more detail on this data).

- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was fewer than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

The proposal aims to create a 210 place primary school, which will not require additional resources from the Local Authority or funding to compensate for its small size but which will be committed to maintaining the high quality of its Key Stage 1 provision at Key Stage 2. Governors have given careful consideration to the affordability and financial sustainability of their proposal. Details are provided below in the section on Funding. The Governors are currently managing the budgetary constraints and challenges associated with the school's size at present. In addition to the educational benefits of continuity from 3-11, the Governors see the proposed growth of the school as a key element in their strategy for securing its sustainability in the medium and longer term. The expansion will ensure that the school is able to achieve greater financial efficiencies which will contribute to a more sustainable future as a place of learning, with improved opportunities for staff development and enhanced

curricular provision for pupils.

### **PROPOSED ADMISSION ARRANGEMENTS**

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.

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.

### **REPRESENTATIONS**

There were no specific comments on admissions in the consultation, though there was strong support (evidenced above) for All Hallows' being able to serve the Almondbury community as a 3-11 primary school.

### **OFFICER COMMENT**

### **RATIONALE FOR THE PROPOSALS**

The school's admission arrangements comply fully with the Schools Admission Code. The school has adopted the Local Authority admissions policy and therefore does not admit on the grounds of faith. A copy of the school's admissions policy is attached to this document. All Hallows' commitment to full inclusion, welcoming those of all faiths and none, and to serving the local community is reflected in its admissions policy and will not change if its proposal to offer KS2 provision is agreed.

Proposals for the transition from infant and nursery school to all-through primary are set out in the consultation document. The school intends to grow slowly, offering places in Year 3 from September 2017 and in subsequent years to children in Year 2 only until the school covers the full primary age range. The Governors' financial modelling recognises that Year 3 may not be full from September 2017 and that the transitional phase will require careful management and flexibility. The strong support from parents for the school's proposal (84.4% of respondents), however, indicates that incremental growth can be managed where necessary through, for example, mixed-age classes and a judicious approach to the timing of new appointments to Key Stage 2. The Governors will also work collaboratively with neighbouring schools to manage the process of change.

### **NATIONAL CURRICULUM**

All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*



**REPRESENTATIONS**

There were no comments on this in the consultation responses, though there was strong support for the breadth and quality of educational provision at All Hallows’.

**OFFICER COMMENT****RATIONAL FOR THE PROPOSALS**

All Hallows’ currently follows the National Curriculum and will continue to do so as a 3-11 through primary school. It will take the opportunities offered by the potential growth of the school through extension of its age range to enhance the range of provision it offers to its pupils.

The school also looks forward to maximising the advantages a 3-11 through primary has to extend the learning of Key Stage 1 children by drawing on Key Stage 2 expertise and resources and by involving Key Stage 2 children as role models and peer mentors. Delivering the National Curriculum across the full primary age range will also offer greater opportunities for staff development and will thereby assist the recruitment and retention of skilled staff.

All Hallows’ is confident that the high standards that it achieves at Key Stage 1 will be maintained at Key Stage 2 if its proposal to extend its age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows’ will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

**EQUAL OPPORTUNITY ISSUES**

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.

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.

**REPRESENTATIONS**

There were no comments on this in the consultation responses.

**OFFICER COMMENT****RATIONALE FOR THE PROPOSALS**

The Governing Body has completed the Equalities Impact Assessment, using the LA documentation and screening tool to assess the impact of its proposal. The full report is attached. The results demonstrate that there is no detrimental impact on the equalities agenda as a result of this proposal.

All Hallows' is a fully inclusive school, which welcomes families of all faiths and none and reflects the ethnic and cultural diversity of its local community (see also below, Community Cohesion).

## COMMUNITY COHESION

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.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting";
- "the school is a vital part of the community not just for the current families that are part of it but also for the past and future families. My child has only known this school but the speed in which she settled in was fantastic and this was due to the staff's caring nature. The children deserve to continue to learn and grow in this positive environment and is why I strongly support this proposal";
- "All Hallows' School currently provides a happy and nurturing environment for the children of Almondbury. It has strong links with the church and other local community groups – playing a key part in the socialisation and integration of our children. The disruption I feel that moving to another school after only a couple of years is detrimental to the children's confidence and

development at such a young age. Having an all-through primary will also enhance parental choice in the village, rather than opting for schools out of the village. This positive step can only serve to make our community stronger and more positive for our children”;

- “I am the manager of Almondbury Playgroup. I strongly support the proposal to extend the age range. We have recently had a couple of parents not sure of the idea of coming to our playgroup because of the idea of their child having to attend the Community School. They were thinking of Kirkheaton or Lepton playgroups. Thinking that the friends that they make would continue their friendships throughout school in the Junior School that they prefer. With the All Hallows’ extending to a Junior School hopefully we would have parents choosing to stay within Almondbury starting with playgroup all the way through”.

Those who opposed the proposal said:

- we are building a through school for the future of Almondbury children;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision.

## OFFICER COMMENT

### RATIONALE FOR THE PROPOSALS

All Hallows’ has adopted the local authority admissions policy and is committed to serving the local community, welcoming children from many different backgrounds and of all faiths and none. The school community reflects the ethnic and faith diversity of the community it serves:

#### Ethnicity

Ethnicity	%
White British	76.6
Black Caribbean	1.61
White & Black Caribbean	12.9
Black African	2.4
White & Black African	0.8
Pakistani	0.8
White & Asian	0.8
Any other Asian	1.61
Any other mixed	1.61
Any other White	0.8

## Faith

Religion	%
Christian	20.16
Muslim	3.2
None	75.0
Other	2.4

The school will continue to admit children in the same way as a 3-11 through primary school.

As a Church of England school, All Hallows' believes strongly in the importance of learning from and about religion, so that children develop a deeper understanding of faiths and their importance in shaping the world in which they live. The school promotes children's spiritual development and their understanding of local, national and global cultures. The school is fully inclusive and is a place where different faiths and cultures are not only respected but celebrated. All Hallows' is also active in its local community, taking part in local events and welcoming local residents into the school. A range of different activities and practices support this:

- Quiet garden open to all children every playtime for quiet contemplation
- Rector leads worship for YR to Y2 children every other week
- Regular visits to local church (All Hallows') for family services, RE lessons and local history work
- Visits to local Methodist Church for comparison of places of worship
- Visits to local Methodist Church and involvement in local community projects – Christmas Tree Festival, Nativity Scene Festival, Scarecrow Festival, etc with other local organisations
- Visit to local Mosque every other year with visit to Cathedral House (home to another local Christian Fellowship)
- Use of local environs for history and geography
- Music is taught by a specialist each week and covers international music, popular music and Western classical traditions
- Music for coming in to and leaving collective worship draws on a similar range of musical genres
- Cultural experiences are offered to the children including theatre groups, puppets, musicians, artists, storytellers from different backgrounds
- Governors make regular visits and share their different experiences with the children
- Support for Water Aid (through All Hallows' and the Diocese of Leeds) through the Harvest celebration

- Support for Syrian refugees through Salvation Army
- Let's Get Cooking Club invites older friends of the school to share a Harvest tea
- Reading Friends (involving older members of local community and parents)
- Support for Children in Need and Comic Relief
- Support for Macmillan Nurses

All Hallows' is an active member of the Almondbury Schools Partnership, taking part in local events and activities e.g. the commemoration of Remembrance Day, the 'Winter Warmer' community event and the Family Fun Day which take place from time to time in the Community School. The school is involved in a commissioning exercise to establish a Community Hub for NHS services as part of a Kirklees pilot project. Pilot status was awarded in recognition of the tight-knit collaborative nature of the Almondbury schools and the shared commitment to serving the local community. Local schools are now working together to commission health and support services for local families.

The proposal also promotes community cohesion by encouraging Almondbury families to educate their children within the local community. Data that shows the choices Almondbury parents currently make to educate their children outside of Almondbury has been provided above (see Demand v Need). All Hallows' own record of parents who have visited the school shows that, since January 2016, 7 families who were otherwise enthusiastic about what the school has to offer said that they would only come to the school if it became a 3-11 through primary. One of the major themes to emerge from the consultation has been parental dissatisfaction at the lack of choice at Key Stage 2 in Almondbury and the strength and depth of concern among Almondbury families at the negative impact of this on the local community e.g. "I believe that All Hallows' should become a Junior School. I live within a big estate of Benomley and I only know 4 families due to a lot of parents sending them out of area because they do not want them to go to Almondbury Community School. This may change if they have another option. It may mean that Almondbury children stay in Almondbury". Other examples are included above (see above, Demand v Need). Providing this choice and serving and supporting the local community have been major drivers for the Governors of All Hallows' in developing their proposal to become to 3-11 school.

Evidence therefore suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;
- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who begin their educational journey at other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 2. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

Respondents to the consultation (see Representations above) consistently emphasised the benefits to the

local community of extending the upper age range of All Hallows' and reflected on the negative impact on the community of the *status quo*.

The Governors therefore believe that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. This active encouragement to parents to transfer from All Hallows' to Almondbury Community School should help to counteract the drift to King James' School at Yr 7, which currently happens when parents go out of Almondbury to Rowley Lane J I & N. Almondbury Community School has itself expressed concern to All Hallows' about this drift and its implications for secondary provision at the school (see attached minutes of a meeting between the Heads and Chairs of All Hallows' and Almondbury Community School to discuss the All Hallows' proposal). Because Rowley Lane J I & N is oversubscribed, the Governors of All Hallows' believe that their proposal will benefit the Community School without having a detrimental effect on Rowley Lane.

## **TRAVEL AND ACCESSIBILITY**

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.

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.

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.

Further information is available in the statutory Home to school travel and transport guidance for LAs.

## **REPRESENTATIONS**

Those who supported the proposal mainly cited the following positives:

- Transport to and from school for parents with more than 1 primary aged child will be very much simpler;
- Reduction in the carbon footprint of the village by providing a school serving the south west of the village;

1 respondent supported the proposal but stated:

- Existing cars will be added to. Crossing Longcroft is currently dangerous and will get worse.

## **OFFICER COMMENT**

## **RATIONALE FOR THE PROPOSALS**

The Governors are aware that there are concerns about the volume of traffic on Longcroft as things are at present and that concerns have been expressed about the possible implications of their proposal for traffic in the future. All Hallows' has therefore conducted a School Travel Assessment, the

purpose of which was:

1. to identify travel and road safety issues occurring at present and mitigating strategies to address them;
2. to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3 to 7 years to 3 to 11 years;
3. to consider whether there are accessibility issues created by the proposal that impact adversely on disadvantaged groups.

The objectives of the School Travel Assessment are to ensure that any issues of accessibility are addressed and to encourage the All Hallows' school community to:

- 1. Be healthy and sustainable by,
  - - encouraging more travel to and from All Hallows' School by healthier and more sustainable means, such as by walking or cycling, thus promoting less travel by car;
- 2. Be safe on the journey to and from All Hallows' School by,
  - - promoting good road user behaviour on the routes to the school;
  - - improving road safety conditions immediately outside the school gates;
- 3. Be more aware of transport and travel issues by,
  - - promoting the health and environmental benefits of using sustainable forms of transport.

The School Travel Assessment takes account of the travel arrangements and preferences of current parents and the constraints of the school site, as well as analysing the likely impact of the proposed change of age range on travel and accessibility and summarising the actions that the school takes and will take to address travel and road safety issues.

The full School Travel Assessment is attached to this Guidance and more detail is provided in the school's Consultation Document. The principal conclusions are summarised here. The Governors have concluded that their proposal:

- will not impact adversely on disadvantaged groups;
- will not extend journey times or increase transport costs;
- will assist families who currently rely on cars to transport very young children between different schools;
- may reduce traffic in Longcroft because, though the school will be larger, the number of Reception and Key Stage 1 children will be smaller, and Key Stage 2 children are more likely to walk or cycle to school;
- will encourage more Almondbury families to educate their children closer to home in Almondbury schools;
- will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The school will actively encourage Key Stage 2 children to walk or cycle to school using suitable walking or cycling routes and will adopt strategies to manage the times at which children arrive at or leave school (e.g. through after school clubs).

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<b>FUNDING</b>
<p>The decision-maker should be satisfied that any land, premises or necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.</p> <p>Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital</p> <p>Funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.</p>
<b>REPRESENTATIONS</b>
<p>There were no comments on this in the consultation responses, though 1 member of Almondbury Community School staff and 2 unidentified respondents who oppose the proposal commented on the potential for loss of revenue and staff at the Community School.</p>
<b>OFFICER COMMENT</b>
<b>RATIONALE FOR THE PROPOSALS</b>
<p>The Governors have given careful consideration to the funding implications of their proposal, both in terms of capital funding in the short term and financial sustainability in the longer term. They have identified solutions for accommodation that require minimal capital expenditure, make the best and most efficient use of existing accommodation, and provide educational and social benefits to children through building a closer relationship with the Almondbury Playgroup whose accommodation is located on the All Hallows' site.</p> <p>Specifically, All Hallows' has agreed with Almondbury Playgroup that the school's 20 place Nursery and the Playgroup will share the Playgroup's existing accommodation which is located on the school site. This accommodation is suitable for Nursery children without any requirement for capital expenditure beyond the purchase of a timber shed for the storage of large outdoor toys currently stored in the Playgroup's accommodation. The relocation of the Nursery to the Playgroup accommodation will release space in the main school building sufficient to accommodate Reception to Yr 6. The arrangement has been agreed by both the school's Governing Body and the Playgroup Committee; both will enter into a formal legal agreement if All Hallows' proposal to extend its age range is approved.</p> <p>The following extract from the minutes of the Extraordinary General Meeting of Almondbury Playgroup held on 11 April 2016 to discuss the potential arrangement with All Hallows' for the sharing of accommodation confirms the agreement and records the mutual benefits of the proposed arrangement:</p> <p><b><u>Extracts from minutes of an Extraordinary General Meeting of Almondbury Playgroup held on 11<sup>th</sup> April 2016</u></b></p>



**In attendance: 10 members of committee and staff. 1 apology received.**

A meeting was called for Playgroup staff and committee members to discuss a proposal put forwards from the school... The Chair of Governors, Sue Edwards, Headteacher, Jane Sargent and Deputy Head, Wendy Ewart have approached the Playgroup and asked if they would consider sharing the playgroup cabin and grounds with the school for them to use as their nursery class...

The school would like to become a primary school and so need additional space for junior classes. They would potentially use the cabin for afternoon nursery sessions...The school has suggested that they would share the bills and running costs of the cabin.

In today's extraordinary general meeting we briefly discussed how this idea may impact on the playgroup and its staff. These are the considerations that have been raised so far:

- Reduced utility bills and rent for playgroup
- Financial support with maintenance for the cabin
- Playgroup may be able to share the nursery toys and vice versa
- When government funding is increased to 30 hours free child care for the over 3s, it will enable the children to remain in the same class for the whole day, potentially 3 hours would be provide by the playgroup and 3 hours would be provided by the nursery in the afternoon.
- This could attract more children to the playgroup facility
- The changeover between playgroup in the morning and nursery in the afternoon could result in an overlap giving no time for the playgroup's lunch club
- Space for files and paperwork?
- Limited display space.
- Lack of storage space for toys  
(Note from school: school has already said in earlier discussions that we would expect to provide separate additional storage)
- Space for children staying all day for quiet time?

Following this discussion, the playgroup staff and committee members agreed that they are happy to continue discussions with the school on this idea and agree in principle to All Hallows' Nursery using the Playgroup building for afternoon sessions.

### **Finance**

Playgroup's income and expenditure account from 6<sup>th</sup> April 2015 to 5<sup>th</sup> April 2016 show annual running costs to be £4,273.66 p.a.

In discussions between Playgroup and school about how the arrangements would work, a figure of £200 per month rent payable by school to Playgroup was agreed to be a suitable contribution based on current running costs. Payment of rent would be included in any legal agreement made between Playgroup and school.

- The minutes confirm the recurring costs of rent and running costs for the nursery building. These are affordable and will be met from within the school's budget.

Further details about the adequacy and suitability of the accommodation of a 3-11 school at All Hallows' and the governors' planning for use of the space are provided in the consultation document. The school has worked with the Diocesan Buildings Officer and its buildings' consultant on all matters relating to the suitability and sufficiency of its accommodation as a 3-11 primary school, which has confirmed that the

accommodation is appropriate, that the building is in a good state of repair and that it is unlikely to require major capital expenditure over the next few years. The Governors are therefore confident that their proposal is supported by realistic planning for accommodating a 3-11 school that does not require capital investment and represents a good use of available funding.

The proposal does not rely on capital funding from the Department of Education or additional resource from the LA.

The Diocese of Leeds supports the proposal and agrees to the school's use of the land and premises for which it is the trustee for a 3-11 Church of England primary school.

All Hallows' has also undertaken financial planning for the revenue costs of its proposal, taking into account both AWPU and Pupil Premium funding as the school grows and the associated staffing costs. Details are provided in the Consultation Document. The school's business plan takes account of the fact that Key Stage 2 year groups may not be full from September 2017, as not all families with children currently in Year 2 will necessarily opt for them to progress into Year 3. The consultation has, however, demonstrated the strength of parental support for the school's proposal and the enthusiasm among parents/carers with children currently on roll at the school for remaining at All Hallows' for Key Stage 2. On this basis, the Governors are confident that their proposal is financially viable and sustainable and that the transitional phase can be managed through, if necessary, such strategies as mixed age classes and adjusting the proposed timescale for the appointment of additional staff.

All Hallows' is committed to working with Almondbury Community School on the management of the transitional period as Key Stage 2 provision is established at the school and firmly believes that its proposal is in the medium- to long-term interests of both schools. There is no intention to damage other schools, and the Governors have carefully weighed the educational benefits of their proposal to children against the negativity expressed by some staff and 5 parents/governors of Almondbury Community School. The Governors have led All Hallows' through 2 staff re-structuring exercises since the consultation for and creation of Almondbury Community School and are currently engaged in a re-deployment exercise with teachers in order to manage the school's budget. It has been shown through this consultation that prospective children are currently being lost to All Hallows' because it is not a 3-11 primary school and that these children are likely to be lost to Almondbury for the whole of their educational journey. The Governors therefore believe that their proposal will protect the long term viability of both schools.

## **SCHOOL PREMISES AND PLAYING FIELDS**

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.

Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

## **REPRESENTATIONS**

There were no comments on this in the consultation responses, though accommodation issues and proposed organisation of the school day (including playtimes) were discussed in general at the

consultation meeting on 22 September and those who attended were very satisfied with the plans.

## OFFICER COMMENT

### RATIONALE FOR THE PROPOSALS

- The school is fortunate in having sufficient space in line with the School Premises Regulations to provide sports facilities to meet the curriculum requirements for a single form entry primary school and also has sufficient outdoor play space (a plan of the school site is attached). The differing ages of the children and the spaces available for play would mean that playtimes for Key Stage 1 and 2 children would need to be staggered. This is common practice in many smaller primary schools and would allow children to play age appropriate games without the risks or worry of having older or younger children around.
- Over time, there will be fewer children using what is now the Early Years (EYFS) playground as a result of the reduction of the Planned Admission Number (PAN) to 30. There will be a maximum of 30 Reception children and 60 Key Stage 1 children timetabled separately to use a playground that was created to accommodate 84 children. The EYFS playground is already used by KS1 children at lunchtimes for goal shooting activities, and similar activities would continue when the playground is not in use by Reception children. Key Stage 1 and Key Stage 2 children can also be timetabled to use the large playground at different times, and the school's playing fields are also available when the weather permits.
- The Governors have explored the possibility of developing a multi-use games area for Key Stage 1, but planning has been put on hold until the outcome of this proposal is known, as the specification may need to change to provide for older pupils and associated funding will need to be identified. This facility would allow the oldest children to play ball games at playtimes in a large properly enclosed space.

## Factors relevant to prescribed alteration proposals

### ENLARGEMENT OF PREMISES

When deciding on a proposal for an expansion on to 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 free school presumption in circumstances where there is a need for a new school in the area: *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*)

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?

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### EXPANSION OF EXISTING GRAMMAR SCHOOLS

Legislation prohibits the establishment of new grammar schools. *(Except where a grammar school is replacing one of more existing grammar schools)* 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 above when deciding if an expansion is a legitimate enlargement of an existing school.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### CHANGES TO BOARDING PROVISION

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.
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## ADDITION OF POST-16 PROVISION

<p>The department expects that only schools that are rated as ‘good’ or ‘outstanding will seek to add a sixth form.</p> <p>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.</p> <p>The decision-maker should 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>In deciding whether new sixth-form provision would be appropriate, proposers and decision makers should also consider the following guidelines:</p> <ul style="list-style-type: none"> <li>• the quality of pre-16 education must be good or outstanding;</li> <li>• the proposed sixth-form will provide places for a minimum of 200 students;</li> <li>• the proposed sixth-form will, either directly or through partnership, offer a minimum of 15 A level</li> </ul>
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subjects:

- there is a clear demand for the new sixth-form (including evidence of a shortage of post-16 places and a consideration of the quality of L3 provision in the area);
- the proposed sixth-form is financially viable (there is evidence of financial resilience should student numbers fall and the proposal will not impact negatively on 11-16 education or cross subsidisation of funding).

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### CHANGES OF CATEGORY TO VOLUNTARY-AIDED

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### CHANGES TO SPECIAL EDUCATIONAL NEED PROVISION

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors relevant to establishment proposals

### SUITABILITY

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, as part of a broad and balance curriculum, they would promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, as set out in the department's guidance on Promoting fundamental British values through SMSC.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### THE FREE SCHOOL PRESUMPTION

Where a LA considers that there is a need for a new school in its area, to address basic need, it must first seek proposals to establish a free school under section 6A of EIA 2006. In such cases the Regional Schools Commissioner (RSC) is the decision-maker.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **NEW SCHOOLS THROUGH A COMPETITION**

Where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of EIA 2006 may be held.

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

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.

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).

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **NEW SCHOOLS OUTSIDE COMPETITION**

Section's 10 and 11 of the EIA 2006 permits proposals to establish new schools under certain conditions



<p>either with the Secretary of States consent (section 10 cases) or without (section 11 cases).</p> <p>In all cases proposals must have followed the required statutory process and may be for a school with or without a designated religious character.</p>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR</b>
<p>The department expects that independent schools wishing to join the maintained sector will do so through the new free schools route.</p> <p>However if a proposal is made, through the statutory process to establish a new voluntary school, , 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:</p> <ul style="list-style-type: none"> <li>• that there is genuine demand/need for this type of school place in the local community;</li> <li>• that the current and projected financial health of the proposer is strong;</li> <li>• that the proposal represents long term value for money for the taxpayer;</li> <li>• that the school will be able to deliver the whole of the national curriculum to the expected high standard;</li> <li>• that all aspects of due diligence have been considered and undertaken; and</li> <li>• 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.</li> <li>• In the case of a new VC school the independent school must have existed for at least two years and must close before the new maintained school opens.</li> </ul> <p>If the proposal is approved a separate application for religious designation would need to be made to the department</p>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## Factors relevant to discontinuance (closure) proposals

### **CLOSURE PROPOSALS (UNDER S15 EIA 2006)**

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **SCHOOLS TO BE REPLACED BY A MORE SUCCESSFUL/POPULAR SCHOOL**

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **SCHOOLS CAUSING CONCERN**

In determining proposals decision-makers must ensure that the guidance on schools causing concern (Intervening in falling, underperforming and coasting schools) has been followed where necessary.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **RURAL SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE**

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 *(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)).* 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;

- 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.

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.

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>7</sup> which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, (*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*) the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## EARLY YEARS PROVISION

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.

The decision-maker should also consider whether the new, alternative/extended early year's 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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## NURSERY SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE

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 must demonstrate that: <ul style="list-style-type: none"> <li>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</li> <li>Replacement provision is more accessible and more convenient for local parents.</li> </ul>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>BALANCE OF DENOMINATIONAL PROVISION</b>
<p>In deciding a proposal to close a school that has been designated with a religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.</p> <p>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.</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.

<b>COMMUNITY SERVICES</b>
<p>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. The effect on families and the community should be considered when considering proposals about the closure of such schools. 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.</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.

## Factors relevant to proposals to change category to foundation

*This section includes proposals to change category to foundation, acquire/remove a Trust and acquire/remove a foundation majority governing body.*

*It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.*

### STANDARDS

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.

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

<b>COMMUNITY COHESION</b>
Trusts have a duty ( <i>Under section 23(A)6 of the EIA 2006</i> ) to promote community cohesion. And decision-maker should carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>NEW TRUST SCHOOLS ACQUIRING A TRUST</b>
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: <ul style="list-style-type: none"> <li>• the proposal is not seeking for a school to alter, acquire or lose a designated religious character. These alterations cannot be made simply by acquiring a Trust;</li> <li>• the necessary work is underway to establish the Trust as a charity and as a corporate body; and</li> <li>• that none of the trustees are disqualified from exercising the function of trustee, either by virtue of: <ul style="list-style-type: none"> <li>• disqualifications under company or charity law;</li> <li>• disqualifications from working with children or young people;</li> <li>• not having obtained a criminal record check certificate<sup>9</sup>; (<i>Under section 113A of the Police Act 1997</i>) OR</li> </ul> </li> <li>• the Requirements Regulations which disqualify certain persons from acting as charity trustees.</li> </ul>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>ADDING OR REMOVING A TRUST</b>
Decision-makers should consider the following factors for proposals to add or remove a Trust: <ul style="list-style-type: none"> <li>• whether the Trust acts as the Trust for any other schools and / or any of the members are already part of an existing Trust;</li> </ul>

- 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?
- 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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## SUITABILITY OF PARTNERS

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).

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

- The Health and Safety Executive Public Register of Convictions (*Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits*)
- The Charity Commission's Register of Charities; and
- The Companies House web check service.

REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>REMOVING A TRUST / FOUNDATION MAJORITY</b>
<p>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.</p> <p>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.</p>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>FINANCE</b>
<p>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</p>
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>OTHER SERVICES PROVIDED BY THE TRUST</b>
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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors to be considered in decision making

### Updated with Officer comments as at 13/10/2016

The factors which are being considered are derived from guidance issued by the Department for Education. Guidance for Decision Makers Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals April2016

Paragraph highlighted in **dark grey** relate to factors that are relevant to **all** types of proposals.

### Factors relevant to all types of proposals

<b>RELATED PROPOSALS</b>
<p>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. Decisions for 'related' proposals should be compatible.</p> <p>Where a proposal is 'related' to another proposal to be decided by the Regional Schools Commissioner (RSC) (e.g. for the establishment of a new free school established under the presumption route) the decision-maker should defer taking a decision until the RSC has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.</p>
<b>REPRESENTATIONS N/A</b>
<b>OFFICER COMMENT N/A</b>
<b>RATIONALE FOR THE PROPOSALS.</b>

<b>CONDITIONAL APPROVAL</b>
<p>Decision-makers may give conditional approval for a proposal subject to certain prescribed events (<i>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)</i>) 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.</p> <p>The proposer should inform the decision-maker (and the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk for school opening or closure cases) 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.</p>
<b>REPRESENTATIONS N/A – This could be relevant in terms of the impact on neighbouring schools from the representation received from neighbouring Almondbury Community School in</b>

**terms of viability and potential pupil movement.**

**OFFICER COMMENT** – The following is an extract from ‘The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013’ and has been included to specify what may be considered under conditional approval. Each criterion has been annotated in red to indicate whether applicable to this proposal. Clarification can be sought on any points raised at the meeting of SOAG.

**Conditional approvals**

- 8.—(1) The following events are prescribed as specified events which (if the approval is expressed to take effect only if they occur) must occur by the date specified in the approval—
- (a) the grant of planning permission under Part 3 of the Town and Country Planning Act 1990; **Not applicable to this proposal as not additional buildings are required**
  - (b) the acquisition of any site required for the implementation of the proposals; **Not applicable to this proposal as the site already exists**
  - (c) the acquisition of playing fields required for the implementation of the proposals; **Not applicable to this proposal as the site already exists**
  - (d) the securing of any necessary access to a site referred to in Paragraph (b) or playing fields referred to in Paragraph (c); **Clarification is sought from the proposer about whether a formal letting agreement between the school and the Playgroup needs to be in place prior to the implementation date.**
  - (e) the entering into an agreement for any necessary building project supported by the Department for Education; **Not applicable to this proposal**
  - (f) in the case of mainstream schools, the agreement to any change to the admission arrangements relating to the school or any other school or schools, as specified in the approval; **Clarification is sought from the proposer regarding the PAN of the current Year 2 cohort which is currently still 50 (due to the historical change in PAN). Whilst the number of children currently on roll at the school has been included, and it is appreciated that the relevant year of admission PAN is 30, there is not a clear understanding of whether the school seek to vary the current Y2 PAN to 30 as part of transitional arrangements.**
  - (g) the making of any scheme relating to any charity connected with the school; **Not applicable to this proposal**
  - (h) the formation of any federation (within the meaning of section 24(2) of the Education Act 2002**(b)**) of which it is intended that the school should form part, or the fulfilling of any other condition relating to the school forming part of a federation; **Not applicable to this proposal**
  - (i) where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new further education institution under section 16 or 33C of the Further and Higher Education Act 1992**(c)**; **Not applicable to this proposal**
  - (j) where the proposals in question depend upon any of the events specified in Paragraphs (a) to (i) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
  - (k) where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013**(d)** the occurrence of such an event. **Not applicable to this proposal**
- (2) For the purposes of sub-paragraph (1)**(f)** a change to the admission arrangements is agreed—
- (a) in the case where the change arises from the admission arrangements for the school year in question being different from the admission arrangements for the previous school year, **please see comments under (f) above.**
- if the admission arrangements are determined under section 88C of SSFA 1998**(e)** and either—
- (i) no objection is made to the change in accordance with section 88H of SSFA 1998**(a)**;
- or
- (ii) if an objection to the change is made and referred to the adjudicator in accordance with section 88H of SSFA 1998, the objection is not upheld;
- (b) in a case where the change arises from a variation made pursuant to section 88E of SSFA 1998**(b)** and

under the School Admissions (Admissions Arrangements and Co-ordination of Admissions Arrangements) (England) Regulations 2012(c), where the variation is required to be referred to the adjudicator, if the adjudicator determines that the variation should have effect without modifications; and (c) in a case where the change arises from a variation made under those regulations where the variation is not required to be referred to the adjudicator, when the variation is made.

#### **RATIONALE FOR THE PROPOSALS.**

#### **PUBLISHING DECISIONS**

All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a decision the decision-maker should 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 organisations below to be notified of the decision and reasons: *(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)*

- 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;
- for a special school, the parents of every registered pupil at the school;
- any other organisation 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).

#### **REPRESENTATIONS N/A**

**OFFICER COMMENT** - Following the proposed decision making meeting by Kirklees Council Cabinet in November. It is expected that the LA and the Proposer will fulfil their obligations in respect of this.

#### **RATIONALE FOR THE PROPOSALS.**

#### **CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD**

The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all 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.

## REPRESENTATIONS

The Governors conducted the statutory consultation on their proposal from 5 September – 3 October 2016, including 2 consultation meetings at the school on 21 and 22 September. A total of 199 written responses were received, of which:

**84.4%** (168 respondents) strongly supported/supported the proposal;

**0.6%** (1 respondent) neither supported nor opposed the proposal (the respondent commented that the proposal would offer more choice to families, more continuity for children, less transition – “I can’t see any reason why it shouldn’t happen”);

**15.1%** (30 respondents) strongly opposed/opposed the proposal.

10 people attended the first consultation meeting and 4 people attended the second, all of whom expressed strong support for the proposal.

The majority of respondents (91) were parent/carers, most of whom have children at All Hallows’, some of whom are parents/carers of local pre-school children or with children at Almondbury Playgroup who are considering coming to All Hallows’, some of whom have children at both All Hallows’ and Almondbury Community School and some whom are parents at Almondbury Community School. All but 3 parents strongly supported the proposal; these 3 are parents at Almondbury Community School and strongly opposed the proposal.

Other respondents included 12 governors (including 1 governor of St Joseph’s RC Primary School and 10 governors of All Hallows’ who wrote in support of the proposal, and 2 governors of Almondbury Community School who opposed the proposal); 32 staff (including 9 from All Hallows’ who supported the proposal and 23 from Almondbury Community School who opposed it). There were also responses from local residents (43), the local church community, grandparents and 1 pupil of All Hallows’, all but 2 of which supported the proposal. The Ward Councillor and Playgroup Manager were among those who wrote in support of the proposal.

All objections to the proposal came from parents, governors or staff of Almondbury Community School.

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children’s educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows’ and the “stability” the proposal would bring to children’s education;
- social advantages. Respondents stated that enabling children to continue at All Hallows’ up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, “All Hallows’ should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows’ is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards” and “We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street.

All children are schooled outside the area!");

- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting";
- relieving the pressure on families with young children who are anxious about their options for Key Stage 2 and in many cases, where older primary aged siblings are at Almondbury Community School, struggle to transport young children to different schools.

Those who opposed the proposal said:

- it will be bad for the community. Children have always gone to Rowley (1 respondent);
- there are concerns about traffic on Longcroft (1 respondent, who otherwise strongly supported the proposal and said "Solve this and there will be no problems!");
- there is adequate choice for parents and Almondbury Community School can meet needs;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.

A full analysis of the responses and notes of the 2 consultation meetings are attached to this Guidance.

**OFFICER COMMENT** There are no material concerns about the process the proposer has undertaken. There are some points of clarification that will be explained to SOAG members at the meeting in relation to the total number of representations (there is now a checked list that tally between the LA and the proposer) and some slight amendment will be required to the quantitative information above.

There is a small administrative error that occurred in the publication of the statutory notice, however legal advice confirms that this does not invalidate the notice itself.

It is noted that some meeting notes that have been submitted by the proposer do not form part of the formal representation period, but appreciates why they are included to illustrate and evidence the extent of engagement (references to documents 13 and 14 in the SOAG pack).

### **RATIONALE FOR THE PROPOSALS**

The Proposer has carried out an appropriate, fair and open local consultation in accordance with statutory requirements. Details are recorded on the checklist provided by the LA which is attached to this Guidance. The Proposer (i.e. the Governors) has also given due consideration to all responses received. The Governors first consulted on the proposal in November/December 2015 and subsequently withdrew the proposal for further consideration in the light of feedback. They took account of the range of views expressed in the first consultation in revising and developing the proposal on which they have just consulted. They believe that their proposal as set out in the consultation document satisfies the aspirations of respondents for there to be Key Stage 2 provision at All Hallows' and, as far as possible, answers objections. Further details are given below in the relevant sections of this Guidance.

### **EDUCATION STANDARDS AND DIVERSITY OF PROVISION**

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

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!").);
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting".

Those who opposed the proposal cited:

- there is adequate provision and choice for parents in Almondbury;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.

## OFFICER COMMENT - Provided by Senior Kirklees Learning Partner

There is a play group on site – School should consider how they can support the quality of provision in the preschool and work in partnership on 'school readiness' in order to raise standards and include the 0-3 provision in 'the learning journey'

The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015

**Outcomes** for children in the reception aged class were below national averages in 2016 -

School – 62.5% compared with 69.3%

Outcomes for KS 1 phonics were below national standards in 2016, 69.4% in school compared to 80.6% nationally

Outcomes at KS 2 phonics were above national standards in 2016 – 85.7% compared to 66.7% nationally

KS1 outcomes in Reading writing and maths were all above national standards for the percentage of children achieving an expected level of attainment. There were more children working at a greater depth compared to national.

There is good **progress** through the school, children enter the reception class with outcomes slightly below average and leave school at the end of Key stage 1 with outcomes above national averages.

Increasing the number of pupils working at higher levels has been on the school improvement plan for the last few years and the impact of this school improvement work seems to have impact in 2016.

The focus on progress from KS1 – KS2 will be a key indicator of future success for a primary school. It would be important to maintain current standards

• **RATIONALE FOR THE PROPOSALS**

• In this context, the Governing Body of All Hallows' takes the "relevant area" to be the place planning area of Huddersfield South East, which includes:

- All Hallows' CE(VA) I & N School
- Almondbury Community School
- Dalton School
- Moldgreen Community Primary School
- Rawthorpe St James CE(VC) I & N School
- Rawthorpe Junior School
- St Joseph's Catholic Primary School (Hudds)
- and
- Kirkheaton, Lepton and Grange Moor, which includes:
  - Grange Moor Primary School
  - Kirkheaton Primary School
  - Lepton CE (VC) J I & N School
  - Rowley Lane J I & N School

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for the Governing Body itself to comment on the quality of other schools in this submission.

• It is widely acknowledged that major transition points in a child's educational journey can cause progress to falter. The establishment of all-through primaries improves the educational standards attained by children through better and more flexible management of learning, without a change of school at the age of 7. All-through primaries are able to establish longer term relationships with pupils and their families than is possible in a 3–7 school. Pupil cohorts remain more stable where the majority of children progress through the primary phase together and learn to build and sustain relationships. There are also enhanced opportunities for staff development in an all-through primary, and the possibility



of teaching across the primary age range in a single school assists recruitment and retention of skilled staff. For these reasons, it has been the policy of Kirklees Council to reduce the number of transition points in a child's educational journey, and where possible the Council has already taken opportunities to create all-through primaries from separate infant and junior schools. This policy also underpinned the creation of Almondbury Community School. The All Hallows' proposal to create a 3-11 primary school (including Nursery provision) on the school's existing site is therefore in line with well-established educational thinking and local policy and would contribute to securing improved outcomes for children. The Governors do not accept that there are no educational grounds for their proposal (see the objection above) or that they are trying to create "middle class provision" (see below, Community Cohesion). Many respondents were extremely positive about the educational benefits to children of extending the age range of All Hallows' to create a 3-11 primary school.

The proposal is grounded in the school's commitment to securing the best educational outcomes for the children it serves and has also been developed in response to the stated preference of parents over a long period that the school should extend its age range and provide places for children at Key Stage 2. The strength of parental feeling and support from the local community were borne out in the school's initial consultation on its proposal (4 November - 2 December 2015). The Governors then consulted as widely as possible and provided a range of opportunities to comment on all aspects of the proposal, including 2 open meetings at the school. A total of 165 responses were received, of which 87.3% strongly supported/supported the proposal, 12.1% strongly opposed and 0.6% were "don't knows". 18 of the 19 respondents who opposed the proposal were members of staff at Almondbury Community School. Respondents who strongly supported/supported the proposal included parents/carers, pupils, staff and governors of All Hallows', local residents and other interested parties.

The Governing Body welcomed the many thoughtful responses it received during the initial consultation and took them all into account in coming to a decision to withdraw the published statutory notice at that stage and to take time to undertake further work with local partners to develop its proposal. This initial consultation became, in effect, a key part of its strategy for informal consultation with local stakeholders prior to the re-publication of its statutory notice in September 2016. Because it had already gathered a wide range of views on its proposal and because it wished to avoid overloading local stakeholders with consultations, the Governing Body decided against a further informal consultation of this kind as it worked towards the re-publication of its statutory notice, concentrating instead on face-to-face meetings with local schools and the LA to address concerns. Parents of Year 2 children were also asked in March 2016 whether they would still support a change of age range from September 2016 if this was achievable. However, despite the overwhelming support that it received from parents, the Governing Body concluded on balance that it would be in the best interests of the community to develop the proposal further with local stakeholders and work towards a potential implementation date of September 2017 for the proposed change of age range.

In its analysis of the representations made in the course of the consultation of 4 November - 2 December 2015, the Governing Body noted the following consistent themes and perceptions in the expressions of parental support for the extension of the school's age range:

- The educational benefits to children;
- The benefits for children of remaining in the All Hallows' setting for KS2 in terms of their well-being;
- The importance parents attach to educating their children in an inclusive Christian context and building relationships throughout the primary phase;
- The reduction of parental stress and anxiety about moving their children to a very different educational setting at the vulnerable age of 7;

- The enthusiasm of parents for having the option of educating their children in Almondbury in what they regard as the secure environment of a through-primary;
- The wish of current parents to see the proposal approved and implemented in time to benefit the children already going through All Hallows’.

These findings confirmed that there was very strong support for the Governors’ view of the educational and community benefits of becoming an all-through primary and enthusiasm for the context of a small Church of England school in which children flourish.

The recent consultation (5 September - 3 October 2016) has confirmed the continuing strength of parental support for the school’s proposal (see above, Representations) and has confirmed that the advantages which parents/carers identified in 2015 are still the advantages which parents/carers (including those who joined the school in September 2016) identify now. Respondents again overwhelmingly supported the case made by All Hallows’ for extension of its upper age range and demonstrated the strength of local feeling in favour of a choice for Almondbury parents at Key Stage 2. Governors acknowledge that there is a church school at Lowerhouses (see objection above) but have also taken account of the widespread concern that too many children are travelling out of Almondbury for their education and the concerns of many parents about difficult journeys to school. Lowerhouses is not an option for many families, because it is not easily accessible (it is down a steep hill and not on a direct bus route from Almondbury).

In developing their proposal, the Governors have considered carefully the potential impact on other schools, balancing this with other factors, including the educational benefits to children, the preference of parents and the future viability and sustainability of All Hallows’. They have taken steps to mitigate any short term negative impact on other schools and believe that their proposal is to the longer term benefit of both All Hallows’ and Almondbury Community School (see below, Demand v Need and Community Cohesion).

- Quality of Provision
- All Hallows’ delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school). All Hallows’ became voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.
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- Key Stage 1 results for 2016 show that All Hallows’ continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

Year 2: 34 pupils - 21 boys (61.8%) 13 girls (38.2%)

FSM: 14.7%

SEN: 7 pupils (20.6%) - 6 boys (28.6%) 1 girl (7.7%)

	PKF	WTS	EXS	GDS	% at EXS or above
<b>Reading</b>	2 .9%	1 7.6%	6 7.1%	3 2.4%	7 9.5%
Boys	2 .9%	2 3.8%	3 8.1%	3 3.3%	7 1.4%
Girls	0 .0%	7 7%	6 1.5%	3 0.8%	9 2.3%
<b>Writing</b>					
<b>Writing</b>	2 .9%	1 4.7%	5 5.9%	2 6.5%	8 2.4%
Boys	2 .9%	1 9.0%	5 2.4%	2 3.8%	7 6.2%
Girls	0 .0%	7 7%	6 1.5%	3 0.8%	9 2.3%
<b>Maths</b>					
<b>Maths</b>	0 .0%	1 4.7%	6 4.8%	2 0.6%	8 5.4%
Boys	0 .0%	1 9.0%	5 7.1%	2 3.8%	8 0.9%
Girls	0 .0%	7 7%	7 6.9%	1 5.4%	9 2.3%
<b>Science</b>					
<b>Science</b>	(HNM) 3 - 8.8%		9 1.2%	0 0%	9 1.2%
Boys	2 - 9.5%		9 0.5%	0 0%	9 0.5%
Girls	1 - 7.7%		9	0	9

s		2	2.3%		0%	2.3%
• • • • • • •						

- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

- All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

- Comments from respondents to the consultation confirm that parents/carers have a high regard for and confidence in the quality of education provided at All Hallows', e.g.:

- "All Hallows' is an outstanding school. It has strong links with the local church and a religious ethos. It is well established within the local community. Children perform very well academically and socially. An all through primary allows parental choice and continuity and consistency for children. The school is small, which allows it to retain a family feel where every child is known to all staff.";

- "All Hallows' as it stands is a fantastic, nurturing and academic school. Homely and friendly, which is what primary age children require, but also has fantastic teaching and ethos";

- "Staff at All Hallows' are more than capable to deliver education from 3-11 years".

All Hallows' also provides a wide range of extra-curricular activities for its children through a rolling programme of after-school sports clubs, which currently include: archery, cross country, dance, fencing, football, golf, gymnastics, multi-skills, rugby, outdoor activities (building dens etc). These activities are open initially to Year 1 and Year 2 pupils and from January each academic year to Reception children. The school also runs a cookery club, a maths puzzle club and a gardening club, and works with Kirklees Music School for the provision of instrumental lessons. All of these clubs are age appropriate for the children, and the nature and range of clubs will be extended to take account of KS2 pupils' developing and maturing interests and skills. For some clubs, the potential larger numbers may give more flexibility on the provision the school is able to offer, as sports coaches will only run sports clubs if more than 15 children sign up.

- Diversity of Provision

- The Governing Body has consulted widely on its proposal, both formally and informally, over a period of 12-18 months. It has also requested information from the LA on the primary planning areas of Huddersfield South East, Kirkheaton, Lepton and Grange Moor, and taken account of the information and guiding principles of "Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015).

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- Local consultation has consistently demonstrated that there is strong parental support for Key Stage 2 provision at All Hallows'. Parents have continued to ask for greater diversity of provision and the option to express a preference for their children to be educated in Almondbury in a 3-11 Church of England school. The size of the proposed 3-11 All Hallows' primary (i.e. 210 places) and its Christian ethos, which was reaffirmed when the school became voluntary aided in 2013, are both important factors underlying the high level of parental support for the proposal. In both these respects, what is proposed for All Hallows' would offer parents a radically different option from what is currently offered at Almondbury Community School.

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- In the course of the consultation, many parents asked for a choice at Key Stage 2 which currently does not exist. Strong views were expressed that the learning environment provided at Almondbury Community School is not appropriate for all children:

- "I think the extension of the age range at All Hallows' is a certain need for the village. Many children need that primary school environment which Almondbury now doesn't have (regarding particular Junior age children");

- "I am a parent of a boy in year 2 and I am really hoping that All Hallows' will become an all-through Junior school. I am in the process of going to appeal to get my older boy into Rowley Lane. This is because I don't believe that Almondbury Community School is the best place for my child. I have had high school teachers teaching my year 5 child and I have found that this has not worked, as well as lots of other problems that have occurred during the year. If All Hallows' does not become a Junior School my year 2 child will be joining the statistics of one of the 147 children that attend a school out of area which would be a shame";

- "I am a parent who wants more of an option than Almondbury Community School. I have a child at ACS who is not getting the full junior school experience I would like and is subjected to a High School experience. In extending All Hallows' we have an option to stay in Almondbury and not move my children's education outside of their community. I fully support and would expect the council to fully support too!".

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- As a 3-11 school, All Hallows' would be fully committed to securing pupil progress by actively supporting transition at the end of KS1, for those who choose to move at this point, and at the end of KS2. Staff already work collaboratively with colleagues from Almondbury Community School at the point of transition from KS1 and, as an all-through primary, would develop joint curriculum projects in English, mathematics and science for Years 5 and 6 that would sustain progress and facilitate continuity in children's learning. Such projects would also help older pupils to become used to the larger school environment, and this, together with sporting activities and swimming lessons in KS2 on the Community School site, would ensure that KS2 pupils were familiar with the Community School, its facilities, staff and what it has to offer and would therefore support All Hallows' commitment to encouraging transfer to the Community School for KS3. The existing positive, open and mutually beneficial relationships between All Hallows' and Almondbury Community School have recently been shown in All Hallows' ready agreement to a request from the Community School (July 2016) for advice about planning learning and securing progress in mixed age classes in KS1. This is a good basis on which to develop collaborative relationships for the future.

**A SCHOOL-LED SYSTEM WITH EVERY SCHOOL AN ACADEMY**

The 2016 White Paper Education Excellence Everywhere, sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

**REPRESENTATIONS N/A**

**OFFICER COMMENT N/A**

**RATIONALE FOR THE PROPOSALS**

The Governing Body understands that there is no requirement for all "Good" schools to convert to academy status, though the Secretary of State may require conversion in specific circumstances. The Governors currently have no plans to convert but are keeping the position under review. The priority for Governors is to develop partnerships with local schools and with the diocesan family of Church schools, which will have a bearing on the structure within which All Hallows' will convert as and when the position changes in the future. The proposal is therefore consistent with government policy on academies.

**DEMAND V NEED**

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the 'free school presumption'. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

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).

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.

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.

**REPRESENTATIONS**

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;

- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, “All Hallows’ should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows’ is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards” and “We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!”.);
- the nurturing environment of All Hallows’ as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as “daunting”.

Those who opposed the proposal said:

- there is adequate choice for parents and Almondbury Community School can meet needs;
- potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision;
- “there is enough Junior school in the area and surrounding to cater for the communitys needs. There are Moldgreen, Netherhall, Dalton, Newsome, Lowerhouses and Lydgate who are moving into the area”.

**OFFICER COMMENT** - The LA is clear in the “Rounded, Resilient and Ready”. Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015) and assesses that there are sufficient primary school places to meet basic need in the planning area, as well as taking into account the projected number of pupils based on GP registration data showing those who live in the area, potential housing development, the pattern of pupil distribution and the demographic, and availability of places in neighbouring planning areas.

The number of children living in the Huddersfield South East planning area is shown below.

In total the number of available places for Reception = 350 (it is recognised that there is a Catholic Primary School in the area that serves a wider reach than the planning area)

**Planning Area 16. Huddersfield South East**  
**Table B. Number of pupils in each year cohort resident in the planning area - school year 2014-15**  
**(NHS Jan 2015)**

future reception year groups	infant 2014-15	junior 2014-15	secondary 2014-15	
	Early years/KS1	Key Stage 2	Key Stage 3	KS4

Reception Sep 2018	Reception Sep 2017	Reception Sep 2016	Reception Sep 2015	Reception 2014-15	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
289	314	325	328	324	282	288	286	326	277	251	287	237	257	266	304

And for the Kirkheaton, Lepton and Grange Moor planning area

In total the number of available places for Reception = 165

**Planning Area 18. Kirkheaton Lepton and Grange Moor**  
**Table B. Number of pupils in each year cohort resident in the planning area - school year 2014-15**  
**(NHS Jan 2015)**

future reception year groups				infant 2014-15		junior 2014-15				secondary 2014-15					
				Early years/KS1		Key Stage 2				Key Stage 3		KS4			
Reception Sep 2018	Reception Sep 2017	Reception Sep 2016	Reception Sep 2015	Reception 2014-15	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
87	108	123	126	146	131	162	150	154	139	143	151	130	121	111	131

The development of Almondbury Community School (and the investment made) secured sufficient places for KS1 = 60, and KS2 110 (ie sufficient places for the historic PAN of 50 from All Hallows CE(VA) + 60 from KS1) and a KS 3/4 = 120.

It is acknowledged by the LA that the school's proposal is underpinned by continuity of provision and is strongly supported by existing parents (and others who made representations) for the change in age range.

Additional information illustrating admissions patterns pre and post reorganisation in the area will be tabled at the meeting.

## RATIONALE FOR THE PROPOSALS

The Governing Body has not developed its proposal on the grounds of basic need for additional KS2 places. It has, however, actively minimised the potential for the creation of surplus places and adverse impact on neighbouring schools by the reduction in its PAN from 50 to 30. The school has been open and transparent with neighbouring schools and the LA about its proposal and sought dialogue with them on the rationale for its proposal and the possible implications for other schools. It has also taken account of the information and guiding principles of "Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015). The school has developed its proposal on educational grounds, to improve outcomes for children by providing stability, consistency and continuity through the primary



phase, and to enhance parental choice in Almondbury in response to strong expressions of parental preference over a long period for KS2 provision at All Hallows’.

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for it to comment on the quality of other schools in this submission.

The All Hallows’ proposal supports the wider aims and principles set out in the Kirklees document, ‘Securing sufficient learning places to enable access for children and young people to an excellent local education system’, November 2015, and is consistent with longer term trends without creating a significant number of surplus places in the short term or destabilising local provision. In particular, the Governors believe that their proposal is in line with the following statements in the LA document:

- *As reported to Kirklees Council Cabinet in February 2012, there is very strong support for the majority of schools remaining in the maintained sector, with a firm belief that within the full range of maintained school options as part of a high quality, self-improving school system there is appropriate freedom and flexibility for schools to achieve their goals and contribute to raising achievement was confirmed (p16).*
- In developing its proposal, All Hallows’ is seeking to use the “flexibility and freedom for schools to achieve their goals” that is clearly supported in Kirklees, in order to raise achievement through offering children continuity of education from 3-11 and extending the high quality of provision it currently offers at Key Stage 1 to Key Stage 2.
- *Any oversupply of school places can lead to instability and inefficient use of resources, equally challenging is being able to meet parental preference and provide places in the right geographical locations for communities (p17).*
- The Governors’ proposal has been developed as a specific response to parental preference for Key Stage 2 places in an educational setting that they value at the heart of their local community. The reduction of the school’s PAN from 50 to 30 has minimised the oversupply of school places.
- *The Council’s priority is to work with existing and future school providers (within the maintained or academy sector) who are committed to the key principles set out by the Council in 2012 and who have a track record of providing good quality places (p18).*
- The Governors welcome the LA’s commitment to working with the Diocese of Leeds as an existing provider (and All Hallows’, as a valued member of the diocesan family of Church of England schools) in the provision of high quality places for the children of Almondbury.
- *There is no clarity about the long term trend of need for places..... National ONS data would suggest that a continued trend of increase is likely (p19).*

The document recognises that place planning is not an exact science, but that a continued uneven trend of increase is likely across the LA (5.4 p19). The trend in Huddersfield South East shows a modest increase in the number of primary aged children living in this planning area with some development likely on 1 site in the area.

The All Hallows’ proposal was not developed on the grounds of basic need for additional KS2 places and recognises that the LA has not made the provision of additional places in this area a priority. The Governing Body has been clear on what it aims to achieve in bringing forward its proposal, which is to:

- improve outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum that meets the needs of all children across the primary phase;

- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice, offering the option of education in an all-through Church of England primary school at the heart of the Almondbury community.

On the basis of the findings of its consultations and research into the educational advantages of all-through primaries, the Governors are persuaded that the benefits to children and to the Almondbury community outweigh any disadvantages there might be of creating a small number of additional places in the short-term. The strength of the support from parents, prospective parents and the local community that the statutory consultation has confirmed has reassured the Governors that the school's proposal will be popular and meet a significant local need in ways that are consistent with the LA's strategic approach to place planning.

The Governors are also mindful of the decision-maker's obligation to take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for places in a school proposed for expansion. They have noted that, while some of those who have objected to the proposal have drawn attention to the options that exist for Almondbury parents to attend other schools, the consultation has demonstrated that these are not options that are popular with many Almondbury parents. However, the Governors can demonstrate on the basis of local consultation that there are significant parental aspirations for Key Stage 2 provision at All Hallows' and that the school has strong parental support and is very popular with parents. (See Representations above, and Education Standards and Diversity of Provision).

- The Governors have taken the view that it is inappropriate for them to comment in this document on the quality of provision at other schools. They can, however, evidence the quality of the provision All Hallows' currently makes at Key Stage 1 and would make at Key Stage 2. See also above, Education Standards and Diversity of Provision, for comments from parents/carers on the high quality of provision and the learning environment at All Hallows' and their concerns about the appropriateness of the learning environment at Almondbury Community School for Key Stage 2 children.

- All Hallows' delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school). All Hallows' became voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.

- Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of

education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.
  - (See p6 above for more detail on this data).
- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

- All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. One respondent in the recent consultation commented, "Staff at All Hallows' are more than capable to deliver education from 3-11 years". It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

Decision-makers must also have due regard to the fact that the existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places. Furthermore, the guidance for decision-makers states that reducing surplus places is not a priority (unless running at very high levels), and that, for parental choice to work effectively, there may be some surplus capacity in the system as a whole. It is recognised in the guidance that competition from additional places in the system will lead to pressure on existing schools to improve standards. In this case, the Governors' proposal has been developed so as to minimise the number of additional places created while responding to parental preference. The high quality of the educational provision that All Hallows' will offer at Key Stage 2, however, will offer parents choice and is likely to ensure that any surplus capacity created will serve to drive up standards locally.

Data provided by the LA from the school census of January 2016 shows that there is some surplus capacity in all local schools in the relevant area with the exception of Lepton CE (VC) J I & N and Rowley Lane J I & N, which are both oversubscribed. Most of the children attending All Hallows' at this date (60) came from within the school's Priority Admissions Area (PAA). (Applications for admission to Reception in September 2016 showed a similar pattern: of the 49 received, 34 were from within the school's PAA; the remaining 15 applications shows the continuing popularity of the school with parents from out of area). Of the remaining children within the PAA, the highest number who attend schools outside the PAA attend Rowley Lane J I & N (17), which is currently oversubscribed.

Key Stage 1 children living within the PAA of Almondbury Community School attend a range of schools: 61 attend Almondbury Community School; 111 go elsewhere, including (within the relevant area) 20 to All Hallows', 13 to St Joseph's Catholic Primary School, 9 to Lepton CE (VC) J I & N, and 16 to Rowley Lane J I & N.

All Hallows' also keeps a record of parents who have visited the school since January 2016: of the 7 to

date, 6 stated that they would only come to the school if it became a 3-11 through primary.

Evidence therefore suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;
- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who attend other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 2. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

The Governors therefore believe that the *status quo* does not promote cohesion in the Almondbury community and that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. Because Rowley Lane J I & N is oversubscribed the Governors do not believe that their proposal will have a detrimental effect on this school and also recognise that there will always be parents from Almondbury who for a variety of reasons would prefer their children to be educated at Rowley Lane.

## SCHOOL SIZE

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.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting".

**OFFICER COMMENT** - The size of the school is not considered to be a material factor to this decision making process in the respect of there being a preferred certain size. The viability and sustainability of

schools is a consideration for All Hallows CE (VA) Infant and Nursery School as well as all others within the planning area and in neighbouring planning areas. The impact of introducing additional places on the wider system will need to be considered by Decision Makers in their final considerations.

## **RATIONALE FOR THE PROPOSAL**

All Hallows' is a currently a good school that delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school).

- Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.
  - (See p6 above for more detail on this data).

- Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was fewer than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

The proposal aims to create a 210 place primary school, which will not require additional resources from the Local Authority or funding to compensate for its small size but which will be committed to maintaining the high quality of its Key Stage 1 provision at Key Stage 2. Governors have given careful consideration to the affordability and financial sustainability of their proposal. Details are provided below in the section on Funding. The Governors are currently managing the budgetary constraints and challenges associated with the school's size at present. In addition to the educational benefits of continuity from 3-11, the Governors see the proposed growth of the school as a key element in their strategy for securing its sustainability in the medium and longer term. The expansion will ensure that the school is able to achieve greater financial efficiencies which will contribute to a more sustainable future as a place of learning, with improved opportunities for staff development and enhanced curricular provision for pupils.

## **PROPOSED ADMISSION ARRANGEMENTS**

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.

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.

**REPRESENTATIONS**

There were no specific comments on admissions in the consultation, though there was strong support (evidenced above) for All Hallows’ being able to serve the Almondbury community as a 3-11 primary school.

**OFFICER COMMENT** A senior manager in Admissions has reviewed the Admissions policies as supplied by the proposer and has made the following observations in response the comment made below by the proposer in that ‘The school has adopted the Local Authority admissions policy and therefore does not admit on the grounds of faith’;

The Admissions Policies that have been reviewed do not mirror the LA admission arrangements for the following reasons:-

<p>All Hallows give priority to all OLDER siblings (whether they live in-area or out-of-area) above in-area children.</p>	<p>The LA policy doesn’t specify siblings have to be older, as the admission policy applies to all year groups at the school, not just the year of entry, so the LA gives priority to older and younger aged siblings.</p> <p>The LA give priority to children living in the PAA with siblings at the date of admission, then those living in the PAA, then those outside the PAA with a sibling on roll, then finally those that live outside the PAA.</p>
<p>All Hallows give priority to children who live within parish boundaries and whose parents are regular worshippers at one of the churches in the Team Parish. Plus those that live outside the parish boundaries.</p>	<p>The LA does not use parish boundaries, only the priority admission areas.</p> <p>The LA does not use faith criteria.</p>
<p>Split family evidence – school will take whichever parent receives child benefit and use their address for admission purposes, but parents could change this evidence to suit which address they want to be used for admission purposes.</p>	<p>The LA states:</p> <p>Where a child’s parents live at different addresses and the child spends time at each address we will consider the following when deciding which address should be used for admissions purposes:</p> <ul style="list-style-type: none"> <li>• the amount of time spent at each address</li> <li>• which parent has parental responsibility for the child</li> </ul>

	<ul style="list-style-type: none"> <li>• who receives child benefit for the child</li> <li>• where the child is registered for medical and dental care</li> <li>• any residency or custody orders made by the courts</li> <li>• Documentary evidence will be requested to support information given about the above.</li> </ul>	
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Other observations:-

All Hallows policies refer to applications received during the normal admissions round, but their policy and oversubscription criteria should apply to all applications including in-year admissions.

Their policy states ‘the school will admit children with statements of Special Educational Needs in which the school is named on the statement’. It needs to also include Education, Health and Care Plans.

It states applications for admission into Reception will be made on the common application form provided and administered by the local authority – but the LA does not have a form anymore, it is all done online.

SIF – it states SIF’s are published in the Kirklees admissions guide. Reference is made to SIF’s in the guide, but it should say they can be found on the Kirklees website.

Waiting lists – the policy doesn’t state that any child who is refused a place because the year group is full will be placed on a waiting list. It should also state that the waiting list is held in oversubscription criteria order and the length of time the child will remain on the waiting list. For normal round applications into Reception, waiting lists MUST be held until 31 December.

Clarification about this will be sought from the proposer.

**RATIONALE FOR THE PROPOSALS**

The school’s admission arrangements comply fully with the Schools Admission Code. The school has adopted the Local Authority admissions policy and therefore does not admit on the grounds of faith. A copy of the school’s admissions policy is attached to this document. All Hallows’ commitment to full inclusion, welcoming those of all faiths and none, and to serving the local community is reflected in its admissions policy and will not change if its proposal to offer KS2 provision is agreed.

Proposals for the transition from infant and nursery school to all-through primary are set out in the consultation document. The school intends to grow slowly, offering places in Year 3 from September 2017 and in subsequent years to children in Year 2 only until the school covers the full primary age range. The Governors’ financial modelling recognises that Year 3 may not be full from September 2017 and that the transitional phase will require careful management and flexibility. The strong support from parents for the school’s proposal (84.4% of respondents), however, indicates that incremental growth can be managed where necessary through, for example, mixed-age classes and a judicious approach to

the timing of new appointments to Key Stage 2. The Governors will also work collaboratively with neighbouring schools to manage the process of change.

## **NATIONAL CURRICULUM**

All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*

## **REPRESENTATIONS**

There were no comments on this in the consultation responses, though there was strong support for the breadth and quality of educational provision at All Hallows”.

## **OFFICER COMMENT N/A**

## **RATIONAL FOR THE PROPOSALS**

All Hallows’ currently follows the National Curriculum and will continue to do so as a 3-11 through primary school. It will take the opportunities offered by the potential growth of the school through extension of its age range to enhance the range of provision it offers to its pupils.

The school also looks forward to maximising the advantages a 3-11 through primary has to extend the learning of Key Stage 1 children by drawing on Key Stage 2 expertise and resources and by involving Key Stage 2 children as roles models and peer mentors. Delivering the National Curriculum across the full primary age range will also offers greater opportunities for staff development and will thereby assist the recruitment and retention of skilled staff.

All Hallows’ is confident that the high standards that it achieves at Key Stage 1 will be maintained at Key Stage 2 if its proposal to extend its age range is successful. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows’ will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6.

## **EQUAL OPPORTUNITY ISSUES**

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.

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.

#### **REPRESENTATIONS**

There were no comments on this in the consultation responses.

**OFFICER COMMENT** The EIA is satisfactory.

#### **RATIONALE FOR THE PROPOSALS**

The Governing Body has completed the Equalities Impact Assessment, using the LA documentation and screening tool to assess the impact of its proposal. The full report is attached. The results demonstrate that there is no detrimental impact on the equalities agenda as a result of this proposal.

All Hallows' is a fully inclusive school, which welcomes families of all faiths and none and reflects the ethnic and cultural diversity of its local community (see also below, Community Cohesion).

#### **COMMUNITY COHESION**

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.

#### **REPRESENTATIONS**

Those who supported the proposal mainly cited the following positives:

- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where

children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as “daunting”;

- “the school is a vital part of the community not just for the current families that are part of it but also for the past and future families. My child has only known this school but the speed in which she settled in was fantastic and this was due to the staff’s caring nature. The children deserve to continue to learn and grow in this positive environment and is why I strongly support this proposal”;
- “All Hallows’ School currently provides a happy and nurturing environment for the children of Almondbury. It has strong links with the church and other local community groups – playing a key part in the socialisation and integration of our children. The disruption I feel that moving to another school after only a couple of years is detrimental to the children’s confidence and development at such a young age. Having an all-through primary will also enhance parental choice in the village, rather than opting for schools out of the village. This positive step can only serve to make our community stronger and more positive for our children”;
- “I am the manager of Almondbury Playgroup. I strongly support the proposal to extend the age range. We have recently had a couple of parents not sure of the idea of coming to our playgroup because of the idea of their child having to attend the Community School. They were thinking of Kirkheaton or Lepton playgroups. Thinking that the friends that they make would continue their friendships throughout school in the Junior School that they prefer. With the All Hallows’ extending to a Junior School hopefully we would have parents choosing to stay within Almondbury starting with playgroup all the way through”.

Those who opposed the proposal said:

- we are building a through school for the future of Almondbury children;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision.

**OFFICER COMMENT** - The statement below about adopting the LA’s Admission Policy has been commented upon above. It is recognised that the school is inclusive and has demonstrated this in its policies.

### **RATIONALE FOR THE PROPOSALS**

All Hallows’ has adopted the local authority admissions policy and is committed to serving the local community, welcoming children from many different backgrounds and of all faiths and none. The school community reflects the ethnic and faith diversity of the community it serves:

#### **Ethnicity**

<b>Ethnicity</b>	<b>%</b>
<b>White British</b>	76.6
<b>Black Caribbean</b>	1.61
<b>White &amp; Black Caribbean</b>	12.9
<b>Black African</b>	2.4

<b>White &amp; Black African</b>	0.8
<b>Pakistani</b>	0.8
<b>White &amp; Asian</b>	0.8
<b>Any other Asian</b>	1.61
<b>Any other mixed</b>	1.61
<b>Any other White</b>	0.8

### **Faith**

<b>Religion</b>	<b>%</b>
<b>Christian</b>	20.16
<b>Muslim</b>	3.2
<b>None</b>	75.0
<b>Other</b>	2.4

The school will continue to admit children in the same way as a 3-11 through primary school.

As a Church of England school, All Hallows' believes strongly in the importance of learning from and about religion, so that children develop a deeper understanding of faiths and their importance in shaping the world in which they live. The school promotes children's spiritual development and their understanding of local, national and global cultures. The school is fully inclusive and is a place where different faiths and cultures are not only respected but celebrated. All Hallows' is also active in its local community, taking part in local events and welcoming local residents into the school. A range of different activities and practices support this:

- Quiet garden open to all children every playtime for quiet contemplation
- Rector leads worship for YR to Y2 children every other week
- Regular visits to local church (All Hallows') for family services, RE lessons and local history work
- Visits to local Methodist Church for comparison of places of worship
- Visits to local Methodist Church and involvement in local community projects – Christmas Tree Festival, Nativity Scene Festival, Scarecrow Festival, etc with other local organisations
- Visit to local Mosque every other year with visit to Cathedral House (home to another local Christian Fellowship)
- Use of local environs for history and geography

- Music is taught by a specialist each week and covers international music, popular music and Western classical traditions
- Music for coming in to and leaving collective worship draws on a similar range of musical genres
- Cultural experiences are offered to the children including theatre groups, puppets, musicians, artists, storytellers from different backgrounds
- Governors make regular visits and share their different experiences with the children
- Support for Water Aid (through All Hallows' and the Diocese of Leeds) through the Harvest celebration
- Support for Syrian refugees through Salvation Army
- Let's Get Cooking Club invites older friends of the school to share a Harvest tea
- Reading Friends (involving older members of local community and parents)
- Support for Children in Need and Comic Relief
- Support for Macmillan Nurses

All Hallows' is an active member of the Almondbury Schools Partnership, taking part in local events and activities e.g. the commemoration of Remembrance Day, the 'Winter Warmer' community event and the Family Fun Day which take place from time to time in the Community School. The school is involved in a commissioning exercise to establish a Community Hub for NHS services as part of a Kirklees pilot project. Pilot status was awarded in recognition of the tight-knit collaborative nature of the Almondbury schools and the shared commitment to serving the local community. Local schools are now working together to commission health and support services for local families.

The proposal also promotes community cohesion by encouraging Almondbury families to educate their children within the local community. Data that shows the choices Almondbury parents currently make to educate their children outside of Almondbury has been provided above (see Demand v Need). All Hallows' own record of parents who have visited the school shows that, since January 2016, 7 families who were otherwise enthusiastic about what the school has to offer said that they would only come to the school if it became a 3-11 through primary. One of the major themes to emerge from the consultation has been parental dissatisfaction at the lack of choice at Key Stage 2 in Almondbury and the strength and depth of concern among Almondbury families at the negative impact of this on the local community e.g. "I believe that All Hallows' should become a Junior School. I live within a big estate of Benomley and I only know 4 families due to a lot of parents sending them out of area because they do not want them to go to Almondbury Community School. This may change if they have another option. It may mean that Almondbury children stay in Almondbury". Other examples are included above (see above, Demand v Need). Providing this choice and serving and supporting the local community have been major drivers for the Governors of All Hallows' in developing their proposal to become to 3-11 school.

Evidence therefore suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;

- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who begin their educational journey at other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 2. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

Respondents to the consultation (se Representations above) consistently emphasised the benefits to the local community of extending the upper age range of All Hallows' and reflected on the negative impact on the community of the *status quo*.

The Governors therefore believe that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. This active encouragement to parents to transfer from All Hallows' to Almondbury Community School should help to counteract the drift to King James' School at Yr 7, which currently happens when parents go out of Almondbury to Rowley Lane J I & N. Almondbury Community School has itself expressed concern to All Hallows' about this drift and its implications for secondary provision at the school (see attached minutes of a meeting between the Heads and Chairs of All Hallows' and almondbury community School to discuss the All Hallows' proposal). Because Rowley Lane J I & N is oversubscribed, the Governors of All Hallows' believe that their proposal will benefit the Community School without having a detrimental effect on Rowley Lane.

## TRAVEL AND ACCESSIBILITY

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.

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.

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.

Further information is available in the statutory Home to school travel and transport guidance for LAs.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- Transport to and from school for parents with more than 1 primary aged child will be very much simpler;
- Reduction in the carbon footprint of the village by providing a school serving the south west of the village;

1 respondent supported the proposal but stated:

- Existing cars will be added to. Crossing Longcroft is currently dangerous and will get worse.

**OFFICER COMMENT – N/A**

**RATIONALE FOR THE PROPOSALS**

The Governors are aware that there are concerns about the volume of traffic on Longcroft as things are at present and that concerns have been expressed about the possible implications of their proposal for traffic in the future. All Hallows’ has therefore conducted a School Travel Assessment, the purpose of which was:

4. to identify travel and road safety issues occurring at present and mitigating strategies to address them;
5. to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3 to 7 years to 3 to 11 years;
6. to consider whether there are accessibility issues created by the proposal that impact adversely on disadvantaged groups.

The objectives of the School Travel Assessment are to ensure that any issues of accessibility are addressed and to encourage the All Hallows’ school community to:

- 1. Be healthy and sustainable by,
  - encouraging more travel to and from All Hallows’ School by healthier and more sustainable means, such as by walking or cycling, thus promoting less travel by car;
- 2. Be safe on the journey to and from All Hallows’ School by,
  - promoting good road user behaviour on the routes to the school;
  - improving road safety conditions immediately outside the school gates;
- 3. Be more aware of transport and travel issues by,
  - promoting the health and environmental benefits of using sustainable forms of transport.

The School Travel Assessment takes account of the travel arrangements and preferences of current parents and the constraints of the school site, as well as analysing the likely impact of the proposed change of age range on travel and accessibility and summarising the actions that the school takes and will take to address travel and road safety issues.

The full School Travel Assessment is attached to this Guidance and more detail is provided in the school’s Consultation Document. The principal conclusions are summarised here. The Governors have concluded that their proposal:

- will not impact adversely on disadvantaged groups;
- will not extend journey times or increase transport costs;
- will assist families who currently rely on cars to transport very young children between different schools;

- may reduce traffic in Longcroft because, though the school will be larger, the number of Reception and Key Stage 1 children will be smaller, and Key Stage 2 children are more likely to walk or cycle to school;
- will encourage more Almondbury families to educate their children closer to home in Almondbury schools;
- will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The school will actively encourage Key Stage 2 children to walk or cycle to school using suitable walking or cycling routes and will adopt strategies to manage the times at which children arrive at or leave school (e.g. through after school clubs).

## FUNDING

The decision-maker should be satisfied that any land, premises or necessary funding 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.

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.

## REPRESENTATIONS

There were no comments on this in the consultation responses, though 1 member of Almondbury Community School staff and 2 unidentified respondents who oppose the proposal commented on the potential for loss of revenue and staff at the Community School.

## OFFICER COMMENT

### Finance

Some observations regarding the financial modelling in the statutory proposal have been made by Senior Finance colleagues;

- Page 6 mentions the provision of a crossing patrol warden at Longcroft – if there isn't one there at the moment this would be an additional cost to the Council. – Clarification is sought from the proposer
- First para on page 7 - As things stand the school will be in deficit at the close of the current financial year by at least £35k with a further small fall in funding expected for 2017-18. This isn't reflected in the proposal.
- The proposal does track the impact of a rising roll on the annual budget share allocation and

because it only makes assumptions about AWPU and Pupil Premium it understates the potential increase in funding the additional pupils would attract.

- However, it does not address the fact that the funding system only provides funding for the pupil increases 7 months down the line from when the extra children would be in place. This is a gap in the financial plan. The school is also now in deficit so hasn't access to spare resources to deal with this lagged effect. It would not be possible to access Pupil Growth Fund as that can only address basic need increases which trigger additional classes.
- Page 11 – closing sentence first paragraph – further clarification of the logic behind this needs to be clarified. The proposer has not taken into account potential deprivation/ low prior attainment etc) support funding on top of the AWPU/Pupil Premium as this isn't easy to predict. It is the minor part of their funding so, if pupil numbers are lower than forecast it cannot be a given that there wouldn't still be an erosion of the school's financial position as a result.
- Page 14 – these are the figures supplied by the finance team prepared in advance of All Hallows' initial proposal in 2015. They have not been updated. For instance, the £610,488 claimed funding figure for 2016-17 was actually £599,775 in the event. There is no reflection here either of the lag in the funding reacting to increased numbers and this being without Pupil Growth Fund support.

In addition, clarification will be sought from the proposer about whether there are rental implications of sharing the playgroup building.

### **Physical space for nursery**

#### **An Early Learning and Childcare response to the text provided by the school in its proposal.**

The general principle of sharing delivery space with the on-site playgroup is sound, providing maximum use of a building which creates financial benefits for both users. Close working relationships between school and playgroup will be important to ensure continuity for children.

There is a discrepancy about the size of the current school nursery class stated at 20 in the text. The size recorded by Kirklees is 52 places (26am and 26pm) in a delivery space of 66sqm. Information suggests the school may have been operating mornings only which would result in 26 places. Recent funding history would suggest 24 places have been filled for the last two years.

Offering 20 places in the future would not adversely affect the ward level sufficiency position relating to the provision of free early education places. However, consideration should be given to reduced nursery income and parental choice.

Opportunities do exist for the school and playgroup to work in partnership to meet the needs of local parents following the introduction of "30 hours free childcare" for eligible families in September 2017. However, careful consideration needs to be given to whether two times 3 hour sessions per day will meet the needs of working parents. Opportunities to provide a linked lunch provision, after school and holiday provision either directly or linked to other local provision should be considered in this context.

Further contextual information can be found in the [2015 Kirklees Childcare Sufficiency Assessment](#)

Clarification on this aspect will be sought from the proposer

### **RATIONALE FOR THE PROPOSALS**

The Governors have given careful consideration to the funding implications of their proposal, both in



terms of capital funding in the short term and financial sustainability in the longer term. They have identified solutions for accommodation that require minimal capital expenditure, make the best and most efficient use of existing accommodation, and provide educational and social benefits to children through building a closer relationship with the Almondbury Playgroup whose accommodation is located on the All Hallows' site.

Specifically, All Hallows' has agreed with Almondbury Playgroup that the school's 20 place Nursery and the Playgroup will share the Playgroup's existing accommodation which is located on the school site. This accommodation is suitable for Nursery children without any requirement for capital expenditure beyond the purchase of a timber shed for the storage of large outdoor toys currently stored in the Playgroup's accommodation. The relocation of the Nursery to the Playgroup accommodation will release space in the main school building sufficient to accommodate Reception to Yr 6. The arrangement has been agreed by both the school's Governing Body and the Playgroup Committee; both will enter into a formal legal agreement if All Hallows' proposal to extend its age range is approved.

The following extract from the minutes of the Extraordinary General Meeting of Almondbury Playgroup held on 11 April 2016 to discuss the potential arrangement with All Hallows' for the sharing of accommodation confirms the agreement and records the mutual benefits of the proposed arrangement:

**Extracts from minutes of an Extraordinary General Meeting of Almondbury Playgroup held on 11<sup>th</sup> April 2016**

**In attendance: 10 members of committee and staff. 1 apology received.**

*A meeting was called for Playgroup staff and committee members to discuss a proposal put forwards from the school... The Chair of Governors, Sue Edwards, Headteacher, Jane Sargent and Deputy Head, Wendy Ewart have approached the Playgroup and asked if they would consider sharing the playgroup cabin and grounds with the school for them to use as their nursery class...*

*The school would like to become a primary school and so need additional space for junior classes. They would potentially use the cabin for afternoon nursery sessions...The school has suggested that they would share the bills and running costs of the cabin.*

*In today's extraordinary general meeting we briefly discussed how this idea may impact on the playgroup and its staff. These are the considerations that have been raised so far:*

- *Reduced utility bills and rent for playgroup*
- *Financial support with maintenance for the cabin*
- *Playgroup may be able to share the nursery toys and vice versa*
- *When government funding is increased to 30 hours free child care for the over 3s, it will enable the children to remain in the same class for the whole day, potentially 3 hours would be provide by the playgroup and 3 hours would be provided by the nursery in the afternoon.*
- *This could attract more children to the playgroup facility*
- *The changeover between playgroup in the morning and nursery in the afternoon could result in an overlap giving no time for the playgroup's lunch club*
- *Space for files and paperwork?*
- *Limited display space.*
- *Lack of storage space for toys*

*(Note from school: school has already said in earlier discussions that we would expect to provide separate*

additional storage)

- Space for children staying all day for quiet time?

Following this discussion, the playgroup staff and committee members agreed that they are happy to continue discussions with the school on this idea and agree in principle to All Hallows' Nursery using the Playgroup building for afternoon sessions.

### **Finance**

Playgroup's income and expenditure account from 6<sup>th</sup> April 2015 to 5<sup>th</sup> April 2016 show annual running costs to be £4,273.66 p.a.

In discussions between Playgroup and school about how the arrangements would work, a figure of £200 per month rent payable by school to Playgroup was agreed to be a suitable contribution based on current running costs. Payment of rent would be included in any legal agreement made between Playgroup and school.

- The minutes confirm the recurring costs of rent and running costs for the nursery building. These are affordable and will be met from within the school's budget.

Further details about the adequacy and suitability of the accommodation of a 3-11 school at All Hallows' and the governors' planning for use of the space are provided in the consultation document. The school has worked with the Diocesan Buildings Officer and its buildings' consultant on all matters relating to the suitability and sufficiency of its accommodation as a 3-11 primary school, which has confirmed that the accommodation is appropriate, that the building is in a good state of repair and that it is unlikely to require major capital expenditure over the next few years. The Governors are therefore confident that their proposal is supported by realistic planning for accommodating a 3-11 school that does not require capital investment and represents a good use of available funding.

The proposal does not rely on capital funding from the Department of Education or additional resource from the LA.

The Diocese of Leeds supports the proposal and agrees to the school's use of the land and premises for which it is the trustee for a 3-11 Church of England primary school.

All Hallows' has also undertaken financial planning for the revenue costs of its proposal, taking into account both AWPU and Pupil Premium funding as the school grows and the associated staffing costs. Details are provided in the Consultation Document. The school's business plan takes account of the fact that Key Stage 2 year groups may not be full from September 2017, as not all families with children currently in Year 2 will necessarily opt for them to progress into Year 3. The consultation has, however, demonstrated the strength of parental support for the school's proposal and the enthusiasm among parents/carers with children currently on roll at the school for remaining at All Hallows' for Key Stage 2. On this basis, the Governors are confident that their proposal is financially viable and sustainable and that the transitional phase can be managed through, if necessary, such strategies as mixed age classes and adjusting the proposed timescale for the appointment of additional staff.

All Hallows' is committed to working with Almondbury Community School on the management of the transitional period as Key Stage 2 provision is established at the school and firmly believes that its proposal is in the medium- to long-term interests of both schools. There is no intention to damage other schools, and the Governors have carefully weighed the educational benefits of their proposal to children against the negativity expressed by some staff and 5 parents/governors of Almondbury Community School. The Governors have led All Hallows' through 2 staff re-structuring exercises since the consultation for and creation of Almondbury Community School and are currently engaged in a re-

deployment exercise with teachers in order to manage the school's budget. It has been shown through this consultation that prospective children are currently being lost to All Hallows' because it is not a 3-11 primary school and that these children are likely to be lost to Almondbury for the whole of their educational journey. The Governors therefore believe that their proposal will protect the long term viability of both schools.

## **SCHOOL PREMISES AND PLAYING FIELDS**

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.

Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

## **REPRESENTATIONS**

There were no comments on this in the consultation responses, though accommodation issues and proposed organisation of the school day (including playtimes) were discussed in general at the consultation meeting on 22 September and those who attended were very satisfied with the plans.

## **OFFICER COMMENT - N/A**

## **RATIONALE FOR THE PROPOSALS**

- The school is fortunate in having sufficient space in line with the School Premises Regulations to provide sports facilities to meet the curriculum requirements for a single form entry primary school and also has sufficient outdoor play space (a plan of the school site is attached). The differing ages of the children and the spaces available for play would mean that playtimes for Key Stage 1 and 2 children would need to be staggered. This is common practice in many smaller primary schools and would allow children to play age appropriate games without the risks or worry of having older or younger children around.
- Over time, there will be fewer children using what is now the Early Years (EYFS) playground as a result of the reduction of the Planned Admission Number (PAN) to 30. There will be a maximum of 30 Reception children and 60 Key Stage 1 children timetabled separately to use a playground that was created to accommodate 84 children. The EYFS playground is already used by KS1 children at lunchtimes for goal shooting activities, and similar activities would continue when the playground is not in use by Reception children. Key Stage 1 and Key Stage 2 children can also be timetabled to use the large playground at different times, and the school's playing fields are also available when the weather permits.
- The Governors have explored the possibility of developing a multi-use games area for Key Stage 1, but planning has been put on hold until the outcome of this proposal is known, as the specification may need to change to provide for older pupils and associated funding will need to be identified. This facility would allow the oldest children to play ball games at playtimes in a large properly enclosed space.

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## Factors relevant to prescribed alteration proposals

### ENLARGEMENT OF PREMISES

When deciding on a proposal for an expansion on to 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 free school presumption in circumstances where there is a need for a new school in the area: *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*)

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?

REPRESENTATIONS
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OFFICER COMMENT
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RATIONALE FOR THE PROPOSALS.

**EXPANSION OF EXISTING GRAMMAR SCHOOLS**

Legislation prohibits the establishment of new grammar schools. *(Except where a grammar school is replacing one of more existing grammar schools)* 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 above when deciding if an expansion is a legitimate enlargement of an existing school.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**CHANGES TO BOARDING PROVISION**

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**ADDITION OF POST-16 PROVISION**

The department expects that only schools that are rated as 'good' or 'outstanding will seek to add a sixth form.

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.

The decision-maker should 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.

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.

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.

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.

In deciding whether new sixth-form provision would be appropriate, proposers and decision makers should also consider the following guidelines:

- the quality of pre-16 education must be good or outstanding;
- the proposed sixth-form will provide places for a minimum of 200 students;
- the proposed sixth-form will, either directly or through partnership, offer a minimum of 15 A level subjects;
- there is a clear demand for the new sixth-form (including evidence of a shortage of post-16 places and a consideration of the quality of L3 provision in the area);
- the proposed sixth-form is financially viable (there is evidence of financial resilience should student numbers fall and the proposal will not impact negatively on 11-16 education or cross subsidisation of funding).

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **CHANGES OF CATEGORY TO VOLUNTARY-AIDED**

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## CHANGES TO SPECIAL EDUCATIONAL NEED PROVISION

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors relevant to establishment proposals

### SUITABILITY

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, as part of a broad and balance curriculum, they would promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, as set out in the department's guidance on Promoting fundamental British values through SMSC.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **THE FREE SCHOOL PRESUMPTION**

Where a LA considers that there is a need for a new school in its area, to address basic need, it must first seek proposals to establish a free school under section 6A of EIA 2006. In such cases the Regional Schools Commissioner (RSC) is the decision-maker.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **NEW SCHOOLS THROUGH A COMPETITION**

Where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of EIA 2006 may be held.

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

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.

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).

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
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>NEW SCHOOLS OUTSIDE COMPETITION</b>
Section's 10 and 11 of the EIA 2006 permits proposals to establish new schools under certain conditions either with the Secretary of States consent (section 10 cases) or without (section 11 cases).  In all cases proposals must have followed the required statutory process and may be for a school with or without a designated religious character.
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR</b>
The department expects that independent schools wishing to join the maintained sector will do so through the new free schools route.  However if a proposal is made, through the statutory process to establish a new voluntary school, , 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:
<ul style="list-style-type: none"> <li>• that there is genuine demand/need for this type of school place in the local community;</li> <li>• that the current and projected financial health of the proposer is strong;</li> <li>• that the proposal represents long term value for money for the taxpayer;</li> <li>• that the school will be able to deliver the whole of the national curriculum to the expected high standard;</li> <li>• that all aspects of due diligence have been considered and undertaken; and</li> <li>• 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.</li> </ul>

- In the case of a new VC school the independent school must have existed for at least two years and must close before the new maintained school opens.

If the proposal is approved a separate application for religious designation would need to be made to the department

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors relevant to discontinuance (closure) proposals

### CLOSURE PROPOSALS (UNDER S15 EIA 2006)

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### SCHOOLS TO BE REPLACED BY A MORE SUCCESSFUL/POPULAR SCHOOL

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### SCHOOLS CAUSING CONCERN

In determining proposals decision-makers must ensure that the guidance on schools causing concern (Intervening in falling, underperforming and coasting schools) has been followed where necessary.

REPRESENTATIONS

OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## **RURAL SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE**

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 *(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)).* 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;
- 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.

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.

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>7</sup> which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, *(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)* the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## **EARLY YEARS PROVISION**

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.

The decision-maker should also consider whether the new, alternative/extended early year's 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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **NURSERY SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE**

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 must 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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **BALANCE OF DENOMINATIONAL PROVISION**

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

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.
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.

<b>COMMUNITY SERVICES</b>
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. The effect on families and the community should be considered when considering proposals about the closure of such schools. 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.
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.



## Factors relevant to proposals to change category to foundation

*This section includes proposals to change category to foundation, acquire/remove a Trust and acquire/remove a foundation majority governing body.*

*It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.*

### STANDARDS

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.

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## COMMUNITY COHESION

Trusts have a duty (*Under section 23(A)6 of the EIA 2006*) to promote community cohesion. And decision-maker should carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## NEW TRUST SCHOOLS ACQUIRING A TRUST

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 for a school to alter, acquire or lose a designated 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>9</sup>; (*Under section 113A of the Police Act 1997*) OR
- the Requirements Regulations which disqualify certain persons from acting as charity trustees.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## ADDING OR REMOVING A TRUST

Decision-makers should consider the following factors for proposals to add or remove 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?
- 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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## SUITABILITY OF PARTNERS

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).

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

- The Health and Safety Executive Public Register of Convictions (*Appearance on this database should not automatically*



*disqualify a potential Trust member; decision-makers will wish to consider each case on its merits)*

- The Charity Commission's Register of Charities; and
- The Companies House web check service.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **REMOVING A TRUST / FOUNDATION MAJORITY**

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### **FINANCE**

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

<b>OTHER SERVICES PROVIDED BY THE TRUST</b>
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.
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## Appendix 2

### All Hallows' C.E. (VA) Infant and Nursery School



Longcroft, Almondbury, Huddersfield, W. Yorkshire HD5 8XW

#### Summary of written responses received

##### 1.1 Responses from parents / carers from All Hallows' CE (VA) I & N School

#### **Strongly support**

This move would benefit the children greatly by giving them continuity of education in the usual environment rather than risking disrupting their learning by moving to a different school altogether.

The community need the school and all the parents who live in Almondbury because all the parents have two child or three child it will be easy for all of them to be in the same school and mums it can be easy to drop them in the same school so please we all need. (*sic*)

The community need this school because it will help parents who have two or three children's in the school to go something and easy for us parents who leave around and its go to be good for the all community. So please help us to extend the age range of All Hallows' school. Thank you. (*sic*)

The idea that people will cycle to school, and that older children will reduce car usage is nonsense. The existing cars will be added to. Crossing Longcroft now is dangerous. It will get worse. Solve this and there will be no problems.

I strongly support the proposal – my daughter currently attends reception class at All Hallows and I would love for her to continue her education here until she is ready to go High School.

I think the change would be beneficial for everyone so we get to choose from two junior schools in Almondbury instead of one that is in a daunting building!!!

I think the proposal is a good idea so that the children continue to have familiar surroundings and not the daunting transition to another school. Also that there will be another Junior School in Almondbury.

I strongly support this decision because

1. The transition to another school may affect the children by making new friends and not feeling like an outsider when joining another school
2. Easier for parents to travel to and from and not affecting routines
3. Stronger relationships with teachers, pupils and parents due to knowing them longer

This change would provide stability for the children and cause no disruption to their education. I believe that with the proposed change pupils will be able to maximise their education potential and allow them to also follow their religion up until high school.

Continue the consistency of strong Christian ethos until high school.

Staff at All Hallows' are more than capable to deliver education from 3 – 11 years.

Strongly support this proposal 100%. The sooner it can be implemented the better.

I think my son will highly benefit from it

I fully support the proposal to extend the age range. Last year I was disappointed when plans were rejected. It is important for me that my son is happy and in a small, supporting environment. I feel removing the transition period that children face at age 7 can only be a good thing. To keep my son in a place where he is happy and thriving would be a great weight off my shoulders as without All Hallows

changing its age range I honestly don't know where I would want to send him. Staying with friends, teachers he knows – AND who know him – could only be of benefit. I pray the plans are given the go-ahead for 2017!!

My son is very keen to stay at the school for Year 3. He sees the school as another family and we believe it's the best place for him to learn and grow.

I strongly support the proposed age change to All Hallows'. My three boys attend the school and has provided an excellent education, love and support. My view as a parent with a Year 2 child is I want my son to continue his education there. He knows the school, he knows the staff, he's excelled more than we hoped and to change to a different school now would majorly set him back in Sept 2017. I believe he will achieve far better at All Hallows' if it became a junior school. The only transition then would be high school which he would be older and be prepared for it.

I believe that All Hallows' should become a Junior School. I live within a big estate of Benomley and I only know four families due to a lot of parents sending them out of area because they do not want them to go to Almondbury Community School. This may change if they have another option. It may mean that Almondbury children stay in Almondbury.

I am a parent of a boy in year 2 and I am really hoping that All Hallows' will become an all through Junior school. I am in the process of going to appeal to get my older boy into Rowley Lane. This is because I don't believe that Almondbury Community School is the best place for my child. I have had high school teachers teaching my year 5 child and I have found that this has not worked, as well as lots of other problems that have occurred during the year. If All Hallows' does not become a Junior School my year 2 child will be joining the statistics of one of the 147 children that attend a school out of area which would be a shame.

With one child in the school and another due to start the benefit of keeping them both on the same site would be of great benefit to our family.

I would like as few transitions in my child's school life as possible. It would be disruptive to move him to the Community School as shown in recent studies.

We want our son to continue going to this school until 11 years old. It will be great for the community of Almondbury and the children of Almondbury

Found All Hallows' in Almondbury a friendly, happy school. My four grandchildren received a good education and enjoyed learning in a pleasant environment and a good ethos in the school. I think children would benefit remaining at this school until the age of 11 years. *(Grandparent / carer; member of staff in Cambridge, Bradley, Birstall, supply at All Hallows')*

This school would be perfect for children to stay until 11 years old as it is a safe, secure and lovely environment which encourages learning, both educational and social for children. Children would thrive at this extended school. *(parent/carer; member of staff at Honley High School)*

Strongly support the school changing its age range to 3 – 11. Without the school getting the approval I have no other preference as to where to send my child next. The other local schools do not appeal whereas All Hallows' is such a close knit community. I love how it is run and has a close relationship with the church.

My daughter has settled well and is really achieving both socially and academically. I want this to carry on in the supportive environment she knows and excels in. Also I have a second child who I hope will attend All Hallows' also. For him to have his sister there with him would strengthen his experience. I feel the nurturing ethos of the school will be an important part of my children's life lessons beyond the age of 7.

The school is a vital part of the community not just for the current families that are part of it but also for past and future families. My child has only known this school but the speed in which she settled in was fantastic and this was due to the staff's caring nature. The children deserve to continue to learn and row in this positive environment and that is why I strongly support this proposal. *(Parent / carer; All Hallows' governor; local resident)*

I strongly support the proposal. I would love my child to stay at All Hallows' until she is ready for High

School. I don't like the thought of her having to change school – I think she would be more happy or settled continuing her education at All Hallows.

If this proposal is agreed it would strongly enable stability and continuity for the children. This school also supports the church and enables children to follow their religion for longer. With stability and less changes, learning is enhanced and good behaviour is reinforced, providing the children with a positive learning environment.

This is a fabulous school and extending the age range will benefit the children as they will be able to learn in the right environment.

I am a parent of two children attending All Hallows, one child in Reception and one child in Key Stage 1.

We are a Christian family and this was a strong element in my decision to choose All Hallows' C of E School. If All Hallows is not extended I would have no choice but to send both children to an out of area C of E to ensure our family's religious principles are maintained.

I have experience of Junior Schools in Hampshire, Sussex and Cheddar Gorge, Somerset and all are meeting the needs of my other four grandchildren aged 7,8, 10 and 10½ years. Facility 3 to 11 great! If my two grandchildren in Almondbury have to move yet again they will suffer. They have had at least five moves as an army family but now settled in Almondbury with their mum. Our 7<sup>th</sup> grandchild is attending Castle Hill, Huddersfield and has to be driven there by mum. So 3 children to 3 schools by 9a.m. How? It will be impossible! If Almondbury age range is not extended, All Hallows is not an option. What about choice? Only one Junior school nearby. No thanks. More transition, emotional disturbances. You are not thinking of the welfare of pupils. Empathy please when deciding! (*Parent / carer and grandparent*)

Parents want choice. We feel this will give our children choice and will stay in their local school. We fully support and feel this will better our children's education.

I am a parent who wants more of an option than Almondbury Community School. I have a child at ACS who is not getting the full junior school experience I would like and is subjected to a High School experience. In extending All Hallows we have an option to stay in Almondbury and not move my children's education outside of their community. I fully support and would expect the council to fully support too!

I believe that by extending the age range at All Hallows' School it will give parents a choice within the area of which school they wish their child to attend. Currently many parents are opting to take their children out of the area and send them to schools outside Almondbury. I feel that by having an extended age range at All Hallows, more children would potentially continue their schooling within the Almondbury area. My fifth child is currently attending the school and I continue to find the school a supporting and caring learning environment. I would be very happy for my son to be able to continue his primary education to age 11 at All Hallows School.

This is such a vital decision not only for my grandchildren but the parents of children I have made friends with at school functions. The community ethos goes outside of the school and embraces social and cultural events at family celebrations such as birthdays and festivals throughout the year. I am going to present my response to the proposal from the viewpoint of a retired Ofsted Inspector (10 years' experience and 98 inspections undertaken).

I am also going to contribute knowledge obtained during my MA in Early Childhood Studies at Sheffield University mentored by Professor Cathy Nutbrown.

I will also draw on my experience as a Lecturer in Early Childhood Studies and Health and Social Care for 16 years at Chichester College and Chichester University in Sussex. I obtained an outstanding grade for my observed teaching which I thoroughly enjoyed. See attached (below) my support evidence for the proposal. Lynda Littleboy (Mrs)

All Hallows CE (VA) Infant and Nursery School, Longcroft, Almondbury, Huddersfield  
Response to proposal to change age range to become 3 to 11 Primary School.

The impacts on children of remaining within age range 3 to 7 years are numerous and need to be seriously considered.

Transition involves change; nursery and playgroup to primary and change again to junior and change again to secondary, change to college, sixth form and then university. Impacts on pupils' social, emotional and spiritual development, could fracture friendships. confidence erosion in class, breakdown of social networks and friendships and confusion when adapting to multiple new demands upon them. Summary of negative impacts of numerous changes in a pupil's education journey:

Serious consideration must be given to the impact on a child's learning if they lack confidence, feel insecure because of changes in their learning environment.

Different teachers and peer groups may cause children to become unsettled and distracted in the classroom. If learning is impeded, regression in attention occurs and this can trigger challenging behaviours.

Physical impacts include lack of sleep and loss of appetite. Lack of motivation and even depression are also factors.

Positive impacts of a continued educational journey:

Parents and carers know their child best and they are of paramount importance at every stage of their child's / children's educational journey. Parental choice entitles them to ensure the individual needs of their child are met. Please note at present there is no choice in Almondbury.

Definition of CHOICE: the act or power of choosing an alternative.

The result is parents are taking children out of area in order to find a junior school that meets their child's individual requirements including spiritual and cultural.

For long term provision there needs to be choice or pupils will be lost even more. This is confirmed by data from Kirklees Council (Securing Sufficient School Places 2015) showing 26 other Kirklees schools educating Almondbury residents. Significant reduction in 4 to 7 year olds if not meeting needs in Almondbury.

In conclusion I thank you for taking the time to consider my evidence for a change of age range at All Hallows 4 to 11 years

The proposal has no detrimental effect on any other local provision because there is only one other local junior school. The additional age range would provide opportunities for stronger liaison with other junior schools and shared provision of skills and resources. Ofsted report identified "Partnerships with the local community and other schools are strong". All Hallows' has no intention of further expanding in the future as they want only to build on present strengths and to successfully achieve good provision for the local community families, giving choice for their children aged 4 to 11 years.

*Lynda Littleboy.*

All Hallows should become an all-through Primary School to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards.

I think that the proposal will be valuable in providing choice for primary education and capacity that is currently lacking in the local area. I also think that a through school would provide a more stable environment than changing schools.

I believe that my daughter staying at All Hallows for Juniors would provide her with stability and build on her confidence. She is thriving currently and I don't want to see her disrupted.

I want to see my children remain in a school that provides a caring, Christian ethos. All Hallows is small, personal and treats my children as individuals. No other school in the area does the same.

I have grandchildren (twins) in Year 2 at the school. We are extremely happy with the nurturing environment at the school and would like to see this extended. The lack of continuity will be disruptive to the children's development. If the age range is not extended we will transfer the children in Year 3 outside the area.

We strongly support the age range extension at All Hallows for the following:

1. Continuity – at this age stability and continuity of teaching and social development are key. Disruption by moving schools will impair this.
2. Cohesion – We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!
3. Facilities / competition – The extension of All Hallows will allow an alternative faith / spiritual option for parents – one of the reasons parents (and myself) chose All Hallows. It will also allow maximum usage of shared facilities and a little competition will help to drive local standards higher.

If the unfortunate outcome is no extension, we will seek to have our twins (currently in Year 2) educated outside the area.

	<p>Making the school to all through Primary would benefit parents who have more than one child as school runs can be stressful and getting children to different schools could result in one child being late and their attendance could be poor. Also having young children mixed with older can also start bullying as the older children see the younger ones scared and an easy target to bully them.</p> <p>I think my son would really benefit from this because he is used to the environment and staff. And it is very much overdue.</p> <p>I 100% support the proposal to extend the age range of All Hallows school for my daughter and son when he arrives there too. I think it is important to maintain as little disruption as possible when it comes to moving children around and think that this would be a perfect solution.</p>
<p><b>1.2 Responses from parents/ carers with children at Almondbury Playgroup</b></p>	
<p><b>Strongly support</b></p>	<p>All Hallows' School currently provides a happy and nurturing environment for the children of Almondbury. It has strong links with the church and other local community groups – playing a key part in the socialisation and integration of our children. The disruption I feel that moving to another school after only a couple of years is detrimental to the children's confidence and development at such a young age. Having an all-through primary will also enhance parental choice in the village, rather than opting for schools out of the village. This positive step can only serve to make our community stronger and more positive for our children.</p> <p><i>(Parent/carer – children not yet school age; local resident)</i></p> <p>I feel this would be very beneficial for my child as he won't have to change schools at the age of 7 and unsettle him. It's also a big help for me as I won't have to travel very far to get him to school.</p> <p>Our child goes to Almondbury Playgroup and it is the nearest school to our house. It would be a better continuity for him to continue going there until 11 years old.</p>
<p><b>1.3 Responses from parents with children at All Hallows' and Almondbury Community School</b></p>	
<p><b>Strongly support</b></p>	<p>I strongly believe that the Infant school becoming an all through school is a much better option than sending my 2 youngest children to Almondbury Community School. I have a daughter in the Community School and I firmly believe a through school at Longcroft is a better option.</p> <p>All Hallows' is an outstanding school. It has strong links with the local church and a religious ethos. It is well established within the local community. Children perform very well academically and socially. An all through primary allows parental choice and continuity and consistency for the children. The school is small, which allows it to retain a family feel where <u>every</u> child is known to <u>all</u> the staff. <i>(marked as parent and teacher [however not staff at All Hallows'])</i></p> <p>It would have been my wishes for my eldest daughter to stay at All Hallows' as I believe the education she received there was excellent. She is now in Y3 at the Community School. My younger boys are in Nursery and Reception at All Hallows'. The school is so caring towards the children and parents I feel that the best for my boys would be to stay at All Hallows until Y6.</p> <p>All Hallows' has a good nurturing environment that would further benefit children if extended beyond the current year groups. I also feel it is important to minimise disruption and therefore feel that extending the school would benefit children by reducing the number and impact of changes.</p> <p>This is a brilliant idea as my child really loves going to this school. The support from all staff has really helped him settle at school and having to go to a bigger school soon will possibly set him back a bit (and school will seem daunting). The sooner this proposal goes through the better as far as I am concerned.</p> <p><i>(Parent / carer and local resident)</i></p> <p>It will help to keep children within Almondbury because, at the moment, a lot are being taken out of the area for their schooling. It will also give parents more choice within the area, especially if they want a local church school.</p>
<p><b>Strongly</b></p>	<p>Strongly oppose. I think this is bad for the community. There have always been children who were taken</p>

<b>oppose</b>	to Rowley Lane and not educated in Almondbury. This is not new and I don't think this school will prevent it.
<b>1.4 Responses from parents with children at Almondbury Community School</b>	
<b>Strongly support</b>	I think the extension of age range at All Hallows' is a certain need for the village. Many children need that primary school environment which Almondbury now doesn't have (regarding particular Junior age children). So what is happening is parents are looking outside the village for education provision – this isn't good. All Hallows' as stands is a fantastic, nurturing and academic school. Homely and friendly, which is what primary age children require, but also has fantastic teaching and ethos. Almondbury and surrounding area would strongly benefit this proposed age range extension. <i>(Has two children who have attended All Hallows')</i>
<b>3.1 Responses from individual governors at All Hallows' CE (VA) I &amp; N School</b>	
<b>Strongly support</b>	<p>This proposal is in response to long standing parental requests. It also supports current educational thinking. In discussions with the Head and Chair of the Almondbury Community School with our Head and Chair verbal support for the proposal with acknowledgement of the community benefits were voiced by ACS.</p> <p>Parental choice. Best for children - less disruptive.</p> <ul style="list-style-type: none"> <li>- Response to parental requests</li> <li>- Allows parental choice at the beginning of KS2</li> <li>- Continuity of education and social setting</li> <li>- Aethos of and character of the school much valued by parents</li> <li>- Security and familiarity for transition KS1 to KS2 as children are so very young still</li> <li>- Less transition points</li> <li>- Opportunity to develop co-operation with ACS so as to offer children opportunity to transfer there for the start of KS3 at Y7; this school will not be so daunting at age 11 as it is at age 7. <i>(governor; local resident; member of All Hallows' Church)</i></li> </ul> <p>I feel that it would be advantageous for both students and parents to have this stage of their education to be continued in one setting for stability</p> <p>I have been associated with this school for many years and most strongly support the work of the Head and staff. The ethos of this school is very good.</p> <p>The Almondbury community is large enough to support more than one primary school and the existence of two schools in differing environments would give more parental choice. Both sociologically and psychologically it is much better to allow children to remain in an environment they know. This is a time when they are developing rapidly and it should not be necessary to risk upsetting the equilibrium.</p> <p>Parents should have the right to send their children to a school of their choice.</p> <p>As Rector of the parish in which this school is situated, I believe that changing the age category would be beneficial. Children need greater stability and continuity in education and keeping them at one educational establishment helps with this. It would enable them to be more rooted in the local community and foster greater links with the local church.</p>
<b>3.2 Response from individual governors at St Joseph's RC Primary School</b>	
<b>Strongly support</b>	The proposal enhances parental choice and provides a school structure which facilitates improvements in educational outcomes.
<b>4.1 Responses from individual members of staff at All Hallows' CE (VA) I&amp;N School</b>	
<b>Strongly support</b>	It would be a great thing for the community as this is such a kind, caring and successful school. The children are happy and do really well. All of the people I have spoken to are very keen for the school to



	<p>go to Key Stage 2.</p> <p>This makes educational sense for our school and our local community. There is known educational value in through primary education and parents frequently tell me they wish their children could remain here until Y6</p> <p>I think going to a full primary school is going to be a positive move for the children, the school and the local community. It will allow the current pupils to flourish in our happy, caring school right through to the end of Y6. The majority of parents who have children attending All Hallows currently (and those of previous years) are strongly supporting this change too.</p> <p>All Hallows' is not trying to take children away from the Community School. I have spoken to many parents who have taken their children out of area from 3 years old. They would bring their children to All Hallows' if we were a primary school. They do not want the transition at Key Stage 1. Parents want the choice – they do not have this in Almondbury and we are losing children to schools out of this area. We want our local children to have a choice and to keep these children in Almondbury.</p> <p>I strongly support this proposal as a member of staff. We provide a caring, nurturing environment. The children would thrive even more in a through school.</p> <p>I feel extending the age range would benefit the children because they are already settled and know the staff, rules and are confident in their surroundings. Also it gives parental choice.</p> <p>A great idea. It will make it easier for parents to drop off and pick up. Lots of parents don't want to go to a massive school and this will provide a great alternative. We cater to the needs of the children and parents much better than other places. It will also provide a much smoother transition for the children – reducing stress and allow a higher standard of teaching.</p> <p>This would be a great opportunity to offer parents and carers an option / choice. It would support the educational recommendations re fewer transitions. Parents continually ask and request for a through school. It would benefit children, families and the community.</p>
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**5.1 Responses from local residents**

<p><b>Strongly support</b></p>	<p>To provide stability for the pupils and in support of parents' wishes. <i>(local resident and member of All Hallows' Church congregation)</i></p> <p>We should respect the wishes of the parents for a through school  It will bring stability to the education and lives of the children  It will reduce the carbon footprint of the village by providing a school serving the south west of the village  <i>(local resident and member of All Hallows' Church congregation)</i></p> <p>I believe it is much better for the children to go to the same school from age 4 to 11. My grandson has just started at All Hallows' and I am sure he would benefit from a through school.  <i>(local resident and member of All Hallows' Church congregation)</i></p> <p>The children need a stable form of education and this is a good way of them achieving it (3 – 11yrs) in one school.</p> <p>I feel the continuity of education of children is very important and having to move at 7 years old can be quite stressful for them</p> <p>This is a very thorough and considered document which outlines and takes account of the impact of the other providers in the area whilst also taking account of parental views. I believe that young children up to the age of eleven benefit from primary school provision rather than what seems to be the growing trend for 3 – 16 schools. If creating a 3 – 11 school at All Hallows would reduce the number of children being educated out of area, then surely this would be advantageous as these pupils would be more likely to transfer to the local High Schools. This would benefit the whole community.</p> <p>It gives parents a choice, better for children not to have to change schools</p> <p>Best to keep the continuity of primary education</p>
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	<p>As a former Nursery Nurse working for Kirklees Council, I strongly support the above proposal as I feel that a smoother and therefore less stressful transition through school can only be of benefit to a young child.</p> <p>As families are moving out of area this disrupts the transition from Infant to Juniors for the children. A continuous education from Infant to Junior would be beneficial. The children do not have to move school which gives continuation to the education. Also gives parents a better choice.</p> <p>This would seem a far better system than the current one where very young children are uprooted to the Community School where they mix with much older children.</p> <p>Continuity of education. Strengthening of village community ethos. Accessibility from the village centre. <i>(Local residents and grandparents)</i></p> <p>All parents deserve choice. This change requires no planning application so there is no reason for it not to.</p> <p>I wholeheartedly support this proposal as a definite benefit for the children. They are more prepared for the transition at the later age.</p> <p>Very much required.</p> <p>Strongly support as this gives parental choice.</p> <p>This scheme makes complete sense. I wish it every success.</p> <p>I support it.</p> <p>I support it 100%</p> <p>The value of continuity of 3 – 11 schooling should not be underestimated. During the early years a profile of the child is built up by staff which cannot be conveyed solely in documentation. Relationships between staff, pupils and parents developed over time contribute significantly to the effectiveness of the child’s education. Where there is the desire from the parents for a 3 – 11 school and the capacity for this locally in a faith-based school the choice and diversity is important to ensure parity of offer.</p> <p>I very strongly support this application for a through school. I attended all the local schools as did my children. My grandson is currently at All Hallows’ School. As such he is the third generation of our family to attend. I have nothing but praise for Miss Sargent and her team. I believe in our local community and it saddens me so much that people choose to take their children out of area and if you speak to them the problem is the provision of a junior school place to follow on. I strongly believe this proposition will help keep local children local and give parental choice. <i>(Grandma)</i></p> <p>Welcome the change</p>
<b>Support</b>	I support it.
<b>6.1 Other responses</b>	
<b>Strongly support</b>	<p>A great school. Will give more choice to the community. <i>(Almondbury Ward Councillor)</i></p> <p>Continuity in education is very valuable and encourages and supports learning for the children <i>(Associate Priest at Almondbury with Farnley Tyas Parish)</i></p> <p>As an ex-member of staff, now retired, I fully support the proposal to extend the age range of All Hallows’ CE (VA) Infant and Nursery School for children aged 3 – 11 yrs old. The school has a long tradition of providing a good, solid learning environment with the needs of all children at the core. It has been my view that this provision should have been extended many years ago, therefore I believe that now is the time to move forward with this proposal.</p> <p>A very detailed proposal covering key elements: e.g. knock-on effect to local schools, finance etc.</p> <p>Accepting All Hallows’ proposal may help stem the loss of pupils to other schools. The high standards at All Hallows’ – good Ofsted, SIAMS reports – show that the school is well qualified to establish an all-through primary school for children aged 3 – 11 years. Therefore I support the proposal for a change of age range from 3 to 7 years to 3 to 11 years.</p>

	<p>Better for the children (<i>local worker</i>)</p> <p>Better for the children to stay local (<i>shop owner</i>)</p> <p>I am the manager of Almondbury Playgroup. I strongly support the proposal to extend the age range. We have recently had a couple of parents not sure of the idea of coming to our playgroup because of the idea of their child having to attend the Community School. They were thinking of Kirkheaton or Lepton playgroups. Thinking that the friends that they make would continue their friendships throughout school in the Junior School that they prefer. With the All Hallows extending to a Junior School hopefully we would have parents choosing to stay within Almondbury starting with playgroup all the way through.</p> <p>Important for pupils to maintain their friendship groups (<i>Friend of concerned parent</i>)</p> <p>Continuity = happiness. Keep a system that <u>works!</u> (<i>I know children involve and their happiness is paramount.</i>)</p> <p>I strongly support this because it is a question of choice for parents.</p> <p>All Hallows is a good school where staff work very hard to provide a high standard of education for all pupils so that they reach their full potential and make good progress across the broad and balanced curriculum.</p> <p>The school is very well led and managed; senior leaders and governors are highly experienced and work well with and are trusted by parents/ carers. The school is a focal point of the local community with which it has always worked closely.</p> <p>The change of age would allow the school to extend and develop its good practice and community involvement. The change would enhance parental choice in Almondbury by providing a through primary school under the leadership of professionals they know, trust and who achieve high standards and good quality, inclusive education for their children. It would also help to maintain progress by removing transition at 7 which is in line with current primary schools. Educationally, socially and in the interests of greater community cohesion the proposed age range extension is an excellent opportunity for everyone. (<i>Former headteacher with experience of the area</i>)</p>
<p><b>Neither support nor oppose</b></p>	<p>I can see that this would offer more choice to the Almondbury families. I can't see any reason why it shouldn't happen – more continuity for the children – less transition. (<i>No category of respondent given</i>)</p>

## Appendix of responses received from Kirklees on 7.10.16

### All Hallows' C.E. (VA) Infant and Nursery School



Longcroft, Almondbury, Huddersfield, W. Yorkshire HD5 8XW

#### Summary of written responses received

<b>Response from pupil of All Hallows CE (VA ) I &amp; N School (Kirklees date stamp 5.10.16)</b>	
<b>Strongly support</b>	My name is [REDACTED]. I'm 7. I want to stay at Al Hallows until I am 11. <i>(sic)</i>
<b>Responses from individual members of staff at Almondbury Community School</b>	
<b>Strongly Oppose</b>	<p>The area of Almondbury has a junior section in the through school and there is a church school at Lowerhouses. THERE IS NOT A JUSTIFIED NEED FOR THIS.</p> <p>No need for more options for parents in Almondbury. There is adequate choice now.</p> <p>Feeder school King James is already oversubscribed. We can easily accommodate the children of Almondbury</p> <p>We are building a through school for the future of Almondbury children; this would jeopardise our vision and possibly be detrimental to us as a school.</p> <p>Already church school in locality</p> <p>This will affect jobs in the community.</p> <p>Adequate provision in area</p> <p>Does not offer more than is already on offer by other local schools</p> <p>No need for another feeder school – as through we accommodate children from age 3 – 16</p> <p>King James - feeder school oversubscribed</p> <p>In the past 40 years we have had only one junior school and in my opinion it has worked extremely well and feel very strongly that we don't need another</p> <p>The reason why I strongly oppose the proposal is that I feel that there is enough Junior school in the area and surrounding to cater for the community's needs. There are Moldgreen, Netherhall, Dalton, Newsome, Lowerhouses and Lydgate who are moving into the area. <i>(sic)</i></p> <p>The move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.</p> <p>This will have a negative impact on ACS and the local community</p>
<b>Responses with no category of respondent shown</b>	
<b>Strongly oppose</b>	There is already a perfectly good through school in the area, catering for pupils 3 – 16 years. This school would struggle to recruit as many pupils at junior age group if the age range of All Hallows was extended. The fewer the pupils the smaller the budget, the less can be afforded in terms of provision

	and a vicious cycle sets up. I strongly support Almondbury Community School. This move is NOT GOOD for the community of Almondbury. <i>(Response 70)</i>
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	We already have provision in Almondbury for children aged 7 – 11. The impact on the current school would be devastating for the school as we would lose children, money and staff. <i>(Response 97)</i>
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## Consultation Response Form

Do you support the proposal to extend the age range of All Hallows' Church of England VA Infant & Nursery School to establish an all-through primary school for children aged 3-11?

Please tick ✓ one of the boxes below:

- Strongly support
- Support
- Neither support nor oppose
- Oppose
- Strongly oppose**
- Don't know



Please add any comments you wish to make in the box below:

As a parent of a former pupil at 'All Hallows', Head teacher at Almondbury Community School and a local resident who lives in Almondbury I am strongly opposed to the proposed change of age range at All Hallows CE (VA) Infant and Nursery. My opposition is on three counts:

- There is not a demand for additional places in the Almondbury area
- This proposal does not enhance parental choice
- This proposal could jeopardise the long term financial viability of a neighbouring school.

**There is not a demand for additional places in the Almondbury area.**

In reference to the document provided to schools by Kirklees LA '**Securing sufficient learning places to enable access for children and young people to an excellent local education system**' **November 2015.**

It states for Planning Area 16: Huddersfield South East 'in **2014**, there were sufficient places to meet basic need demand for Reception places with a number of unfilled places available at National Offer Day. In **2015** the demand for places in the planning area remained broadly static; with some unfilled reception places on National Offer Day at several schools even after one school (ALL Hallows) decreased its PAN by 20 places at KS1..... For **2016, 2017 and 2018** the NHS data indicates that the potential demand for places will be broadly static..... In the context of the potential impact of proposed strategic site development in the Local Plan, it is anticipated that there will not be a requirement for additional places.'

In addition it should be noted that the reduction in the PAN at 'All Hallows' of 20 pupils did not give rise to an increase of 20 pupils at Almondbury Community School. I suspect that this is due to ..... 'children living in the planning area 83% attend schools in the area, 15% attend schools in Kirkheaton, Lepton and Grange Moor.

**This proposal does not enhance parental choice.**

All Hallows has worked closely with the Almondbury Schools Community Partnership over many years ASCP includes Almondbury Community School, Dalton, Moldgreen and Lowerhouses as partners. The work has focussed on many areas including teaching and learning, trying to reduce regression at transition points for children at KS1/2 and KS2/3. In the planning area 16: Huddersfield there is an 'all-through' school, 3 Junior schools, a catholic primary school and within 1.3 miles of All Hallows there is a C of E all-through primary school at Lowerhouses. I believe there is a wide choice for parents of good quality provision for their children in the area.

**This proposal could jeopardise the long term financial viability of a neighbouring school, Almondbury Community School.**

A significant proportion of the pupils at Almondbury Community School come from All Hallows. The table below show the numbers of All Hallows pupils in each year at KS2.

<b>Current KS2 Year Group</b>	<b>Number of pupils from All Hallows</b>	<b>% of number on roll in year group</b>	<b>Income based on KS2 AWPU £2788</b>
3	30	44%	£83640
4	25	36%	£69700
5	28	40%	£78064
6	36	44%	£100368
<b>Total</b>	<b>119</b>		<b>£331772</b>

If the same proportion of pupils were not to come to Almondbury Community School over the next 4 years and remained at All Hallows there would be an 8.5% reduction overall in the school budget. This would in turn have a serious impact on staffing in the school and the quality of provision that the school could provide.

Finally, the parents of Almondbury have been through a lot of change in recent times. Some of them initially were unsettled by the reorganisation. We are starting to win the confidence back of these parents. The LA has invested a lot of money in Almondbury Community School, as a result we have state of the art facilities that our children and the parents of Almondbury can have access to. Exam results are improving dramatically and we have just received a very good monitoring visit by HMI. The future success of this school depends upon it growing in terms of pupil numbers. The proposal at All Hallows has unsettled parents again and generated uncertainty especially for parents in Year 2, where could/should they send their children too?

**I am strongly opposed to the All Hallows proposal, it is not good for the children, parents and community of Almondbury.**

## About you

This section asks you for some information that will help us to analyse the results of the survey and to see who has taken part. You will not be identified by the information you provide.

**I am a:** (Please tick  all those that apply to you)

**Parent/carer** Your child's/children's school/s: Almondbury Community School

Pupil Your school:

Governor Your school:

**Member of staff** Your school: Almondbury Community School

**Local resident** Please tell us: Almondbury resident

Other Please tell us:

Please make sure that you return this form by Monday 3<sup>rd</sup> October to:

Kirklees Council School Organisation and Planning Team,

Kirkgate Buildings,

Byram Street,

Huddersfield

HD1 1BY



## All Hallows' CE (VA) Infant and Nursery School



### Consultation on change of age range: 5<sup>th</sup> September to 3<sup>rd</sup> October 2016

#### Revised analysis of responses

*(Where respondents have identified more than one category of information about themselves, their responses have only been counted once)*

**Total number of responses received: 199 (at 3.30p.m. 7.10.16)**

	Parent/ Carer	Pupil	Governor	Staff	Local resident	Other	Total	%	
<b>Strongly support</b>	82	1	10	9	37	17	<b>156</b>	78.4%	<b>Strongly support / support</b> <b>84.4%</b>
<b>Support</b>	6	-	-	-	6	-	<b>12</b>	6.0%	
<b>Neither support nor oppose</b>	-	-	-	-	-	1	<b>1</b>	0.5%	<b>Neither support nor oppose</b> <b>0.5%</b>
<b>Oppose</b>	-	-	-	-	-	-	-	-	<b>Oppose / strongly oppose</b> <b>15.1%</b>
<b>Strongly oppose</b>	3	-	2	23	-	2	<b>30</b>	15.1%	
<b>Don't know</b>	-	-	-	-	-	-	-	-	<b>Don't know</b> <b>0%</b>
<b>Total</b>	<b>91</b>	<b>1</b>	<b>12</b>	<b>32</b>	<b>43</b>	<b>20</b>	<b>199</b>	<b>100%</b>	

#### **Parent / Carers: Total 91**

*Additional information about respondents:*

All Hallows: 53

Almondbury Playgroup: 5

All Hallows' / ACS: 6

ACS: 3 - including listed as 1 parent/ staff / governor; 1 parent/staff/local resident  
Local resident / other (church) with pre-school child: 1  
Other: 1  
No additional information: 22

**Pupil: Total 1**

All Hallows': 1

**Governors: Total 12**

*Additional information about respondents:*

All Hallows': 5

All Hallows' and local resident: 4

ACS: 2

St Joseph's RC Primary: 1

**Staff: Total: 32**

*Additional information about respondents:*

All Hallows': 9

ACS: 23

**Local resident: Total: 43**

*Additional information about respondents:*

Almondbury: 9

Grandparent: 5

Kirklees: 4

Local resident / church: 2

No additional information: 23

**Other: 21**

*Additional information about respondents:*

Ward Councillor: 1

Playgroup Manager: 1

Retired Headteacher with local experience: 1

Grandparent: 2

All Hallows' Church: 6

Ex-staff: 1

Work locally: 2

Friends of concerned parents: 2

No additional information: 1

No category identified: 3

Minutes of the meeting held at 1.30 pm at All Hallows' I & N School on Monday 11 April 2016 to discuss All Hallows' proposal to extend the age range of the school to 3-11.

## PRESENT

Miss J Sargent, Mrs S Edwards, Mr T Bowen and Mrs G Goodswen.

## In Attendance

Mrs A Irving (Minute Clerk)

## Progress to date

Miss Sargent began by explaining the situation regarding the change of age range. It was explained that the school was hoping to go ahead for September 2017 and the process would hopefully be completed in time for the next admissions round as parents need clarity. The school had been badly affected by falling numbers. Some children did not attend All Hallows' as they went straight to through schools out of the area. These are the children All Hallows' want to reach. This would have the least impact on the Community School.

## Previous consultation process

Miss Sargent commented that Mr Bowen's written response to the consultation did not bear out what had been said previously. In an earlier meeting with Kirklees Mr Bowen acknowledged that the change of age range proposal could be in the best interests of the village as parents would be offered choice, but said he would be sending in the same response as previously as this is purely from the schools point of view and therefore does not take any other aspect into consideration.

Mrs Edwards asked if Mr Bowen would be willing to amend his response to the consultation to include his comments about benefits for the community. Mrs Goodswen replied this would need to be discussed.

## Co-operation

Mr Bowen said he wanted both schools to work together – one idea was that some of the older children from the Community School came to All Hallows' to work with the younger children. Another suggestion

was that parents from both schools were involved in a community event. Mr Bowen would go back to school and speak to senior leaders.

The schools could work closely in transitioning children from year 2 to 3 and, if the proposal were successful, in actively encouraging children from years 5 and 6 to attend the Community School.

### **Promoting ACS**

Mrs Goodswen said that a large number of children go to King James' school at year 7 – it was discussed how we could also promote and encourage children to attend ACS. This could be achieved by joint projects so children visited regularly and became more accustomed to ACS.

All staff wanted 2 thriving schools for the children of Almondbury.

### **Future Academisation**

Mr Bowen asked if there were any plans to academise. Miss Sargent said not at this moment and Mr Bowen agreed that this was not something that the Community School was planning either.

Everyone agreed the meeting had been very useful and Miss Sargent and Mr Bowen would keep in close direct contact regarding the consultation process.

The meeting closed at 3.00 pm

**ALL HALLOWS CE (VA) INFANT AND NURSERY SCHOOL**

**Extracts from minutes of an Extraordinary General Meeting of Almondbury Playgroup held on 11<sup>th</sup> April 2016**

**In attendance: 10 members of committee and staff. 1 apology received.**

A meeting was called for Playgroup staff and committee members to discuss a proposal put forwards from the school... The Chair of Governors, Sue Edwards, Headteacher, Jane Sargent and Deputy Head, Wendy Ewart have approached the Playgroup and asked if they would consider sharing the playgroup cabin and grounds with the school for them to use as their nursery class...

The school would like to become a primary school and so need additional space for junior classes. They would potentially use the cabin for afternoon nursery sessions...The school has suggested that they would share the bills and running costs of the cabin.

In today's extraordinary general meeting we briefly discussed how this idea may impact on the playgroup and its staff. These are the considerations that have been raised so far:

- Reduced utility bills and rent for playgroup
- Financial support with maintenance for the cabin
- Playgroup may be able to share the nursery toys and vice versa
- When government funding is increased to 30 hours free child care for the over 3s, it will enable the children to remain in the same class for the whole day, potentially 3 hours would be provide by the playgroup and 3 hours would be provided by the nursery in the afternoon.
- This could attract more children to the playgroup facility
- The changeover between playgroup in the morning and nursery in the afternoon could result in an overlap giving no time for the playgroup's lunch club
- Space for files and paperwork?
- Limited display space.
- Lack of storage space for toys  
*(Note from school: school has already said in earlier discussions that we would expect to provide separate additional storage)*
- Space for children staying all day for quiet time?

Following this discussion, the playgroup staff and committee members agreed that they are happy to continue discussions with the school on this idea and agree in principle to All Hallows' Nursery using the Playgroup building for afternoon sessions.

**Finance**

Playgroup's income and expenditure account from 6<sup>th</sup> April 2015 to 5<sup>th</sup> April 2016 show annual running costs to be £4,273.66 p.a.

In discussions between Playgroup and school about how the arrangements would work, a figure of £200 per month rent payable by school to Playgroup was agreed to be a suitable contribution

based on current running costs. Payment of rent would be included in any legal agreement made between Playgroup and school.

**ALL HALLOWS' CE (VA) INFANT AND NURSERY SCHOOL****Meeting of the Headteacher and Governors with interested parties to discuss the Consultation to Change the Age Range of the School held at 5.00p.m. on Wednesday 21st September 2016.**Present

Jane Sargent (Headteacher)  
Sue Edwards (Chair of Governors)  
LF Hodgkinson (Teacher / Governor)  
Lynda Littleboy (Grandparent / Carer)  
Stewart Littleboy (Grandparent / Carer)  
Rachel Reynolds (Parent / Almondbury Playgroup Manager)  
Jenny Bowers (Parent)  
Muhammad Naveed (Parent)  
Elizabeth Smith (Parent/ Governor)  
David Clarkson (Governor)  
Jenny Hinchliffe (Governor)  
Valerie Coles (Governor)

Miss Sargent said that as the consultation document was lengthy and had been circulated previously it would be taken as read and the floor was open for any clarifications, questions, queries or anxieties related to the proposals.

A parent / carer started the discussion by saying that continuity is a vital feature of education and this is what is offered by the All Hallows' proposal.

One parent / carer has experience of both Almondbury Community School (ACS) and All Hallows'. Whilst she appreciated that others might have had a great experience at ACS, she would prefer her second child to stay at All Hallows'. It was then said that the caring ethos was in place in a visible way at All Hallows' and children were allowed to be individuals within a caring school family. Parents agreed that they want a choice in Almondbury for KS2 provision. It is the only phase where there is no alternative choice.

Support for the proposals was echoed by all those attending the meeting. In addition to continuity, one parent / carer expressed the view that an element of local competition was good for schools in order to raise and sustain good standards.

Parents / carers said that their children are very happy at All Hallows' and they have confidence in it as a good school providing a good education. They had been concerned that the school has recently had to cut its support staff hours due to budget reductions and are aware that individual reading opportunities are reduced as a consequence. JS said that every child still read with an adult every day and that since we had informed parents of the situation we had received offers of voluntary help which were in the system for Disclosure and Barring clearance before these volunteers start work.

A parent / carer who lives on the Benomley estate said that she no longer knew children locally as so many attend schools out of the area. If the proposal does not go ahead this time her son will go



out of area because of her experiences at ACS. Most parents and carers attending echoed this intention.

Parents asked what else they can do to support the school with the proposal. The time line and process was outlined by JS and offers were made by parents and carers to attend meetings with Kirklees to show support.

It was suggested by a parent / carer that the school might re-issue the response forms to encourage those who might have lost the form to respond. JS agreed to do this.

A question was asked about why the previous application was unsuccessful. Mrs Edwards said that with hindsight we had not been as well prepared as we could have been. This time we were more familiar with what was required of us. Also the financial proposals were different this time because of the support we were receiving from the playgroup committee over shared use of their building. Previously we had had to prove we could provide funds for a new classroom.

It was asked what role the educational consultant played. Parents were told that the statutory element was a significant one and this was where we had received enormous help from our consultant. The workload was huge and information was being collated and reports written in the appropriate format.

Parents asked whether their preferences would be properly considered by Kirklees. JS said that parental preference features in the Decision Makers Guidance and will be an important part of our supporting argument.

Parents asked what would happen if the school was unsuccessful again. Mrs Edwards said that the school had already informed Kirklees that the school was determined to make the change and intended to take the case to the schools' adjudicator if unsuccessful. A comment was made that parents perceived Kirklees as wanting ACS to work as it had been 'their project' and they do not want any opposition to it.

People were thanked for attending and for their comments.

The meeting closed at 5.55p.m.

**ALL HALLOWS' CE (VA) INFANT AND NURSERY SCHOOL****Meeting of the Headteacher and Chair of Governors with interested parties to discuss the Consultation to Change the Age Range of the School held at 9.00a.m. on Thursday 22<sup>nd</sup> September 2016.**Present

Jane Sargent (Headteacher)  
 Sue Edwards (Chair of Governors)  
 Cllr Bernard McGuin (Almondbury Ward Councillor)  
 Nicola Pogmore (Parent)  
 Lynda Littleboy (Grandparent / Carer)  
 Stewart Littleboy (Grandparent / Carer)

Miss Sargent said that as the consultation document was lengthy and had been circulated previously it would be taken as read and the floor was open for any clarifications, questions, queries or anxieties related to the proposals.

Cllr McGuin said that he had been made aware of the proposals by a parent and had not received a copy of the document until he arrived earlier. JS apologised said that she would ensure they were sent direct to all ward councillors email addresses and all councillors were to be invited to a meeting at the school. The school has mistakenly thought that as a matter of course Kirklees would notify all local ward councillors of proposals in their areas.

One parent/carer said she currently has a child in Y6 at Almondbury Community School (ACS). The child transferred into Y3 at Almondbury Juniors and she wonders whether he has had the best experience of junior education as he has recently been treated as if he was at a middle school, having had to deal with having 5 teachers in a year. This was done without any consultation or discussion with parents. Her son had struggled and been anxious and had found it unsettling and she will not be sending him into Y7 for those reasons. She has also felt constant anxiety for him and about his education. She said the All Hallows' proposals are all about giving parents choice at KS2. This is what she wants for her second child who is currently in Y2 here. She feels that she has not been listened to at ACS and is all for All Hallows' extending its age range. As an active member of the Parents' Forum at ACS she has good access to senior managers, meets them regularly and gets on extremely well with them, but nevertheless feels that ACS had promised much and delivered little. There is an expectation that things would be delivered at All Hallows' within the wider curriculum, e.g. sports, MfL and music. JS said that in discussions with the Head and Chair of ACS there was great enthusiasm from them for joint Y5 and Y6 work, should the proposals go ahead, so that pupils became familiar with the Community School prior to transition and our pupils would benefit from using the excellent facilities at ACS to support curriculum work. This approach was welcomed by those at the meeting.

The parent / carer feels that communication with parents at ACS is poor, but it is very good at All Hallows'. She is concerned by the number of children now being educated outside Almondbury because parents have no local choice at KS2 and believes this is damaging the sense of community within the village. She originally chose to live in Almondbury because of its sense of community but this is now being adversely affected by the level of out of area education.

There was general agreement about this point.

On a positive note, the opportunity to meet senior staff at ACS Parents' Forum is valued and this is something that she would like to see developed if All Hallows' developed its age range. JS agreed that this would be a good idea and should be pursued.

A question was asked about where current teaching staff might work in future if the age range changed. Possible scenarios were outlined, based on expressions of staff interest and their previous experience. These were met with great approval.

The planned layout of the building as a primary school was asked about. JS explained the plan was for Nursery to use the Playgroup building during afternoon sessions when it was unused. This move was praised by those in attendance for the level of co-operation with playgroup and it was welcomed as a great community move by the meeting as wrap-around provision could be considered and developed. Reception class would move into the existing self-contained Nursery classroom and continue to make use of the Early Years yard. Years 1 and 2 would share the pair of classrooms linked to Nursery, making a Reception and KS1 unit. Years 3 and 4 would be on the other side of the building at the same end of the school. Years 1 and 2 would share toilets and Years 3 and 4 would also share toilet facilities. Years 5 and 6 would share the pair of classrooms opposite the school hall. Toilets here would be altered to offer suitable privacy and facilities for older pupils. It was suggested that parents might like to see a plan of the proposed layout. JS said that the school's original purpose was as a Junior School and the Diocesan surveyor has said that available floor space is still appropriate for this age group.

Planning for playtimes was also raised. JS said she proposed to have separate playtimes for the different key stages. This was again met with approval by parents and carers. JS said that the school had previously been investigating grant funding for a Multi-Use Games Area, more commonly called MUGAs or ball cages, but it made better financial sense to wait to find out what age range the school was going to be catering for before committing significant funding to such a project. Again this received an enthusiastic and understanding response.

It was suggested that there were unhelpful rumours being circulated in the locality that if All Hallows' was allowed to change age range, ACS would have to close. This caused considerable anger in the meeting and was described as 'scaremongering'. An exchange took place between parents and Cllr McGuin concerning the history of the creation ACS.

It was again stated by parents and carers that the All Hallows' proposal would re-establish a community feeling in Almondbury so that local children can build lasting local friendships and relationships and attend school together, not be separated to be educated elsewhere in Kirklees.

One parent / carer said 'The Almondbury community is being separated because so many children are now going out of area for their education. Once they move to KS2 they are highly unlikely to return to Almondbury schools as new friendships have been made. The All Hallows' proposal would re-build the community'.

It was suggested that there could potentially be a reduction in traffic through the proposals coming into being as there would be fewer cars transporting children to schools out of area; such is the perceived scale of the problem of out of area education.

There was agreement that Almondbury parents need a choice at KS2 and that is what they desperately want. They have a choice for Early Years and at KS1, but not KS2.

One member of the meeting said that as an ex-Ofsted inspector and teacher trainer, it was professionally known that parental involvement and spiritual, moral, social and cultural development were crucial to progress in learning and education. The quality and care provided by All Hallows' impressed their family and influenced the choice of school they made when coming to All Hallows'. This quality of provision could not be sustained at KS2 given the current lack of choice. Their children were very happy, having had a difficult time elsewhere as frequent movers through military service. They had settled very quickly at All Hallows' and become part of the social fabric of the school with new, large circles of friends for the first time ever. The parent / carer had concerns for the future for the children. Social and educational issues arising from having forced transition at the end of Y2 should not be under-estimated. The parent / carer wanted the choice of being able to choose to stay at All Hallows'.

It was said that communication is a strength at All Hallows'. JS said that we don't always get it right but the response from the meeting was that the school was prepared to put things right where they went wrong and communicated that to parents as soon as the school was aware of any problems.

Parents and carers feel that at All Hallows' the whole person is nurtured and we know the children 'inside out', as was evident from reading pupils' annual reports. The size of All Hallows' as a school was felt to be an added strength as children 'won't get lost in the system'.

It was agreed that the head's door is always open to parents and carers and JS is very available. The happy, caring learning environment was agreed to be the key to parental satisfaction with the school. If the proposals are rejected this time, a parent/carer said that they do not want to spend another 4 years worrying about their child at ACS again. They are sick of worrying about school, having moved to Almondbury because of All Hallows', but then being let down by Kirklees over ACS and failure to deliver what was promised. They will move their child out of area if this does not go through.

Cllr McGuin said that having now read the document and having listened, he strongly supports the proposals for the extended age range. The educational provision within the school is very good in his opinion. He supports the desire for parental choice and the need to keep Almondbury children in Almondbury schools.

Parents and carers said they want their children to grow up being able to walk to school together in the village and to play together after school. It was repeated by a parent / carer that this village is a fractured community at the moment but this school extending its age would develop the community. It is already the hub and focus for so many activities, for example, playgroup, football, church etc.

Cllr McGuin, parents and carers were thanked for their interest and support and for the time they had given to attending the meeting.

The meeting closed at 10.30a.m.

## **ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) INFANT AND NURSERY SCHOOL**

### **POLICY FOR ADMISSION TO THE SCHOOL IN THE ACADEMIC YEAR 2016/17**

#### ADMISSIONS POLICY AND OVERSUBSCRIPTION CRITERIA FOR ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) INFANT AND NURSERY SCHOOL FOR ACADEMIC YEAR 2016/17 ADMISSIONS

##### INTRODUCTION

- The Governors will admit 30 pupils to the Reception Year in 2016/17
- The Governing Body of All Hallows' Church of England (Voluntary Aided) Infant and Nursery school is the admissions authority for the school.
- Arrangements for applications for places at the school will however be made in accordance with the Kirklees Local Authority's co-ordinated admissions arrangements and will be made on the common application form provided and administered by the local Authority.
- A supplementary information form (*ie the SIF as published in the Kirklees Admissions guide*) should be completed if parents wish their application to be considered in relation to church attendance.

##### SPECIAL EDUCATIONAL NEEDS

- The school will admit children with statements of Special Educational Needs in which the school is named on the statement.

##### OVERSUBSCRIPTION CRITERIA

- Where the number of applications for All Hallows' Church of England (Voluntary Aided) Infant and Nursery School received during the normal admissions round exceeds the published admission number (30), the Governing Body will apply the following criteria in the order in which they are set out below:
  1. Looked after child (a child who is looked after by the Local Authority in accordance with section 22 of the Children Act 1989) and previously looked after children (in accordance with paragraph 1.7 of the Admissions Code). In the case of previously looked after children, admission authorities may request a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming

that he or she was looked after immediately prior to that order being made.

2. Children who have an older brother or sister attending the school from the same address at the date of admission. (*In this context, “sibling” is defined as a full or half brother or sister; an adoptive brother or sister; or the children of parents living together in the same family household.*)
3. Children resident in the Priority Admissions area as defined by Kirklees LA for admissions in September 2015 (a map is attached)
4. Other children resident within the Almondbury and Farnley Tyas Team Parish who are, or whose parents are, regular worshippers at one of the churches in the Team Parish (a map showing the Team Parish Boundaries is attached) (*In this context a “regular worshipper” is defined as someone who has attended public worship at least twice a month during the year preceding the date of admission*)
5. Other children who are, or whose parents are, regular worshippers at one of the churches in the Almondbury and Farnley Tyas Team Parish. (*“Regular worshipper” carries the same meaning as at Criterion 4 above*)
6. Other children.

## NOTES

- If there are more applications in a particular category than there are places available, the remaining places will be offered to those children whose permanent address is closest to the school.
- Distance is measured in a straight line from the child’s home address to the school.
- Measurements are calculated using six-figure grid references for each address taken from Ordnance Survey ADDRESS-POINT ® data. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is derived from Ordnance Survey Land Line data. For smaller residential properties the grid reference denotes a point near the centre of the building For larger properties like schools, with multiple buildings and large grounds, the grid reference relates to a point within the main addressable building structure. The distance calculated is accurate to within 1 metre.
- The word “parents” means those people who have parental responsibility for a child as set out in the Children Act 1989. Where responsibility for a child is shared, the person receiving child benefit is

regarded as the parent responsible for completing application forms, and their address is used for admissions purposes.

- Reference to “resident” or “residence” or “address” means the child’s permanent home at the date when applications close, or if a significant house move is involved, the latest reasonable date before the final allocation of places. In each year that date is confirmed in the Kirklees “Guide for Parents, and the Governing Body proposes to adopt the Kirklees definition.
- If it is necessary to hear appeals against a refusal to admit, the Governing Body will use the independent Admissions Appeals Service administered by the Diocese of West Yorkshire and the Dales.

## **ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) INFANT AND NURSERY SCHOOL**

### **POLICY FOR ADMISSION TO THE SCHOOL IN THE ACADEMIC YEAR 2017/18**

#### ADMISSIONS POLICY AND OVERSUBSCRIPTION CRITERIA FOR ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) INFANT AND NURSERY SCHOOL FOR ACADEMIC YEAR 2017/18 ADMISSIONS

##### INTRODUCTION

- The Governors will admit 30 pupils to the Reception Year in 2017/18
- The Governing Body of All Hallows' Church of England (Voluntary Aided) Infant and Nursery school is the admissions authority for the school.
- Arrangements for applications for places at the school will however be made in accordance with the Kirklees Local Authority's co-ordinated admissions arrangements and will be made on the common application form provided and administered by the local Authority.
- A supplementary information form (*ie the SIF as published in the Kirklees Admissions guide*) should be completed if parents wish their application to be considered in relation to church attendance.

##### SPECIAL EDUCATIONAL NEEDS

- The school will admit children with statements of Special Educational Needs in which the school is named on the statement.

##### OVERSUBSCRIPTION CRITERIA

- Where the number of applications for All Hallows' Church of England (Voluntary Aided) Infant and Nursery School received during the normal admissions round exceeds the published admission number (30), the Governing Body will apply the following criteria in the order in which they are set out below:
  7. Looked after child (a child who is looked after by the Local Authority in accordance with section 22 of the Children Act 1989) and previously looked after children (in accordance with paragraph 1.7 of the Admissions Code). In the case of previously looked after



children, admission authorities may request a copy of the adoption order, residence order or special guardianship order and a letter from the local authority that last looked after the child confirming that he or she was looked after immediately prior to that order being made.

8. Children who have an older brother or sister attending the school from the same address at the date of admission. (*In this context, “sibling” is defined as a full or half brother or sister; an adoptive brother or sister; or the children of parents living together in the same family household*).
9. Children resident in the Priority Admissions area as defined by Kirklees LA for admissions in September 2015 (a map is attached)
10. Other children resident within the Almondbury and Farnley Tyas Team Parish who are, or whose parents are, regular worshippers at one of the churches in the Team Parish (a map showing the Team Parish Boundaries is attached) (*In this context a “regular worshipper” is defined as someone who has attended public worship at least twice a month during the year preceding the date of admission*)
11. Other children who are, or whose parents are, regular worshippers at one of the churches in the Almondbury and Farnley Tyas Team Parish. (*“Regular worshipper” carries the same meaning as at Criterion 4 above*)
12. Other children.

## NOTES

- If there are more applications in a particular category than there are places available, the remaining places will be offered to those children whose permanent address is closest to the school.
- Distance is measured in a straight line from the child’s home address to the school.
- Measurements are calculated using six-figure grid references for each address taken from Ordnance Survey ADDRESS-POINT ® data. This grid reference relates to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is derived from Ordnance Survey Land Line data. For smaller residential properties the grid reference denotes a point near the centre of the building For larger properties like schools, with multiple buildings and large grounds, the grid reference relates to a point within the main addressable building structure. The distance calculated is accurate to within 1 metre.

- The word “parents” means those people who have parental responsibility for a child as set out in the Children Act 1989. Where responsibility for a child is shared, the person receiving child benefit is regarded as the parent responsible for completing application forms, and their address is used for admissions purposes.
- Reference to “resident” or “residence” or “address” means the child’s permanent home at the date when applications close, or if a significant house move is involved, the latest reasonable date before the final allocation of places. In each year that date is confirmed in the Kirklees “Guide for Parents, and the Governing Body proposes to adopt the Kirklees definition.
- If it is necessary to hear appeals against a refusal to admit, the Governing Body will use the independent Admissions Appeals Service administered by the Diocese of West Yorkshire and the Dales.

Supporting Document 19			
QUESTION No.	WHAT IS YOUR PROPOSAL?	type y or n	Comments (please explain your answer)
1	To withdraw a service, activity or presence	n	Q7 Education access would improved for pupils with SEND as transition points would be reduced; Q8 Documentation produced for consultation
2	To reduce a service, activity or presence	n	
3	To introduce or increase a charge for Service	n	
4	To change to a commissioned service	n	
5	To introduce, review or change a policy or procedure	n	
6	To introduce a new service or activity	n	
7	Is this about improving access to, or delivery of a service.	y	
8	Will you require supporting evidence on this issue	y	
<b>WHO WILL IT AFFECT?</b>			
9	Does this affect Employees? If YES please list	y	Q9 Increased employment opportunities Q10 Almondbury Ward councillors have received documentation and met with Head and Chair of Governors; local MP attended meetings with Head and Chair; Q12 Pupils with SEND would benefit from having reduced transition points
10	Does this affect a <u>Single Ward or Locality ONLY</u>	y	
11	Does this affect most of Kirklees or its Residents	n	
12	Does this issue concern ANY Protected Characteristic Group.	y	
13	Can you foresee a negative impact on any Protected Characteristic Group(s)? If YES please state what these could be.	n	
14	If IMPACT at this stage is less than 15 answer Y to this question	y	
<b>TAKING DUE REGARD</b>			
<i>Where consultation was needed:</i>			
15	Have you got any general intelligence (research, consultation, etc.)? If YES please list any related documents.	y	Q15 & 16 Preliminary consultation - Nov / Dec 2015; consultation documentation published 3.9.16; Assessment of travel issues incorporating school travel survey; Response to consultation for SOAG on 14.10.16 (LA decision makers template); written responses to consultation (within Appendix of response document) Q17 Anglican Diocese of Leeds; Kirklees Legal Services; guidance on technicalities from DfE; liaised with Kirklees School Organisation Team; education consultant employed by school Q18 Q20 / 21 Mitigation of negative effects: • Assessment procedures and pupil tracking will identify whether achievement gaps have been narrowed for pupils with additional needs and whether individual pupils are making adequate progress. • Data collection on registration identifies vulnerable groups eg for provision of different support services • Regular questionnaires to pupils and parents function as a service review and will identify what works well and also dissatisfaction with any aspect of our service or support offered. We also work hard to sustain good relationships with all of our pupils and their families all of the time. • Families leaving the school are offered exit interviews with the head, if they leave at a time other than the usual transition point. This will continue. Discussions are aimed at revealing any dissatisfaction with provision which may cause families to leave. • Assessment procedures and pupil tracking will identify whether achievement gaps have been narrowed for pupils with additional needs and whether individual pupils are making adequate progress. These can serve as indicators around possible inequalities in provision • Regular questionnaires to pupils and parents function as a service review. They will identify what works well and also show dissatisfaction with any aspect of our service or support offered. We also work hard to sustain good relationships with all of our pupils and their families all of the time. • Any families leaving the school are offered exit interviews with the head, whatever the reason for their change of school if it is prior to the usual transition point. This would continue. • We work hard to sustain good relationships with all of our pupils and their families all of the time. • Any families leaving the school are offered exit interviews with the head, whatever the reason for their change of school if it is prior to the usual transition point. This would continue. Full details are within supporting documentation listed above - consultation response report, travel assessment Q22 Statutory notices published in Huddersfield Examiner 3.9.16; statutory notices displayed on all pedestrian gates from 3.9.16; consultation documents published and circulated as public documents from 3.9.16
16	Have you got any specific intelligence (research, consultation, etc.)? If YES please list any related documents.	y	
17	Have you taken specialist advice? (Legal, E&D Team, etc). If YES please state.	y	
18	Have You considered your Public Sector Equality Duty? Please provide a rationale	y	
19	Can the Public access a "Decision Report"? If YES state where and how it can be accessed.		
20	Can you mitigate any negative effect? Please state how	y	
21	Do you have any supporting evidence? If YES please list the documents	y	
22	Have you published your information? If YES state where.	y	

All Hallows' CE (VA)  
Infant and Nursery  
School



*Assessment of Issues Related to*  
*School Travel*

## Key Facts about Our School

<b>Head Teacher:</b>	Miss Jane Sargent
<b>Address:</b>	All Hallows' CE (VA) Infant and Nursery School Longcroft Almondbury Huddersfield HD5 8XW
<b>Telephone Number:</b>	01484 223954
<b>E-mail:</b>	office.almondburyinf@kirkleeseducation.uk
<b>Website:</b>	<a href="http://www.allhallowsschool.org.uk">www.allhallowsschool.org.uk</a>
<b>DfE Number:</b>	382 / 3045
<b>URN:</b>	107727
<b>Current age range:</b>	3 to 7 years
<b>Proposed age range:</b>	3 to 11 years
<b>Chair of Governing Body:</b>	Mrs Susan Edwards

## Our school

### Mission Statement

All Hallows' CE (VA) Infant and Nursery School celebrates the uniqueness of every person as a child of God.

We seek to create an inclusive and supportive learning family based on Gospel values, which nurtures friendship, love, care and concern in each individual so that they can reach their full potential.

### Core values

Our school has agreed four core Christian values:

Friendship

Family

Care

Love

### Our Aims

- To create in school an atmosphere of happiness, security and confidence in adults, so that the children participate readily in the process of learning.
- To enable children to acquire knowledge, skills and practical abilities and the will to use them.
- To develop qualities of mind, body, spirit, feeling and imagination.
- To acquire an understanding of themselves in relation to others and the world in which they live.
- To prepare for their adult lives at home, at work, at leisure.
- To develop a sense of self-respect, the capacity to live as independent, self-motivated adults and the ability to be contributing members of society.



## **Aims and Objectives of the School Travel Assessment**

This School Travel Assessment is intended to serve two purposes:

7. to identify travel and road safety issues occurring at present and mitigating strategies to address them;
8. to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3 to 7 years to 3 to 11 years.

The objectives of the School Travel Assessment are to encourage the All Hallows' school community to:

1. Be healthy and sustainable; encourage more travel to/from All Hallows' School by healthier and more sustainable means, such as by walking or cycling thus, promoting less travel by car.
2. Be safe on the journey to and from All Hallows' School by:
  - promoting good road user behaviour on the routes to the school;
  - improving road safety conditions immediately outside the school gates.
3. Be more aware of transport and travel issues through the promotion of the health and environmental benefits of using sustainable forms of transport.

## **Why has this School Travel Assessment been developed?**

The Governing Body of All Hallows' CE (VA) I & N School is proposing a change of age range for the school, from 3 to 7 years to 3 to 11 years, to improve educational outcomes for children and in response to parental preference.

## **What are the issues we need to address?**

1. Many pupils and staff currently travel to school by car and this causes congestion at the start and end of the school day, particularly outside the school gates and also in the wider area. This leads to an increased risk of accidents occurring and increases local pollution.
2. The proposed change of age range would result in changes to the school community and lead to some increase in the number of children and staff travelling to the site.
3. Respondents to the initial consultation (4 November- 11 December 2015) raised concerns about this issue and this School Travel Assessment seeks to address those concerns.

The Governing Body has undertaken an analysis of current behaviours, with a view to understanding where there is further scope for reducing transport to the school site by car and the

likely impact of the proposed change of age range on the volume of traffic in Longcroft. It recognises that:

1. Children who do not walk to school regularly are unlikely to have good road safety awareness and are less likely to learn how to cross roads safely. They are also more dependent on their parents/guardians and may have fewer opportunities to develop a fit and healthy lifestyle;
2. If more pupils, parents, staff and visitors walk and cycle to the school there will be benefits for the overall health of the school community and for the environment surrounding the school. Congestion, risk of accidents and pollution would also be reduced;
3. If travel issues are more clearly identified, children, parents and staff are more likely to make safer and better informed travel choices on journeys to or from school. The traffic activity occurring at the beginning and end of the school day, when pupils are being brought to and collected from the school site, would be safer and better managed and the adverse impact on local residents could be reduced.
4. The Government and Local Authority have policies which seek to encourage increased use of sustainable forms of transport – walking, cycling and public transport – and less use of the car, to address problems caused by traffic congestion. The School Travel Assessment seeks to support those wider policies.

In recognising these factors and the difficulties associated with travel to and from school and congestion outside the school gates, the Governing Body aims to encourage the current and future school community to make a wider range of travel choices.

## Context

All Hallows' CE (VA) I & N School is a Church of England Voluntary Aided School situated on Longcroft in the semi-rural village of Almondbury, which is approximately two miles from Huddersfield town centre. The school currently provides full time education for Infants aged 4 to 7 years and part-time education for Nursery aged children. The school is co-educational.

In 1985, Longcroft Junior School moved out of the building to amalgamate with Almondbury Junior School in premises on Southfield Road. This school then became 'Almondbury CE (VC) Infant School'. A nursery was added to the Infant school in the 1990s. On 31<sup>st</sup> August 2012, the school was restored to the VA status it held prior to 1985. In April 2015 the school changed its name to All Hallows' CE (VA) I & N School in recognition of its close link with All Hallows' Church in Almondbury. *A plan of the All Hallows' site and location map are attached in Annex 1.*

Two independently managed businesses have premises situated within the school site by agreement with the Diocese of Leeds. These are Almondbury Playgroup, which is on the far side of the site from Longcroft and Doodles Before and After School Club, which is situated at the side of the main Infant playground.



On the school site there is a large playground used by the older infant children, a separate Early Years playground and a small playground used by children from Almondbury Playgroup. There is also a large school field suitable for football, which is used by the school and by Longcroft Lions Football Club at weekends, with occasional weekday use by them also. The school hall is currently let on one evening per week in term time.

The school has four main points of entry to its site. All of these are from Longcroft and are used by parents, children, staff and visitors. The three gates which lead directly into the playground are for parent and pupil access and the fourth gate is the main driveway. The school's driveway has controlled electric gates. It leads to the school's staff car park and there is a footpath alongside it which has a separate pedestrian gate for the path leading to the school office and to Almondbury Playgroup beyond. The car park is small and is used primarily for staff parking and also offers parking for parents and carers with mobility difficulties. Commercial vehicles gain access to the site via the driveway to make deliveries.

The school used to have a planned admission number of 60 pupils per year group, giving it a potential maximum of 180 Infant children on roll plus 24 full time equivalent Nursery children. The school has reached this capacity in the past and managed the associated travel issues. The admission number was then reduced to 50 and, in September 2015, the school reduced its planned admission number from 50 pupils per year to 30 pupils per year. This was both to prepare for the proposed change of age range and to send a strong signal to the local community that the school did not wish to grow at the expense of neighbouring schools: the proposed primary school would have a potential maximum number on roll of 210 pupils. There would be a corresponding small increase in the number of staff employed.

## What happens now?

All Hallows' CE (VA) Infant and Nursery School is a vibrant, caring and happy place. In the academic year 2015-16, following the reduction in PAN, there are 124 children on the roll, including children in the Nursery. The majority of the children live locally and are from within the planned admission area (*a plan showing the area the children come from and distances travelled is attached at Annex 2*). The School has a total of 27 members of staff, including all support, catering and cleaning staff.

The school currently has 7 classrooms in the main building. Additional provision will be required to fully accommodate the change in age range but this can be created without the need for major capital expenditure.

The children currently attending the school are young children below the age of 7. This age group is considered to be a vulnerable category of road user. Parents / guardians bring their children to and from school because they are too young to travel independently or to travel unaccompanied. Currently, all children must be brought into the classroom or playground rather than dropped or collected from outside the school gates because of their age. The young ages of the children attending the school, Playgroup and Doodles mean that all children entering the school site at the start and end of the school day are accompanied by adults. Many families have younger siblings and prefer to travel to school by car. Playgroup is open for morning sessions. 'Doodles' is open from 7.30a.m. until the start of school and from the end of school until 6.00p.m.

On Wednesdays in term time the school has an external letting. A choir runs from 6.00p.m. to 9.30p.m. Members of the choir are aged from 7 to 21 years and, if arriving by car, are dropped off

on Longcroft. Membership is split into two groups so arrivals and departures are staggered. Longcroft Lions use the school field on a Saturday and occasionally on weekday evenings. Only club members and their parents use the school site.

## How we currently manage travel

The three access paths into the school playground have lockable gates which ensure a good level of security and safety. Separate gates are provided for pedestrians and vehicles on the driveway. In the past parents were allowed to enter the school car park to drop off and/or collect their children. This caused dangerous additional congestion due to the restricted space in the car park and parents attempting to reverse out onto Longcroft. The school no longer permits parents' cars to enter the school car park unless they have mobility difficulties and this has removed this particular danger.

Almondbury Playgroup and the school Nursery have different start times from the Infant school. This helps to stagger arrivals. Some pupils arrive a little earlier and leave later than the usual beginning or end of the school day, which helps to reduce congestion outside the school gates. 'Little Angels' collect their charges from inside the school building and use one minibus to transport the children to their premises in Lowerhouses.

A small number of pupils attend school from 8.40a.m. for a movement club. The school runs after school activities for pupils, for example, cooking, football and dance. These run from 3.30p.m. to 4.15p.m. or 4.30p.m. and help to further reduce levels of congestion because fewer pupils are being picked up at the usual time.

A pupil travel survey was completed for the week commencing 23<sup>rd</sup> May 2016. This shows that the percentage of pupils aged from 4 – 7 years of age who currently travel to/from School by private car ranged between 45.6% - 53.2% across the full week. The majority of the remainder of pupils walk to school with a very small percentage travelling by the single minibus which goes to and from Little Angels out of school club. (*Travel survey summary – Annex 3*)

Evidence suggests that the key factors in determining parental behaviour are:

- Distance from home to school;
- Convenience/availability of public transport (bus routes);
- The proximity of the School to main roads;
- The convenience of the car for travelling between All Hallows' and other local schools which older siblings are attending;
- The comfort and convenience of the car during bad weather and the winter months;
- Parental concerns regarding safety and security.

During the week of the survey average daily attendance was above 97%. The highest percentage of children (53.2%) travelled by car on Thursday 26<sup>th</sup> May. This was a rainy day.

Factors such as the weather are outside the school's control. Others might actually be alleviated by the school becoming a through-primary, because more parents/guardians would have all their children who are aged 11 or under at All Hallows' and would not need to use their car to collect children from more than one school site. Where it can, however, the school tries to influence parental behaviour to encourage healthier and more environmentally friendly travel to school.

It is unavoidable that, as all the entrances to the site are on Longcroft, there is high demand but there is limited space for parking near the school gates in this location for a short time at the beginning and end of the school day. Congestion can occur near the school gates and some parents get frustrated when they cannot find parking close to the gates. Some parents prefer to avoid the congestion by parking a short distance away on Stocks Walk as advised in the prospectus, or on nearby Kaye Lane. Some parents try to use the school drive or turn in the gateway to the school car park. Other parents park on the 'School Keep Clear' lines near the entrances to the school, which are supposed to protect the visibility of pedestrians as they emerge from the gates. The majority of traffic problems are the result of inconsiderate driving or parking, which the school does its best to manage by repeated appeals to parents. Our local Police Community Support Officers are invited to attend periodically, but the appearance of a uniformed police officer on the pavement results in there being very few problems on those days.

The School reinforces its message by actively engaging with other initiatives which promote alternative ways of getting to school. It has participated in Walk to School Week and Walk on Wednesday and provides road safety training sessions for children throughout the school. We promote Park and Stride from village car parks with a recommended walking route across the Recreation Ground. Parents are frequently reminded of this arrangement in our weekly newsletters. A canopy has been provided for parents to use for shelter in poor weather and, if the weather is bad, the classroom doors are opened a little earlier at the start of the day to encourage parents to walk so that they do not need to bring their cars to shelter in before the bell is rung for the start of day. A lay-by and traffic calming measures have been created in Longcroft and a turning circle has been provided just past the far playground gate.

A high proportion of staff travel to/from school by car and all are able to find parking in the school car park. Some staff share their car journey with other staff. Other staff walk, use the bus or cycle to school. As most staff arrive early and stay on after the end of the school day, staff cars are not a problem when parents are looking for parking. Accidents involving children have occurred extremely rarely in the recent past on Longcroft or elsewhere in the area near the school.

The School therefore continues to use a number of strategies to minimise the volume of traffic on Longcroft, the risks of accidents and environmental pollution. The Governing Body recognises, however, that travel by car is the only realistic option for some staff and parents. It continues to seek ways of managing this as efficiently as possible and regularly reminds the school community of more sustainable ways of getting to school and encourages them to show consideration to other parents/guardians and the local community.

### **Proposals for managing travel as a 3-11 primary school**

The school's governing body is proceeding with a proposal which seeks to extend its age range from 3-7 to 3-11. Under the proposal, the expansion of the school will occur gradually, with a maximum of an additional 30 pupils staying at the School each year from the inception of the changed age range until the school has Year 6 pupils. If the school's proposal is approved and implemented from September 2017, this would therefore mean that the school would have its first Year 6 cohort from September 2020. Additional staff will be employed as the school increases in size. No change to the catchment area of the School is planned; it is expected that the majority of pupils will continue to come from the immediate area surrounding the School, with a limited number from the wider area.

In the past, the school has accommodated 180 Infant pupils and 24 full time equivalent Nursery pupils; it has therefore already demonstrated its ability to manage the travel associated with a higher number on roll than it has at present (126). The maximum pupil numbers for the proposed primary school would be 210 plus 12 full time equivalent Nursery children. If the proposals are approved and implemented, by 2020 there would be an overall increase in the number of pupils being educated on the site. However, by September 2018, as a result of the reduction of the planned admission number, the number of children on site aged between 4 and 7 years in full time education will have reduced to 90. This is a much lower number of Infant aged children than have been accommodated in the past and a significantly lower number than are accommodated at present.

It is proposed that the current arrangements for Infant and Nursery children to arrive at and the leave the school would continue. From 2020, however, the majority of pupils on site would be in Key Stage 2. As Key Stage 2 pupils grow in confidence, independence and road-safety awareness, the school would take account of the growing levels of independence in determining its arrangements for coming to school and leaving at the end of the day so as to minimise traffic in Longcroft. For example, it would be reasonable to expect that many children could meet their adults at an agreed place a short distance from the school site on the far side of the recreation ground. The school would inform parents of its expectation and ensure that arrangements were in place to enable children to walk to the meeting point safely: as pupils would need to cross Longcroft, this might include a crossing patrol warden for enhanced safety.

The provision of a crossing patrol warden on Longcroft would assist older children in leaving the school site to walk towards Almondbury village safely. Similarly, the school is planning to install a cycle rack on the site to encourage older pupils to cycle to school. This would be provided alongside 'Bikeability' (previously cycling proficiency) training for any pupils wishing to cycle to school.

As a 3-11 primary school, All Hallows' will also extend the number of clubs and after school activities that it provides to meet the needs of Key Stage 2 children. This would stagger departure times at the end of the school day, as many pupils would leave the school at 4.15 or 4.30 following their activity. It has already been noted that for families with more than one child aged 11 or under, the extension of the age range to 11 might have a positive impact on the volume of traffic because some parents would no longer need to use their car to pick up young children from different schools.

The school will continue to work with parents/guardians, the Local Authority and the Police Community Support Officers to minimise traffic issues in the vicinity of the school and to promote healthier and more sustainable ways of getting to school.

## Risks to Implementation

The following risks to the implementation of the measures suggested in this Assessment have been identified:

- Difficulty in identifying a suitable person for a School Crossing Patrol;
- Limited resources to provide road safety and cycle proficiency training.

Risk mitigation:

- Anticipate the need for a suitable person to be appointed; allow sufficient time for the recruitment process; use the school's networks to identify possible applicants;
- Include the funding of training in the school's budget from the increased income as the school's roll rises.

### Annex 3: Travel Survey Summary

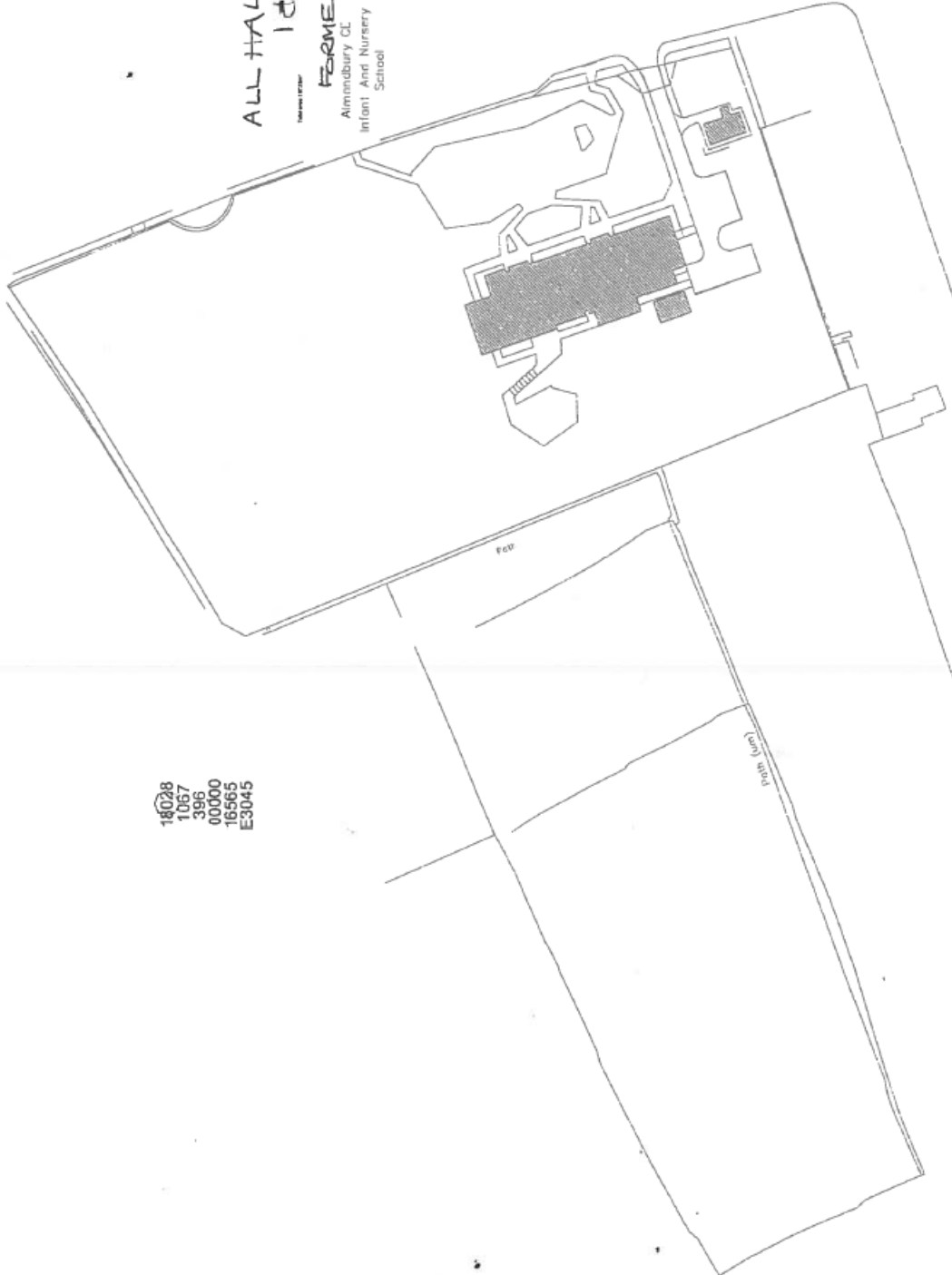
Week commencing 23.5.16

Number on roll: 124 pupils aged 3 - 7

Average attendance for week: 97% (120 pupils)

	<b>Car (not a taxi)</b>	<b>Walk</b>	<b>Taxi</b>	<b>Bus</b>	<b>Doodles (walk)</b>	<b>Little Angels (minibus)</b>	<b>Other (specify)</b>
<b>Monday</b>	52%	34.7%			9.3%	4%	
<b>Tuesday</b>	48%	37.7%			7.8%	6.5%	
<b>Wednesday</b>	46.7%	37.7%			7.8%	7.8%	
<b>Thursday <i>Rain</i></b>	54.5%	33.8%			5.2%	6.5%	
<b>Friday</b>	51.2%	38.2%			5.3%	5.3%	
<b>AVERAGE % FOR WEEK</b>	<b>50.5%</b>	<b>36.4%</b>			<b>7.1%</b>	<b>6.0%</b>	

Notes



ALL HALLOWSCOE (VA)  
10 N

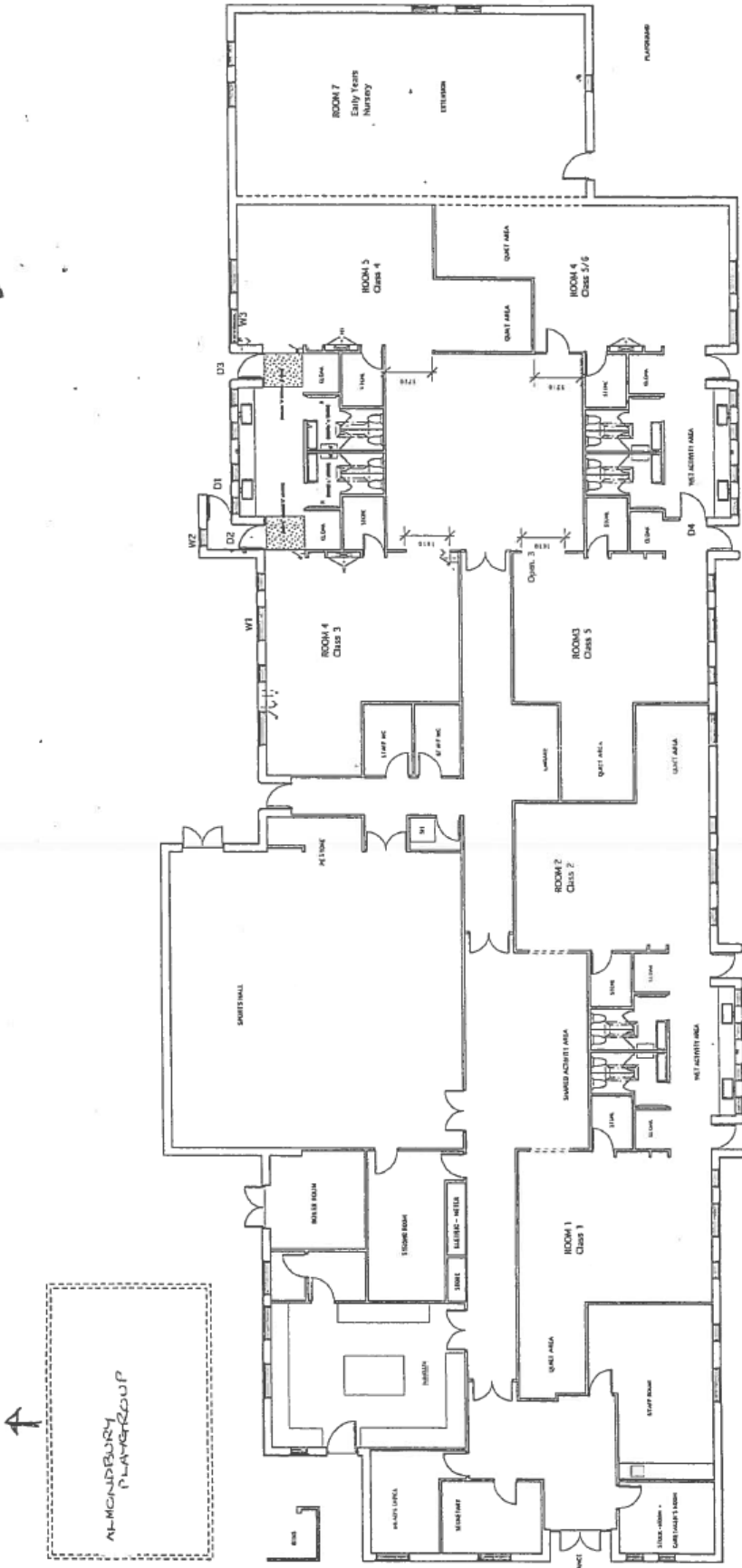
FORMERLY  
Alimnubury CL  
Infant And Nursery  
School

16028  
1067  
396  
00000  
16565  
E3045

Design and Property Service <small>14 South Street, Alimnubury, Gloucestershire, GL1 1AA</small>	
CHILDREN & YOUNG PEOPLE SERVICE	
ALIMNUBURY CE (C) & N SCHOOL	
04 SITE PLAN BASE PLAN	
Scale: A1:1500	Date: JUNE 2006
Drawn: JFD	Checked: JFD
Project: 00/004	Of: 01
Kiddings PROJECT MANAGER	







EXISTING PLAN -

ALL HALLOWS' CE (VA) 18/10

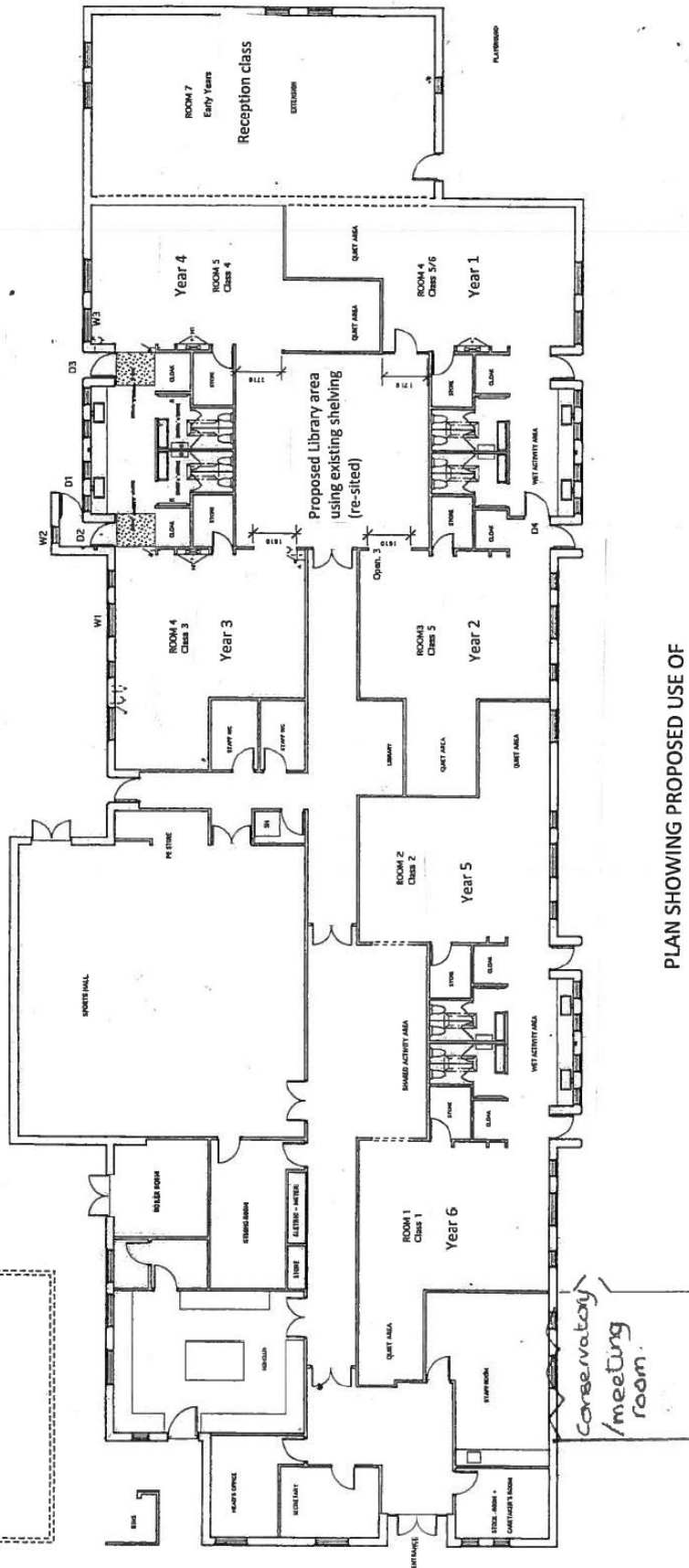
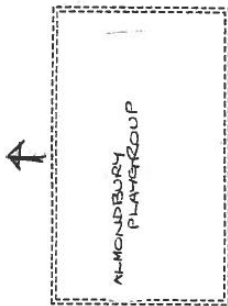
ENGS 002 ENVS 8/10

Almondbury Playgroup Cabin :  
used for a 3 hour playgroup session  
every term-time weekday morning



PLAN SHOWING EXISTING USE OF  
ALL HALLOWS' CE (VA) I & N SCHOOL  
PREMISES (October 2016)

Almondbury Playgroup Cabin :  
 used for a 3 hour playgroup session  
 every term-time weekday morning;  
 proposed 3 hour school Nursery session  
 every term-time weekday afternoon.



PLAN SHOWING PROPOSED USE OF  
 ALL HALLOWS' CE (VA) 1 & N SCHOOL  
 PREMISES  
 (KS2 year groups to be added  
 year by year, as described in consultation  
 document).



Department  
for Education

Supporting Document 23

# Making ‘prescribed alterations’ to maintained schools

**Statutory guidance for proposers and decision-makers**

**April 2016**

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# 1: Summary

## About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out functions relating to making 'prescribed alterations' to maintained schools.

The purpose of this guidance is to ensure that additional good quality school places can be provided quickly where they are needed; that local authorities and governing bodies do not take decisions that will have a negative impact on other schools in the area, and that changes can be implemented quickly and effectively where there is a strong case for doing so. In line with these aims it is expected that, where possible, additional new places will only be provided at schools that have an overall Ofsted rating of 'good' or 'outstanding'.

A governing body, LA or the [Schools Adjudicator](#) must have regard to this guidance when exercising functions under [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#) ('the Prescribed Alterations Regulations') and [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#) ('the Establishment and Discontinuance Regulations'). It should be read in conjunction with Parts 2 and 3 and Schedule 3 of the [Education and Inspections Act \(EIA\) 2006](#) (as amended by the [Education Act \(EA\) 2011](#)) and *the Prescribed Alterations Regulations*. It also relates to *the Establishment and Discontinuance Regulations* and [The School Organisation \(Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations \(2007\)](#).

It is the responsibility of LAs and governing bodies to ensure that they act in accordance with the relevant legislation when making changes to a maintained school and they are advised to seek independent legal advice where appropriate.

## Review date

This guidance will be reviewed in April 2017.

## Who is this guidance for?

Those proposing to make changes to maintained schools (e.g. governing bodies and LAs), decision-makers (LAs, the Schools Adjudicator and governing bodies), and for information purposes for those affected by a proposal (dioceses, trustees, parents etc.)



This guidance is relevant to all categories of maintained schools (as defined in section 20 of the [School Standards and Framework Act \(SSFA\) 1998](#)), unless explicitly stated. It is not relevant to [Pupil Referral Units](#). Separate advice [on making significant changes to an academy](#), [opening and closing a maintained school](#) and the [guidance for decision-makers](#) is available.

## Main points

- All proposals for prescribed alterations must follow the processes set out in this guidance.
- Where a LA proposes to expand a school that is eligible for intervention they should copy the proposal to the relevant [Regional Schools Commissioner](#)
- To enable the department to monitor potentially controversial proposals, the proposer should copy any proposal which falls within the definitions set out in part 3 to the School Organisation mailbox – [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk).
- Where a LA is the decision maker, it must make a decision within a period of two months of the end of the representation period, taking into account the factors outlined in the [guidance for decision-makers](#). Where a decision is not made within this time frame, the proposal must be referred to the Schools' Adjudicator for a decision.
- It is not possible for any school to gain, lose or change religious character through a change of category. Information on the process to be followed is available in the opening and closing maintained school guidance.
- It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.
- **Once a decision** has been made the proposer (school governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and MUST have done so by the date the change is implemented.

## 2: Prescribed alteration changes

### Enlargement of premises

Details of how [special schools can increase their intake](#) are covered below.

**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](#) (see [part 5](#)) 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).
- the proposal involves the making permanent of any temporary enlargement (that meets the above threshold).

Where a proposal seeks to increase the school's pupil number to over 2,000 or would result in an increase of over 50% of the school's current capacity, the LA should copy the proposal to [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) for monitoring purposes.

**Governing bodies of all categories** of mainstream schools and LAs can propose smaller expansions that do not meet the thresholds above without the need to follow the formal statutory process in [part 4](#). In many cases this can be achieved solely by increasing the school's published admissions number (PAN); please see [the School Admissions Code](#).

The table below sets out who can propose an enlargement of premises and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Enlargement of premises	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary or foundation	Enlargement of premises	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for voluntary and foundation	Enlargement of premises (on small scale expansions)	Non statutory process	LA	N/A
GB of all categories mainstream	Enlargement of premises (on small scale expansions)	Non statutory process	GB	N/A

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Expansion onto an additional site ('or satellite sites')

Where proposers seek to expand onto an additional site they will need to ensure that the new provision is genuinely a change to an existing school and not in reality the establishment of a new school. Where a LA decides that a new school is need to meet basic need the free school presumption process must be followed. Other proposals seeking to establish a new school should follow the free school application process.

Decisions about whether a proposal represents a genuine expansion will need to be taken on a case-by-case basis, but proposers and decision makers will need to consider this non-exhaustive list of factors:

### 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?

The purpose of considering these factors is to determine the level of integration between the two sites; the more integration, the more likely the change will be considered as an expansion. Where a LA considers there is a need for a new school to address basic need for school places it must<sup>1</sup> seek proposals to establish a free school under the free school presumption.

LAs should copy any proposal to expand a school onto a satellite site to [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) for monitoring purposes.

### **Quality of new places created by expansions**

Where schools are underperforming, the quality of new places provided may be compromised by expansion. The department expects that schools should not generally expand if they are eligible for intervention by the local Regional Schools Commissioner ('RSC'). There will be exceptional cases where there is no viable alternative to ensuring sufficient school places locally. In cases where there is a proposal for a school that is eligible for intervention to expand, we expect LAs to send a copy of the proposals to the [RSC](#) so that they can ensure appropriate intervention strategies are agreed or, where appropriate, that there is a robust improvement plan in place.

### **Change in number of pupils in a special school**

**Governing bodies of all categories of special school and LAs for community special schools** may seek to increase the number of places by following the statutory process in [part 5](#), if the increase is by:

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<sup>1</sup> Under section 6A of Education and Inspections Act 2006

- 10%; or
- 20 pupils (five for all boarding special schools) (whichever is the lesser).

The exception to this is where a special school is established in a hospital.

**Governing bodies of all categories of special school and LAs for community special schools** may seek to decrease the number of pupils, by following the statutory process in [part 5](#).

The table below sets out who can propose a change in the number of pupils in a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB foundation special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB community special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese
LA for community special	Increase by 10% or 20 pupils (5 for boarding special: or Decrease numbers	Statutory process	LA	CofE Diocese RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Reducing pupil numbers in mainstream schools

Reductions in pupil numbers at maintained mainstream schools which result in a decrease to the Published Admission Number (PAN) are not covered by the [Prescribed Alterations Regulations](#). Where this is proposed the admissions authority (the LA in the case of community and voluntary controlled (VC) schools or the

governing body in the case of voluntary aided (VA) and foundation schools) must consult on the proposed change in accordance with [the School Admissions Code](#). Community and VC schools have the right to object to the Schools' Adjudicator if the PAN proposed is lower than they would wish.

## Change of age range

For changes that are expected to be in place for more than 2 years (as these are considered permanent increases):

**Local authorities** can propose:

- a change of age range of up to 2 years (except for adding or removing a sixth-form) for voluntary and foundation schools by following the non-statutory process, see [part 4](#).
- a change of age range of 1 year or more for community schools (including the adding or removal of sixth-form or nursery provision) and community special schools or alter the upper age limit of a foundation or voluntary school to add sixth-form provision by following the statutory process, see [part 5](#).

**Governing bodies** of foundation and voluntary schools can propose

- an age range change of up to 2 years (except for adding or removing a sixth-form) by following the non-statutory process, see [part 4](#).
- an age range change of 3 years or more or alter the upper age limit of the school to add or remove sixth form provision by following the statutory process, see [part 5](#).

**Governing bodies** of community schools can propose the alteration of their upper age limit to add sixth-form provision following the statutory process, see [part 5](#)

**Governing bodies** of community special and foundation special schools can propose a change of age range of 1 year or more following the statutory process, see [part 5](#).

Where a proposed age range change would also require an expansion of the school's premises, the LA or governing body must also ensure that they act in accordance with the requirements relating to proposals for the [enlargement of premises](#).

Where a proposal seeks to change the age range of a primary school to make it an all-through (cross phase) school the proposer (as set out below) should copy the

proposal to [schoolorganisation.notifications@education.gov.uk](mailto:schoolorganisation.notifications@education.gov.uk) for monitoring purposes.

The table below sets out who can propose a change of age range and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for voluntary and foundation	Alteration of upper or lower age range of up to 2 years (excluding adding or removing a sixth form)	Non statutory process	LA	NA
GB of voluntary and foundation	Alteration of upper or lower age range by up to 2 years (excluding adding or removing a sixth-form)	Non statutory process	GB	N/A
GB of voluntary and foundation	Alteration of upper or lower age range by three years or more	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
LA for community and community special	Alteration of upper or lower age range by 1 year or more (for community school including the adding or removal of sixth form or nurse provision)	Statutory process	LA	CofE Diocese RC Diocese
GB foundation special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB community special	Alteration of upper or lower age range by one year or more	Statutory process	LA	CofE Diocese RC Diocese
LA for community	Alteration of upper age range so as to add or remove sixth-form provision	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary and foundation	Alteration of upper age range so as to add sixth-form provision.	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of voluntary and foundation	Alteration of upper age range so as to add sixth-form provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of community	Alteration of upper age range so as to add sixth-form provision	Statutory process	LA	CofE Diocese RC Diocese
GB of voluntary and foundation	Alteration of upper age range so as to remove sixth-form provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Adding or removing a sixth-form

The department wants to ensure that all new provision is of the highest quality and provides genuine value for money. There is a departmental expectation that proposals for the addition of sixth-form provision will only be put forward for secondary schools that are rated as 'good' or 'outstanding' by Ofsted. Proposers should also consider the supply of other local post-16 provision in the area and assess if there is a genuine need for the proposal.



In deciding whether new sixth-form provision would be appropriate, proposers and decision makers should consider the following guidelines:

- the quality of pre-16 education must be good or outstanding;
- the proposed sixth-form will provide places for a minimum of 200 students;
- the proposed sixth-form will, either directly or through partnership, offer a minimum of 15 A level subjects:
- there is a clear demand for the new sixth-form (including evidence of a shortage of post-16 places and a consideration of the quality of L3 provision in the area);
- the proposed sixth-form is financially viable (there is evidence of financial resilience should student numbers fall and the proposal will not impact negatively on 11-16 education or cross subsidisation of funding).

To admit external pupils to the sixth-form a request for a variation to admission arrangements, in line with the [Schools Admissions Code](#) will be needed.

## Closing an additional site

For foundation and voluntary schools that are already operating on a satellite site, governing bodies must follow the statutory process in [part 5](#), if they are proposing the closure of one or more sites where the main entrance at any of the school’s remaining sites is one mile or more from the main entrance of the site which is to be closed. The LA may make such a proposal for a community school following the statutory process in [part 5](#).

The table below sets out who can propose the closure of an additional site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary or foundation	Closure of one or multiple sites	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

NB: the LA must make a decision within a period of two months of the end of the representation period or the proposal must be referred to the [Schools Adjudicator](#) for a decision.

## Transfer to a new site

Where the main entrance of the proposed new site for a school would be more than two miles from the main entrance of the current school site, or if the proposed new site is within the area of another local authority:

**Local authorities** can propose the transfer to an entirely new site for community schools, community special schools and maintained nursery schools following the statutory process in [part 5](#).

**Governing bodies of voluntary, foundation, foundation special and community special** schools can also propose a transfer to a new site following the statutory process in [part 5](#).

The table below sets out who can propose a transfer to a new site and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community, community special and maintained nursery	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese
GB voluntary foundation or foundation special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB community special	Transfer to new site	Statutory process	LA	CofE Diocese RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or the proposal must be referred to the [Schools Adjudicator](#) for a decision.

## Changes of category

The department has set out its intention to legislate to remove the option of making a change of category to a foundation. It is the department's view that schools considering foundation status should convert to academy status in order to gain these freedoms. Governing bodies wishing to discuss a change of category to a foundation should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.

**Governing bodies** of all categories of maintained schools may, exceptionally, propose to change category by following the statutory process. The [addition or removal of a foundation](#) is set out [in part 6](#).

The table below sets out who can propose a change of category and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary	VC to VA VA to VC	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of voluntary	VC or VA to foundation VC or VA to foundation and acquire foundation VC or VA to foundation, acquire foundation and majority foundation governors on GB	Foundation proposals statutory process	GB	For proposals at a VA school when decided by the GB: LA CofE Diocese RC Diocese
GB of foundation	Foundation to VC or VA	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of foundation	Acquire foundation Acquire a majority of foundation governors on the GB Removal of foundation and/or reduction in majority of foundation	Foundation proposals statutory process	GB	N/A

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
	governors on GB			
GB of community	Community to VC or VA	Statutory process	LA	CofE Diocese RC Diocese
GB of community	Community to foundation Community to foundation and acquire foundation Community to foundation and acquire majority of foundation governors on GB	Statutory process	GB	N/A
GB of foundation special	Remove foundation and/or reduce majority of foundation governors on GB	Foundation proposals statutory process	GB	N/A

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Single sex school becoming co-educational (or vice versa)

Proposers can seek to change their school from single sex to co-educational (or vice versa) when they can show that this would better serve their local community. A co-educational school cannot change its nursery or post-16 provision to single sex.

The table below sets out who can change a school from single sex to co-educational (or vice versa) and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community or community special	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation, foundation special or voluntary	To co-ed or single sex provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of community special	To co-ed or single sex	Statutory process	LA	CofE Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
	provision			RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Mainstream school: establish/remove/alter SEN provision

The table below sets out who can propose to establish, remove or alter SEN provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for voluntary and foundation	Establish or remove SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of foundation and voluntary	establish, remove or alter SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Change the types of need catered for by a special school

The table below sets out who can propose a change to the type of need catered for by a special school and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community special	change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
LA for foundation special	change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of community special	change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation special	change designation and categories of SEN provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees

NB: the LA must make a decision within a period of two months of the end of the representation period or they must be referred to the [Schools Adjudicator](#).

## Boarding provision

**Local authorities** can propose for:

- community schools the establishment, removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process in [part 5](#).
- community special schools the establishment, removal or alteration (increase or decrease by 5 places or more where there are both day and boarding places) of boarding provision following the statutory process in [part 5](#).

**Governing bodies** of voluntary and foundation schools can propose the establishment or increase of boarding provision following the non-statutory process ([part 4](#)) and the removal or alteration (decrease by 50 pupils or 50% whichever is the greater) of boarding provision by following the statutory process([part 5](#)).

**Governing bodies** of special schools can add or remove boarding provision or where the school makes provision for day and boarding pupils can increase or decrease boarding provision by five pupils or more following the statutory process in [part 5](#).

The table below sets out who can propose to establish, change or remove boarding provision and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
LA for community	Add, remove or change (decrease by	Statutory process	LA	CofE Diocese RC Diocese

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
	50 pupils or 50% whichever is greater) boarding provision.			
LA for community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision.	Statutory process	LA	CofE Diocese RC Diocese
GB of foundation or voluntary	Add boarding provision.	Non-statutory process	GB	N/A
GB of foundation or voluntary	Remove or change (decrease by 50 pupils or 50% whichever is greater) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of foundation special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of community special	Add, remove or change (increase or decrease by 5 pupils or more) boarding provision	Statutory process	LA	CofE Diocese RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or the proposal must be referred to the [Schools Adjudicator](#) for a decision.

## Remove selective admission arrangements at a grammar school

The table below sets out who can propose the removal of selective admission arrangements<sup>2</sup> and what process must be followed:

Proposer	Type of proposal	Process	Decision-maker	Right of appeal to the adjudicator
GB of voluntary or foundation	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese GB / Trustees
GB of community	Remove selective admission arrangements	Statutory process	LA	CofE Diocese RC Diocese

NB: the LA must make a decision within a period of two months of the end of the representation period or the proposal must be referred to the [Schools Adjudicator](#) for a decision.

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<sup>2</sup> In accordance with s.109 (1) of the School Standards and Frameworks Act 1998.



### 3: Contentious / controversial proposals

The department is keen to ensure that, when proposing:

- enlargement of premises;
- changes to a school's age range, and / or
- adding a sixth form.

LA's and governing bodies act reasonably, in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

It is the department's expectation that, in the majority of cases, it would not be appropriate for a primary school to change its age range to meet the need for new secondary provision. Where the level of basic need is such that a new secondary school is needed, this will trigger the free school presumption process.

To enable the department to monitor potentially controversial proposals, LAs and governing bodies should notify

[schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) of the publication of, any proposals which would:

- result in an [existing primary school becoming an all-through school / cross phase school](#);
- result in an [increase of over 50% in the school's capacity](#);
- [increase the school's pupil numbers to over 2,000](#);
- propose [expansion onto a separate 'satellite' site](#); or
- have received objections from the LA and / or neighbouring school that the proposed change will undermine the quality of education.

## 4: Changes that can be made outside of the statutory process

Local authorities and governing bodies of mainstream maintained schools can make limited changes (see [section 2](#) for the exact detail) to their schools without following a statutory process; they are nevertheless required to adhere to the usual principles of public law. They MUST:

- act rationally;
- take into account all relevant and no irrelevant considerations; and
- follow a fair procedure.

The department **expects** that in making these changes LA's and governing bodies will:

- liaise with the LA and trustees/diocese (as appropriate) to ensure that, a proposal is aligned with wider place planning/organisational arrangements, and that any necessary consents have been gained;
- not undermine the quality of education provided or the financial viability of other 'good' and 'outstanding' schools in the local area; or
- not create additional places in a local planning area where there is already surplus capacity in schools rated as 'good' or 'outstanding' and
- ensure open and fair consultation with parents and other interested parties to gauge demand for their proposed changes and to provide them with sufficient opportunity to give their views. The [consultation principles guidance](#) can be referenced for examples of good practice.

Before making any changes governing bodies should ensure that:

- they have consulted with the LA to ensure the proposal is aligned with local place planning arrangements
- they have secured any necessary funding;
- they have identified suitable accommodation and sites;

- they have secured planning permission and/or agreement on the transfer of land where necessary<sup>3</sup>;
- they have the consent of the site trustees or other land owner where the land is not owned by the governing body;
- they have the consent of the relevant religious authority (as required); and
- the admissions authority is content for the published admissions number (PAN) to be changed where this forms part of expansion plans, in accordance with the School Admissions Code.

**Once a decision** on the change has been made the proposer (i.e. LA or governing body) is responsible for making arrangements for the necessary changes to be made to the school's record in the department's [EduBase](#) system. These changes must be made no later than the date of implementation for the change.

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<sup>3</sup> Including, where necessary, approval from the Secretary of State for change to the use of playing field land under Section 77(1) of the SSFA 1998:

## 5: Statutory process: prescribed alterations

The statutory process for making prescribed alterations to schools has four stages:

Stage	Description	Timescale	Comments
Stage 1	Publication  (statutory proposal / notice)		
Stage 2	Representation (formal consultation)	Must be at least 4 weeks	As prescribed in the 'Prescribed Alteration' regulations.
Stage 3	Decision	LA should decide a proposal within 2 months otherwise it will fall to the Schools Adjudicator.	Any appeal to the adjudicator must be made within 4 weeks of the decision.
Stage 4	Implementation	No prescribed timescale	However it must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker.

Although there is no longer a statutory 'pre-publication' consultation period for prescribed alteration changes, there is a strong expectation that schools and LAs will 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. Schools will also need to ensure that they have the consent of the site trustees and other relevant religious authorities<sup>4</sup> (where necessary).

When considering making a prescribed alteration change, it is best practice to take timing into account, for example:

- by holding consultations and public meetings – either formal or informal – during term time, rather than school holidays;
- plan where any public and stakeholder meetings are held to maximise response: and

<sup>4</sup> Including under the CofE Diocesan Board of Education (DBE) Measure 1991.

- take into account the admissions cycle for changes that will impact on the school's admission arrangements.

A number of changes can impact on admissions, necessitating reductions in PAN, new relevant age groups for admission or the adoption of revised admission criteria. Changes to admission arrangements can be made by the admission authority in one of two ways:

- the consultation on changing the admission arrangements (as set out in the [School Admissions Code](#)) takes place sufficiently in advance of a decision on the prescribed alteration so that the change to admissions can be implemented at the same time as the proposals; or
- a variation is sought, where necessary in view of a major change in circumstances, from the [Schools Adjudicator](#) so that the changes to the admission policy can be implemented at the same time as the prescribed alteration is implemented.

Decision-makers should, so far as is possible, co-ordinate with the admission authority, if different, to ensure they avoid taking decisions that will reduce a PAN or remove a relevant age group for admission after parents have submitted an application for the following September (e.g. 31 October for secondary admissions or 15 January for primary admissions).

## Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. [Annex A](#) sets out the minimum that this should include. The proposal should be accessible to all interested parties and should therefore use 'plain English'.

Where the proposal for one change is linked to another, this should be made clear in any notices published. Where a proposal by a LA is 'related' to a proposal by other proposers (e.g. where one school is to be enlarged because another is being closed) a single notice could be published.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and

- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper. If the proposal is published by a governing body then notification must also be posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the proposer must send a copy of the proposal and the information set out in the paragraph above to:

- the governing body/LA (as appropriate);
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has a religious character:
  - the local Church of England diocese;
  - the local Roman Catholic diocese; or
  - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate.

Within one week of receiving a request for a copy of the proposal the proposer must send a copy to the person requesting it.

There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation. However, proposers will be expected to show good reason (for example an authority-wide reorganisation) if they propose a timescale longer than three years.

## **Representation (formal consultation)**

The representation period starts on the date of the publication of the proposal and must last four weeks. During this period, any person or organisation can submit comments on the proposal to the LA to be taken into account by the decision-maker. It is also good practice for representations to be forwarded to the proposer to ensure that they are aware of local opinion.

## Decision

The LA will be the decision-maker in all cases except where a proposal is 'related' to another proposal that must be decided by the [Schools Adjudicator](#)<sup>5</sup>.

Decisions must be made within a period of two months of the end of the representation period or they must be referred to the Schools Adjudicator.

However, the body or individual that takes the decision must have regard to the statutory [guidance for decision-makers](#).

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification;
- approve the proposal with modifications, having consulted the LA and/or governing body (as appropriate); or
- approve the proposal – with or without modification – subject to certain conditions<sup>6</sup> (such as the granting of planning permission) being met.

A proposal can be withdrawn by the proposer at any point before a decision is taken. When doing so the proposer must send written notice to the LA or the governing body (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them). A notice must also be placed on the website where the original proposal was published.

Within one week of making a decision the LA must publish their decision and the reasons for it, on the website where the original proposal was published and send copies to:

- the LA (where the Schools Adjudicator is the decision-maker);
- the Schools Adjudicator (where the LA is the decision-maker);
- the governing body/proposers (as appropriate);
- the trustees of the school (if any);
- the local Church of England diocese;

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<sup>5</sup> For example where a change is conditional on the establishment of a new school under section 10 or 11 of EIA 2006 (where the Schools Adjudicator may be the default decision maker).

<sup>6</sup> The prescribed events are those listed in paragraph 8 of Schedule 3 to the Prescribed Alterations Regulations

- the local Roman Catholic diocese;
- the parents of every registered pupil at the school – where the school is a special school; and
- any other body that they think is appropriate (e.g. other relevant faith organisation).

If the [Schools Adjudicator](#) is the decision-maker they must notify the persons above of their decision, together with the reasons, within one week of making the decision. Within one week of receiving this notification the LA must publish the decision, with reasons, on the website where the original proposal was published.

**Within one week** of the decision being made the proposer (i.e. governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and must make the change by the date of implementation.

## Rights of appeal against a decision

The following bodies may appeal to the Schools Adjudicator against a decision made by a LA decision-maker, within four weeks of the decision being made:

- the local Church of England diocese;
- the local Roman Catholic diocese; and
- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

On receipt of an appeal, an LA decision-maker must then send the proposal, representations received and the reasons for their decision to the Schools Adjudicator within one week of receipt. There is no right of appeal on determinations made by the Schools Adjudicator.

## Implementation

The proposer must implement a proposal in the form that it was approved, taking into account any modifications made by the decision-maker.

## Modification post determination

If it proves necessary, due to a major change in circumstance, or unreasonably difficult to implement a proposal as approved, the proposer can seek modifications



to the implementation date) from the decision-maker before the approved implementation date. However, proposals cannot be modified to the extent that new proposals are substituted for those that have been published.

Details of the modification must be published on the website where the original proposals were published.

## Revocation of proposals

If the proposer cannot implement an approved proposal because circumstances have changed so that implementation would be inappropriate or implementation of the proposal would be unreasonably difficult, the proposer must publish a revocation proposal, to be determined by the decision-maker, to be relieved of the duty to implement. A revocation proposal must contain:

- a description of the original proposal as published;
- the date of the publication of the original proposal; and
- a statement as to why the duty to implement the original proposal should not apply.

The proposer must publish the revocation proposal on the website and a brief notice of the proposal, including the website address where the proposal is published in a local newspaper. The proposal must contain details of how copies can be obtained; details of where to send comments to; and the date by which comments must be sent.

Where the proposer is the governing body it must send the revocation proposal to the LA within one week of the date of publication on the website. Where the original proposal was decided by the [Schools Adjudicator](#) the LA must refer the revocation proposal together with any comments or objections within two weeks of the end of the representation period to the Schools Adjudicator.

The LA decision-maker, who must determine the revocation proposal within two months of the end of the representation period, must arrange for the revocation determination to be published on the website where the original proposal and revocation proposal were published. The LA decision-maker must also arrange for the following persons to be notified of the revocation decision together with reasons:

- the local Church of England diocese;
- the local Roman Catholic diocese; and

- the governors and trustees of a foundation, foundation special or voluntary school that is subject to the proposal.

The same persons also have the right of appeal to the [Schools Adjudicator](#) (within four weeks of determination of the revocation proposal) if they disagree with the decision to revoke the proposal.

## **Land and buildings for foundation, foundation special or voluntary controlled schools**

Where a LA is required to provide a site for a foundation, foundation special or voluntary controlled school, the LA must:

- transfer their interest in the site and in any buildings on the site which are to form part of the school's premises to the trustees of the school, to be held by them on trust for the purposes of the school; or
- if the school has no trustees, to the governing body, to be held by that body for the purposes of the school.

In the case of a dispute as to the persons to whom the LA is required to make the transfer, the adjudicator will make a decision.

Further details on land and buildings can be found in paragraphs 17 and 18 of Schedule 3 of the Prescribed Alteration Regulations.

## 6: Statutory process: foundation proposals

### Changing category to foundation, acquiring a Trust and/or acquiring a foundation majority

It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.

A 'Trust school' is a foundation school with a charitable foundation complying with the requirements set out in SSFA 1998<sup>7</sup>. These include that the Trust must have a charitable purpose of advancing education and must promote community cohesion.

The term 'acquire a foundation majority' means acquiring an instrument of government whereby the school's Trust has the power to appoint a majority of governors on the governing body.

Where exceptionally a school's governing body considers changing category:

- from community, VA or VC to foundation: or
- from community special to foundation special,

acquiring a Trust and / or acquiring a foundation majority on the school's governing body, the following five-stage statutory process must be followed:

Stage	Description	Timescale	Comments
Stage 1	Initiation		The governing body considers a change of category to foundation / acquisition of a trust / acquisition of a foundation majority.
Stage 2	Publication		Having gained consent where appropriate.
Stage 3	Representation (formal consultation)	Must be 4 weeks	As set out in the prescribed alteration regulations. The LA may refer a Trust proposal to the

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<sup>7</sup> Section 23A

Stage	Description	Timescale	Comments
			Schools Adjudicator during this period if it considers the proposal to have a negative effect on standards at the school.
Stage 4	Decision	The governing body must decide within 12 months of the date of publication	Unless the LA has referred the proposal to Schools Adjudicator at Stage 3.
Stage 5	Implementation	No prescribed timescale.	Must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker.

## Initiation

For a proposal to change the category of a school to foundation, the governing body should inform the LA in writing, at least seven days in advance of a meeting, if a motion to consult on a change of category proposal is to be discussed.

Before the governing body can publish a proposal to change category from a voluntary school to a foundation school, the existing trustees and whoever appoints the foundation governors must give their consent.

## Publication

A statutory proposal must contain sufficient information for interested parties to make a decision on whether to support or challenge the proposed change. Annex B specifies the information that the statutory proposal must contain.

Where a proposal is 'related' to another proposal, details of this should be made clear in the notice.

The full proposal must be published on a website (e.g. the school or LA's website) along with a statement setting out:

- how copies of the proposal may be obtained;
- that anybody can object to, or comment on, the proposal;
- the date that the representation period ends; and

- the address to which objections or comments should be submitted.

A brief notice (including details on how the full proposal can be accessed e.g. the website address) must be published in a local newspaper, and posted in a conspicuous place on the school premises and at all of the entrances to the school.

Within one week of the date of publication on the website, the governing body must send a copy of the proposal and notification information to:

- the LA;
- the parents of every registered pupil at the school - where the school is a special school;
- if it involves or is likely to affect a school which has a religious character:
  - the local Church of England diocese;
  - the local Roman Catholic diocese; or
  - the relevant faith group in relation to the school; and
- any other body or person that the proposer thinks is appropriate.

Within one week of receiving a request for a copy of the proposal the proposer must send a copy to the person requesting it.

## **Representation (formal consultation)**

The representation period starts on the date of the publication of the proposal and must last four weeks. During this period, any person or organisation can submit comments on the proposal to the governing body, to be taken into account when the decision is made.

During the representation period, the LA has the power to require the referral of a proposal to acquire a Trust/foundation majority to the [Schools Adjudicator](#) for decision if they consider it will have a negative impact on standards at the school. The specific circumstances in which a referral can be made are if the proposed alteration would result in a community, community special, foundation, foundation special or VC school becoming either or both: a foundation or foundation special school having a foundation; or a foundation or foundation special school whose instrument of government provides for the majority of governors to be foundation

governors. The LA does not have this power in respect of a proposal solely to change category to foundation<sup>8</sup>.

Where a proposal is referred to the [Schools Adjudicator](#), the governing body must forward any objections or comments it has received to the Schools Adjudicator within one week of the end of the representation period.

## Decision

Unless a proposal has been referred to the Schools Adjudicator (as set out above), the governing body will be the decision-maker and must make a decision on the proposal within 12 months of the date of publication of the proposal.

Where a proposal to acquire a Trust or a foundation majority is linked to a proposal to change category to foundation, they will fall to be decided together.

When issuing a decision, the decision-maker can:

- reject the proposal;
- approve the proposal without modification; or
- approve the proposal with modifications, having consulted the LA.
- approve the proposal with or without modifications but conditional upon:
  - the making of any scheme relating to any charity connected with the school; and
  - the establishment of a foundation<sup>9</sup>

Where the LA has referred a proposal to acquire a Trust/foundation majority to the Schools Adjudicator for decision, any related proposal(s) (including a change of category to foundation) will also fall to be decided by the Schools Adjudicator.

Within one week of making a decision the governing body must publish a copy of the decision (together with reasons) on the website where the original proposal was published and send copies to:

- the LA
- the local Church of England diocese; and

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<sup>8</sup> However, where such a proposal is related to a proposal to acquire a Trust, then the whole set of proposals will be referred to the Schools Adjudicator

<sup>9</sup> As defined in section 23A of the School Standards and Framework Act 1998

- the local Roman Catholic diocese.

**Within one week** of the decision being made the proposer (i.e. governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and must make the change by the date of implementation.

Where a proposal has been decided by the governing body and is to change the category of a VA school to foundation (with or without the acquisition of a Trust/foundation majority), the following bodies have the right of appeal to the [Schools Adjudicator](#)<sup>10</sup>:

- the LA;
- the local Church of England diocese; and
- the local Roman Catholic diocese.

## Implementation

The governing body must implement any approved proposal by the approved implementation date, taking into account any modifications made by the decision-maker.

## Modification post determination

Modifications can be made to a proposal by the governing body after determination but before implementation.

## Revocation of proposals

See the advice set out for prescribed alteration changes.

## Governance and staffing issues

Schedule 4 to the Prescribed Alterations Regulations provides further information on the requirements about:

- the revision or replacement of the school's instrument of government;

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<sup>10</sup>The specific circumstances in which a referral can be made are prescribed under paragraphs 15 of Schedule 1 to the Prescribed Alterations Regulations.

- reconstitution or replacement of the governing body;
- current governors continuing in office;
- Surplus governors;
- transfer of staff; and
- transitional admission arrangements.

## **Land transfer issues**

Requirements as to land transfers, when a school changes category or acquires a Trust, are prescribed in Schedule 5 to the Prescribed Alterations Regulations.



## Removing a Trust and/or removing a foundation majority

There are five or six statutory stages (depending on the proposal and circumstances) to remove a Trust and/or to reduce a Trust majority. It may be triggered in two different ways – either by a majority or a minority of the governing body:

Stage	Description	Timescale	Comments
Stage 1	Initiation		<p><b>Majority</b></p> <p>A majority of governors considers publishing a proposal to remove a Trust/reduce the number of governors appointed by the Trust.</p> <p>or</p> <p><b>Minority</b></p> <p>A minority (of not less than a third of the governors) notify the clerk of the governing body of their wish to publish a proposal to remove a Trust/reduce the number of governors appointed by the Trust.</p>
Stage 2	Land Issues  (applicable only to removal of Trusts)	If not resolved within 3 months, disputes must be referred to the Schools Adjudicator.	In cases of removing Trusts, the governing body, Trustees and the LA must resolve issues related to land and assets before a proposal is published.
Stage 3	Consultation	<p><b>Majority</b></p> <p>A minimum of 4 weeks is recommended.</p> <p>or</p> <p><b>Minority</b></p> <p>No consultation required.</p>	<b>Majority</b>  It is for the governing body to determine the length of consultation.
Stage 4	Publication and representation	<p><b>Majority</b></p> <p>6 week representation</p>	

Stage	Description	Timescale	Comments
		<p>period.</p> <p>or</p> <p><b>Minority</b></p> <p>Where there are no land or asset issues – publish within 3 months of receipt of notice by governing body clerk – followed by a 6-week representation period.</p> <p>Where there are land issues, publish within 1 month of receipt of School Adjudicator’s determination – followed by a 6-week representation period.</p>	
Stage 5	Decision	Within 3 months.	(A proposal initiated by a minority of governors may not be rejected unless at least two-thirds of the governing body are in favour of the rejection).
Stage 6	Implementation	No prescribed timescale,	But must be as specified in the statutory notice, subject to any modifications agreed by the decision-maker.

## Initiation

A proposal for removing a Trust and/or removing a foundation majority can be triggered by:

- a) a majority<sup>11</sup> of the governing body or a committee deciding to publish a proposal. The decision to publish must be confirmed by the whole governing body at a meeting held at least 28 days after the meeting at which the initial decision was made; or

<sup>11</sup> Regulation 4 of the Removal Regulations

b) at least one-third<sup>12</sup> of the governors requesting in writing to the clerk of the governing body, that a proposal be published. No vote of the governing body is required as they are obliged to publish a proposal. To prevent on-going challenges there are a number of prescribed circumstances<sup>13</sup> in which there is no obligation to follow the wishes of the minority of governors.

All decisions must be taken in accordance with the processes prescribed in Procedures Regulations<sup>14</sup>.

## Land and assets (when removing a Trust)

Before publishing proposals to remove a Trust the governing body must reach agreement with the trustees and LA on issues relating to the school's land and assets. Where such issues remain unresolved within three months of the initial decision (majority) or receipt of notice by the clerk (minority), they must be referred to the [Schools Adjudicator](#) for determination.

On the removal of the Trust, all publicly provided land held by the Trust for the purposes of the school will transfer to the governing body<sup>15</sup>. Where the land originated from private sources (for example, where land was gifted on trust), the land will transfer to the governing body in accordance with a transfer agreement, providing for consideration to be paid by the governing body to the Trust where appropriate. However, there may be land which has benefited from investment from public funds which remains with the trustees under the transfer agreement.

Alternatively, there may have been investment by trustees in the publicly provided land or from public funding in the land provided by the trustees. In either of these cases, it may be appropriate for either the trustees or the public purse to be compensated. The possibility of stamp duty land tax may also need to be taken into account.

The Schools Adjudicator will announce its determination in writing to both parties.

## Consultation

Where a minority of governors initiated the process, this stage does not apply. Where a majority of governors initiated the process, before publishing a proposal the governing body must consult:

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<sup>12</sup> See regulation 5 of the Removal Regulations

<sup>13</sup> See regulation 5(4) of the Removal Regulations

<sup>14</sup> Except as otherwise provided by the Removal Regulations.

<sup>15</sup> By virtue of regulation 17(1) of the Removal Regulations

- Families of pupils at the school;
- Teachers and other staff at the school;
- The trustees and, if different, whoever appoints foundation governors;
- The LA;
- The governing bodies of any other foundation or foundation special schools maintained by the same LA for which the foundation acts as a foundation;
- Any trade unions who represent school staff;
- If the school has a religious character, the appropriate diocesan authority or other relevant faith group;
- Any other person the governing body consider appropriate.

## Publication

Where the decision to publish a proposal was made by a majority of governors, the governing body at this stage must decide whether to go ahead with publishing the proposal.

Where the decision to publish a proposal was made by a minority of governors and there are no land issues to be determined, the governing body must publish the proposal within 3 months of the receipt of the notice by the clerk. If land issues were referred to the [Schools Adjudicator](#), the proposal must be published within 1 month of receipt of its determination.

Proposals to remove a Trust must contain the information at Annex C. Proposals to alter the instrument of government so that foundation governors cease to be the majority of governors must contain the information at Annex D.

## Representation

The representation period starts on the date of the publication of the proposal and must last six weeks. During this period, any person or organisation can submit comments on the proposal to the governing body to be taken into account when the decision is made.

Unlike the Trust acquisition process there is no power for the LA to refer to the Schools Adjudicator a proposal to remove a school's Trust or to reduce the number of governors appointed by the Trust. However, governing bodies must bear in mind

that failure to follow the requirements of the statutory process could lead to a complaint to the Secretary of State under Section 496/497 of the Education Act 1996, and/or ultimately be challenged through judicial review.

## Decision

The governing body is the decision-maker for a removal proposal and must determine the proposal within 3 months of the date of its publication. Decisions must be taken in accordance with the [Decision-makers Guidance](#).

If a proposal was brought forward by a majority of governors, then it may be determined by a majority vote of those governors present<sup>16</sup>.

If a proposal was brought forward by a minority of governors, then the governing body may not reject the proposal unless two thirds or more of the governors indicate that they are in favour of its rejection<sup>17</sup>.

The governing body must notify the relevant LA and Trustees of their decision.

**Within one week** of the decision being made the proposer (i.e. governing body or LA) should make the necessary changes to the school's record in the department's [EduBase](#) system and must make the change by the date of implementation.

## Implementation

The governing body is under a statutory duty to implement any approved proposal, as published, by the approved implementation date, taking into account any modifications made.

Removal of a Trust must be implemented in accordance with regulations 14-18, and reconstitution of the governing body must be implemented as per regulation 14-16 of the Removal Regulations.

In changing category, an implementation period begins when the proposal is decided and ends on the date the proposal is implemented. During this period the LA and governing body are required to make a new instrument of government for the school, so enough time must be built into the timeframe for this to happen. The governing body must then be reconstituted in a form appropriate to the school's new category and also in accordance with the appropriate instrument of government taking into account the [School Governance \(Constitution\) \(England\) Regulations 2012](#).

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<sup>16</sup> As per the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013

<sup>17</sup> As per regulation 11(2) of the Removal Regulations

When removing a Trust or a Trust majority, a governor may continue as a governor in the corresponding category (e.g. staff governor, parent governor) if that category remains under the new instrument of government. A member of a current governing body who continues as a governor on these grounds holds office for the remainder of the term for which he or she was originally appointed or elected. Where a school with a religious character has no foundation, the governing body must appoint partnership governors with a view to ensuring that the religious character of the school is preserved and developed in accordance with the School Governance (Constitution) (England) Regulations 2012. There is nothing to prevent the appointment of a former foundation governor being reappointed by the governing body as a partnership governor.

The Trust of a voluntary or foundation school often makes very specific provisions regarding the conduct of the school and the use of any fund held by the Trust for the use of the school and premises. When making a proposal to change category, proposers will need to consider whether the school's current Trust allows for the change in category proposed. If in doubt, or if a variation in the Trust is clearly necessary, promoters and the relevant site trustees are advised to make early contact with the Charity Commission to apply for the trust to be varied under the relevant trust law.

## **Modification of proposals**

Modifications can only be made to the implementation date and the proposed constitution of the governing body.

## **Annex A: Information to be included in a prescribed alteration statutory proposal**

A statutory proposal for making a prescribed alteration to a school must contain sufficient information for interested parties to make a decision on whether to support the proposed change. A proposal should be accessible to all interested parties and therefore use 'plain English'.

Proposers will need to be mindful of the factors that will inform the decision-makers assessment when determining the proposal.

As a minimum, the department would expect a proposal to include:

- School and LA details;
- Description of alteration and evidence of demand;
- Objectives (including how the proposal would increase educational standards and parental choice);
- The effect on other schools, academies and educational institutions within the area;
- Project costs and indication of how these will be met, including how long term value for money will be achieved;
- Implementation and any proposed stages for implementation; and
- A statement explaining the procedure for responses: support; objections and comments.

## **Annex B: Information that must be included in foundation proposals**

- a) name, address and category of the school for which the proposals are being published;
- b) implementation date;
- c) a statement of which one of, or combinations of, the prescribed alterations in regulation 3 comprise the proposals.

Where the prescribed alteration is a change of category to foundation, the proposals must contain the following information:

- a) a statement whether the school will have a foundation and if so, the name or proposed name of the foundation;
- b) where it is a change of category to foundation from a VA or VC school, a statement that, in accordance with section 20, the consent of the trustees and the persons by whom the foundation governors are appointed has been obtained; and
- c) the rationale for the change and the particular ethos that the foundation will bring to the school.

Where the prescribed alteration is the acquisition of a foundation or a relevant change at a school for which a foundation already acts, the proposals must contain the following information:

- a) name or proposed name of the foundation;
- b) details of membership of the foundation, including members names;
- c) proposed constitution of the school's governing body;
- d) foundation's charitable objects; and
- e) rationale for the alteration and the particular ethos that the foundation will bring to the school.

In addition where the relevant change relates to:

- a) a foundation school which, immediately before 25th May 2007, was a foundation school having a foundation; or
- b) a foundation school which, having been a voluntary school immediately before 25th May 2007, changed category to a foundation school on or after that date,

the proposal must include a statement that in accordance with section 20 the consent of the trustees and the persons by whom the foundation governors are appointed has been obtained.



## Annex C: Information to be included in proposals to remove a Trust

All proposals must include the following information—

- The name, address and category of the school for which the governing body are publishing the proposals,
- The proposed implementation date,
- A statement explaining that any person may object to, or comment on, the proposals and the procedure for making such representations, including—
  - (i) the date pursuant to regulation 10 by which objections or comments should be sent to the governing body, and
  - (ii) the address to which objections or comments should be sent.
- Whether proposals are to be published as required by regulation 4 or under regulation 5(2).
- Information on why it is proposed to remove the school's foundation.
- Where proposals are to be published pursuant to a decision of the governing body under regulation 4, a summary of any responses to the consultation on removing the school's foundation.
- Information about the transfer of land held on trust for the purposes of the school should the proposals be approved (with or without modification), including—
  - (a) the proposed terms of any transfer agreement to be entered into in relation to the land, and
  - (b) details of any payments which will fall to be made in relation to the land—
    - (i) by the governing body or the local education authority to the trustees, or
    - (ii) by the trustees to the governing body or the local education authority.
- Confirmation that after any land transfer, the requirements of the School Premises Regulations 1999 will continue to be satisfied.
- The proposed constitution of the governing body after the foundation is removed (as will be set out in a revised draft instrument of government for the school), including an outline of the expected size and composition of the governing body after the removal of the foundation, and, where the school has a religious character, the body who it is proposed will nominate the partnership governors.

## **Annex D: Information to be included in proposal to reconstitute the governing body**

- All proposals must include the following information—
- The name, address and category of the school for which the governing body are publishing the proposals,
- The proposed implementation date,
- A statement explaining that any person may object to, or comment on, the proposals and the procedure for making such representations, including—
  - (i) the date pursuant to regulation 10 by which objections or comments should be sent to the governing body, and
  - (ii) the address to which objections or comments should be sent.
- Whether proposals are to be published as required by regulation 4 or under regulation 5(2).
- Information on why it is proposed to alter the instrument of government so that the foundation governors cease to constitute the majority of governors.
- Where proposals are to be published pursuant to a decision of the governing body under regulation 4, a summary of any responses to the consultation on altering the instrument of government so that the foundation governors will cease to constitute the majority.
- The proposed constitution of the governing body following the reduction of the foundation governor majority, (as will be set out in a revised draft instrument of government for the school), including an outline of the expected size and composition of the governing body.

## Annex E: Further Information

This guidance primarily relates to:

- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#)
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](#)
- [The Education and Inspections Act 2006](#), as amended by the [Education Act 2011](#)
- [The School Standards and Framework Act 1998](#), as amended by the [Education Act 2002](#)

It also relates to:

- [The School Organisation \(Establishment and Discontinuance of Schools\) Regulations 2013](#).
- [School Governance \(Constitution\) \(England\) Regulations 2012](#)
- [The School Governance \(Constitution and Federations \(England\) \(Amendment\) Regulations 2014](#)
- [The School Governance \(Miscellaneous Amendments\) \(England\) Regulations 2015](#)
- [The School Governance \(New Schools\) England Regulations 2007](#)
- [School Governance \(Roles, Procedures and Allowances\) \(England\) Regulations 2013](#)
- [Childcare Act 2006](#)
- [School Premises \(England\) Regulations 2012](#).
- [Making Significant Changes to an Existing Academy \(2014\)](#);
- [Academy/Free School Presumption – departmental advice \(2013\)](#); and
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers \(2013\)](#).
- [The Schools Admissions Code](#)

## Annex F: Contact details for RSC offices

- East and North East London - [RSC.EASTNELONDON@education.gsi.gov.uk](mailto:RSC.EASTNELONDON@education.gsi.gov.uk)
- North - [RSC.NORTH@education.gsi.gov.uk](mailto:RSC.NORTH@education.gsi.gov.uk)
- East Midlands and Humber - [EMH.RSC@education.gsi.gov.uk](mailto:EMH.RSC@education.gsi.gov.uk)
- Lancashire and West Yorkshire - [LWY.RSC@education.gsi.gov.uk](mailto:LWY.RSC@education.gsi.gov.uk)
- South Central England and North West London - [RSC.SCNWLON@education.gsi.gov.uk](mailto:RSC.SCNWLON@education.gsi.gov.uk)
- South East and South London - [RSC.SESL@education.gsi.gov.uk](mailto:RSC.SESL@education.gsi.gov.uk)
- South West - [RSC.SW@education.gsi.gov.uk](mailto:RSC.SW@education.gsi.gov.uk)
- West Midlands - [RSC.WM@education.gsi.gov.uk](mailto:RSC.WM@education.gsi.gov.uk)



Department  
for Education

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Department  
for Education

# **Guidance for decision-makers**

**Statutory guidance for decision-makers  
deciding prescribed alteration and  
establishment and discontinuance  
proposals**

**April 2016**



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# 1: Summary

## About this guidance

This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to making decisions about prescribed alteration proposals and establishment (opening) and discontinuance (closure) proposals.

This guidance should be read in conjunction with; the Education and Inspections Act (EIA) 2006 as amended by the Education Act (EA) 2011; the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013; the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Removal of Foundation, Reduction in the Number of Foundation Governors and Ability of Foundation to Pay Debts) (England) Regulations (2007).

## Review date

This guidance will be reviewed in April 2017.

## Who is this guidance for?

This guidance is for those making decisions about prescribed alteration proposals (LAs, the Schools Adjudicator and governing bodies), and opening and closing maintained schools (LAs, the Schools Adjudicator) and for information purposes for those affected by such proposals (dioceses, trustees, parents etc.)

It is the responsibility of LAs and governing bodies to ensure that they act in accordance with the relevant legislation when making changes to or opening or closing a maintained school and they are advised to seek independent legal advice where appropriate.

## Main points

- The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all the responses received. The decision-maker must 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).

- 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.
- When deciding on a proposal, 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 should have triggered the free school presumption.
- The 2016 White Paper [Education Excellence Everywhere](#), sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.
- In determining proposals decision-makers must ensure that the guidance on [schools causing concern](#) (Intervening in falling, underperforming and coasting schools) has been followed where necessary.
- All decisions in relation to the opening and closing of a maintained school should be copied to the Secretary of State, within one week of the decision being made. The notification must be sent to [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk). The necessary amendments will then be made to the EduBase system.

## 2: Factors relevant to all types of proposals

### Related proposals

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. Decisions for 'related' proposals should be compatible.

Where a proposal is 'related' to another proposal to be decided by the [Regional Schools Commissioner](#) (RSC) (e.g. for the [establishment of a new free school established under the presumption route](#)) the decision-maker should defer taking a decision until the RSC has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

### Conditional approval

Decision-makers may give conditional approval for a proposal subject to certain prescribed events<sup>1</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.

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) for school opening or closure cases) 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

All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. **Within one week** of making a decision the decision-maker should 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 organisations below to be notified of the decision and reasons<sup>2</sup>:

- the LA (where the [Schools Adjudicator](#) or governing body is the decision-maker);
- the governing body/proposers (as appropriate);

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<sup>1</sup> 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).

<sup>2</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).

- the trustees of the school (if any);
- the local Church of England diocese;
- the local Roman Catholic diocese;
- for a special school, the parents of every registered pupil at the school;
- any other organisation 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).

## Consideration of consultation and representation period

The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all 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

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

## A school-led system with every school an academy,

The 2016 White Paper [Education Excellence Everywhere](#), sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

## Demand v need

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the '[free school presumption](#)'. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

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).

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.

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

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

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.

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

All maintained schools must follow the [National Curriculum](#) unless they have secured an exemption for groups of pupils or the school community<sup>3</sup>.

## Equal opportunity issues

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:

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<sup>3</sup> Under sections: 90, 91,92 and 93 of the of the Education Act 2002.

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

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.

## Community cohesion

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

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.

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.

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.

Further information is available in the statutory [Home to school travel and transport guidance](#) for LAs.

## Funding

The decision-maker should be satisfied that any land, premises or necessary funding 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.

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**

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.

[Guidelines](#) setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

### 3: Factors relevant to prescribed alteration proposals:

#### Enlargement of premises

When deciding on a proposal for an expansion on to 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 free school presumption in circumstances where there is a need for a new school in the area<sup>4</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>4</sup>Or require an proposal under section 11 of the EIA 2006 for a new maintained school.

## Expansion of existing grammar schools

Legislation prohibits the establishment of new grammar schools<sup>5</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 above when deciding if an expansion is a legitimate enlargement of an existing school.

## Changes to boarding provision

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

The department expects that only schools that are rated as 'good' or 'outstanding' will seek to add a sixth form.

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.

The decision-maker should 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.

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.

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.

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.

In deciding whether new sixth-form provision would be appropriate, proposers and decision makers should also consider the following guidelines:

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<sup>5</sup> Except where a grammar school is replacing one of more existing grammar schools.

- the quality of pre-16 education must be good or outstanding;
- the proposed sixth-form will provide places for a minimum of 200 students;
- the proposed sixth-form will, either directly or through partnership, offer a minimum of 15 A level subjects:
- there is a clear demand for the new sixth-form (including evidence of a shortage of post-16 places and a consideration of the quality of L3 provision in the area);
- the proposed sixth-form is financially viable (there is evidence of financial resilience should student numbers fall and the proposal will not impact negatively on 11-16 education or cross subsidisation of funding).

## **Changes of category to voluntary-aided**

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**

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.

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.

## 4: Factors relevant to establishment proposals

### Suitability

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, as part of a broad and balanced curriculum, they would promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, as set out in the department's guidance on [Promoting fundamental British values through SMSC](#).

### The free school presumption

Where a LA considers that there is a need for a new school in its area, to address basic need, it must first seek proposals to [establish a free school](#) under section 6A of EIA 2006. In such cases the Regional Schools Commissioner (RSC) is the decision-maker.

### New schools through a competition

Where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of EIA 2006 may be held.

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

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.

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).

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 schools outside competition**

Section's 10 and 11 of the EIA 2006 permits proposals to establish new schools under certain conditions either with the Secretary of States consent (section 10 cases) or without (section 11 cases).

In all cases proposals must have followed the required statutory process and may be for a school with or without a designated religious character.

## **Independent faith schools joining the maintained sector**

The department expects that independent schools wishing to join the maintained sector will do so through the new free schools route.

However if a proposal is made, through the statutory process to establish a new voluntary school, , 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.
- In the case of a new VC school the independent school must have existed for at least two years and must close before the new maintained school opens.

If the proposal is approved a separate [application for religious designation](#) would need to be made to the department.

## 5: Factors relevant to discontinuance (closure) proposals

### Closure proposals (under s15 EIA 2006)

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 a more successful/popular school

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

### Schools causing concern

In determining proposals decision-makers must ensure that the guidance on [schools causing concern](#) (Intervening in falling, underperforming and coasting schools) has been followed where necessary.

### Rural schools and the presumption against closure

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>6</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;
- 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.

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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).



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.

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>7</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

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.

The decision-maker should also consider whether the new, alternative/extended early year's 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 schools and the presumption against closure

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 must 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.

## Balance of denominational provision

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

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<sup>7</sup> 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.

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**

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. The effect on families and the community should be considered when considering proposals about the closure of such schools. 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.

## 6: Factors relevant to proposals to change category to foundation

This section includes proposals to change category to foundation, acquire/remove a Trust and acquire/remove a foundation majority governing body.

It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.

### Standards

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.

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.

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.

## Community Cohesion

Trusts have a duty<sup>8</sup> to promote [community cohesion](#), and decision-maker should carefully consider the Trust's plans for partnership working with other schools, agencies or voluntary bodies.

## New Trust schools Acquiring a Trust

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 for a school to alter, acquire or lose a designated 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>9</sup>; or
  - the Requirements Regulations which disqualify certain persons from acting as charity trustees.

## Adding or removing a Trust

Decision-makers should consider the following factors for proposals to add or remove 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>8</sup> Under section 23(A)6 of the EIA 2006

<sup>9</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.

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

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).

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

- [The Health and Safety Executive Public Register of Convictions](#)<sup>10</sup>;
- [The Charity Commission's Register of Charities](#); and
- [The Companies House web check service](#).

## Removing a Trust / foundation majority

### Land and Assets

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

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<sup>10</sup> Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits

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.

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**

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**

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.

## Annex A: Further Information

- [The Education and Inspections Act 2006](#), as amended by the [Education Act 2011](#)
- [The School Standards and Framework Act 1998](#), as amended by the [Education Act 2002](#)
- [The School Organisation \(Prescribed Alterations to Maintained Schools\) \(England\) Regulations 2013](#)
- [The School Organisation \(Removal of Foundation, Reduction in Number of Foundation Governors and Ability of Foundation to Pay Debts\) \(England\) Regulations 2007](#)
- [The School Organisation \(Requirements as to Foundations\) \(England\) Regulations 2007](#)
- [Academy/Free School Presumption – departmental advice \(2013\)](#)
- [Establishing New Maintained Schools – departmental advice for local authorities and new school proposers \(2013\)](#).
- [The Schools Admissions Code](#)
- [Education Excellence Everywhere](#)
- [White paper - Education Excellence Everywhere](#)
- [Schools Adjudicator](#)
- [Free school presumption](#)
- [School Admissions Code](#)
- [National Curriculum](#)
- [Home to school travel and transport guidance](#)
- [School land and property: protection, transfer and disposal](#)
- [Promoting fundamental British values through SMSC.](#)
- [Religious designation](#)
- [Schools causing concern](#)
- [Presumption against the closure of rural schools.](#)
- [The Health and Safety Executive Public Register of Convictions:](#)
- [The Charity Commission’s Register of Charities;](#) and
- [The Companies House web check service.](#)



Department  
for Education

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# All Hallows' CE (VA) Infant and Nursery School

Appendix C - Revised Supporting Document 12A



## Consultation on change of age range: 5<sup>th</sup> September to 3<sup>rd</sup> October 2016

### Revised analysis of responses as reported to SOAG on 14th October 2016

*(Where respondents have identified more than one category of information about themselves, their responses have only been counted once)*

**Final number of responses received: 203**

	Parent/ Carer	Pupil	Governor	Staff	Local resident	Other	Total	%	
<b>Strongly support</b>	82	1	10	9	37	17	<b>156</b>	<b>76.9%</b>	Strongly support / support <b>82.8%</b>
<b>Support</b>	6	-	-	-	6	-	<b>12</b>	<b>5.9%</b>	
<b>Neither support nor oppose</b>	-	-	-	-	-	1	<b>1</b>	<b>0.5%</b>	Neither support nor oppose <b>0.5%</b>
<b>Oppose</b>	-	-	-	-	-	-	-	<b>0%</b>	Oppose / strongly oppose <b>16.7%</b>
<b>Strongly oppose</b>	3	-	2	27	-	2	<b>34</b>	<b>16.7%</b>	
<b>Don't know</b>	-	-	-	-	-	-	-	-	Don't know <b>0%</b>
<b>Total</b>	<b>91</b>	<b>1</b>	<b>12</b>	<b>36</b>	<b>43</b>	<b>20</b>	<b>203</b>	<b>100%</b>	

#### **Parent / Carers: Total 91**

*Additional information about respondents:*

All Hallows: 53

Almondbury Playgroup: 5

All Hallows' / ACS: 6

ACS: 3 - including listed as 1 parent/ staff / governor; 1 parent/staff/local resident

Local resident / other (church) with pre-school child: 1

Other: 1

No additional information: 22

**Pupil: Total 1**

All Hallows': 1

**Governors: Total 12**

*Additional information about respondents:*

All Hallows': 5

All Hallows' and local resident: 4

ACS: 2

St Joseph's RC Primary: 1

**Staff: Total: 36**

*Additional information about respondents:*

All Hallows': 9

ACS: 27

**Local resident: Total: 43**

*Additional information about respondents:*

Almondbury: 9

Grandparent: 5

Kirklees: 4

Local resident / church: 2

No additional information: 23

**Other: 20**

*Additional information about respondents:*

Ward Councillor: 1

Playgroup Manager: 1

Retired Headteacher with local experience: 1

Grandparent: 2

All Hallows' Church: 6

Ex-staff: 1

Work locally: 2

Friends of concerned parents: 2

No additional information: 1

No category identified: 3

## **Kirklees School Organisation Advisory Group Constitution & Purpose**

The Education and Inspections Act 2006 confirms Local Authority responsibility for school organisation decision-making.

To assist the Local Authority in reaching decisions on school organisation statutory notices, a School Organisation Advisory Group will be established to consider and advise Cabinet, as the decision-making body, on statutory proposals related to school organisation.

The Advisory group will not have decision-making powers.

### **Constitution of the School Organisation Advisory Group.**

Membership of the Advisory Group will be as follows:

1. Member representation in line with the current political ratio of the Council (6)
2. Schools representative (1)
3. Governing Body representative (1)
4. Diocesan representatives. (Catholic and Anglican) (2)
5. Learning Skills Council (1)
6. Minority Community representative (1)

The Chair of the School Organisation Advisory Group will be the lead member for Children and Young People Service.

The group may decide to invite other individuals to attend the group to receive information related to the school organisation proposal as appropriate.

As an Advisory group, the Council's quorum guidelines do not apply.

### **Purpose of the School Organisation Advisory Group.**

The proposed draft terms of reference for the School Organisation Advisory Group are detailed below.

At the end of the 6 week statutory notice period where the notice outlines a school organisation proposal, the School Organisation Advisory Group will meet as soon as possible to:

- Check and confirm that all required information is available regarding the school organisation proposal;
- Check and confirm that the published notice complies with statutory requirements;
- Check and confirm that the statutory consultation has been carried out prior to the publication of the Notice;
- Consider the prescribed information related to the proposal to change the pattern of school provision;
- Consider the proposal for change with regard to the DCSF statutory guidance on implementing change to the pattern of school organisation; (Statutory Guidance-Factors to be considered by Decision-Makers);
- Consider any objections received during the statutory notice period and the Local Authority response to these objections;
- Receive a presentation on the proposal for change from the Proposer;
- Having considered the statutory proposal with regard to the above, prepare a list of reasons for the decision they would recommend to Cabinet in respect of the school organisation proposal. This should be prepared using the factors to be considered in the statutory guidance as the framework for their collective view

## Factors to be considered in decision making

The factors which are being considered are derived from guidance issued by the Department for Education. Guidance for Decision Makers Statutory guidance for decision-makers deciding prescribed alteration and establishment and discontinuance proposals April2016

Paragraph highlighted in **dark grey** relate to factors that are relevant to **all** types of proposals.

### Factors relevant to all types of proposals

#### RELATED PROPOSALS

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. Decisions for 'related' proposals should be compatible.

Where a proposal is 'related' to another proposal to be decided by the Regional Schools Commissioner (RSC) (e.g. for the establishment of a new free school established under the presumption route) the decision-maker should defer taking a decision until the RSC has taken a decision on the proposal, or where appropriate, grant a conditional approval for the proposal.

#### REPRESENTATIONS N/A

#### OFFICER COMMENT

#### RATIONALE FOR THE PROPOSALS.

#### CONDITIONAL APPROVAL

Decision-makers may give conditional approval for a proposal subject to certain prescribed events (*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)*) 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.

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) for school opening or closure cases) 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.

#### REPRESENTATIONS

#### OFFICER COMMENT

#### RATIONALE FOR THE PROPOSALS

The Governors recognise that a formal legal agreement with Almondbury Playgroup will need to be in

place for the shared use of their building to accommodate the All Hallows' nursery from 2020. The Playgroup Committee has formally agreed the arrangement (see Playgroup Committee minutes 11 April 2016, reproduced below under Funding). Both All Hallows' and the Playgroup see significant benefits coming from the arrangement in terms of transition and continuity of education for the children as well as securing a sustainable future for both the Playgroup and All Hallows'. The consultation has shown that parents welcome the proposed arrangement. It was SOAG's recommendation that the legal agreement should be put in place as soon as possible though the arrangement will not come into effect for some time. Solicitors acting for the school have therefore now drafted a licence agreement which will be finalised and signed by both parties as soon as possible.

The Governors recognise and share the LA's concern that the historic PAN for Yr 2 (50) is still in place, and confirm that it is **not** their intention to admit more children to Yr 2 in the transitional period to becoming a 3-11 primary. This is a short-term issue until the reduction in the PAN of the relevant year of admission to 30 pupils per year group, which was implemented in the academic year 2015-16, works through Key Stage 1. The current Yr 2 cohort is the last group in school admitted under the previous PAN of 50. The Governors agree on the need to put a special arrangement in place to avoid the school being obliged to admit up to its current Yr 2 PAN if families apply. It was agreed at SOAG that All Hallows' would work with the LA to put a suitable transitional arrangement in place.

Throughout the long period in which the Governors have developed their proposal, they have been open and transparent with neighbouring schools about the rationale for their proposal and the limited size of the proposed 3 -11 primary school (i.e. a 210 places). They have sought constructive dialogue with the LA, with neighbouring schools and with all stakeholders, and have reduced the PAN for the relevant year of admission to 30, in order to ensure that any impact on neighbouring schools is minimised. There have been no objections from neighbouring primary schools. There has been no formal objection from the Governing Body of Almondbury Community School, though the Headteacher and 2 individual Governors have objected. These objections have been very carefully considered by All Hallows', and the Governors' detailed response is set out in the subsequent sections of this document. The Governors' proposal is based on the widely recognised educational benefits to children of avoiding a change of school at 7 and remaining in the stable educational environment where they began their educational journey up to the age of 11. The proposal has been developed in response to the strong preference of parents/carers for there to be Key Stage 2 provision at All Hallows', which was in many cases passionately expressed in the formal consultation. It is also the Governors' firm belief that their proposal is in the best interests of both All Hallows' and Almondbury Community School in the medium- to longer-term and will benefit the whole Almondbury Community. They will continue to work with Almondbury Community School to manage the challenges of the transitional period and to promote transition from All Hallows' to the Community School at the end of Key Stage 2 as well as at the end of Key Stage 1 for those families that would still prefer to move their children to the Community School at 7.

## PUBLISHING DECISIONS

All decisions (rejected and approved – with or without modifications) must give reasons for such a decision being made. Within one week of making a decision the decision-maker should 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 organisations below to be notified of the decision and reasons: *(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)*

- 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;
- for a special school, the parents of every registered pupil at the school;
- any other organisation that they think is appropriate; and
- the Secretary of State via schoolorganisation.notifications@education.gsi.gov.uk (in school opening and closure cases only).

#### REPRESENTATIONS

#### OFFICER COMMENT

#### RATIONALE FOR THE PROPOSALS

The Governors will work with the LA on the publication of the decision by Kirklees Council Cabinet.

#### CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

The decision-maker will need to be satisfied that the appropriate fair and open local consultation and/or representation period has been carried out and that the proposer has given full consideration to all 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.

#### REPRESENTATIONS

The Governors conducted the statutory consultation on their proposal from 5 September – 3 October 2016, including 2 consultation meetings at the school on 21 and 22 September. A total of 203 written responses were received, of which:

**82.8%** (168 respondents) strongly supported/supported the proposal;

**0.5%** (1 respondent) neither supported nor opposed the proposal (the respondent commented that the proposal would offer more choice to families, more continuity for children, less transition – “I can’t see any reason why it shouldn’t happen”);

**16.7%** (34 respondents) strongly opposed/opposed the proposal.

10 people attended the first consultation meeting and 4 people attended the second, all of whom expressed strong support for the proposal.

The majority of respondents (91) were parent/carers, most of whom have children at All Hallows’, some of whom are parents/carers of local pre-school children or with children at Almondbury Playgroup who are considering coming to All Hallows’, some of whom have children at both All Hallows’ and Almondbury Community School and some whom are parents at Almondbury Community School. All but 3 parents strongly supported the proposal; these 3 are parents at Almondbury Community School and strongly opposed the proposal.

Other respondents included 12 governors (including 1 governor of St Joseph’s RC Primary School and 10 governors of All Hallows’ who wrote in support of the proposal, and 2 governors of Almondbury

Community School who opposed the proposal); 36 staff (including 9 from All Hallows' who supported the proposal and 27 from Almondbury Community School who opposed it). There were also responses from local residents (43), the local church community, grandparents and 1 pupil of All Hallows, all but 2 of which supported the proposal. The Ward Councillor and Playgroup Manager were among those who wrote in support of the proposal.

All objections to the proposal (34) came from parents, governors or staff of Almondbury Community School.

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. The strength of parental support for the ethos and learning environment provided by All Hallows' was outstanding. Respondents describe Almondbury Community School as "daunting";
- relieving the pressure on families with young children who are anxious about their options for Key Stage 2 and in many cases, where older primary aged siblings are at Almondbury Community School, struggle to transport young children to different schools.

Those who opposed the proposal said:

- it will be bad for the community. Children have always gone to Rowley (1 respondent);
- there are concerns about traffic on Longcroft (1 respondent, who otherwise strongly supported the proposal and said "Solve this and there will be no problems!");
- there is adequate choice for parents and Almondbury Community School can meet needs;
- there is not a demand for additional places in Almondbury;
- there is potential to damage to Almondbury Community School and its vision;
- it could jeopardize the long term financial viability of Almondbury Community School;

- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision.

A full analysis of the responses and notes of the 2 consultation meetings are attached to this Guidance.

**OFFICER COMMENT**

**RATIONALE FOR THE PROPOSALS**

The Proposer has carried out an appropriate, fair and open local consultation in accordance with statutory requirements. Details are recorded on the checklist provided by the LA which is attached to this Guidance. The Proposer (i.e. the Governors) has also given due consideration to all responses received. The Governors first consulted on the proposal in November/December 2015 and subsequently withdrew the proposal for further consideration in the light of feedback. They took account of the whole range of views (both supportive and concerned/negative) expressed in the first consultation in revising and developing the proposal on which they have just consulted. They believe that their proposal as set out in the consultation document satisfies the aspirations of respondents for there to be Key Stage 2 provision at All Hallows’ and, as far as possible, answers objections. The response from the Headteacher of Almondbury Community School was the same as the objection (figures updated) submitted in November/December 2015. The Headteacher and Chair of Governors of All Hallows’ also arranged a meeting with the Headteacher and Chair of Governors of Almondbury Community School on 11 April 2016 to discuss and identify ways of addressing concerns and working together. The minutes of this meeting were provided to SOAG.

Further details are given below in the relevant sections of this Guidance.

**EDUCATION STANDARDS AND DIVERSITY OF PROVISION**

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



## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!".);
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. **The strength of parental support for the ethos and learning environment provided by All Hallows' was outstanding.** Respondents describe Almondbury Community School as "daunting".

Those who opposed the proposal cited:

- there is adequate provision and choice for parents in Almondbury;
- there is potential damage to Almondbury Community School and its vision;
- **there is not a demand for additional places in Almondbury;**
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision.

## OFFICER COMMENT

### RATIONALE FOR THE PROPOSALS

In this context, the Governing Body of All Hallows' takes the "relevant area" to be the place planning area of Huddersfield South East, which includes:

All Hallows' CE(VA) I & N School

Almondbury Community School

Dalton School

Moldgreen Community Primary School

Rawthorpe St James CE(VC) I & N School

Rawthorpe Junior School

St Joseph's Catholic Primary School (Hudds)  
and  
Kirkheaton, Lepton and Grange Moor, which includes:  
Grange Moor Primary School  
Kirkheaton Primary School  
Lepton CE (VC) J I & N School  
Rowley Lane J I & N School

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for the Governing Body itself to comment on the quality of other schools in this submission.

It is widely acknowledged that major transition points in a child's educational journey can cause progress to falter. The establishment of all-through primaries improves the educational standards attained by children through better and more flexible management of learning, without a change of school at the age of 7. All-through primaries are able to establish longer term relationships with pupils and their families than is possible in a 3–7 school. Pupil cohorts remain more stable where the majority of children progress through the primary phase together and learn to build and sustain relationships. There are also enhanced opportunities for staff development in an all-through primary, and the possibility of teaching across the primary age range in a single school assists recruitment and retention of skilled staff. For these reasons, it has been the policy of Kirklees Council to reduce the number of transition points in a child's educational journey, and where possible the Council has already taken opportunities to create all-through primaries from separate infant and junior schools. This policy also underpinned the creation of Almondbury Community School. The All Hallows' proposal to create a 3-11 primary school (including Nursery provision) on the school's existing site is therefore in line with well-established educational thinking and local policy and would contribute to securing improved outcomes for children. The Governors do not accept that there are no educational grounds for their proposal (see the objection above) or that they are trying to create "middle class provision" (see below, Community Cohesion). Many respondents were extremely positive about the educational benefits to children of extending the age range of All Hallows' to create a 3-11 primary school.

The Senior Kirklees Learning Partner (in commenting on the school's proposal for SOAG) supported the Governors' evidence-based view of the high quality of provision at All Hallows' and also noted that there is further potential for the school to support the quality of provision in the pre-school and work in partnership on 'school readiness' in order to raise standards and include the 0-3 provision in 'the learning journey'. The Governors welcome this opportunity and see the possibility of this as one of the key benefits to be derived from the proposal to accommodate the school's nursery in the Almondbury Playgroup building located on the school site. All Hallows' proposal aims to facilitate the transition from pre-school to school as well as from Key Stage 1 to 2.

The proposal is grounded in the school's commitment to securing the best educational outcomes for the children it serves and has also been developed in response to the stated preference of parents over a long period that the school should extend its age range and provide places for children at Key Stage 2. The strength of parental feeling and support from the local community were borne out in the school's initial consultation on its proposal (4 November - 2 December 2015). The Governors then consulted as widely as possible and provided a range of opportunities to comment on all aspects of the proposal, including 2 open meetings at the school. A total of 165 responses were received, of which 87.3% strongly supported/supported the proposal, 12.1% strongly opposed and 0.6% were

“don't knows”. 18 of the 19 respondents who opposed the proposal were members of staff at Almondbury Community School. Respondents who strongly supported/supported the proposal included parents/carers, pupils, staff and governors of All Hallows', local residents and other interested parties.

The Governing Body welcomed the many thoughtful responses it received during the initial consultation and took them all into account in coming to a decision to withdraw the published statutory notice at that stage and to take time to undertake further work with local partners to develop its proposal. This initial consultation became, in effect, a key part of its strategy for informal consultation with local stakeholders prior to the re-publication of its statutory notice in September 2016. Because it had already gathered a wide range of views on its proposal and because it wished to avoid overloading local stakeholders with consultations, the Governing Body decided against a further informal consultation of this kind as it worked towards the re-publication of its statutory notice, concentrating instead on face-to-face meetings with local schools and the LA to address concerns. Parents of Year 2 children were also asked in March 2016 whether they would still support a change of age range from September 2016 if this was achievable. However, despite the overwhelming support that it received from parents, the Governing Body concluded on balance that it would be in the best interests of the community to develop the proposal further with local stakeholders and work towards a potential implementation date of September 2017 for the proposed change of age range.

In its analysis of the representations made in the course of the consultation of 4 November - 2 December 2015, the Governing Body noted the following consistent themes and perceptions in the expressions of parental support for the extension of the school's age range:

- The educational benefits to children;
- The benefits for children of remaining in the All Hallows' setting for KS2 in terms of their well-being;
- The importance parents attach to educating their children in an inclusive Christian context and building relationships throughout the primary phase;
- The reduction of parental stress and anxiety about moving their children to a very different educational setting at the vulnerable age of 7;
- The enthusiasm of parents for having the option of educating their children in Almondbury in what they regard as the secure environment of a through-primary;
- The wish of current parents to see the proposal approved and implemented in time to benefit the children already going through All Hallows'.

These findings confirmed that there was very strong support for the Governors' view of the educational and community benefits of becoming an all-through primary and enthusiasm for the context of a small Church of England school in which children flourish.

The recent consultation (5 September - 3 October 2016) has confirmed the continuing strength of parental support for the school's proposal (see above, Representations) and has confirmed that the advantages which parents/carers identified in 2015 are still the advantages which parents/carers (including those who joined the school in September 2016) identify now. Respondents again overwhelmingly supported the case made by All Hallows' for extension of its upper age range and demonstrated the strength of local feeling in favour of a choice for Almondbury parents at Key Stage 2. Governors acknowledge that there is a church school at Lowerhouses (see objection above) but have also taken account of the widespread concern that too many children are travelling out of Almondbury for their education and the concerns of many parents about difficult journeys to school. Lowerhouses is not an option for many families, because it is not easily accessible (it is down a steep hill and not on a direct bus route from Almondbury).

In developing their proposal, the Governors have considered carefully the potential impact on other schools, balancing this with other factors, including the educational benefits to children, the preference of parents and the future viability and sustainability of All Hallows'. They have taken steps to mitigate any short term negative impact on other schools and believe that their proposal is to the longer term benefit of both All Hallows' and Almondbury Community School (see below, Demand v Need and Community Cohesion).

#### Quality of Provision

All Hallows' delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school). All Hallows' became voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.

Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

Year 2: 34 pupils - 21 boys (61.8%) 13 girls (38.2%)

FSM: 14.7%

SEN: 7 pupils (20.6%) - 6 boys (28.6%) 1 girl (7.7%)

	PKF		WTS		EXS		GDS		% at EXS or above
<b>Reading</b>	<b>1</b>	<b>2.9%</b>	<b>6</b>	<b>17.6%</b>	<b>16</b>	<b>47.1%</b>	<b>11</b>	<b>32.4%</b>	<b>79.5%</b>
Boys	1	2.9%	5	23.8%	8	38.1%	7	33.3%	71.4%
Girls	0	0.0%	1	7.7%	8	61.5%	4	30.8%	92.3%
<b>Writing</b>	<b>1</b>	<b>2.9%</b>	<b>5</b>	<b>14.7%</b>	<b>19</b>	<b>55.9%</b>	<b>9</b>	<b>26.5%</b>	<b>82.4%</b>
Boys	1	2.9%	4	19.0%	11	52.4%	5	23.8%	76.2%
Girls	0	0.0%	1	7.7%	8	61.5%	4	30.8%	92.3%

<b>Maths</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>14.7%</b>	<b>22</b>	<b>64.8%</b>	<b>7</b>	<b>20.6%</b>	<b>85.4%</b>
Boys	0	0.0%	4	19.0%	12	57.1%	5	23.8%	80.9%
Girls	0	0.0%	1	7.7%	10	76.9%	2	15.4%	92.3%
<b>Science</b>	<b>(HNM) 3 - 8.8%</b>				<b>31</b>	<b>91.2%</b>	<b>0</b>	<b>0.0%</b>	<b>91.2%</b>
Boys	2 – 9.5%				19	90.5%	0	0.0%	90.5%
Girls	1 – 7.7%				12	92.3%	0	0.0%	92.3%

Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful, and the Governors see advantages in offering Key Stage 2 provision for further increasing the number of pupils working at higher levels in Key Stage 1. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6. Following the recommendations of SOAG, the school has also contacted the West Yorkshire Teaching Alliance (WYTA) and agreed that WYTA will support All Hallows' in the development of its Key Stage 2 provision. The school has an established positive professional relationship with NLE Debra Knowles on which to build, and there are other NLEs and SLEs within WYTA who are experienced in school-to-school support and will bring relevant expertise to All Hallows' as it develops and establishes Key Stage 2 provision.

Comments from respondents to the consultation confirm that parents/carers have a high regard for and confidence in the quality of education provided at All Hallows', e.g.:

"All Hallows' is an outstanding school. It has strong links with the local church and a religious ethos. It is well established within the local community. Children perform very well academically and socially. An all through primary allows parental choice and continuity and consistency for children. The school is small, which allows it to retain a family feel where every child is known to all staff.";

"All Hallows' as it stands is a fantastic, nurturing and academic school. Homely and friendly, which is what primary age children require, but also has fantastic teaching and ethos";

"Staff at All Hallows' are more than capable to deliver education from 3-11 years".

All Hallows' also provides a wide range of extra-curricular activities for its children through a rolling

programme of after-school sports clubs, which currently include: archery, cross country, dance, fencing, football, golf, gymnastics, multi-skills, rugby, outdoor activities (building dens etc). These activities are open initially to Year 1 and Year 2 pupils and from January each academic year to Reception children. The school also runs a cookery club, a maths puzzle club and a gardening club, and works with Kirklees Music School for the provision of instrumental lessons. All of these clubs are age appropriate for the children, and the nature and range of clubs will be extended to take account of KS2 pupils' developing and maturing interests and skills. For some clubs, the potential larger numbers may give more flexibility on the provision the school is able to offer, as sports coaches will only run sports clubs if more than 15 children sign up.

#### Diversity of Provision

The Governing Body has consulted widely on its proposal, both formally and informally, over a period of 12-18 months. It has also requested information from the LA on the primary planning areas of Huddersfield South East, Kirkheaton, Lepton and Grange Moor, and taken account of the information and guiding principles of "Rounded, Resilient and Ready". Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015).

Local consultation has consistently demonstrated that there is strong parental support for Key Stage 2 provision at All Hallows'. Parents have continued to ask for greater diversity of provision and the option to express a preference for their children to be educated in Almondbury in a 3-11 Church of England school. The size of the proposed 3-11 All Hallows' primary (i.e. 210 places) and its Christian ethos, which was reaffirmed when the school became voluntary aided in 2013, are both important factors underlying the high level of parental support for the proposal. In both these respects, what is proposed for All Hallows' would offer parents a radically different option from what is currently offered at Almondbury Community School.

In the course of the consultation, many parents asked for a choice at Key Stage 2 which currently does not exist. Strong views were expressed that the learning environment provided at Almondbury Community School is not appropriate for all children:

"I think the extension of the age range at All Hallows' is a certain need for the village. Many children need that primary school environment which Almondbury now doesn't have (regarding particular Junior age children");

"I am a parent of a boy in year 2 and I am really hoping that All Hallows' will become an all-through Junior school. I am in the process of going to appeal to get my older boy into Rowley Lane. This is because I don't believe that Almondbury Community School is the best place for my child. I have had high school teachers teaching my year 5 child and I have found that this has not worked, as well as lots of other problems that have occurred during the year. If All Hallows' does not become a Junior School my year 2 child will be joining the statistics of one of the 147 children that attend a school out of area which would be a shame";

"I am a parent who wants more of an option than Almondbury Community School. I have a child at ACS who is not getting the full junior school experience I would like and is subjected to a High School experience. In extending All Hallows' we have an option to stay in Almondbury and not move my children's education outside of their community. I fully support and would expect the council to fully support too!".

As a 3-11 school, All Hallows' would be fully committed to securing pupil progress by actively supporting transition at the end of KS1, for those who choose to move at this point, and at the end of KS2. Staff already work collaboratively with colleagues from Almondbury Community School at the

point of transition from KS1 and, as an all-through primary, would develop joint curriculum projects in English, mathematics and science for Years 5 and 6 that would sustain progress and facilitate continuity in children's learning. Such projects would also help older pupils to become used to the larger school environment, and this, together with sporting activities and swimming lessons in KS2 on the Community School site, would ensure that KS2 pupils were familiar with the Community School, its facilities, staff and what it has to offer and would therefore support All Hallows' commitment to encouraging transfer to the Community School for KS3. The existing positive, open and mutually beneficial relationships between All Hallows' and Almondbury Community School have recently been shown in All Hallows' ready agreement to a request from the Community School (July 2016) for advice about planning learning and securing progress in mixed age classes in KS1. This is a good basis on which to develop collaborative relationships for the future.

#### **A SCHOOL-LED SYSTEM WITH EVERY SCHOOL AN ACADEMY**

The 2016 White Paper Education Excellence Everywhere, sets out the department's aim that by the end of 2020, all schools will be academies or in the process of becoming academies. The decision-maker should, therefore, take into account the extent to which the proposal is consistent with this policy.

**REPRESENTATIONS N/A**

**OFFICER COMMENT**

#### **RATIONALE FOR THE PROPOSALS**

The Governing Body understands that there is no requirement for all "Good" schools to convert to academy status, though the Secretary of State may require conversion in specific circumstances. The Governors currently have no plans to convert but are keeping the position under review. The priority for Governors is to develop partnerships with local schools and with the diocesan family of Church schools, which will have a bearing on the structure within which All Hallows' will convert as and when the position changes in the future. The proposal is therefore consistent with government policy on academies.

#### **DEMAND V NEED**

Where a LA identifies the need for a new school, to meet basic need, section 6A of EIA 2006 places the LA under a duty to seek proposals to establish a free school via the 'free school presumption'. However it is still possible to publish proposals for new maintained school outside of the competitive arrangements, at any time, in order to meet demand for a specific type of place e.g. places to meet demand from those of a particular faith.

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).

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.

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.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!".);
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. **The strength of parental support for the ethos and learning environment provided by All Hallows' was outstanding.** Respondents describe Almondbury Community School as "daunting".

Those who opposed the proposal said:

- there is adequate choice for parents and Almondbury Community School can meet needs;
- **there is not a demand for additional places in Almondbury;**
- there is the potential damage to Almondbury Community School and its vision;
- there is already a church school in the locality;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as "middle class" provision;
- "there is enough Junior school in the area and surrounding to cater for the community's needs. There are Moldgreen, Netherhall, Dalton, Newsome, Lowerhouses and Lydgate who are moving into the area".

## OFFICER COMMENT



## **RATIONALE FOR THE PROPOSALS**

The Governing Body has not developed its proposal on the grounds of basic need for additional KS2 places. It has, however, actively minimised the potential for the creation of surplus places and adverse impact on neighbouring schools by the reduction in its PAN from 50 to 30. The school has been open and transparent with neighbouring schools and the LA about its proposal and sought dialogue with them on the rationale for its proposal and the possible implications for other schools. It has also taken account of the information and guiding principles of “Rounded, Resilient and Ready”. Securing Sufficient High Quality Learning and Childcare Places. School Organisation, Planning and Development for 2015-2018 (Kirklees Council, November 2015). The school has developed its proposal on educational grounds, to improve outcomes for children by providing stability, consistency and continuity through the primary phase, and to enhance parental choice in Almondbury in response to strong expressions of parental preference over a long period for KS2 provision at All Hallows’.

The Governing Body recognises that the decision-makers will need to take account of the quality of schools in the relevant area in coming to a decision on its proposal, however it does not consider that it would be appropriate for it to comment on the quality of other schools in this submission.

The All Hallows’ proposal supports the wider aims and principles set out in the Kirklees document, ‘Securing sufficient learning places to enable access for children and young people to an excellent local education system’, November 2015, and is consistent with longer term trends without creating a significant number of surplus places in the short term or destabilising local provision. In particular, the Governors believe that their proposal is in line with the following statements in the LA document:

- *As reported to Kirklees Council Cabinet in February 2012, there is very strong support for the majority of schools remaining in the maintained sector, with a firm belief that within the full range of maintained school options as part of a high quality, self-improving school system there is appropriate freedom and flexibility for schools to achieve their goals and contribute to raising achievement was confirmed (p16).*

In developing its proposal, All Hallows’ is seeking to use the “flexibility and freedom for schools to achieve their goals” that is clearly supported in Kirklees, in order to raise achievement through offering children continuity of education from 3-11 and extending the high quality of provision it currently offers at Key Stage 1 to Key Stage 2.

- *Any oversupply of school places can lead to instability and inefficient use of resources, equally challenging is being able to meet parental preference and provide places in the right geographical locations for communities (p17).*

The Governors’ proposal has been developed as a specific response to parental preference for Key Stage 2 places in an educational setting that they value at the heart of their local community. The reduction of the school’s PAN from 50 to 30 has minimised the oversupply of school places.

- *The Council’s priority is to work with existing and future school providers (within the maintained or academy sector) who are committed to the key principles set out by the Council in 2012 and who have a track record of providing good quality places (p18).*

The Governors welcome the LA’s commitment to working with the Diocese of Leeds as an existing provider (and All Hallows’, as a valued member of the diocesan family of Church of England schools) in the provision of high quality places for the children of Almondbury.

- *There is no clarity about the long term trend of need for places..... National ONS data would suggest that a continued trend of increase is likely (p19).*

The document recognises that place planning is not an exact science, but that a continued uneven trend of increase is likely across the LA (5.4 p19). The trend in Huddersfield South East shows a

modest increase in the number of primary aged children living in this planning area with some development likely on 1 site in the area.

The All Hallows' proposal was not developed on the grounds of basic need for additional KS2 places and recognises that the LA has not made the provision of additional places in this area a priority. The Governing Body has been clear on what it aims to achieve in bringing forward its proposal, which is to:

- improve outcomes for children by providing stability, consistency and continuity through the primary phase;
- sustain provision of a rich and balanced curriculum that meets the needs of all children across the primary phase;
- support sustained pupil progress by removing the transition point children currently have to negotiate at 7 and ensuring that they have only one transition point at 11;
- enhance parental choice, offering the option of education in an all-through Church of England primary school at the heart of the Almondbury community.

**Based on the findings of its consultations and research into the educational advantages of all-through primaries, the Governors are persuaded that the benefits to children and to the Almondbury community outweigh any disadvantages there might be of creating a small number of additional places in the short-term. The strength of the support from parents, prospective parents and the local community that the statutory consultation has confirmed has reassured the Governors that the school's proposal will be popular and meet a significant local need in ways that are consistent with the LA's strategic approach to place planning.**

**The Governors are also mindful of the decision-maker's obligation to take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for places in a school proposed for expansion. They have noted that, while some of those who have objected to the proposal have drawn attention to the options that exist for Almondbury parents to attend other schools, the consultation has demonstrated that these are not options that are popular with many Almondbury parents. However, the Governors can demonstrate on the basis of local consultation that there are significant parental aspirations for Key Stage 2 provision at All Hallows' and that the school has strong parental support and is very popular with parents. (See Representations above, and Education Standards and Diversity of Provision).**

The Governors have taken the view that it is inappropriate for them to comment in this document on the quality of provision at other schools. They can, however, evidence the quality of the provision All Hallows' currently makes at Key Stage 1 and would make at Key Stage 2. See also above, Education Standards and Diversity of Provision, for comments from parents/carers on the high quality of provision and the learning environment at All Hallows' and their concerns about the appropriateness of the learning environment at Almondbury Community School for Key Stage 2 children.

All Hallows' delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school). All Hallows' became

voluntary aided in 2013, having been voluntary controlled prior to that. The school has always recognised that its Christian ethos is at the heart of all that it does, the relationships that it builds between children, staff and parents and the caring environment in which children thrive and achieve well academically. The change to voluntary aided status was made by the Governing Body in order to secure the Christian ethos for the future (this involved a change to the governance structures to guarantee that governors representing the Church of England foundation of the school would always be in a majority of two over all other categories of governor). By extending its age range from 3-7 to 3-11, the school will offer the same high academic standards within a supportive Christian ethos to Key Stage 2 children at a critical point in their educational and personal development.

Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.

(See p6 above for more detail on this data).

Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was less than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful, and the Governors see advantages in offering Key Stage 2 provision for further increasing the number of pupils working at higher levels in Key Stage 1. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6. Following the recommendations of SOAG, the school has also contacted the West Yorkshire Teaching Alliance (WYTA) and agreed that WYTA will support All Hallows' in the development of its Key Stage 2 provision. The school has an established positive professional relationship with NLE Debra Knowles on which to build, and there are other NLEs and SLEs within WYTA who are experienced in school-to-school support and will bring relevant expertise to All Hallows' as it develops and establishes Key Stage 2 provision.

**Decision-makers must also have due regard to the fact that the existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places. Furthermore, the guidance for decision-makers states that reducing surplus places is not a priority (unless running at very high levels), and that, for parental choice to work effectively, there may be some surplus capacity in the system as a whole. It is recognised in the guidance that competition from additional places in the system will lead to pressure on existing schools to improve standards. In this case, the Governors' proposal has been developed so as to minimise the number of additional places created while responding to parental preference. The high quality of the educational provision that All Hallows' will offer at Key Stage 2, however, will offer parents choice and is likely to ensure that any surplus capacity created will**

## serve to drive up standards locally.

Data provided by the LA from the school census of January 2016 shows that there is some surplus capacity in all local schools in the relevant area with the exception of Lepton CE (VC) J I & N and Rowley Lane J I & N, which are both oversubscribed. Most of the children attending All Hallows' at this date (60) came from within the school's Priority Admissions Area (PAA). (Applications for admission to Reception in September 2016 showed a similar pattern: of the 49 received, 34 were from within the school's PAA; the remaining 15 applications shows the continuing popularity of the school with parents from out of area). Of the remaining children within the PAA, the highest number who attend schools outside the PAA attend Rowley Lane J I & N (17), which is currently oversubscribed.

Key Stage 1 children living within the PAA of Almondbury Community School attend a range of schools: 61 attend Almondbury Community School; 111 go elsewhere, including (within the relevant area) 20 to All Hallows', 13 to St Joseph's Catholic Primary School, 9 to Lepton CE (VC) J I & N, and 16 to Rowley Lane J I & N.

All Hallows' also keeps a record of parents who have visited the school since January 2016: of the 7 to date, 6 stated that they would only come to the school if it became a 3-11 through primary.

Evidence therefore suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;
- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who attend other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 3. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

The Governors therefore believe that the *status quo* does not promote cohesion in the Almondbury community and that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. Because Rowley Lane J I & N is oversubscribed the Governors do not believe that their proposal will have a detrimental effect on this school and also recognise that there will always be parents from Almondbury who for a variety of reasons would prefer their children to be educated at Rowley Lane.

In response to the specific objection from the Headteacher of Almondbury Community School that "There is not a demand for additional places in Almondbury", the Governors wish to comment as follows:

The Governors' submission to SOAG (Demand v Need) acknowledges that the LA has not made provision of additional places in Huddersfield South East a priority, though its document, Securing sufficient learning places to enable access for children and young people to an excellent local

education system, recognises that place planning is not an exact science and that the trend in Huddersfield South East shows a modest increase in the number of primary aged children living in this planning area with some development likely on 1 site in the area. As recently as 23 October 2013 at a consultation meeting for the establishment of Almondbury Community School, it was also stated by the LA that "In this area there is modest growth and so places are needed".

The Governors also took account of the Guidance for Decision-Makers in developing their proposal, which states:

"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).

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.

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."

The Guidance states that increase in pupil population is only one factor to be considered by Decision-Makers and that surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places. The Governors have demonstrated, on the basis of the recent consultation and its previous consultation, both the popularity of All Hallows' and the strength of parental aspiration for new Key Stage 2 places at All Hallows' (88 respondents strongly supported/supported the proposal). Evidence has been provided of the high quality of the education All Hallows' offers and the high level of parental satisfaction with this provision. Equally, parents questioned the quality of the education provided at Almondbury Community School and stated that they did not believe that the school provided the right educational environment for their Key Stage 2 child/children. These parents said that they would not send their children to Almondbury Community School at Key Stage 2 irrespective of the outcome of All Hallows' proposal. Additionally, 7 families who have visited All Hallows' this year have said that they will not send their children to All Hallows' unless they are able to continue at the school until the age of 11, saying that they would opt for Dalton, Rowley Lane (3 families), Moldgreen or Kirkheaton (3 families). It is questionable whether families such as these, having either moved out of Almondbury for Key Stage 2 or chosen not to educate their children in Almondbury at all in the primary phase, will return to Almondbury for Key Stage 3. However, it was notable in the responses to the consultation that parents who supported Key Stage 2 provision at All Hallows' did not indicate that they would move out of area for Key Stage 3 if their children remained at All Hallows' up to the age of 11. This evidence tends to support All Hallows' contention that its proposal will help to address the drift out of Almondbury and will therefore be in the best interests of both schools in the future.

## SCHOOL SIZE

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.

## REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- continuity of education through the primary phase, eliminating a disruptive transition point early in the children's educational journey and enabling children to build and sustain supportive relationships with staff. Respondents frequently spoke of the high quality of the education provided at All Hallows' and the "stability" the proposal would bring to children's education;
- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. **The strength of parental support for the ethos and learning environment provided by All Hallows' was outstanding.** Respondents describe Almondbury Community School as "daunting".

## OFFICER COMMENT

### RATIONALE FOR THE PROPOSAL

All Hallows' is a currently a good school that delivers a high quality of education to its pupils. The school was judged by Ofsted to be Good when it was inspected on 31 March/1 April 2015 (it was judged to be Good against all criteria – Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision). It was similarly judged to be Good in its denominational inspection on 12 October 2015 (graded Good for its distinctiveness and effectiveness as a Church of England school, Good for meeting the needs of all learners through its distinctive Christian character, Good for the impact of collective worship on the school community, Good for the effectiveness of religious education and Good for leadership and management as a Church school).

Key Stage 1 results for 2016 show that All Hallows' continues to deliver a high quality of education to its pupils, with a very high percentage of pupils achieving at or above the expected standard and at greater depth at the expected standard:

- 79% of pupils achieve at or above the expected standard in Reading;
- 82.4% of pupils achieve at or above the expected standard in Writing;
- 85.4% of pupils achieve at or above the expected standard in Maths;
- 91.2% of pupils achieve at or above the expected standard in Science.

(See p6 above for more detail on this data).

Most pupils made at least good progress, moving from below or well below expected levels to achieve at least at the expected levels. Where satisfactory progress was made, achievement was good. In writing, maths and science, the number of pupils who did not reach the expected standard was fewer than the number with additional needs. 67% of pupils eligible for Pupil Premium achieved at the same levels as their peers. The school has therefore contributed significantly to raising local standards and narrowing the attainment gap.

The proposal aims to create a 210 place primary school, which will not require additional resources from the Local Authority or funding to compensate for its small size but which will be committed to maintaining the high quality of its Key Stage 1 provision at Key Stage 2. Governors have given careful consideration to the affordability and financial sustainability of their proposal. Details are provided below in the section on Funding. The Governors are currently managing the budgetary constraints and challenges associated with the school's size at present. In addition to the educational benefits of

continuity from 3-11, the Governors see the proposed growth of the school as a key element in their strategy for securing its sustainability in the medium and longer term. The expansion will ensure that the school is able to achieve greater financial efficiencies which will contribute to a more sustainable future as a place of learning, with improved opportunities for staff development and enhanced curricular provision for pupils.

## **PROPOSED ADMISSION ARRANGEMENTS**

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.

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.

## **REPRESENTATIONS**

There were no specific comments on admissions in the consultation, though there was strong support (evidenced above) for All Hallows' being able to serve the Almondbury community as a 3-11 primary school.

## **OFFICER COMMENT**

## **RATIONALE FOR THE PROPOSALS**

All Hallows' became Voluntary Aided and therefore its own admissions authority in 2013. Its existing admissions policy broadly complies with the requirements of the Schools Admission Code which was then in place and with diocesan practice at the time. It was recognised through the SOAG process that the policy requires significant updating to bring it into line with the current requirements of the Schools Admission Code and with current diocesan practice. This updating would be necessary irrespective of the present proposal and is being undertaken as a matter of urgency. The revised and updated policy has now been checked and approved by the Diocese of Leeds and will be formally approved by the Governing Body of All Hallows' at the earliest opportunity. A copy of the draft policy accompanies this document.

As a Voluntary Controlled school prior to 2013, the admissions authority for the school was the LA and admissions followed the LA policy. The school did not admit on the grounds of faith or religious practice as a Voluntary Controlled school and has not in practice done so as a Voluntary Aided school. All Hallows' has always been wholly committed to full inclusion, welcoming those of all faiths and none, and to serving its local community. Its principles and practice are reflected in the diversity of the existing school community (see below under Community Cohesion), and these will not change if its proposal to become a 3-11 primary school is approved by Kirklees Council Cabinet. Its revised and updated policy will better reflect existing principles and practice and will comply fully with the current School Admissions Code. The oversubscription criteria will give priority to children from the local community, irrespective of faith or church attendance. As a Voluntary Aided school, the oversubscription criteria also make provision for admission on faith grounds if the school receives any applications on these grounds. These are criteria 4 and 5, however. The school will first admit children with a Statement of Special Educational

Needs or Education Health Care Plan in which All Hallows CE (VA) Infant and Nursery School is named on the Statement or Education Health Care Plan. The highest priority is then given to:

- 1 Looked after children (a child who is looked after by the local authority or being provided with accommodation by the Local Authority in accordance with Section 22 of the Children Act 1989). This also includes children who were previously looked after but ceased to be so because they were adopted or became subject of a residence order or a special guardianship order.
- 2 A child whose parents/guardians reside inside the Priority Admission Area (PAA) who has a brother or sister (including a half-, step- or adoptive brother or sister) attending All Hallows CE (VA) Infant and Nursery School at the proposed date of admission. **(See notes 1, 2, 3 & 5)**
- 3 A child whose parents/guardians reside within the Priority Admission Area. **(See notes 1,2 & 3)**

The school will, therefore, only consider applications on the grounds of faith or church attendance if there are still unfilled places once looked after children, siblings and children from the PAA have been admitted.

Proposals for the transition from infant and nursery school to all-through primary are set out in the consultation document. The school intends to grow slowly, offering places in Year 3 from September 2017 and in subsequent years to children in Year 2 only until the school covers the full primary age range. The Governors recognise and share the LA's concern, discussed at SOAG, that the historic PAN for Yr 2 (50) is still in place, and confirm that it is **not** their intention to admit more children to Yr 2 in the transitional period to becoming a 3-11 primary. This is a short-term issue until the reduction in the PAN of the relevant year of admission to 30 pupils per year group, which was implemented in the academic year 2015-16, works through Key Stage 1. The current Yr 2 cohort is the last group in school admitted under the previous PAN of 50. The Governors agree on the need to put a special arrangement in place for this year to avoid the school being obliged to admit up to its current Yr 2 PAN if families apply. It was agreed at SOAG that All Hallows' would work with the LA to put a suitable transitional arrangement in place.

The Governors' financial modelling recognises that Year 3 may not be full from September 2017 and that the transitional phase will require careful management and flexibility. The strong support from parents for the school's proposal (82.8% of respondents), however, indicates that incremental growth can be managed where necessary through, for example, mixed-age classes and a judicious approach to the timing of new appointments to Key Stage 2. The Governors will also work collaboratively with neighbouring schools to manage the process of change.

## NATIONAL CURRICULUM

All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*



## REPRESENTATIONS

There were no comments on this in the consultation responses, though there was strong support for the breadth and quality of educational provision at All Hallows'.

## OFFICER COMMENT

### RATIONAL FOR THE PROPOSALS

All Hallows' currently follows the National Curriculum and will continue to do so as a 3-11 through primary school. It will take the opportunities offered by the potential growth of the school through extension of its age range to enhance the range of provision it offers to its pupils.

The school also looks forward to maximising the advantages a 3-11 through primary has to extend the learning of Key Stage 1 children by drawing on Key Stage 2 expertise and resources and by involving Key Stage 2 children as role models and peer mentors. Delivering the National Curriculum across the full primary age range will also offer greater opportunities for staff development and will thereby assist the recruitment and retention of skilled staff.

All Hallows' is confident that the high standards that it achieves at Key Stage 1 would be maintained at Key Stage 2 if its proposal to extend its upper age range is successful, and the Governors see advantages in offering Key Stage 2 provision for further increasing the number of pupils working at higher levels in Key Stage 1. 2 existing members of staff who currently teach Yr 1 and Yr 2 have recent experience (i.e. within the last 3 years) of teaching at Key Stage 2 and are both well-equipped and keen to teach at Key Stage 2 as the school begins to offer provision for Yrs 3 and then 4. It is anticipated that All Hallows' will need to recruit an additional teacher with expertise in Key Stage 2 as its first Key Stage 2 pupils reach Yrs 5 and 6. Following the recommendations of SOAG, the school has also contacted the West Yorkshire Teaching Alliance (WYTA) and agreed that WYTA will support All Hallows' in the development of its Key Stage 2 provision. The school has an established positive professional relationship with NLE Debra Knowles on which to build, and there are other NLEs and SLEs within WYTA who are experienced in school-to-school support and will bring relevant expertise to All Hallows' as it develops and establishes Key Stage 2 curriculum and provision.

## EQUAL OPPORTUNITY ISSUES

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.

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.

## REPRESENTATIONS

There were no comments on this in the consultation responses.

## OFFICER COMMENT

### RATIONALE FOR THE PROPOSALS

The Governing Body has completed the Equalities Impact Assessment, using the LA documentation and screening tool to assess the impact of its proposal. The full report is attached. The results demonstrate that there is no detrimental impact on the equalities agenda as a result of this proposal.

All Hallows' is a fully inclusive school, which welcomes families of all faiths and none and reflects the ethnic and cultural diversity of its local community (see also below, Community Cohesion).

## COMMUNITY COHESION

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.

### REPRESENTATIONS

Those who supported the proposal mainly cited the following positives:

- social advantages. Respondents stated that enabling children to continue at All Hallows' up to the age of 11 would help them to build and sustain friendships with their peers, contributing to their emotional well-being and social development;
- a local choice for parents/carers at Key Stage 2 which does not currently exist in Almondbury;
- benefits to the local community. Many respondents expressed significant concern that the *status quo* is fracturing the Almondbury community, because the lack of choice at Key Stage 2 results in many families opting to educate their children elsewhere (e.g. the following representative comments, "All Hallows' should become an all-through primary to allow parents more choice. It would also reduce the number of transitions the children would make. All Hallows' is an excellent school and has a proven track record. If this does not happen, I, like many others, will choose to send my children out of our local area to other schools as we do not like the thought of sending them to Almondbury Community School, where there are too many children and low academic standards" and "We have recently moved to Almondbury and the school. We are very disappointed at the lack of cohesion in the area, specifically schools attended in our local street. All children are schooled outside the area!");
- the nurturing environment of All Hallows' as a small Church of England village school where children thrive and develop academically, socially, emotionally and spiritually. Respondents describe Almondbury Community School as "daunting";
- "the school is a vital part of the community not just for the current families that are part of it but also for the past and future families. My child has only known this school but the speed in which she settled in was fantastic and this was due to the staff's caring nature. The children deserve to continue to learn and grow in this positive environment and is why I strongly support this proposal";

- “All Hallows’ School currently provides a happy and nurturing environment for the children of Almondbury. It has strong links with the church and other local community groups – playing a key part in the socialisation and integration of our children. The disruption I feel that moving to another school after only a couple of years is detrimental to the children’s confidence and development at such a young age. Having an all-through primary will also enhance parental choice in the village, rather than opting for schools out of the village. This positive step can only serve to make our community stronger and more positive for our children”;
- “I am the manager of Almondbury Playgroup. I strongly support the proposal to extend the age range. We have recently had a couple of parents not sure of the idea of coming to our playgroup because of the idea of their child having to attend the Community School. They were thinking of Kirkheaton or Lepton playgroups. Thinking that the friends that they make would continue their friendships throughout school in the Junior School that they prefer. With the All Hallows’ extending to a Junior School hopefully we would have parents choosing to stay within Almondbury starting with playgroup all the way through”.

Those who opposed the proposal said:

- we are building a through school for the future of Almondbury children;
- the move is a completely unjustified attempt to split the school age community in Almondbury. There are no educational grounds and appears to be motivated by a desire to provide perceived as “middle class” provision.

**OFFICER COMMENT**

**RATIONALE FOR THE PROPOSALS**

All Hallows’ is committed to serving the local community, welcoming children from many different backgrounds and of all faiths and none. (See also above, Proposed Admission Arrangements). The school community reflects the ethnic and faith diversity of the community it serves:

**Ethnicity**

<b>Ethnicity</b>	<b>%</b>
<b>White British</b>	76.6
<b>Black Caribbean</b>	1.61
<b>White &amp; Black Caribbean</b>	12.9
<b>Black African</b>	2.4
<b>White &amp; Black African</b>	0.8
<b>Pakistani</b>	0.8
<b>White &amp; Asian</b>	0.8
<b>Any other Asian</b>	1.61
<b>Any other mixed</b>	1.61

<b>Any other White</b>	0.8
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### **Faith**

<b>Religion</b>	<b>%</b>
<b>Christian</b>	20.16
<b>Muslim</b>	3.2
<b>None</b>	75.0
<b>Other</b>	2.4

The school will continue to admit children in the same way as a 3-11 through primary school.

As a Church of England school, All Hallows' believes strongly in the importance of learning from and about religion, so that children develop a deeper understanding of faiths and their importance in shaping the world in which they live. The school promotes children's spiritual development and their understanding of local, national and global cultures. The school is fully inclusive and is a place where different faiths and cultures are not only respected but celebrated. All Hallows' is also active in its local community, taking part in local events and welcoming local residents into the school. A range of different activities and practices support this:

- Quiet garden open to all children every playtime for quiet contemplation
- Rector leads worship for YR to Y2 children every other week
- Regular visits to local church (All Hallows') for family services, RE lessons and local history work
- Visits to local Methodist Church for comparison of places of worship
- Visits to local Methodist Church and involvement in local community projects – Christmas Tree Festival, Nativity Scene Festival, Scarecrow Festival, etc with other local organisations
- Visit to local Mosque every other year with visit to Cathedral House (home to another local Christian Fellowship)
- Use of local environs for history and geography
- Music is taught by a specialist each week and covers international music, popular music and Western classical traditions
- Music for coming in to and leaving collective worship draws on a similar range of musical genres
- Cultural experiences are offered to the children including theatre groups, puppets, musicians, artists, storytellers from different backgrounds
- Governors make regular visits and share their different experiences with the children
- Support for Water Aid (through All Hallows' and the Diocese of Leeds) through the Harvest

celebration

- Support for Syrian refugees through Salvation Army
- Let's Get Cooking Club invites older friends of the school to share a Harvest tea
- Reading Friends (involving older members of local community and parents)
- Support for Children in Need and Comic Relief
- Support for Macmillan Nurses

All Hallows' is an active member of the Almondbury Schools Partnership, taking part in local events and activities e.g. the commemoration of Remembrance Day, the 'Winter Warmer' community event and the Family Fun Day which take place from time to time in the Community School. The school is involved in a commissioning exercise to establish a Community Hub for NHS services as part of a Kirklees pilot project. Pilot status was awarded in recognition of the tight-knit collaborative nature of the Almondbury schools and the shared commitment to serving the local community. Local schools are now working together to commission health and support services for local families.

The proposal also promotes community cohesion by encouraging Almondbury families to educate their children within the local community. Data that shows the choices Almondbury parents currently make to educate their children outside of Almondbury has been provided above (see Demand v Need). All Hallows' own record of parents who have visited the school shows that, since January 2016, 7 families who were otherwise enthusiastic about what the school has to offer said that they would only come to the school if it became a 3-11 through primary. One of the major themes to emerge from the consultation has been parental dissatisfaction at the lack of choice at Key Stage 2 in Almondbury and the strength and depth of concern among Almondbury families at the negative impact of this on the local community e.g. "I believe that All Hallows' should become a Junior School. I live within a big estate of Benomley and I only know 4 families due to a lot of parents sending them out of area because they do not want them to go to Almondbury Community School. This may change if they have another option. It may mean that Almondbury children stay in Almondbury". Other examples are included above (see above, Demand v Need). Providing this choice and serving and supporting the local community have been major drivers for the Governors of All Hallows' in developing their proposal to become to 3-11 school.

Evidence suggests that:

- All Hallows' is popular and highly regarded in its local community, and parents outside the PAA express a preference for the distinctive nature and quality of the educational setting it provides;
- Despite this, the school is disadvantaged and vulnerable because it cannot currently offer Key Stage 2 provision as a through primary, which means that some parents who would have expressed a preference for the school had it offered this provision now opt for other schools;
- A significant number of parents opting for other schools choose to educate their children at through primaries out of Almondbury, in particular at Rowley Lane J I & N, which is oversubscribed;
- Children who begin their educational journey at other through primaries outside Almondbury are highly unlikely to return to Almondbury Community School (currently the only provider of education at KS2 in Almondbury) for Key Stage 2. Having begun their education at Key Stages 1 and 2 out of Almondbury, it is quite likely that these children will remain with their peer group and continue to be educated outside of Almondbury for the whole of their school career.

Respondents to the consultation (see Representations above) consistently emphasised the benefits to the local community of extending the upper age range of All Hallows' and reflected on the negative impact on the community of the *status quo*.

The Governors therefore believe that their proposal will benefit both the local community and Almondbury Community school in the longer term, because it will mean that more local children will begin and continue their educational journey in Almondbury. They are committed to working with Almondbury Community School to encourage transition from All Hallows' at 11. This active encouragement to parents to transfer from All Hallows' to Almondbury Community School should help to counteract the drift to King James' School at Yr 7, which currently happens when parents go out of Almondbury to Rowley Lane J I & N. Almondbury Community School has itself expressed concern to All Hallows' about this drift and its implications for secondary provision at the school (see attached minutes of a meeting between the Heads and Chairs of All Hallows' and Almondbury Community School to discuss the All Hallows' proposal). Because Rowley Lane J I & N is oversubscribed, the Governors of All Hallows' believe that their proposal will benefit the Community School without having a detrimental effect on Rowley Lane.

## **TRAVEL AND ACCESSIBILITY**

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.

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.

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.

Further information is available in the statutory Home to school travel and transport guidance for LAs.

## **REPRESENTATIONS**

Those who supported the proposal mainly cited the following positives:

- Transport to and from school for parents with more than 1 primary aged child will be very much simpler;
- Reduction in the carbon footprint of the village by providing a school serving the south west of the village;

1 respondent supported the proposal but stated:

- Existing cars will be added to. Crossing Longcroft is currently dangerous and will get worse.

## **OFFICER COMMENT**

## **RATIONALE FOR THE PROPOSALS**

The Governors are aware that there are concerns about the volume of traffic on Longcroft as things are at present and that concerns have been expressed about the possible implications of their proposal for traffic in the future. All Hallows' has therefore conducted a School Travel Assessment, the

purpose of which was:

1. to identify travel and road safety issues occurring at present and mitigating strategies to address them;
2. to identify and suggest solutions to any exacerbation of these issues or any new issues that may be caused by the proposed change of age range of the school from 3 to 7 years to 3 to 11 years;
3. to consider whether there are accessibility issues created by the proposal that impact adversely on disadvantaged groups.

The objectives of the School Travel Assessment are to ensure that any issues of accessibility are addressed and to encourage the All Hallows' school community to:

1. Be healthy and sustainable by,
  - encouraging more travel to and from All Hallows' School by healthier and more sustainable means, such as by walking or cycling, thus promoting less travel by car;
2. Be safe on the journey to and from All Hallows' School by,
  - promoting good road user behaviour on the routes to the school;
  - improving road safety conditions immediately outside the school gates;
3. Be more aware of transport and travel issues by,
  - promoting the health and environmental benefits of using sustainable forms of transport.

The School Travel Assessment takes account of the travel arrangements and preferences of current parents and the constraints of the school site, as well as analysing the likely impact of the proposed change of age range on travel and accessibility and summarising the actions that the school takes and will take to address travel and road safety issues.

The full School Travel Assessment is attached to this Guidance and more detail is provided in the school's Consultation Document. The principal conclusions are summarised here. The Governors have concluded that their proposal:

- will not impact adversely on disadvantaged groups;
- will not extend journey times or increase transport costs;
- will assist families who currently rely on cars to transport very young children between different schools;
- may reduce traffic in Longcroft because, though the school will be larger, the number of Reception and Key Stage 1 children will be smaller, and Key Stage 2 children are more likely to walk or cycle to school;
- will encourage more Almondbury families to educate their children closer to home in Almondbury schools;
- will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The school will actively encourage Key Stage 2 children to walk or cycle to school using suitable walking or cycling routes and will adopt strategies to manage the times at which children arrive at or leave school (e.g. through after school clubs).

Note following the recommendation of SOAG that the school should identify the cost of a school crossing patrol from the relevant Kirklees department, as this could be an additional cost to the Council:

No decision has yet been taken by the school to apply to the Council for a school crossing patrol. However, the Governors have contacted the Operational Manager, Streetscene Service, Kirklees Council, to establish the costs should it decide to do so. The Governors were informed that the Service currently does not make a charge to schools for the provision of a school crossing patrol, if one is justified under current criteria: if one is not justified, then one would not be provided, regardless of whether or not additional funding is available. The service is currently under review, and the position may change. The Governors are therefore unable to progress this matter at present, as it is uncertain what criteria will be in place and what the reviewed service will be at the point when a possible application becomes relevant. They will work with the LA on developing a travel plan based on their School Travel Assessment if their proposal is approved by Kirklees Council Cabinet.

## FUNDING

The decision-maker should be satisfied that any land, premises or necessary funding 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.

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.

## REPRESENTATIONS

- This proposal could jeopardise the long term financial viability of a neighbouring school, Almondbury Community School. (Headteacher, Almondbury Community School);
- 1 member of Almondbury Community School staff and 2 unidentified respondents who oppose the proposal commented on the potential for loss of revenue and staff at the Community School.

## OFFICER COMMENT

## RATIONALE FOR THE PROPOSALS

The Governors have given careful consideration to the funding implications of their proposal, both in terms of capital funding in the short term and financial sustainability in the longer term. They have identified solutions for accommodation that require minimal capital expenditure, make the best and most efficient use of existing accommodation, and provide educational and social benefits to children through building a closer relationship with the Almondbury Playgroup whose accommodation is located on the All



Hallows' site.

Specifically, All Hallows' has agreed with Almondbury Playgroup that the school's 20 place Nursery and the Playgroup will share the Playgroup's existing accommodation which is located on the school site.

**This arrangement makes maximum use of the building and therefore creates financial benefits for both the school and the playgroup.**

This accommodation is suitable for Nursery children without any requirement for capital expenditure beyond the purchase of a timber shed for the storage of large outdoor toys currently stored in the Playgroup's accommodation. The relocation of the Nursery to the Playgroup accommodation will release space in the main school building sufficient to accommodate Reception to Yr 6. The arrangement has been agreed by both the school's Governing Body and the Playgroup Committee; both will enter into a formal legal agreement if All Hallows' proposal to extend its age range is approved.

The following extract from the minutes of the Extraordinary General Meeting of Almondbury Playgroup held on 11 April 2016 to discuss the potential arrangement with All Hallows' for the sharing of accommodation confirms the agreement and records the mutual benefits of the proposed arrangement:

**Extracts from minutes of an Extraordinary General Meeting of Almondbury Playgroup held on 11<sup>th</sup> April 2016**

**In attendance: 10 members of committee and staff. 1 apology received.**

*A meeting was called for Playgroup staff and committee members to discuss a proposal put forwards from the school... The Chair of Governors, Sue Edwards, Headteacher, Jane Sargent and Deputy Head, Wendy Ewart have approached the Playgroup and asked if they would consider sharing the playgroup cabin and grounds with the school for them to use as their nursery class...*

*The school would like to become a primary school and so need additional space for junior classes. They would potentially use the cabin for afternoon nursery sessions...The school has suggested that they would share the bills and running costs of the cabin.*

*In today's extraordinary general meeting we briefly discussed how this idea may impact on the playgroup and its staff. These are the considerations that have been raised so far:*

- *Reduced utility bills and rent for playgroup*
- *Financial support with maintenance for the cabin*
- *Playgroup may be able to share the nursery toys and vice versa*
- *When government funding is increased to 30 hours free child care for the over 3s, it will enable the children to remain in the same class for the whole day, potentially 3 hours would be provide by the playgroup and 3 hours would be provided by the nursery in the afternoon.*
- *This could attract more children to the playgroup facility*
- *The changeover between playgroup in the morning and nursery in the afternoon could result in an overlap giving no time for the playgroup's lunch club*
- *Space for files and paperwork?*
- *Limited display space.*
- *Lack of storage space for toys*  
*(Note from school: school has already said in earlier discussions that we would expect to provide separate additional storage)*
- *Space for children staying all day for quiet time?*

*Following this discussion, the playgroup staff and committee members agreed that they are happy to continue*

discussions with the school on this idea and agree in principle to All Hallows' Nursery using the Playgroup building for afternoon sessions.

### Finance

Playgroup's income and expenditure account from 6<sup>th</sup> April 2015 to 5<sup>th</sup> April 2016 show annual running costs to be £4,273.66 p.a.

In discussions between Playgroup and school about how the arrangements would work, a figure of £200 per month rent payable by school to Playgroup was agreed to be a suitable contribution based on current running costs. Payment of rent would be included in any legal agreement made between Playgroup and school.

The minutes confirm the annual running costs for the nursery building, based on which it is proposed that the school should pay a monthly rent of £200 to the Playgroup as a contribution to the running costs. This is affordable and will be met from within the school's budget. The school and Playgroup will continue to work together on operational details, to ensure that the educational as well as the mutual financial benefits are maximised and provision is attractive and matches local needs – in particular following the introduction of "30 hours free childcare" from September 2017. It is anticipated that this arrangement will contribute significantly to the popularity and sustainability of high quality provision for both Playgroup and the All Hallows' nursery.

### Notes following SOAG:

1. The Governors recognise that a formal legal agreement with Almondbury Playgroup will need to be in place for the shared use of their building to accommodate the All Hallows' nursery from 2020. The Playgroup Committee has formally agreed the arrangement (see above, Playgroup Committee minutes 11 April 2016). Both All Hallows' and the Playgroup see significant benefits coming from the arrangement in terms of transition and continuity of education for the children as well as securing a sustainable future for both the Playgroup and All Hallows'. The consultation has shown that parents welcome the proposed arrangement. It was SOAG's recommendation that the legal agreement should be put in place as soon as possible though the arrangement will not come into effect for some time. Solicitors acting for the school have therefore now drafted a licence agreement which will be finalised and signed by both parties as soon as possible.
2. Clarification was asked for on the number of children in the All Hallows' nursery and the sessions that are run. The school currently runs 1 session and had informed the LA some time ago that running 2 sessions per day was financially unviable as neither session was full. The school also currently struggles to get numbers as high as 24. The LA has acknowledged that offering 20 places would not adversely affect ward level sufficiency of places, and the Diocesan Surveyor has informed the school that toilet provision in the Playgroup building is appropriate for 20 children. The school and the Playgroup recognise the mutual financial benefits and the benefits to the community of offering more hours to families if Playgroup offered morning sessions in conjunction with school sessions in the afternoons, and they will be exploring ways of organising this.

Further details about the adequacy and suitability of the accommodation of a 3-11 school at All Hallows' and the governors' planning for use of the space are provided in the consultation document. The school has worked with the Diocesan Buildings Officer and its buildings' consultant on all matters relating to the suitability and sufficiency of its accommodation as a 3-11 primary school, which has confirmed that the accommodation is appropriate, that the building is in a good state of repair and that it is unlikely to require major capital expenditure over the next few years. The Governors are therefore confident that their proposal is supported by realistic planning for accommodating a 3-11 school that does not require capital investment and represents a good use of available funding.

The proposal does not rely on capital funding from the Department of Education or additional resource

from the LA.

The Diocese of Leeds supports the proposal and agrees to the school's use of the land and premises for which it is the trustee for a 3-11 Church of England primary school.

Since the publication of its Consultation Document and meeting with SOAG, All Hallows' has worked closely with the Council's School Finance Manager, David Gearing, to update its financial projections to 2021-2022. All Hallows' has faced a challenging budget situation in 2015-2016, throughout which it has worked closely with David Gearing to successfully mitigate that position:

"I know what a challenge All Hallows' budget situation has presented to you this year and we have worked together to successfully mitigate that position". (Email to the school from David Gearing, 3 November 2016)

Through its own determination, hard work and sound financial management, the school has turned a potential deficit of £110K, first projected in March 2016 against the school's reduced initial budget allocation, to what is now projected to be a £33k deficit in one financial year. All Hallows' has therefore demonstrated its ability to make difficult decisions and manage challenging finances. Moreover, the school continues to seek good value for money in its budgeting and purchasing by gathering quotes from alternative providers to meet some of its contractual obligations, and this will further reduce costs.

Revised financial projections to 2021-2022 are provided for Kirklees Council Cabinet to accompany this document. They have been produced by David Gearing following detailed discussions with the Headteacher and Chair of Governors of All Hallows', recognising how difficult it is to estimate some of the additional costs that would fall to the school if the extension of its age range is approved. In such cases, a basic assumption of the potential cost has been included drawing on recent experience in other schools (e.g. £20k set-up costs for each new Key Stage 2 class in respect of materials, furniture and equipment). Possible additional running costs of operating the school building with more children have not been included because they are unquantifiable. The projections include some adjustments to the requirements for teaching staff and are based on two scenarios: "maximum" assumes that each of the proposed Key Stage 2 classes fills up to the intended level of 30 pupils, and "suboptimal" assumes 25 children in each of the proposed Key Stage 2 classes to exemplify a downward shift in projected funding levels if the classes are not full. Rent for the Playgroup building is factored in from 2020-2021.

David Gearing's summary of what the projections show is as follows:

"The 'maximum' projection scenario shows that expansion into KS2 would initially worsen the School's budget deficit position but, as the point approaches where all the new KS2 year groups become 'live' the situation turns round to a surplus. My interpretation of what is happening is to do with the balance in the funding formula between basic per pupil funding and the additional support factor allocations in respect of socio-economic disadvantage and low prior attainment. If we make a basic assumption that the Age-weighted pupil unit is supplying funding to meet the basic costs of the class arrangements [teacher + some support] then there is nothing in the costings that acknowledges the additional support allocations and the potential to supplement staffing to address some of the issues these particular cohorts of children bring with them. I have queried whether the assumptions you have made about additional admin hours and support staff hours are at too low a level to cope with the increased numbers of children and to address the scale-up of additional need the school would face. At least the projected 'spare' funding in the latter years would enable this to be addressed in some way.

The 'suboptimal' projection shows a similar pattern of initial deficit build-up turning round to eventual surplus but the figures are much tighter under this scenario. They are not significantly different enough to

change the conclusion to be drawn from this exercise – that it would theoretically be possible in financial terms to establish a new KS2 provision within the projected funding streams. This could almost be viewed as self-evident if the funding formula provides sufficient funding to schools to deliver education for such groupings of pupils”. (Email to the school from David Gearing, 3 November 2016)

The Governors are extremely grateful to David Gearing for his assistance in updating their financial projections. They believe that the “maximum” and “suboptimal” scenarios on which they are based are realistic. Key Stage 2 year groups may not be full from September 2017, as not all families with children currently in Year 2 will necessarily opt for them to progress into Year 3. However, the consultation has demonstrated the strength of parental support for the school’s proposal and the enthusiasm among parents/carers with children currently on roll at the school for remaining at All Hallows’ for Key Stage 2. **On this basis, the Governors are confident that their proposal is financially viable and sustainable and will contribute to the longer term financial security and stability of the school. The projections show that, if the proposal to extend its age range is approved, as a 3-11 primary school All Hallows’ would move from its current deficit budget into surplus in 2020-2021 under both the “maximum” and “suboptimal” scenarios.**

The Governors will monitor their budget carefully and will continue to work closely with David Gearing in the transitional phase as the school grows. They will also continue to achieve economies of scale and value for money through sound financial management and such strategies as mixed age classes if necessary. They recognise, however, that the LA will need to accept a worsening of the school’s deficit in the short term until the point where the additional funding attracted by the new year groups is sufficient to turn the situation round.

All Hallows’ is committed to working with Almondbury Community School on the management of the transitional period as Key Stage 2 provision is established at the school and firmly believes that its proposal is in the medium- to long-term interests not just of All Hallows’ but of both schools. There is no intention to damage other schools, and the Governors have carefully weighed the educational benefits to children that are at the heart of their proposal against the negativity expressed by concerned staff of Almondbury Community School. The Governors have led All Hallows’ through 2 staff re-structuring exercises since the consultation for and creation of Almondbury Community School and are currently engaged in a re-deployment exercise with teachers in order to manage the school’s budget. It has been shown through this consultation that prospective children are currently being lost to All Hallows’ because it is not a 3-11 primary school and that these children are likely to be lost to Almondbury altogether for the whole of their educational journey. The Governors therefore believe that their proposal will protect the long-term viability of both schools.

In response to the specific objection of the Headteacher of Almondbury Community School that “This proposal could jeopardise the long term financial viability of a neighbouring school, Almondbury Community School”, the Governors wish to reiterate that they have always been clear that they have no wish to damage other schools and have made what they believe is a strong case that their proposal will be in the medium- to long term interests of both schools.

Additionally:

- **It is not anticipated that all families who could do so will choose All Hallows’ at Key Stage 2 – particularly in the short term, as they may wish younger children to join siblings already at Almondbury Community School. The “worst case scenario” that the respondent models seems highly unlikely to materialise;**
- **The consultation demonstrated that a significant number of families do not consider the provision at Almondbury Community School to be the appropriate educational setting for their children and will not opt to send their children there irrespective of the outcome of**

the All Hallows' proposal;

- Improving results at Almondbury Community School and high quality Key Stage 2 provision at All Hallows' should mean that more Almondbury families who currently educate their children outside Almondbury will opt to educate their children in Almondbury throughout their educational journey. Figures provided by the LA suggest that 147 Almondbury primary aged children are currently being educated outside their community. All Hallows' is seeking to reverse this trend, which is widely perceived as being bad for the community. Even if it is successful in doing this, however, as a 210 place 3-11 primary school All Hallows' would never have the capacity to educate all of these children. Almondbury Community School also has the potential to attract these families for whom All Hallows' might not be the preferred educational setting.

The Governors have made clear that educational benefits and the well-being of children are at the heart of their proposal to become a 3-11 primary school. In prioritising these things, they regret any possible financial impact on Almondbury Community School and will work in partnership with the school to minimise any negative impact. The Governors feel that they must point out, however, that All Hallows' has continued to lose pupils since the consultation on and the establishment of Almondbury Community School. This trend began following the launch of the Almondbury Community School proposal in November 2013 (i.e. prior to the reduction in the school's PAN to 30) and was predicted in the response to the consultation from All Hallows' and its parental body. The school has since had to manage the financial consequences of the falling roll (from 140 full-time pupils in 2012 to 99 in 2016, representing a fall of 29.3% in the school's capacity to generate AWPU income) through prudent management and staff losses and re-organisations. The updated projection scenarios (submitted with this document and discussed above) support the Governors' belief that their proposal will greatly assist the school's financial position and its long-term viability.

**The Governors do not believe that the *status quo* is in the best interests of either school. The recent consultation has demonstrated that, for many parents, far from generating uncertainty, the All Hallows' proposal promises certainty and a clear educational journey for the young people of Almondbury. The Governors believe that what they propose does not undermine the investment that has been made to date in Almondbury Community School but enhances the vision for Almondbury of which the Community School is a part. As this proposal should also assist the long term viability of Almondbury Community School, the Governors are convinced that their proposal is genuinely "win-win".**

## SCHOOL PREMISES AND PLAYING FIELDS

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.

Guidelines setting out suggested areas for pitches and games courts are in place although the department has been clear that these are non-statutory.

## REPRESENTATIONS

There were no comments on this in the consultation responses, though accommodation issues and

proposed organisation of the school day (including playtimes) were discussed in general at the consultation meeting on 22 September and those who attended were very satisfied with the plans.

#### **OFFICER COMMENT**

#### **RATIONALE FOR THE PROPOSALS**

The school is fortunate in having sufficient space in line with the School Premises Regulations to provide sports facilities to meet the curriculum requirements for a single form entry primary school and also has sufficient outdoor play space (a plan of the school site is attached). The differing ages of the children and the spaces available for play would mean that playtimes for Key Stage 1 and 2 children would need to be staggered. This is common practice in many smaller primary schools and would allow children to play age appropriate games without the risks or worry of having older or younger children around.

Over time, there will be fewer children using what is now the Early Years (EYFS) playground as a result of the reduction of the Planned Admission Number (PAN) to 30. There will be a maximum of 30 Reception children and 60 Key Stage 1 children timetabled separately to use a playground that was created to accommodate 84 children. The EYFS playground is already used by KS1 children at lunchtimes for goal shooting activities, and similar activities would continue when the playground is not in use by Reception children. Key Stage 1 and Key Stage 2 children can also be timetabled to use the large playground at different times, and the school's playing fields are also available when the weather permits.

The Governors have explored the possibility of developing a multi-use games area for Key Stage 1, but planning has been put on hold until the outcome of this proposal is known, as the specification may need to change to provide for older pupils and associated funding will need to be identified. This facility would allow the oldest children to play ball games at playtimes in a large properly enclosed space.

## **Factors relevant to prescribed alteration proposals**

#### **ENLARGEMENT OF PREMISES**

When deciding on a proposal for an expansion on to 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 free school presumption in circumstances where there is a need for a new school in the area: *(Or require an proposal under section 11 of the EIA 2006 for a new maintained school.)*

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?

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### EXPANSION OF EXISTING GRAMMAR SCHOOLS

Legislation prohibits the establishment of new grammar schools. *(Except where a grammar school is replacing one of more existing grammar schools)* 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 above when deciding if an expansion is a legitimate enlargement of an existing school.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### CHANGES TO BOARDING PROVISION

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.

REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

## ADDITION OF POST-16 PROVISION

The department expects that only schools that are rated as 'good' or 'outstanding will seek to add a sixth form.

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.

The decision-maker should 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.

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.

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.

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.

In deciding whether new sixth-form provision would be appropriate, proposers and decision makers should also consider the following guidelines:

- the quality of pre-16 education must be good or outstanding;
- the proposed sixth-form will provide places for a minimum of 200 students;
- the proposed sixth-form will, either directly or through partnership, offer a minimum of 15 A level subjects:
- there is a clear demand for the new sixth-form (including evidence of a shortage of post-16 places and a consideration of the quality of L3 provision in the area);
- the proposed sixth-form is financially viable (there is evidence of financial resilience should student numbers fall and the proposal will not impact negatively on 11-16 education or cross subsidisation of funding).

REPRESENTATIONS
OFFICER COMMENT



RATIONALE FOR THE PROPOSALS.

### CHANGES OF CATEGORY TO VOLUNTARY-AIDED

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### CHANGES TO SPECIAL EDUCATIONAL NEED PROVISION

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors relevant to establishment proposals

### SUITABILITY

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, as part of a broad and balance curriculum, they would promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, as set out in the department's guidance on Promoting fundamental British values through SMSC.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### THE FREE SCHOOL PRESUMPTION

Where a LA considers that there is a need for a new school in its area, to address basic need, it must first seek proposals to establish a free school under section 6A of EIA 2006. In such cases the Regional Schools Commissioner (RSC) is the decision-maker.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## NEW SCHOOLS THROUGH A COMPETITION

Where no academy/free school proposals are received (or are received but are deemed unsuitable) a statutory competition under section 7 of EIA 2006 may be held.

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

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.

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).

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## NEW SCHOOLS OUTSIDE COMPETITION

Section's 10 and 11 of the EIA 2006 permits proposals to establish new schools under certain conditions either with the Secretary of States consent (section 10 cases) or without (section 11 cases).

In all cases proposals must have followed the required statutory process and may be for a school with or without a designated religious character.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## INDEPENDENT FAITH SCHOOLS JOINING THE MAINTAINED SECTOR

The department expects that independent schools wishing to join the maintained sector will do so through the new free schools route.

However if a proposal is made, through the statutory process to establish a new voluntary school, , 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.
- In the case of a new VC school the independent school must have existed for at least two years and must close before the new maintained school opens.

If the proposal is approved a separate application for religious designation would need to be made to the department

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## Factors relevant to discontinuance (closure) proposals

### CLOSURE PROPOSALS (UNDER S15 EIA 2006)

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**SCHOOLS TO BE REPLACED BY A MORE SUCCESSFUL/POPULAR SCHOOL**

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**SCHOOLS CAUSING CONCERN**

In determining proposals decision-makers must ensure that the guidance on schools causing concern (Intervening in falling, underperforming and coasting schools) has been followed where necessary.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**RURAL SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE**

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 *(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)).* 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;
- 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.

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.

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 – EduBase7 which includes a rural/urban indicator for each school in England. Where a school is not recorded as rural on Edubase, (*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*) the decision-maker can consider evidence provided by interested parties, that a particular school should be regarded as rural.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### EARLY YEARS PROVISION

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.

The decision-maker should also consider whether the new, alternative/extended early year's 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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### NURSERY SCHOOLS AND THE PRESUMPTION AGAINST CLOSURE

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 must 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.

REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

<b>BALANCE OF DENOMINATIONAL PROVISION</b>
<p>In deciding a proposal to close a school that has been designated with a religious character, decision-makers should consider the effect that this will have on the balance of denominational provision in the area.</p> <p>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.</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.

<b>COMMUNITY SERVICES</b>
<p>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. The effect on families and the community should be considered when considering proposals about the closure of such schools. 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.</p>
REPRESENTATIONS None
OFFICER COMMENT None
RATIONALE FOR THE PROPOSALS.

## Factors relevant to proposals to change category to foundation

***This section includes proposals to change category to foundation, acquire/remove a Trust and acquire/remove a foundation majority governing body.***

***It is the department's view that governing bodies should convert to academy status rather than change category to a foundation. Governing bodies wishing to discuss this issue should email [schoolorganisation.notifications@education.gsi.gov.uk](mailto:schoolorganisation.notifications@education.gsi.gov.uk) and a member of the school organisation team will contact them to discuss the proposed change of category.***

## **STANDARDS**

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.

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

## **COMMUNITY COHESION**

Trusts have a duty (*Under section 23(A)6 of the EIA 2006*) to promote community cohesion. And decision-maker should carefully consider the Trust's plans for partnership working with other schools, agencies or



voluntary bodies.
REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

### NEW TRUST SCHOOLS ACQUIRING A TRUST

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 for a school to alter, acquire or lose a designated 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>9</sup>; (*Under section 113A of the Police Act 1997*) OR
- the Requirements Regulations which disqualify certain persons from acting as charity trustees.

REPRESENTATIONS
OFFICER COMMENT
RATIONALE FOR THE PROPOSALS.

### ADDING OR REMOVING A TRUST

Decision-makers should consider the following factors for proposals to add or remove 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?

- 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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

### SUITABILITY OF PARTNERS

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).

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

- The Health and Safety Executive Public Register of Convictions (*Appearance on this database should not automatically disqualify a potential Trust member; decision-makers will wish to consider each case on its merits*)
- The Charity Commission's Register of Charities; and
- The Companies House web check service.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**REMOVING A TRUST / FOUNDATION MAJORITY**

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.

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**FINANCE**

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

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.

**OTHER SERVICES PROVIDED BY THE TRUST**

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.

REPRESENTATIONS

OFFICER COMMENT

RATIONALE FOR THE PROPOSALS.



## Reception 2016/17

PAA = All Hallows' CE(VA) I&N School (52 Children)	1st Preference	2nd Preference	3rd Preference
All Hallows' CE(VA) I&N School	21	4	5
Almondbury Community School	11	6	
Berry Brow I & N School	1		1
Farnley Tyas CE (VC) First School	1	1	
Highburton CE (VC) First School	1		1
Hillside Primary School		1	
Horbury Primary School	1		
Kaye's F & N School	1		
Kirkburton CE (VA) First School			2
Kirkheaton Primary School	1		
Lepton CE (VC) J I & N School	1	7	1
Lindley Church of England Infant School		1	
Moldgreen Community Primary School	3	3	2
Moorlands Primary School	1		
Netherton I & N School	1		
Rowley Lane J I & N School	8	2	1
Scissett CE (VA) First School		1	
St Aidan's CE (VA) First School			1
St Joseph's Catholic Primary School			3
Thurstonland Endowed (VC) First School		1	
<b>Grand Total</b>	<b>52</b>	<b>27</b>	<b>17</b>

## PAA = All Hallows' CE(VA) I&amp;N School (52 Children)

Allocated Primary/ Infant School	No of children
All Hallows' CE(VA) I&N School	26
Almondbury Community School	12
Berry Brow I & N School	1
Farnley Tyas CE (VC) First School	2
Kaye's F & N School	1
Kirkheaton Primary School	1
Lepton CE (VC) J I & N School	1
Moldgreen Community Primary School	2
Netherton I & N School	1
Rowley Lane J I & N School	4
Application withdrawn	1
<b>Grand Total</b>	<b>52</b>

**Transfer to Junior School 2016/17**

<b>Current School = All Hallows' CE(VA) I&amp;N School (34 Children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury Community School	27		1
Dalton School			2
Farnley Tyas CE (VC) First School			1
Highburton CE (VC) First School		1	1
Kirkheaton Primary School		2	
Lepton CE (VC) J I & N School		5	
Lowerhouses CE (VC) J I & EY School		3	
Moldgreen Community Primary School	1		
Rowley Lane J I & N School	5	4	3
St Joseph's Catholic Primary School	1		
<b>Grand Total</b>	<b>34</b>	<b>15</b>	<b>8</b>

**Current School = All Hallows' CE(VA) I&N School (34 Children)**

<b>Allocated Junior School</b>	<b>No of children</b>
Almondbury Community School	28
Kirkheaton Primary School	1
Lepton CE (VC) J I & N School	1
Rowley Lane J I & N School	3
St Joseph's Catholic Primary School	1
<b>Grand Total</b>	<b>34</b>

**Reception 2015/16**

<b>PAA = Almondbury CE (VA) I &amp; N School (48 Children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury CE (VA) I & N School	19	5	2
Almondbury Community School	11	5	2
Dalton School			1
Emley First School	1		
Farnley Tyas CE (VC) First School	1	3	2
Highburton CE (VC) First School	1		
Hillside Primary School		1	
Honley CE (VC) I & N School			1
Kirkburton CE (VA) First School			1
Lepton CE (VC) J I & N School	1	3	4
Lowerhouses CE (VC) J I & EY School	3		1
Moldgreen Community Primary School		1	
Rowley Lane J I & N School	8	6	1
St Joseph's Catholic Primary School	3	1	
Thurstonland Endowed (VC) First School			1
<b>Grand Total</b>	<b>48</b>	<b>25</b>	<b>16</b>

**PAA = Almondbury CE (VA) I & N School (48 Children)**

<b>Allocated Primary/ Infant School</b>	<b>No of children</b>
Almondbury CE (VA) I & N School	19
Almondbury Community School	13
Highburton CE (VC) First School	1
Lepton CE (VC) J I & N School	1
Lowerhouses CE (VC) J I & EY School	2
Rowley Lane J I & N School	8
St Joseph's Catholic Primary School	3
Thurstonland Endowed (VC) First School	1
<b>Grand Total</b>	<b>48</b>

**Transfer to Junior School 2015/16**

<b>Current School = Almondbury CE (VA) I &amp; N School (34 children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury Community School	22	5	2
Cowlersley Primary School			1
Highburton CE (VC) First School		2	1
Hillside Primary School	1		1
Holmfirth J I & N School		1	
Honley CE (VC) Junior School	2		
Lepton CE (VC) J I & N School	2	1	3
Lindley Junior School	1		
Linthwaite Ardron CE (VA) J & I School		1	
Lowerhouses CE (VC) J I & EY School		1	
Moorlands Primary School		1	
Newsome Junior School		1	1
Oak CofE Primary School	1		
Rowley Lane J I & N School	5	9	1
St Joseph's Catholic Primary School		1	
<b>Grand Total</b>	<b>34</b>	<b>23</b>	<b>10</b>

**Current School = Almondbury CE (VA) I & N School (34 Children)**

<b>Allocated Junior School</b>	<b>No of children</b>
Almondbury Community School	28
Kirkheaton Primary School	1
Lepton CE (VC) J I & N School	1
Rowley Lane J I & N School	3
St Joseph's Catholic Primary School	1
<b>Grand Total</b>	<b>34</b>



**Reception 2014/15**

<b>PAA = Almondbury CE (VA) I &amp; N School (52 Children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury CE (VA) I & N School	23	3	7
Beech Early Years I & J School	1		
Brockholes CE (VC) J & I School	1		
Crow Lane J I & N School		1	
Dalton School			1
Farnley Tyas CE (VC) First School	3	2	2
Greenside I & N School	12	3	
Honley CE (VC) I & N School		1	
Kirkburton CE (VA) First School			1
Lepton CE (VC) J I & N School	1	4	
Lindley Church of England Infant School		1	
Rawthorpe St James CE (VC) I & N School	1		
Rowley Lane J I & N School	7	1	1
St Joseph's Catholic Primary School	2	1	1
St Patrick's Catholic Primary School	1		1
<b>Grand Total</b>	<b>52</b>	<b>17</b>	<b>14</b>

**PAA = Almondbury CE (VA) I & N School (52 Children)**

<b>Allocated Primary/ Infant School</b>	<b>No of children</b>
Almondbury CE (VA) I & N School	26
Brockholes CE (VC) J & I School	1
Farnley Tyas CE (VC) First School	3
Greenside I & N School	12
Rawthorpe St James CE (VC) I & N School	1
Rowley Lane J I & N School	5
St Joseph's Catholic Primary School	3
St Patrick's Catholic Primary School	1
<b>Grand Total</b>	<b>52</b>

**Transfer to Junior School 2014/15**

<b>Current School = Almondbury CE (VA) I &amp; N School (40 children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury Community School	29	2	
Almondbury Junior School		4	3
Beech EY I & J School			
Crosland Moor Junior School			1
Dalton School		3	1
Farnley Tyas CE (VC) First School		1	1
Golcar J I & N School	1		
Kirkheaton Primary School			2
Lepton CE (VC) J I & N School	3	2	1
Lowerhouses CE (VC) J I & EY School	1	1	1
Moldgreen Community Primary School	1	5	
Newsome Junior School	1		
Rowley Lane J I & N School	4	6	1
<b>Grand Total</b>	<b>40</b>	<b>24</b>	<b>11</b>

<b>Current School = Almondbury CE (VA) I &amp; N School (40 Children)</b>	
Almondbury Community School	30
Beech EY I & J School	1
Dalton School	1
Lepton CE (VC) J I & N School	1
Lowerhouses CE (VC) J I & EY School	1
Newsome Junior School	1
Rowley Lane J I & N School	4
St Joseph's Catholic Primary School	1
<b>Grand Total</b>	<b>40</b>

Reception 2013/14

PAA = Almondbury CE (VA) I & N School (45 Children)	1st Preference	2nd Preference	3rd Preference
Almondbury CE (VA) I & N School	21	5	3
Castle Hill: A Specialist College	1		
Crow Lane Primary and Foundation Stage School	1		
Farnley Tyas CE (VC) First School	1	2	
Greenside I & N School	7	2	
Holmfirth J I & N School			1
Kirkheaton Primary School		1	
Lepton CE (VC) J I & N School	1	1	5
Lowerhouses CE (VC) J I & EY School			2
Moldgreen Community Primary School	1	1	1
North Yorkshire School	1		
Rawthorpe St James CE (VC) I & N School	1		
Reinwood I & N School	1		
Rowley Lane J I & N School	6	2	1
St Joseph's Catholic Primary School	1	1	
St Patrick's Catholic Primary School	1		
Thurstonland Endowed (VC) First School	1	1	
<b>Grand Total</b>	<b>45</b>	<b>16</b>	<b>13</b>

PAA = Almondbury CE (VA) I & N School (45 Children)

Allocated Primary/ Infant School	No of children
Almondbury CE (VA) I & N School	23
Castle Hill: A Specialist College	1
Farnley Tyas CE (VC) First School	3
Greenside I & N School	7
Moldgreen Community Primary School	1
Rawthorpe St James CE (VC) I & N School	1
Reinwood I & N School	1
Rowley Lane J I & N School	6
St Joseph's Catholic Primary School	1
St Patrick's Catholic Primary School	1
<b>Grand Total</b>	<b>45</b>

**Transfer to Junior School 2013/14**

<b>Current School = Almondbury CE (VA) I &amp; N School (44 children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury Junior School	40	3	1
Crosland Moor Junior School			1
Dalton School			1
Emley First School	1		
Hillside Primary School		1	
Kirkheaton Primary School	1	1	
Lepton CE (VC) J I & N School		3	2
Lowerhouses CE (VC) J I & EY School			1
Moldgreen Community Primary School		1	2
Rowley Lane J I & N School	2	6	
Spring Grove J I & N School		1	
<b>Grand Total</b>	<b>44</b>	<b>16</b>	<b>8</b>

<b>Current School = Almondbury CE (VA) I &amp; N School (44 Children)</b>	
Almondbury Junior School	41
Emley First School	1
Rowley Lane J I & N School	2
<b>Grand Total</b>	<b>44</b>

Reception 2012/13

PAA = Almondbury CE (VA) I & N School (44 Children)	1st Preference	2nd Preference	3rd Preference
Almondbury CE (VC) I & N School	19	4	6
Farnley Tyas CE (VC) First School	2	1	
Greenside I & N School	8	4	
Kirkburton			1
Lepton	3	6	1
Lindley	1		
Moldgreen Community Primary School	1		
Rowley Lane J I & N School	5	2	1
St Joseph's Catholic Primary School	5		
St Patricks		1	
Thurstonland		1	
<b>Grand Total</b>	<b>44</b>	<b>19</b>	<b>9</b>

PAA = Almondbury CE (VA) I & N School  
(44 Children)

Allocated Primary/ Infant School	No of children
Almondbury CE (VC) I & N School	25
Farnley Tyas CE (VC) First School	1
Greenside I & N School	9
Moldgreen Community Primary School	1
Rowley Lane J I & N School	4
St Joseph's Catholic Primary School	4
<b>Grand Total</b>	<b>44</b>

**Transfer to Junior School 2012/13**

<b>Current School = Almondbury CE (VA) I &amp; N School (36 children)</b>	<b>1st Preference</b>	<b>2nd Preference</b>	<b>3rd Preference</b>
Almondbury Junior School	29	1	1
Crosland Moor Junior School	1		
Dalton School			2
Highburton CE (VC) First School	1		
Kirkheaton Primary School		1	
Lepton CE (VC) J I & N School	1	2	1
Lindley Junior School	1		
Lowerhouses CE (VC) J I & EY School		1	
Moldgreen Community Primary School		1	
Newsome Junior School			1
Reinwood Community Junior School		1	
Rowley Lane J I & N School	2	2	
St Joseph's Catholic Primary School	1		
<b>Grand Total</b>	<b>36</b>	<b>9</b>	<b>5</b>

<b>Current School = Almondbury CE (VA) I &amp; N School (36 Children)</b>	
Almondbury Junior School	29
Crosland Moor Junior School	1
Lepton CE (VC) J I & N School	1
Reinwood Community Junior School	1
Rowley Lane J I & N School	3
St Joseph's Catholic Primary School	1
<b>Grand Total</b>	<b>36</b>

All Hallows I&N

Projected numbers - through Primary @ Sept 16

	YrR	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	TOTAL
<b>2016/17</b>	29	34	38					<b>101</b>
<b>2017/18</b>	30	29	34	38				<b>131</b>
<b>2018/19</b>	30	30	29	34	38			<b>161</b>
<b>2019/20</b>	30	30	30	29	34	38		<b>191</b>
<b>2020/21</b>	30	30	30	30	29	34	38	<b>221</b>
<b>2021/22</b>	30	30	30	30	30	29	34	<b>213</b>
<b>2022/23</b>	30	30	30	30	30	30	29	<b>209</b>
<b>2023/24</b>	30	30	30	30	30	30	30	<b>210</b>

School would be over capacity here but could probably manage with large KS2 classes

School would require extra capacity from September 2019 for at least one class base (Resource area?)

One further class base required Sept 20 if not already in place (Nursery area?)

**Net cap - 150**

**BUT the range (as per net cap schedule of Oct 2013) is only 125-139, as the 5 classrooms all fall short of 30 workplaces**

**Movements to year 3 - 2011/12 to 2016/17**

<b>2011/12</b>	<b>Count of Pref School</b>	<b>%</b>
<b>Almondbury CE (VC) I &amp; N School</b>	<b>38</b>	
Almondbury Junior School	31	82
Hillside Primary School	1	3
Lindley Junior School	1	3
Lydgate School	1	3
Newsome Junior School	1	3
Rowley Lane J I & N School	2	5
St Joseph's Catholic Primary School (Huddersfield)	1	3
<b>Grand Total</b>	<b>38</b>	

<b>2012/13</b>	<b>Count of Pref School</b>	<b>%</b>
<b>Almondbury CE (VC) I &amp; N School</b>	<b>35</b>	
Almondbury Junior School	29	83
Crosland Moor Junior School	1	3
Lepton CE (VC) J I & N School	1	3
Reinwood Community Junior School	1	3
Rowley Lane J I & N School	2	6
St Joseph's Catholic Primary School (Huddersfield)	1	3
<b>Grand Total</b>	<b>35</b>	

<b>2013/14</b>	<b>Count of Pref School</b>	<b>%</b>
<b>Almondbury CE (VA) I &amp; N School</b>	<b>41</b>	
Almondbury Junior School	37	90
Emley First School	1	2
Rowley Lane J I & N School	3	7
<b>Grand Total</b>	<b>41</b>	

<b>2014/15</b>	<b>Count of Pref School</b>	<b>%</b>
<b>Almondbury CE (VA) I &amp; N School</b>	<b>40</b>	
Almondbury Junior School	29	73
Beech Early Years I & J School	1	3
Kirkheaton Primary School	1	3
Lepton CE (VC) J I & N School	1	3
Lowerhouses CE (VC) J I & EY School	1	3
Newsome Junior School	1	3
Rowley Lane J I & N School	5	13
St Joseph's Catholic Primary School (Huddersfield)	1	3
<b>Grand Total</b>	<b>40</b>	



<b>2015/16</b>	<b>Count of Pref School</b>	
<b>Almondbury CE (VA) I &amp; N School</b>	<b>39</b>	<b>%</b>
Almondbury Community School	27	69
Crosland Moor Junior School	2	5
Honley CE (VC) Junior School	2	5
Lepton CE (VC) J I & N School	1	3
Lindley Junior School	1	3
Newsome Junior School	1	3
Rowley Lane J I & N School	5	13
<b>Grand Total</b>	<b>39</b>	

<b>2016/17</b>	<b>Count of Pref School</b>	
<b>Almondbury CE (VA) I &amp; N School</b>	<b>35</b>	<b>%</b>
Almondbury Community School	28	80
Kirkheaton Primary School	2	6
Rowley Lane J I & N School	4	11
St Joseph's Catholic Primary School (Huddersfield)	1	3
<b>Grand Total</b>	<b>35</b>	

Almondbury Community School  
Produced 16.11.16

- The numbers of children transferring from Almondbury Junior School (2013) and since 2014, staying on at Almondbury Community School from the KS2 phase.

2016	39
2015	34
2014	29
2013	25

- How many of those from Y6 at Almondbury Junior School (2013) and since 2014, the Almondbury Community School from the KS2 phase transferred to other schools (and if possible show where they transferred)?

	King James's School	Honley High School	Kirkburton Middle School	Netherhall Learning Campus High School	Newsome High School and Sports College	North Huddersfield Trust School
2016	16				1	
2015	29	1	1			2^
2014	24	1		1		
2013	66				1	

^ LA allocations

- Pupils living in the ACS catchment area which schools secured places at:

**2016**

School	Number of Pupils
All Saints Catholic College, Specialist in Humanities	1
Almondbury Community School	42
Holmfirth High School	1
Honley High School	5
King James's School	54
Netherhall Learning Campus High School	8
Newsome High School and Sports College	8
North Huddersfield Trust School	1
Rastrick High School	1
The Crossley Heath School	2

**2015**

<b>School</b>	<b>Number of Pupils</b>
All Saints Catholic College, Specialist in Humanities	3
Almondbury Community School	20
Holmfirth High School	1
Honley High School	1
King James's School	64
Longley School	1
Moor End Academy	1
Netherhall Learning Campus High School	10
Newsome High School and Sports College	12
Royds Hall Community School	1

#### 2014

<b>School</b>	<b>Number of Pupils</b>
All Saints Catholic College, Specialist in Humanities	1
Almondbury High School and Language College	42
Colne Valley High School	2
Honley High School	7
King James's School	58
Netherhall Learning Campus High School	13
Newsome High School and Sports College	18
North Huddersfield Trust School	2
Royds Hall High School	1

#### 2013

<b>School</b>	<b>Number of Pupils</b>
All Saints Catholic College, Specialist in Humanities	1
Almondbury High School and Language College	26
Heckmondwike Grammar School	3
Honley High School	6
King James's School	73
Kirkburton Middle School	1
Moor End Academy	2
Netherhall Learning Campus High School	5
Newsome High School and Sports College	12
Rastrick High School	2

- Pupils who secured a place at ACS but lived outside the PAA (and which PAA they live)?

**2016**

<b>Secondary Catchment</b>	<b>Number of Pupils</b>
Colne Valley High School	1
King James's School	4
Netherhall Learning Campus High School	17
North Huddersfield Trust School	2
Royds Hall High School	2
Shelley College	1

**2015**

<b>Secondary Catchment</b>	<b>Number of Pupils</b>
Fartown High School	1
King James's School	4
Netherhall Learning Campus High School	14
Newsome High School And Sports College	2
North Huddersfield Trust School	3
Shelley College	10

**2014**

<b>Secondary Catchment</b>	<b>Number of Pupils</b>
King James's School	1
Moor End Academy	2
Netherhall Learning Campus High School	16
Royds Hall High School	1
Other LA (Calderdale)	1

**2013**

<b>Secondary Catchment</b>	<b>Number of Pupils</b>
King James's School	2
Netherhall Learning Campus High School	17
Newsome High School And Sports College	1
North Huddersfield Trust School	3

## ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) PRIMARY SCHOOL

### PROPOSED POLICY FOR ADMISSION TO THE SCHOOL IN THE ACADEMIC YEAR 2018/19

#### ADMISSIONS POLICY AND OVERSUBSCRIPTION CRITERIA FOR ALL HALLOWS' CHURCH OF ENGLAND (VOLUNTARY AIDED) INFANT AND NURSERY SCHOOL FOR **ACADEMIC YEAR 2018/19** ADMISSIONS

The Governing Body of All Hallows CE (VA) Infant and Nursery School is the admissions authority for the school, not the Local Authority.

The Planned Admission Number for admission into the Reception class in the academic year **2018/2019** is 30. The Planned Admission Number follows consultation between the Governing Body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area. The Governing Body will not place any restrictions on admissions to the Reception Class unless the number of children for whom admission is sought exceeds this number. **By law, normally no infant class may contain more than thirty children.**

#### **Point of Entry:**

For infant/primary schools, those pupils whose fifth birthday falls between 1 September 2013 and 31 August 2014 are entitled to start school on the first day the school is open following 1 September 2018

**Attendance at nursery or a co-located children's centre does not guarantee admission to school. Parents of children who are admitted for nursery provision must apply for a place at the school if they want their child to transfer to reception class.**

#### **Making an application on the Common Application Form**

Kirklees parents wishing to apply for a place must make an application online between **1<sup>st</sup> September 2017 and 15<sup>th</sup> January 2018** at [www.kirklees.gov.uk/admissions](http://www.kirklees.gov.uk/admissions). If the parent's home address is in another local authority they **MUST** apply by contacting their own home local authority and follow their admissions process. The closing date for an application is the 15<sup>th</sup> January prior to starting school in September.

*If you wish to apply under the Christian Commitment Criteria which shows a Church commitment, you should also fill in an additional form (SIF) which can be obtained from the school office. This form should be returned directly to the school by 15 January 2018. It is a parental responsibility to return this completed form to the school. If you do not do so the school will not be able to rank the application against any of the Christian commitment criteria.*

The Local Authority operates a co-ordinated admissions scheme and administers a system of equal preferences under which all applications are considered equally and the School's Governing Body allocates the available places in accordance with its published admissions policy. In the event that there are more applications than places available, the Governing Body will allocate places using the criteria detailed on page 2, which are listed in order of priority. The Local Authority will inform parents of the offer of a place.

#### **Deferred Entry to Primary Schools**

Where the Governing Body offers a place at a primary or infant school, a parent who accepts that school place can defer entry to that school until the beginning of the term after the child's fifth birthday. There may be spring and summer term admissions as a result of parents who have deferred their child's entry. Any deferred place at the school will be held for that child and will not be available to be offered to another child and the deferred place must be taken up during the same school year for which the offer of the school place was made and

accepted. Entry to a school cannot be deferred to the next academic year or beyond the beginning of the term following the child's fifth birthday. Parents can also request that their child attends school part time instead of full time until the child reaches statutory school age. Schools must accommodate such requests where it appears to be in the best interest of the child.

### **Special Educational Needs**

All Hallows CE (VA) Infant and Nursery School will admit children with a Statement of Special Educational Needs or Education Health Care Plan in which All Hallows CE (VA) Infant and Nursery School is named on the Statement or Education Health Care Plan.

### **Oversubscription Criteria**

Where the number of applications for All Hallows CE (VA) Infant and Nursery School received during the normal admissions round exceeds the admission number of the school the Governing Body will apply the following criteria in strict order of priority.

1. Looked after children (a child who is looked after by the local authority or being provided with accommodation by the Local Authority in accordance with Section 22 of the Children Act 1989). This also includes children who were previously looked after but ceased to be so because they were adopted or became subject of a residence order or a special guardianship order.
2. A child whose parents/guardians reside inside the Priority Admission Area (PAA) who has a brother or sister (including a half-, step- or adoptive brother or sister) attending All Hallows CE (VA) Infant and Nursery School at the proposed date of admission. **(See notes 1, 2, 3 & 5)**
3. A child whose parents/guardians reside within the Priority Admission Area. **(See notes 1, 2 & 3)**
4. A child who, or whose parents/guardians, resides within the Almondbury and Farnley Tyas Team Parish who are:

#### **'At the heart of the church'**

A regular worshipper. A person who worships at the churches within the Team Parish of Almondbury and Farnley Tyas at least twice per month, for a period of 12 months prior to the closing date for applications. The worshipper could be one or more parents or the child.

*A 'Supplementary Information Form' (SIF) to provide confirmation of Christian commitment is available from the school. The form should be signed by the Team Rector*

Parents having moved to become resident in the team parish mentioned above, having been on the electoral roll of and 'At the heart of the church' of another Anglican parish, will qualify upon proof of being provided by the priest of that other parish. **(See notes 1, 2 & 3).**

5. A child who, or whose parents/guardians resides within the Almondbury and Farnley Tyas Team Parish who are members of another Christian church recognised by Churches Together in Britain and Ireland who are:

#### **'At the heart of the church'**

A regular worshipper. A person who worships at least twice per month, for a period of 12 months prior to the closing date for application. The worshipper could be one or more parents or the child

*A 'Supplementary Information Form' (SIF) to provide confirmation of Christian commitment is available from the school. The form should be signed by the minister of that church and returned to the school. (See note 4)*

Parents having moved to become resident in the Priority Admission Area (PAA) having been on the electoral roll of and 'At the heart of the church' of another Anglican parish, will qualify upon proof of membership being provided by the priest of that other parish. **(See notes 1, 2 & 3)**

6 Other children who do not meet any of the criteria described in criteria 1 – 5 above.

### **TIE-BREAKER**

If there are more applications in a particular category than the number of places available, the remaining places will be offered to the children whose permanent address is nearest to school.

Distance is measured in a straight line from a child's home address to the school. Measurements are calculated using six-figure National Grid Co-ordinates taken from the National Land and Property Gazetteer. This grid reference refers to a point that falls within the permanent building structure corresponding to the address. The boundary of the building structure for the address is derived from Ordnance Survey's MasterMap. For smaller, residential properties the grid reference marks a point near the centre of the building. For larger properties, like schools with, for example, multiple buildings and large grounds, the grid reference relates to a point inside the main addressable building structure. The distance calculated is accurate to within 1 metre using the Kirklees Local Authority mapping system.

### **NOTES**

#### **1. Maps**

A map showing the Priority Admission Area is available at the school and the school's website..

A map showing the boundary for Almondbury and Farnley Tyas Team Parish is available at the school and the school's website.

#### **2. Parents**

'Parents' include all those people who have a parental responsibility for a child as set out in the Children Act 1989. Where responsibility for a child is 'shared', the person receiving Child Benefit is regarded as being the parent responsible for completing application forms, and whose address will be used for admissions purposes.

#### **3. Home address and residing in**

The home address is the child's permanent home at the date when applications close or, if a significant house move is involved, the latest reasonable date before the final allocation of places. A child is normally regarded as living with a parent or carer and we will use the parent or carer's address for admissions purposes. You cannot lodge a child with a friend or relation to gain a place at a school. Only one address can be used as a child's permanent address. Where a child's parents live at different addresses and the child spends time at each address the following will be considered when making a decision about the address to be used for admissions purposes:

- how much time is spent at each address
- which parent has parental responsibility for the child
- who receives Child Benefit for the child
- where the child is registered for medical and dental care
- any residency or custody orders made by the courts.

Families who are due to move house should provide

- i) a Solicitor's letter confirming that exchange of contracts has taken place on the purchase of a property; or
- ii) a copy of the current Rental Agreement, signed by both the tenants and the landlords, showing the address of the property; or
- iii) in the case of Serving H.M. Forces personnel, an official letter confirming their date of posting from the MOD, FCO or GCHQ.

**4. Other Christian churches** (Churches Together in Britain and Ireland) - details may be obtained from the school or by visiting the Churches Together in Britain and Ireland website: <https://ctbi.org.uk>

**5. The term 'sibling' is defined as:**

- a full or half-brother or sister
- a stepbrother or sister
- an adoptive brother or sister
- the children of parents living together in the same family household.

Stepbrother, stepsister, half-brother and half-sister are defined as children who belong to only one parent living in the same family household.

Where the admission of siblings from a multiple birth (eg twins, triplets) would cause the school to rise above its Planned Admission Number (PAN), all of the children from the multiple birth will be admitted.

**In-year admissions**

Parents seeking to transfer a child to the school during the school year should make an application by completing the In-Year Application Form which is available from the School/Local Authority. The form should be returned to the school. Should there be more applications than places available then the oversubscription criteria will be used to categorise each application. The Governing Body will inform the parents whether or not a place has been offered.

If you wish to apply under the Christian Commitment Criteria which shows a Church commitment, you should also fill in an additional form (SIF) which can be obtained from the school office. This form should be returned directly to the school with the In-Year Application Form

**Waiting list**

Your child's name will automatically be placed on the waiting list where they have been refused a place or offered a lower preference. The list will be held open until the end of the last school day of the 2018/19 academic year for admissions into the reception year group.

Waiting lists are made up of on-time and late applicants. Children are placed on waiting lists in strict priority order according to the school's published admission criteria and not according to when their application was received. School will write to you if a place becomes available for your child and you will be asked to confirm if you wish to accept the place.

It should be noted that children who are the subject of direction by a local authority to admit or who are allocated to a school in accordance with an In-Year Fair Access Protocol **must** take precedence over those on a waiting list.

**Appeals**

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002.



Parents who intend to make an appeal against the Governing Body's decision to refuse admission must submit a notice of appeal in writing within twenty days of receiving the refusal letter to:

*<Insert details of the Appeal Clerk or Chair of Governors>*

Normally, appeal hearings will be held within six weeks of the closing date for receiving the notice of appeal. Please note that this right of appeal against the governors' decision does not prevent you from making an appeal in respect of any other school.

All parents/carers are strongly advised to read the **Primary School Guide for Parents** booklet produced by Kirklees School Admissions Department. If your child is not offered one of your preferred schools and you decide to appeal, this booklet may be referred to at the appeal hearing. It is advised that you keep the document until your child begins their new school. This document is available on line at [www.kirklees.gov.uk/admissions](http://www.kirklees.gov.uk/admissions).

### **Fraudulent applications**

Where the authority has made an offer of a place at a school based on fraudulent or intentionally misleading information, which has effectively denied a place to a child with a higher right of admission, the authority will withdraw the offer of a place. If the authority withdraws an offer of a place you will be offered an alternative school place and notified of your right to appeal to an independent appeal panel.

### **Summer born children (children born between 1st April and 31st August)**

The majority of parents/carers apply and take up a reception place in the school year in which their child will reach the age of five. However, there may be exceptions where parents feel this is not in the best interest of the child and request that the child's place is deferred. The non-statutory guidance issued by the Department for Education (DfE July 2013) states:

School admission authorities are required to provide for the admission of all children in the September following their fourth birthday, but flexibilities exist for children whose parents do not feel they are ready to begin school at this point.

School admission authorities are responsible for making the decision on which year group a child should be admitted to, but are required to make a decision based on the circumstances of the case.

There is no statutory barrier to children being admitted outside their normal year group.

Applications need to be made under the normal round expressing the wish that the child be admitted the following year. This will be discussed through a joint agency meeting.

## All Hallows' C.E. (VA) Infant and Nursery School



Longcroft, Almondbury, Huddersfield, W. Yorkshire HD5 8XW

Tel: 01484 223954

Email: [office.almondburyinf@kirkleeseducation.uk](mailto:office.almondburyinf@kirkleeseducation.uk)

### SUPPLEMENTARY INFORMATION FORM

Please note that it is the parent's/guardian's responsibility to return both sections of this form to the school (please ask the Priest / Vicar/ Minister to complete section B). If you do not do so the school will not be able to rank the application against any of the faith commitment criteria.

#### **Part A** (to be completed by parent/guardian)

The school to which you are applying is a voluntary aided Church of England school. The school is designated as a school with a religious character and as such the Governing Body is permitted to give priority to applicants who are of the faith of the school.

The Supplementary Information Form is to verify the Christian commitment of the parent(s)/guardian(s) applying for a place at a voluntary aided Church of England school.

This form should be completed if you want your application to be considered using the Christian commitment oversubscription criteria of the school Admissions Policy.

**Please read the school's Admissions Policy before completing this form.**

Child's Full Name \_\_\_\_\_

Date of Birth \_\_\_\_\_

Address \_\_\_\_\_

Postcode \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Tel. No. \_\_\_\_\_

Declaration of Christian commitment for at least the previous <12> months prior to the closing date for applications

Do you regularly worship in an Anglican Church or any other Christian Church? **Yes / No**

If yes do you consider yourself to be:

At the heart of the church (please see Admission Policy notes) **Yes/No**

Name and address of church:  
\_\_\_\_\_  
\_\_\_\_\_

**Please see part B over the page**

**Part B** (to be completed by Priest / Vicar/ Minister)

Please ask the Minister of your church to complete the section below:

The parent(s)/Guardian(s) have given your name as a referee to support the Admissions Application for their child to be admitted to [<insert name of school>](#).

Please confirm the following:

To the best of my knowledge the above child and /or parent(s)/guardian(s) worship at this church at least twice per month and have done so for the last [<12>](#) months **Yes/No**

Name \_\_\_\_\_ (signed)

\_\_\_\_\_ (printed)

Date \_\_\_\_\_

Church/Parish \_\_\_\_\_

Tel No: \_\_\_\_\_

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

THE COMPLETED SUPPLEMENTARY INFORMATION FORM SHOULD BE RETURNED TO THE SCHOOL NO LATER THAN [<insert date>](#)

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:			Fin Year	Fin Year	Fin Year	Fin Year	Fin Year	Fin Year
			2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Education Funding Agency data set:</b>			Oct-15	Oct-16	Oct-17	Oct-18	Oct-19	Oct-20
Reception to Year 6 pupils	[Assumes KS2 provn Sept 2017]		104	100	130	160	190	220
			104	100	130	160	190	220
								Ideal scenario from assumption of 30 in each new class
Proportion of FSM pupils (Primary)			0.2895	0.2895	0.2895	0.2895	0.2895	0.2895
Proportion IDACI Band 1 (Primary)			0.0288	0.0288	0.0288	0.0288	0.0288	0.0288
Proportion IDACI Band 2 (Primary)			0.2019	0.2019	0.2019	0.2019	0.2019	0.2019
Proportion IDACI Band 3 (Primary)			0.4423	0.4423	0.4423	0.4423	0.4423	0.4423
Proportion IDACI Band 4 (Primary)			0.0096	0.0096	0.0096	0.0096	0.0096	0.0096
Proportion IDACI Band 5 (Primary)			0.0481	0.0481	0.0481	0.0481	0.0481	0.0481
Proportion IDACI Band 6 (Primary)			0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Looked-after Children			0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Proportion of Low Prior Att (Primary)			0.1991	0.1991	0.1991	0.1991	0.1991	0.1991
English as an Additional Language			0.0141	0.0141	0.0141	0.0141	0.0141	0.0141
<b>Funding Factor</b>								
	Factor Value 2016-17 £	Factor Value 2017-18 £	2016-17 Funding £	2017-18 Funding £	2018-19 Funding £	2019-20 Funding £	2020-21 Funding £	2021-22 Funding £
Primary Age-weighted Pupil Unit	£2,787.95	£2,787.95	£289,947	£278,795	£362,434	£446,072	£529,711	£613,349
Free School Meals (Ever 6) [Primary]	£553.01	£553.01	£16,649	£16,008	£20,811	£25,613	£30,416	£35,218
<b>IDACI factors</b>								
Primary IDACI Band 1	£436.98	£436.98	£1,311	£1,261	£1,639	£2,017	£2,395	£2,773
Primary IDACI Band 2	£536.30	£536.30	£11,262	£10,829	£14,078	£17,327	£20,575	£23,824
Primary IDACI Band 3	£794.52	£794.52	£36,548	£35,142	£45,685	£56,228	£66,770	£77,313
Primary IDACI Band 4	£794.52	£794.52	£795	£764	£993	£1,222	£1,452	£1,681
Primary IDACI Band 5	£794.52	£794.52	£3,973	£3,820	£4,966	£6,112	£7,258	£8,404
Primary IDACI Band 6	£794.52	£794.52	£0	£0	£0	£0	£0	£0
Looked-After Children	£1,500.00	£1,500.00	£0	£0	£0	£0	£0	£0
Primary Low Prior Attainment	£1,661.16	£1,661.16	£34,392	£33,069	£42,989	£52,910	£62,831	£72,751
English as Additional Language	£974.00	£974.00	£1,427	£1,372	£1,783	£2,195	£2,606	£3,018

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:		Fin Year 2016-17	Fin Year 2017-18	Fin Year 2018-19	Fin Year 2019-20	Fin Year 2020-21	Fin Year 2021-22
Lump Sum (incl transitional protection)		£130,000	£130,000	£130,000	£130,000	£130,000	£130,000
Business Rates	Actual cost    Actual cost	£1,913	£1,913	£1,913	£1,913	£1,913	£1,913
<b>Min Funding Guarantee (assumed at -1.5%)</b>		<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Gaining Schools scaling		-£12,703	-£9,143	-£8,896	-£8,196	-£7,285	-£6,313
Primary sector De-delegation	-£38.03    -£38.03	-£3,955	-£3,803	-£4,944	-£6,085	-£7,226	-£8,367
<b>SCHOOLS BLOCK FORMULA</b>		<b>£511,557</b>	<b>£500,027</b>	<b>£613,451</b>	<b>£727,328</b>	<b>£841,416</b>	<b>£955,564</b>
High Needs top-up		£0	£0	£0	£0	£0	£0
Early Years Funding		£51,258	£51,258	£51,258	£51,258	£51,258	£51,258
Pupil Premium (Primary)	£1,320.00	£36,960	£35,538	£46,200	£56,862	£67,523	£78,185
Service Children Pupil Premium	£300.00	£0	£0	£0	£0	£0	£0
<b>BUDGET SHARE ALLOCATION</b>		<b>£599,775</b>	<b>£586,824</b>	<b>£710,909</b>	<b>£835,448</b>	<b>£960,197</b>	<b>£1,085,007</b>
Change compared to previous year's budget share			-£12,951	£124,085	£124,539	£124,749	£124,810

Minimum Funding Guarantee							
Current year MFG unit value per pupil		£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60
Previous year MFG unit value per pupil		£3,647.41	£3,688.45	£3,719.17	£3,742.16	£3,759.37	£3,772.26
Initial change between years		£163.19	£122.15	£91.43	£68.43	£51.22	£38.34
Percentage change in funding per pupil		4.47%	3.31%	2.46%	1.83%	1.36%	1.02%
Maximum decrease allowed by MFG		-1.50%	-1.50%	-1.50%	-1.50%	-1.50%	-1.50%
Support required to limit to 1.5% fall		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Support amount per pupil		£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
x current year pupils		104	100	130	160	190	220
<b>Minimum Funding Guarantee allocation</b>		<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>

Scaling adjustment for gaining schools							
Current year MFG unit value per pupil		£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60
Previous year MFG unit value per pupil		£3,647.41	£3,688.45	£3,719.17	£3,742.16	£3,759.37	£3,772.26
Initial change between years		£163.19	£122.15	£91.43	£68.43	£51.22	£38.34

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:	Fin Year 2016-17	Fin Year 2017-18	Fin Year 2018-19	Fin Year 2019-20	Fin Year 2020-21	Fin Year 2021-22
Current year's funded pupils	104	100	130	160	190	220
Increase in MFG-eligible funding between years	£16,972	£12,215	£11,886	£10,949	£9,732	£8,435
Scaling factor [determined by the need to match the overall MFG pay-out]	74.85%	74.85%	74.85%	74.85%	74.85%	74.85%
Increase scaled back by	-£12,703	-£9,143	-£8,896	-£8,196	-£7,285	-£6,313
Change compared to previous year's budget share		-£12,951	£124,085	£124,539	£124,749	£124,810
Change compared to 2016-17		-£12,951	£111,134	£235,673	£360,423	£485,232
Balance brought forward from previous financial year		-£33,000	-£120,698	-£118,074	-£40,206	£111,964
Non-recurrent carry-forward into 2016-17		-£13,351				
<b>Restore Learning Resources to more sustainable level</b>		-£12,000	-£17,000	-£22,000	-£27,000	-£32,000
						£5000 per year group? [£3k in 16-17 budget!]
Additional teaching staff	[M6 assumed]	-£27,043	-£27,043	-£27,043	-£27,043	-£27,043
			1.1			Cf 2016-17 budget, teacher to restore part yr
				0.2		
					1.1	
						1.1
TLR payments				-£1,957	-£3,354	-£3,354
Head & Deputy group size [to reflect KS2 resp and growing nos]						Timing of introduction to be confirmed Governing Body would need to decide
Admin staff		8hrs	-£2,082	-£3,584	-£3,584	-£3,584
						Is this addition realistic given school doubles in size?
Support staff		9hrs	-£2,979	-£5,128	-£5,128	-£5,128
			20h	-£6,619	-£11,396	-£11,396
						Is this addition realistic given school doubles in size?
Lunchtime Supervision	1	-£1,453	-£2,490	-£2,490	-£2,490	-£2,490
				1	-£1,453	-£2,490
Signage adjustments						
Uniform						
Website amendment						
						} Some minor costs will be } incurred in addressing } these issues
New class KS2 materials / furniture / equipment		-£20,000	-£20,000	-£20,000	-£20,000	0
						Rough estimate used
Rental from Play Group					-£1,400	-£2,400
						Space needed Sept 2020
Traded Service increased charges		£269	-£1,751	-£3,771	-£5,792	-£7,812
Teacher insurance			-£1,249	-£1,476	-£2,724	-£3,973
Swimming Service		-£1,571	-£4,263	-£5,385	-£5,385	-£5,385
Catering increase		£402	-£2,610	-£5,622	-£8,634	-£11,645

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

	Fin Year	Fin Year	Fin Year	Fin Year	Fin Year	Fin Year
Funding Year:	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Year End position		-£120,698	-£118,074	-£40,206	£111,964	£350,304

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:	Fin Year		Fin Year		Fin Year		Fin Year		Fin Year						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2016-17	2017-18	2018-19	2021-22					
<b>Education Funding Agency data set:</b>	Oct-15		Oct-16		Oct-17		Oct-18		Oct-19		Oct-20				
Reception to Year 6 pupils	[Assumes KS2 provn Sept 2017]		104		100		125		150		175		200		Less rosy assumption of 25 in each new class
	104		100		125		150		175		200				
Proportion of FSM pupils (Primary)	Oct 15 data		Oct 15 data		Oct 15 data		Oct 15 data		Oct 15 data		Oct 15 data				
	0.2895		0.2895		0.2895		0.2895		0.2895		0.2895				
Proportion IDACI Band 1 (Primary)	0.0288		0.0288		0.0288		0.0288		0.0288		0.0288				
Proportion IDACI Band 2 (Primary)	0.2019		0.2019		0.2019		0.2019		0.2019		0.2019				
Proportion IDACI Band 3 (Primary)	0.4423		0.4423		0.4423		0.4423		0.4423		0.4423				
Proportion IDACI Band 4 (Primary)	0.0096		0.0096		0.0096		0.0096		0.0096		0.0096				
Proportion IDACI Band 5 (Primary)	0.0481		0.0481		0.0481		0.0481		0.0481		0.0481				
Proportion IDACI Band 6 (Primary)	0.0000		0.0000		0.0000		0.0000		0.0000		0.0000				
Looked-after Children	0.0000		0.0000		0.0000		0.0000		0.0000		0.0000				
Proportion of Low Prior Att (Primary)	0.1991		0.1991		0.1991		0.1991		0.1991		0.1991				
English as an Additional Language	0.0141		0.0141		0.0141		0.0141		0.0141		0.0141				
<b>Funding Factor</b>	<b>Factor Value</b>	<b>Factor Value</b>	<b>2016-17 Funding</b>	<b>2017-18 Funding</b>	<b>2018-19 Funding</b>	<b>2019-20 Funding</b>	<b>2020-21 Funding</b>	<b>2021-22 Funding</b>							
	2016-17	2017-18	£	£	£	£	£	£							
	£	£													
Primary Age-weighted Pupil Unit	£2,787.95	£2,787.95	£289,947	£278,795	£348,494	£418,193	£487,891	£557,590							
Free School Meals (Ever 6) [Primary]	£553.01	£553.01	£16,649	£16,008	£20,010	£24,012	£28,015	£32,017							
<b>IDACI factors</b>															
Primary IDACI Band 1	£436.98	£436.98	£1,311	£1,261	£1,576	£1,891	£2,206	£2,521							
Primary IDACI Band 2	£536.30	£536.30	£11,262	£10,829	£13,536	£16,244	£18,951	£21,658							
Primary IDACI Band 3	£794.52	£794.52	£36,548	£35,142	£43,928	£52,713	£61,499	£70,284							
Primary IDACI Band 4	£794.52	£794.52	£795	£764	£955	£1,146	£1,337	£1,528							
Primary IDACI Band 5	£794.52	£794.52	£3,973	£3,820	£4,775	£5,730	£6,685	£7,640							
Primary IDACI Band 6	£794.52	£794.52	£0	£0	£0	£0	£0	£0							
Looked-After Children	£1,500.00	£1,500.00	£0	£0	£0	£0	£0	£0							
Primary Low Prior Attainment	£1,661.16	£1,661.16	£34,392	£33,069	£41,336	£49,603	£57,870	£66,138							
English as Additional Language	£974.00	£974.00	£1,427	£1,372	£1,715	£2,058	£2,401	£2,744							



**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:		Fin Year 2016-17	Fin Year 2017-18	Fin Year 2018-19	Fin Year 2019-20	Fin Year 2020-21	Fin Year 2021-22
Lump Sum (incl transitional protection)		£130,000	£130,000	£130,000	£130,000	£130,000	£130,000
Business Rates	Actual cost    Actual cost	£1,913	£1,913	£1,913	£1,913	£1,913	£1,913
<b>Min Funding Guarantee (assumed at -1.5%)</b>		<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>
Gaining Schools scaling		-£12,703	-£9,143	-£8,554	-£7,683	-£6,709	-£5,739
Primary sector De-delegation	-£38.03    -£38.03	-£3,955	-£3,803	-£4,754	-£5,705	-£6,655	-£7,606
<b>SCHOOLS BLOCK FORMULA</b>		<b>£511,557</b>	<b>£500,027</b>	<b>£594,930</b>	<b>£690,115</b>	<b>£785,403</b>	<b>£880,687</b>
High Needs top-up		£0	£0	£0	£0	£0	£0
Early Years Funding		£51,258	£51,258	£51,258	£51,258	£51,258	£51,258
Pupil Premium (Primary)	£1,320.00	£36,960	£35,538	£44,423	£53,308	£62,192	£71,077
Service Children Pupil Premium	£300.00	£0	£0	£0	£0	£0	£0
<b>BUDGET SHARE ALLOCATION</b>		<b>£599,775</b>	<b>£586,824</b>	<b>£690,611</b>	<b>£794,681</b>	<b>£898,853</b>	<b>£1,003,022</b>
Change compared to previous year's budget share			-£12,951	£103,787	£104,070	£104,173	£104,169

Minimum Funding Guarantee							
Current year MFG unit value per pupil		£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60
Previous year MFG unit value per pupil		£3,647.41	£3,688.45	£3,719.17	£3,742.16	£3,759.37	£3,772.26
Initial change between years		£163.19	£122.15	£91.43	£68.43	£51.22	£38.34
Percentage change in funding per pupil		4.47%	3.31%	2.46%	1.83%	1.36%	1.02%
Maximum decrease allowed by MFG		-1.50%	-1.50%	-1.50%	-1.50%	-1.50%	-1.50%
Support required to limit to 1.5% fall		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Support amount per pupil		£0.00	£0.00	£0.00	£0.00	£0.00	£0.00
x current year pupils		104	100	125	150	175	200
<b>Minimum Funding Guarantee allocation</b>		<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>	<b>£0</b>

Scaling adjustment for gaining schools							
Current year MFG unit value per pupil		£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60	£3,810.60
Previous year MFG unit value per pupil		£3,647.41	£3,688.45	£3,719.17	£3,742.16	£3,759.37	£3,772.26
Initial change between years		£163.19	£122.15	£91.43	£68.43	£51.22	£38.34

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

Funding Year:	Fin Year 2016-17	Fin Year 2017-18	Fin Year 2018-19	Fin Year 2019-20	Fin Year 2020-21	Fin Year 2021-22	
Current year's funded pupils	104	100	125	150	175	200	
Increase in MFG-eligible funding between years	£16,972	£12,215	£11,428	£10,265	£8,964	£7,668	
Scaling factor [determined by the need to match the overall MFG pay-out]	74.85%	74.85%	74.85%	74.85%	74.85%	74.85%	
Increase scaled back by	-£12,703	-£9,143	-£8,554	-£7,683	-£6,709	-£5,739	
Change compared to previous year's budget share		-£12,951	£103,787	£104,070	£104,173	£104,169	Less rosy assumption of 25 in each new class
Change compared to 2016-17		-£12,951	£90,836	£194,906	£299,078	£403,247	
Balance brought forward from previous financial year		-£33,000	-£120,436	-£135,312	-£95,410	£77	
Non-recurrent carry-forward into 2016-17		-£13,351					
<b>Restore Learning Resources to more sustainable level</b>		-£12,000	-£17,000	-£22,000	-£27,000	-£32,000	£5000 per year group? [£3k in 16-17 budget!]
Additional teaching staff [M6 assumed]		-£27,043	-£27,043	-£27,043	-£27,043	-£27,043	Cf 2016-17 budget, teacher to restore part yr
			1.1 -£27,043	0.2 -£46,360	1.1 -£8,429	1.1 -£46,360	
				-£4,917	-£8,429	-£27,043	
TLR payments				-£1,957	-£3,354	-£3,354	Timing of introduction to be confirmed
Head & Deputy group size [to reflect KS2 resp and growing nos]							Governing Body would need to decide
Admin staff			8hrs -£2,082	-£3,584	-£3,584	-£3,584	Is this addition realistic given school doubles in size?
Support staff			9hrs -£2,979	-£5,128	-£5,128	-£5,128	Is this addition realistic given school doubles in size?
				20h -£6,619	-£11,396	-£11,396	Is this addition realistic given school doubles in size?
Lunchtime Supervision	1	-£1,453	-£2,490	-£2,490	-£2,490	-£2,490	
Signage adjustments				1 -£1,453	-£2,490	-£2,490	
Uniform							} Some minor costs will be incurred in addressing these issues
Website amendment							
New class KS2 materials / furniture / equipment		-£20,000	-£20,000	-£20,000	-£20,000	0	Rough estimate used
Rental from Play Group					-£1,400	-£2,400	Space needed Sept 2020
Traded Service increased charges		£269	-£1,414	-£3,098	-£4,782	-£6,465	
Teacher insurance				-£1,249	-£1,476	-£2,724	
Swimming Service		-£1,309	-£3,553	-£4,488	-£4,488	-£4,488	
Catering increase		£402	-£2,108	-£4,618	-£7,128	-£9,637	

**ALL HALLOWS' CE(VA) INFANT & NURSERY SCHOOL - FUNDING PROJECTIONS**

	Fin Year	Fin Year	Fin Year	Fin Year	Fin Year	Fin Year
Funding Year:	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Year End position		-£120,436	-£135,312	-£95,410	£77	£161,933

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**Name of meeting:** Cabinet  
**Date:** 28<sup>th</sup> November 2016  
**Title of report:** Putting Children First – Post OfSted Inspection – Next Steps

<b>Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?</b>	Yes .
<b>Key Decision - Is it in the <a href="#">Council's Forward Plan (key decisions and private reports?)</a></b>	The Chair of Overview & Scrutiny Management Committee has given approval to the consideration of this report, which involves consideration of a Key Decision set out at paragraph 5.5, on the grounds of urgency in accordance with Paragraph 11 of The Local Authorities (Executive Arrangements)(Meetings and Access to Information)(England) Regulations 2012
<b>The Decision - Is it eligible for call in by Scrutiny?</b>	Yes
<b>Date signed off by <u>Director</u> &amp; name</b>  <b>Is it also signed off by the Director of Resources?</b>  <b>Is it also signed off by the Assistant Director (Legal Governance and Monitoring)?</b>	Sarah Callaghan 25 November 2016  Debbie Hogg 23 November 2016  Julie Muscroft 24 November 2016
<b>Cabinet member <a href="#">portfolio</a></b>	Cllr Erin Hill – Portfolio Holder Family Support & Child Protection

**Electoral wards affected:** All  
**Ward councillors consulted:**  
**Public or private:**

## 1. Purpose of Report

On September 12<sup>th</sup> 2016, Ofsted announced an inspection of LA arrangements to support children and young people in need of help and protection under the Safeguarding Inspection Framework (SIF). The inspection finished on October 6<sup>th</sup>, 2016. Provisional judgements indicate the need for a rigorous and swift response to demonstrate commitment and ownership to drive through change to support and accelerate improvement.

1.1 The purpose of this report is to provide information about the next steps in response to the Ofsted inspection, including some immediate actions that will require commitment and resources from across the Council and partners.

- 1.2 The report sets out a draft strategy to support improvement including:
- Some immediate capacity requirements
  - Some key dates that will facilitate the development of an updated action plan aligning the 4 key priorities with messages emerging from Ofsted (Appendix A)
  - A process for ensuring the action plan is aligned to the ambitions of New Council and key corporate objectives.
  - A process for ensuring the action plan is owned politically, strategically, corporately and operationally.
  - The governance arrangements to support improvement (Appendix B)
  - The reporting cycle underpinning the governance arrangements to evidence improvement is being made
- 1.3 The approach adopted to support improvement will apply the 3 pillars of improvement set out in the DfE policy driver, 'Putting Children First'<sup>1</sup>

## **2. Background Information**

- 2.1 In Kirklees we are committed to getting it right for children; this is an ambition that is articulated within our vision statement for the Health and Well Being Board and one that underpins our New Council approach:

*'Having the best possible start in life through every child and young person being safe, loved, healthy, and happy, supported to be free from harm; and having the chance to make the most of their talents, skills and qualities to fulfil their potential and become productive members of society'.*

### **2.2 National Context**

In July 2016, the DfE published, 'Putting Children First' making clear their intention 'to bring about the widest reaching reforms to children's social care and social work in a generation.'

This plan involves fundamental reform of each of the three pillars on which the children's social care system stands:

**People and Leadership** – bringing the best into the profession and giving them the right knowledge and skills for the challenging but hugely rewarding work ahead, and developing leaders equipped to nurture practice excellence.

**Practice and Systems** – creating the right environment for excellent practice and innovation to flourish, learning from the very best practice, and learning from when things go wrong.

**Governance and Accountability** – making sure that what we are doing is working, and developing innovative new organisational models with the potential to radically improve services.

This report will set out Kirklees ambition for improvement adopting the 3 pillars of success articulated above.

### **2.3 Local Context**

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<sup>1</sup> <https://www.gov.uk/government/publications/putting-children-first-our-vision-for-childrens-social-care>

In February 2016, a Development Board was established by the Chief Executive (CE) of the Council in response to issues identified through the auditing of social care case files in Family Support and Child Protection. The audit identified inconsistencies in quality of social care practice centring around:

- Lack of management oversight
- Timeliness of decision making
- Evidence of the voice of the child
- Timeliness of assessments

The establishment of the Development Board was a proactive decision by the CE in response to an external review of the service and the imminent retirement of the longstanding Director for Children and Young People (DCS) and Assistant Director (AD) for Children and Young People. The membership of the Development Board includes: the Chief Executive (chair) the Portfolio Holder for children; the DCS, Kirklees, the independent chair of the Safeguarding Board, the Chief Superintendent, Divisional Commander of Police, DCS for North Yorkshire, Director for Public Health, Principal Social Worker, Finance, HR and the AD for Family Support and Child Protection.

To drive improvement; a robust action plan was created by the Interim Assistant Director for Family Support and Child Protection, focusing initially on compliance in response to the issues identified through external review and audit.

In April 2016, the long standing DCS retired and the new DCS took up post and established a multi-agency Operational Group to accelerate the pace of improvement and to provide a more systematic approach and ensure that the focus within the Development Board was on making decisions to support improvement.

In July, there was a review of the action plan to support improvement and 4 key priorities were identified:

- Recruitment and retention of a stable workforce to sustain and accelerate improvement
- Sufficiency and quality of placements for LAC
- Review of the MASH and Front Door to facilitate a swifter and earlier response to need
- Embedding a performance culture across the service to demonstrate and articulate impact.

## 2.4 Ofsted Outcome

The provisional overall judgement for children's services by Ofsted is an overall judgement of inadequate with separate judgements in the following areas:

Help and Protection – Inadequate

LAC – Inadequate

Adoption – Requires Improvement

Care Leavers – Requires Improvement

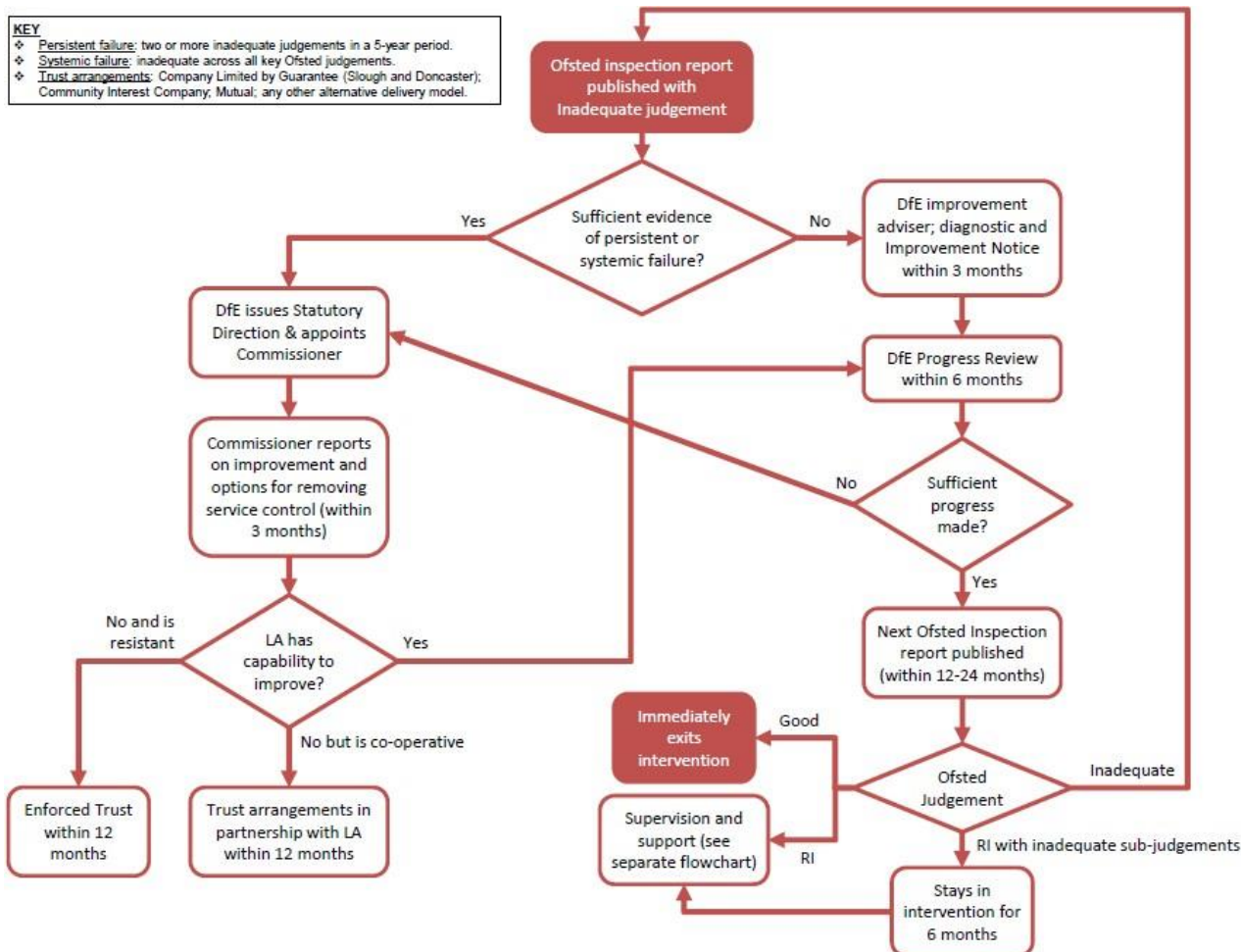
Leadership Management and Governance– Inadequate

Kirklees Safeguarding Children Board (KSCB) – Inadequate

This means there will be intervention from Ofsted and Department for Education (DfE) to assist Kirklees with the required improvements. A timeline of key dates is attached at Appendix A.

## 2.5 Intervention – what we know now

There are different levels of intervention following a SIF inspection when an inadequate judgement is applied, ranging from an Improvement Notice to a statutory direction from the Department for Education (DfE), which can include directing the local authority to enter into a contract with a third party to perform the function(s) on the local authority's behalf.



## 2.6 Statutory Directions

The DfE Intervention Unit contacted the DCS on 11<sup>th</sup> November to advise that they would be issuing a statutory direction; the implications of this are that a Commissioner will be appointed to undertake three month review about the capacity within the Council to improve.

The Commissioner will:

- Make recommendations for the immediate improvement for Children's Social Care, including additional support required.
- Review the Council's Leadership and Management capability and capacity to drive the necessary changes.



- Make a recommendation to the Secretary of State as to whether alternative delivery arrangements are the most effective way of securing and sustaining improvement

At the end of the review, the Independent Commissioner will produce a report making a judgement about whether Children's Services will remain within the Council or out sourced to a Children's Trust arrangement.

It should be noted that there is a national policy drive for Children's Services to be outsourced; however, in instances where Councils have been able to demonstrate a strong political and corporate commitment to support improvement with the appropriate resources, services have remained within the Council.

Children's Services in Kirklees have previously been judged as good, albeit under a different inspection framework and it was noted throughout the Ofsted inspection by Inspectors that the mechanisms are in place to support improvement, however the impact of these changes are not sufficiently evidenced; these things combined indicate that the Council is well positioned to demonstrate the capacity to improve.

### **3. Next Steps**

#### Our Improvement Framework

- 3.1 Provisional judgements indicate the need for a rigorous and swift response to demonstrate commitment and ownership to drive through change to support and accelerate improvement.
- 3.2 We now need to plan our next steps and continue with the next phase of our Improvement Plan to address those areas of concern and improve services.
- 3.3 Our Improvement framework will be structured around the three key principles contained within Putting Children First:
  - People and leadership
  - Practice and systems
  - Governance and accountability
- 3.4 We will continue to work with our partners to deliver the improvements identified within the four key priority areas and the recommendations contained within the Ofsted report.

The four key priorities are:

- Recruitment and retention of a stable workforce to sustain and accelerate improvement
  - Sufficiency and quality of placements for LAC
  - Review of the MASH and Front Door to facilitate a swifter and earlier response to need
  - Embedding a performance culture across the service to demonstrate and articulate impact.
- 3.5 We will have an improvement plan that is signed up to and owned by the Council, strategic partners, staff and partner agencies.
  - 3.6 Our improvement plan will be linked to the draft seven Kirklees partnership outcomes:

- Children in Kirklees have the best start in life
- People in Kirklees are as well as possible for as long as possible
- People in Kirklees have aspiration and achieve their ambitions through education, training and lifelong learning
- People in Kirklees feel safe and are safe/ protected from harm
- Kirklees has sustainable economic growth for communities and businesses
- People in Kirklees experience a high quality, clean, sustainable and green environment
- People in Kirklees live independently and have control over their lives

3.7 We will have improvement plans for each of our key priorities that include outcomes, benefits, risks and mitigation, budget, resources and costs and performance measures.

3.8 Each plan will be linked in to the governance structure and provide regular progress reports and a process for risk and issue escalation. The governance arrangements will support a cycle of accountability that will be clearly measurable, owned and evidenced.

3.9 The governance arrangements will be underpinned by a reporting cycle that ensures detailed progress reports against the priorities and Ofsted recommendations are provided. The frequency is:

- two weekly detailed reports set against agreed measures and outcomes to the DCS/AD;
- highlight reports including risks, issues and decisions escalated monthly to the DCS vis the Operational Group
- summary progress report and escalated risks and issues are considered monthly by Improvement Board.

We will:

- allocate appropriate resources to deliver the improvements and have a process in place for ensuring the action plan is owned politically, strategically, corporately and operationally.
- have clear governance and accountability arrangements in place that ensure strong leadership and management lead the improvements.
- have a reporting cycle that underpins the governance arrangements to evidence improvement is being made.
- have performance measures in place that set targets and tolerance levels, demonstrate impact and clearly articulate outcomes for children and young people.
- have a financial strategy that sets out the costs of the improvement work and recognises the financial pressures these place on the council as a whole.
- have a communication strategy and plan that ensures that staff and partners are engaged in the improvement planning and delivery and understand what needs to be done.
- The governance and accountability arrangements are set out in appendix B and are aligned to the governance arrangements for New Council Board, so where there are interdependencies issues can be unblocked.

#### **4. Resourcing the Improvement Process**

4.1 The Improvement Plan is a large transformative change programme that will help us to deliver the improvements identified within the four key priority areas and the recommendations contained within the Ofsted report. This is an ambitious collection, or programme of related projects and change activities, which will work together to achieve the required benefits and outcomes to support the Improvement Plan.

Dedicated resources will be needed to coordinate and project manage the improvement process, specifically the review of the Improvement Plan and reporting framework to evidence impact and improvement, and organisation of the regular improvement board meetings where progress will be monitored.

At this time the exact resource required from HR, Finance and other enabling services are not known but as the improvement plan progresses there will be significant support required. The approach being considered is to review existing capacity, prioritise internally and then supplement with additional capacity for specific areas of expertise.

We have identified already the need to enhance our programme and project management capacity. It is anticipated that the Improvement Plan will be a two to three year programme consequently the posts would be offered on a fixed term or secondment basis.

We have also identified that resources will be required to support the change management support to embed new and improved working practices and workforce development.

Human Resource capacity will be required to support the workforce changes including recruitment, support to restructures/reshape services and support general staffing matters. An HR representative will be required to attend Operational Group and Improvement Board.

Immediate and additional capacity is required to in performance and intelligence so that we can be confident that there are clear measures to demonstrate impact, set targets, tolerance levels and articulate the outcomes for children. To meet this immediate need the funding attached to a vacant service manager post will be reallocated to recruit a performance manager with the skills and experience necessary to develop and embed a quality performance management framework.

We also need to strengthen our commissioning capacity and develop a dedicated resource to negotiate & monitor placement contracts within and out of authority placements.

Resource to develop a communications strategy will help to ensure that staff and partner agencies are engaged in the improvement planning and delivery and understand what needs to be done.

As part of strengthening our governance we have appointed an independent Chair of the Development Board with a proven track record of DfE improvement and being a previous LGS adviser. It is anticipated that this is a short term cost as the DfE will commission support once we have our final plan.

Finally as part of developing the response to the improvement plan finance capacity will be pivotal to ensure that there is a clear and structured financial strategy that sets out the costs associated with realising the ambitions of the improvement plan. There are considerable financial pressures currently being borne by the council and we need to understand these in the longer term context of the improvement plan. These also need to be considered in the context of the Medium Term Financial Plan and forthcoming budget process.

The resource requirements identified within this section of the report will be funded through the New Council Development Reserve which is delegated to the Deputy Chief Executive authority to determine the spending priorities.

The approved New Council Development Reserve is £4,000k and £2,932k is currently uncommitted

At this stage, the additional costs have to be quantified but will be contained within the New Council Development Reserve.

#### 4.2 Current, Urgent Workforce Pressures

There is an immediate workforce capacity pressure within the service that is caused by the high number of individual agency workers who are leaving at short notice. This results in a churn of staff within teams which destabilises the workforce, increases caseloads of individual social workers and impacts on compliance. The current way of recruiting individuals from agencies does not give us the quality or stable workforce that we need.

We need to be able to quickly recruit quality agency staff to address the current demand of work whilst maintaining high quality social work delivery and prepared for the anticipated increase in work following the Ofsted report.

In order to alleviate the current pressures and stabilise the workforce it is proposed that we commission an experienced social work team from the independent sector for a period of six months. The preferred supplier offers a bespoke, fully managed social work delivery service. Their model uses a robust and unique infrastructure with a proven track record that the design achieves a far greater throughput of high quality social work than existing traditional models used by local authorities.

This commission will help reduce the level of unallocated cases, reduce the high caseloads which are unsafe & provide capacity to cover sickness and vacancies which are creating pressure on individual staff.

The total cost of this commission for six months is £448,707 and will be funded from the earmarked risk reserve in keeping with the earlier decision of Cabinet on the 23 August 2016 & 15 November 2016.

### 5. Recommendations

Cabinet are asked to;

- 5.1 Note and endorse the proposed approach outlined in this report
- 5.2 Endorse the proposed governance arrangements set out in Appendix B
- 5.3 Note the key dates prescribed by Ofsted and support the proposed response to enable partnership ownership of our improvement journey as outlined in Appendix A
- 5.4 Note the actions being proposed in Section 4.1 and the resource implications being met from the New Council Development Reserve
- 5.5 Approve the sum of £448,707 to commission an independent agency to provide social work capacity as detailed in paragraph 4.2.

### 6. Contact Officer

Sarah Callaghan – Director for Children & Young People

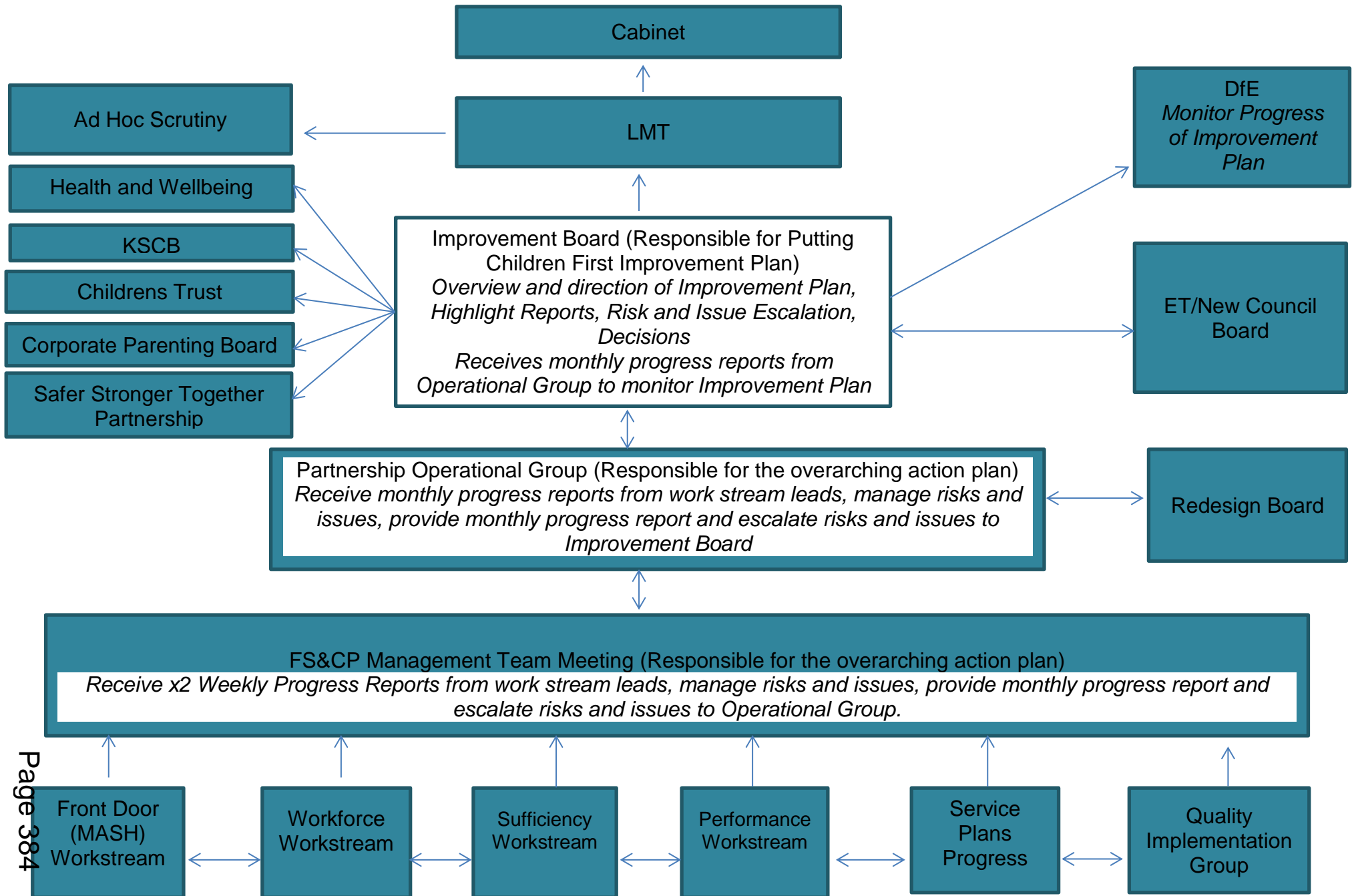
### 7. Director Responsible

Sarah Callaghan – Director for Children & Young People

**Key Dates**

- Friday 4<sup>th</sup> November 2016. Kirklees receive a copy of the Ofsted report by 17:00 to consider for factual accuracy
- Friday 4<sup>th</sup> November 2016. CB to meet Adrian Lythgo and Sarah Callaghan
- Monday 7<sup>th</sup> November 2016. Children's Services Development Board (CSDB) meeting at 11:00 (CB to attend).
- Friday 11<sup>th</sup> November 2016. Response to factual accuracy of Ofsted report to be submitted no later than 17:00
- Wednesday 16<sup>th</sup> November 2016. Review and refresh of CSDB and Operational Group membership and governance completed.
- Friday 18<sup>th</sup> November 2016. Review of current Improvement plan is complete and the plan contains actions that are cross referenced to:
  - the messages emerging from Ofsted under each of the 4 areas of focus;
  - corporate objectives,
  - Commissioning intentions within the JSNA.
- Wednesday 23<sup>rd</sup> November 2016. Pre-publication copy of Ofsted report sent to Kirklees by 1700.
- Wednesday 23<sup>rd</sup> November 2016. The letter that accompanies the pre-publication copy of the inspection report will confirm the submission deadline for the action plan – within 70 working days of receiving that report. A copy of this letter will be sent to the lead inspector and the responsible regional SHMI.
- Friday 25<sup>th</sup> November 2016. Kirklees inspection report published on Ofsted website
- Wednesday 30<sup>th</sup> November 2016. Post Ofsted workshop(s) for members, partners, strategic directors, members of the KSCB, HWB, CT, ET, Development Board, Operational Group, children and young people and the Family and Support Service to collaboratively arrive at populating a plan with actions, leads, timeframes and partners to deliver the plan.
- Wednesday 30<sup>th</sup> November – mid December. Development of an accessible and meaningful brand 'Families First in Kirklees' Stronger Together or an appropriate tag line that enables there to be full engagement in owning and driving our strategy for change.
- January 2017 (date tbc). Between 25 and 35 days after receiving the report an Ofsted inspector will attend an Action Planning visit.
- The local authority must produce a written statement of proposed action (the action plan) and submit this to the Secretary of State and HMCI within 70 working days of the receipt of the inspection report.

Proposed Kirklees Improvement Board Governance Diagram v.06 – 20<sup>th</sup> November 2016



Proposed reporting cycle for Kirklees Improvement Plan

The governance arrangements will be underpinned by a reporting cycle that ensures detailed progress reports against the priorities and Ofsted recommendations are provided. The frequency is:

Report to	Report	Frequency
FS&CP Management Team Meeting (chaired by AD)	Detailed progress reports from work stream leads set against agreed measures and outcomes, report and escalate risks and issues	Two Weekly
Operational Group (chaired by DCS)	Highlight reports for each Workstream including risks, issues and decisions escalated. Process in place for escalation of immediate and urgent risks and or issues.	Monthly
Improvement Board (chaired by Independent Chair)	Summary of highlight reports. Escalated risks and issues and decisions required. Escalation process in place.	Monthly
DfE	Reports on evidenced progress against performance measure and outcomes	As required
ET/ New Council Board (chaired by Chief Executive)	Standing agenda item for discussion. To include escalation of issues and decisions required.	Weekly
Redesign Board	Reports on progress against performance measure and outcomes. Request for reprioritisation of resources as required to support the Improvement Plan.	As required.
LMT/Cabinet	Reports on progress against performance measure and outcomes, risks and issues	As required
Ad Hoc Scrutiny	Reports on progress against performance measure and outcomes, risks and issues	As required
KSCB	Standing agenda item for discussion. Progress report and links to KSCB Improvement Plan	
HWB Board, Safer Stronger Together, Corporate Parenting Board, Childrens Trust and other strategic partners	Progress report against performance measure and outcomes.	As required

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**Name of meeting:** Cabinet  
**Date:** 28th November 2016

**Title of report:** Christmas Parking Concessions 2016 – Amendment to previous Cabinet Report dated 15<sup>th</sup> November 2016

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	No
Is it in the <a href="#">Council's Forward Plan</a> ?	Not Applicable
Is it eligible for "call in" by <a href="#">Scrutiny</a> ?	YES
Date signed off by <u>Director</u> & name	Jacqui Gedman – 23/11/16
Is it signed off by the Assistant Director - Financial Management, Risk, IT and Performance?	Debbie Hogg – 25/11/16
Is it signed off by the Assistant Director – Legal, Governance & Monitoring?	Julie Muscroft – 22/11/16
Cabinet member <a href="#">portfolio</a>	Cllr Peter McBride - Economy, Skills, Transportation and Planning

**Electoral wards affected:** Dewsbury East

**Ward councillors consulted:** Yes

**Public or private:** Public

Subject to the Approval of the Chair this report will be considered as an urgent item of business due to the need for the decision to be implemented as soon as possible prior to the pre-Christmas period.

## 1. Purpose of report

1.1 Cabinet are requested to consider an amendment to the Christmas parking concessions report which was approved on the 15<sup>th</sup> November 2016 (appendix 1) to correct an anomaly within the original report.

## 2. Key points

2.1 The anomaly is in relation to the proposed parking concessions 2016 in relation to Dewsbury.

- 2.2 The previous approved report should have identified that the concessions for Dewsbury would apply for all Saturdays in December and commence at 1pm to be consistent with the agreed offer for Huddersfield. (See table below)

Proposed Additional Parking Concessions 2016	Potential Financial Impact to Council
	Dewsbury
Free from 1pm on Saturday on the 3 <sup>rd</sup> , 10 <sup>th</sup> , 17 <sup>th</sup> , 24 <sup>th</sup> and 31 <sup>st</sup> December	£2,500
<b>Total</b>	<b>£2,500</b>

### 3. Implications for the Council

- 3.1 None

### 4. Consultees and their responses

- 4.1 Report forwarded to local ward councillors

### 5. Next steps

- 5.1 To ensure that colleagues in the Communications team are made aware of the correction when advertising and promoting the additional parking concessions.

### 6. Officer recommendations and reasons

- 6.1 That Cabinet approve the corrections identified within the report in relation to proposed additional parking concessions specific to Dewsbury for 2016

### 7. Cabinet portfolio holder's recommendations

- 7.1 I support the officer's recommendations in relation to this correction from the report approved by Cabinet on the 15<sup>th</sup> November 2016

### 8. Contact officer and relevant papers

Paul Hawkins  
Operational Manager  
Telephone: 01484 221000  
Email: [paul.hawkins@kirkless.gov.uk](mailto:paul.hawkins@kirkless.gov.uk)

### 9. Assistant Director Responsible

Paul Kemp  
Assistant Director – Place  
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Email: [paul.kemp@kirklees.gov.uk](mailto:paul.kemp@kirklees.gov.uk)

## APPENDIX 1: CABINET APPROVED REPORT



Name of meeting: Cabinet  
Date: 15th November 2016

Title of report: Christmas Parking Concessions 2016

Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	YES - impacts on more than one ward
Is it in the <a href="#">Council's Forward Plan</a> ?	YES
Is it eligible for "call in" by <a href="#">Scrutiny</a> ?	YES
Date signed off by <u>Director</u> & name	Jacqui Gedman – 03.11.16
Is it signed off by the Assistant Director - Financial Management, Risk, IT and Performance?	Debbie Hogg - 02.11.16
Is it signed off by the Assistant Director - Legal, Governance & Monitoring?	Julie Muscroft - 02.11.16
Cabinet member <a href="#">portfolio</a>	Cllr Peter McBride - Economy, Skills, Transportation and Planning

**Electoral wards affected:** Dewsbury East, Holme Valley South, Newsome.

**Ward councillors consulted:** Yes

**Public or private:** Public

## 1. Purpose of report

- 1.1 Cabinet are requested to consider Christmas parking concessions in respect of Huddersfield, Holmfirth and Dewsbury for 2016.

## 2. Key points

- 2.1 The current Cabinet approved parking concession for the Christmas period is 12 hours for Huddersfield and 20 hours for Holmfirth and Dewsbury. These concessions have been in place for over 10 years. The use of the hours has been agreed by officers under delegation after consultation with local ward councillors for the relevant town centres. The practice in recent years can be summarised as follows:

- **Huddersfield:** Initially the 12 hours were used to provide free parking after 4pm on the last 6 Thursdays leading to Christmas. In 2015, this changed to free parking after 2pm on the last three Thursdays leading to Christmas.
- **Holmfirth:** Traditionally the 20 hours are used to provide free parking from 12:00 on the last three Friday's and last two Saturday's leading to Christmas
- **Dewsbury:** Traditionally the 20 hours are used to provide free parking on market days from 2pm on the last three Wednesday's and last two Saturday's leading to Christmas.

2.2 Adopting the same principles for 2016 would suggest the following with an indication of the estimated "lost" income for offering the concessions.

Parking Concessions 2016	Potential Financial Impact to Council		
	Huddersfield (12hrs)	Holmfirth (20hrs)	Dewsbury (20hrs)
Free on Thursday from 2pm 8 <sup>th</sup> , 15 <sup>th</sup> & 22 <sup>nd</sup> December.	£15,000		
Free on Friday from 12 noon (charges only apply until 4pm) on 9 <sup>th</sup> , 16 <sup>th</sup> and 23 <sup>rd</sup> December.  Free on Saturday from 12 noon (charges only apply until 4pm) on 10 <sup>th</sup> & 17 <sup>th</sup> December. Christmas Eve excluded as many shops close early on that day.		£3,000	
Free on Wednesdays from 2pm on 7 <sup>th</sup> , 14 <sup>th</sup> and 21 <sup>st</sup> December  Free on Saturdays from 2pm on the 10 <sup>th</sup> and 17 <sup>th</sup> December. Christmas Eve excluded as many shops close early on that day.			£5,000
<b>Total</b>	<b>£15,000</b>	<b>£3,000</b>	<b>£5,000</b>

2.3 Cabinet is asked to consider the possibility of offering additional parking concessions across the two primary towns of Huddersfield and Dewsbury in the run up to Christmas 2016. The table below shows the proposed concessions along with the potential financial impact to the Council.

Proposed Additional Parking Concessions 2016	Potential Financial Impact to Council	
	Huddersfield	Dewsbury
Free on Saturdays from 1pm, 3 <sup>rd</sup> , 10 <sup>th</sup> and 17 <sup>th</sup> , 24 <sup>th</sup> and 31 <sup>st</sup> December.		
Free on Thursday from 2pm 1 <sup>st</sup> and 29 <sup>th</sup> December	£26,500	
Free on Sunday 11 <sup>th</sup> and 18 <sup>th</sup> December		
Free from 2pm on Wednesday 30 <sup>th</sup> November.		£2,500
Free on Saturday on the 3 <sup>rd</sup> and 24 <sup>th</sup> December		
<b>Total</b>	<b>£27,500</b>	<b>£2,500</b>

- 2.4 The aim of this initiative is to encourage greater visitor numbers, whilst promoting local shopping and to make the most of the variety of both established and independent shops within the three towns and in so doing, increase trade. More and more people see the benefit of shopping locally and the Council considers that Christmas is the perfect time to support local businesses, small shops and businesses and provide a boost to the Kirklees economy.
- 2.5 It is not uncommon for Councils to offer parking concessions in the run up to Christmas, across West Yorkshire our neighbours, (with the exception of Leeds CC who ceased concessions in 2010) have provided a variety of incentives.

Calderdale	Bradford	Wakefield	Leeds
<p>Free Saturdays in December - four commuter car parks in Halifax centre</p> <p>Free; Thursdays from 15:00 On Street Halifax centre from Christmas lights switch on (last Saturday in November)</p> <p>Other areas – as and when requested – normally mirrors the On Street parking (still to be confirmed for 2016).</p>	<p>In 2015 Bradford provided a mix of free parking after 4.30pm on all Thursdays during December.</p> <p>Ilkley, Bingley, Keighley and Shipley provide free parking in some car parks over a mix of days (Wed, Fri and Sun)</p>	<p>In 2015 provided free parking after 3pm on Thursdays from last week in November to end of December</p>	<p>No parking concessions over Christmas since 2010.</p>

### 3. Implications for the Council

- 3.1 Parking tariffs aim to maximise the availability of convenient town centre parking spaces for the benefit of the shopper and short-stay service users in support of the retail and social vitality of each of the town centres.
- 3.2 There is always a risk when providing free parking for any period of time that space will be taken up early by town centre workers and commuters thereby undermining the aim and purpose of the concession by making it more inconvenient and difficult for shoppers and blue badge users to find available and convenient on and off street parking.
- 3.3 Suspending parking tariffs before Christmas should assist in increasing footfall figures within the town centres; however, it would also come at a cost to the Council in terms of the opportunity cost of lost parking revenue.

**Financial:** The proposal of free parking before Christmas 2016 is estimated to cost the Council lost revenue of £53,000 (£23,000 existing approved, plus £30,000 additional concessions for 2016).

**Legal:** The Parking Places Orders (On Street & Off Street) enables the Council to charge parking fees in relation to specified car parking areas falling within the District. The application of the Order applies to the specified car parking areas and dates in respect of which suspension of the car parking charges is sought.

However, there is no restriction upon the Council suspending the application of the Parking Order should it resolve to do so, however that would be subject to any issues identified in the Financial Implications.

The legal effect and validity of the Order would not be undermined in the event that this proposal is approved.

**Human Resource:** There are no human resource implications arising from this report.

**Operational:** Advertise the concessions, via local press, radio and encouraging shops to inform customers.

#### **4. Consultees and their responses**

4.1 Report forwarded through to Ward Councillors.

#### **5. Next steps**

5.1 Work with colleagues in the Communications team to advertise and promote the additional parking concessions as well as support and engagement with local town centre representatives and business groups.

#### **6. Officer recommendations and reasons**

6.1 That Cabinet approve the parking concessions proposed at 2.2 and 2.3 above for 2016.

#### **7. Cabinet portfolio holder's recommendations**

7.1 Councillor Peter McBride supports the officer recommendations and welcomes this initiative, to provide Christmas parking concessions for 2016 and would ask that Cabinet do the same.

#### **8. Contact officer and relevant papers**

Paul Hawkins  
Telephone: 01484 221000  
Email: [paul.hawkins@kirkless.gov.uk](mailto:paul.hawkins@kirkless.gov.uk)

#### **9. Assistant Director Responsible**

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