

Cabinet: 17 January 2017

Title of report: Report on the outcomes of the statutory consultation on proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School to form a single Church of England voluntary controlled primary school for pupils aged 3-11 years

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?	Yes.
Key Decision - Is it in the Council's Forward Plan (key decisions and private reports?)	Yes
The Decision - Is it eligible for call in by Scrutiny?	Yes
Date signed off by <u>Director</u> & name	Sarah Callaghan (Jo-Anne Sanders) 4th January 2017
Is it also signed off by the Director of Resources?	Debbie Hogg (Carole Hardern) 4th January 2017
Is it also signed off by the Assistant Director (Legal Governance and Monitoring)?	Julie Muscroft (John Chapman) 5th January 2017
Cabinet member portfolio	Cllr Masood Ahmed – Community Cohesion and Schools

Electoral wards affected: Holme Valley North

Ward councillors consulted: Yes

Public or private: Public

1. Purpose of Report

The report details, for Members' consideration, the outcomes from the statutory consultation about proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School to form a single Church of England voluntary controlled primary school for pupils aged 3 -11 years from 1 May 2017 and seeks a decision on the way forward in light of the information received.

2. Background

2.1 The educational benefits of all-through Primary Schools

- Uninterrupted progress and continuity from early years to age 11. (Although it must be noted that transition from the nursery to reception is not automatic and a statutory school place must be applied for through the normal admissions process)
- A wider range of learning resources can be shared and the greater curriculum flexibility makes it easier to tailor learning experiences to meet individual needs - this is particularly important for children with Special Educational Needs.
- A wider age range of pupils can give more opportunities for social development which can raise self-esteem and help to promote responsible behaviour.
- Longer term relationships between the school, parents, carers and outside agencies to support pupils effectively from the Foundation Stage through to the end of Year 6.
- Staff have longer to get to know the children and the consistency of staffing and provision for children gives greater security for parents and carers.
- Children can attend the same school as older or younger siblings for longer.
- A single leadership team and governing body gives:
 - consistency in terms of policies, practice, standards and expectations;
 - clear improvement priorities;
 - common approaches to curriculum planning, assessment and target setting;
 - staff working within a larger team have more opportunities to take on responsibilities and undertake professional development;
 - more effective use of the accommodation, facilities and resources - reduced duplication and economies of scale.

2.2 The current pattern of primary schools in Honley

- Honley CE (VC) Infant and Nursery School provides education for 3 to 7 year olds (including 48 part-time early learning places for nursery children aged 3-4 years) with a Published Admission Number (PAN) of 66 pupils per year group.
- Honley CE (VC) Junior School provides education for 7 to 11 year olds with a PAN of 68 pupils per year group.
- The schools are approximately a 4 minute walk away from one another
- Both schools share the same Priority Admission Area (PAA) and serve the same community.

2.3 The proposal to develop an all-through primary school

There are strong collaborative partnerships between Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School, both schools working to provide the highest standard of learning experience to meet the needs of the pupils and the families of the local communities they serve. The council has a policy to explore opportunities for reducing transition points and has worked with school leaders, governing bodies and the Church of England Diocese of Leeds to establish all-through primary schools.

Reference Cabinet Report 18th October 2016 : The report requests approval to carry out a Statutory consultation on proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School to form a single Church of England voluntary controlled primary school for pupils aged 3 -11 years.

- 2.4 The new primary school would be in the existing buildings of Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School and cater for the same number of children as the current schools with an admission number of 66 places in Key Stage 1 and 68 places in Key Stage 2, preserving 470 primary school places, with 48 part-time early learning places for nursery children aged 3-4 years.
- 2.5 'Bringing together' means the joining of two or more schools into one, with a single Governing body and head teacher. The most equitable statutory route to achieve this outcome would be through the technical "closure" of Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School and to immediately open a new Church of England voluntary controlled primary school.
- 2.6 Any persons ('proposer') e.g. LA or diocese may publish a proposal, at any time, for a new school outside of the free school presumption and competitions process under section 11 of Education and Inspections Act 2006. The Secretary of State's consent is not required in the case of proposals for certain types of new schools outside the competition arrangements, such as Voluntary Aided schools, Infant/Junior amalgamations or a new school resulting from the reorganisation of existing faith schools in an area.
- 2.7 The most equitable way to amalgamate Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School would be to establish a new replacement school. Therefore, the linked statutory proposals that would be required to bring the schools together are: The Diocesan Board of Education within the Church of England Diocese of Leeds would propose a new replacement all-through Church of England primary school. The new school would continue in the existing buildings and on the same sites. The LA would propose the technical 'closure' of Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School.
- 2.8 On 18th October 2016 Cabinet members authorised officers to develop plans for a statutory consultation to begin in October to establish an all-through primary school for pupils aged 3 to 11, with a PAN of 66 in KS1 and 68 in KS2, providing 470 places with 48 part-time early learning places for nursery children aged 3-4 years by linked proposals:
- To establish a new Church of England voluntary controlled primary school with 470 places for 4 to 11 year olds and 48 part-time early learning places for nursery children aged 3-4 years
 - to discontinue Honley CE (VC) Infant and Nursery School
 - to discontinue Honley CE (VC) Junior School
- 2.9 Delegated authority was provided to the Director for Children and young people in consultation with the Cabinet Portfolio lead to:-
- develop consultation materials on the basis of the proposals
 - organise and carry out statutory consultation
- 2.10 Members requested officers report the outcomes of the statutory consultation to Cabinet for further consideration of the next steps.

3. Consultation Strategy and Methodology

- 3.1 A 6 week (term time) statutory consultation about bringing together Honley CE(VC) Infant and Nursery School and Honley CE(VC) Junior School to establish a new Church of England voluntary controlled primary school with 470 places for 4 to 11 year olds in the school and 48 part-time early learning places for nursery children aged 3-4 years, and about discontinuing both Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School, took place in collaboration with the Church of England Diocese of Leeds, between 31st October 2016 and 9th December 2016 to seek the views of parents/carers, school staff, professionals, governors, pupils, the local community and other stakeholders.
- 3.2 Consultation documents were written and produced in collaboration with the Church of England Diocese of Leeds with reference to the detail contained in the cabinet report from 18th October 2016.
- 3.3 Consultation documents were made widely available. Documents were sent to the families of pupils at both schools. Documents were also sent to school staff and to school governors via Royal Mail. Copies of the consultation document were also sent to ward members, Trade Union representatives, faith groups, neighbouring Local Authorities, early years providers and other key stakeholders. The consultation document was also made available on the Council's website, at each of the consultation events and by request. A complete list of distribution is attached at Appendix A
- 3.4 The consultation material consisted of the document 'Statutory consultation on: Proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School to form a single Church of England voluntary controlled primary school for pupils aged 3 -11 years', a copy of which can be found at Appendix B.
- 3.5 The consultation document outlined the proposals and a proposed timeline for developments. The document had a comprehensive response sheet. The response sheet asked whether people supported or opposed the proposals relating to creating an all-through primary school and the reasons for those views.
- 3.6 Response sheets could be completed in writing or electronically on the Council website. In addition, individuals were encouraged to feedback views either via email or letter. A 'Freepost' address was available for returning paper forms and/or letters to maximise the opportunities for receiving feedback to the proposals
- 3.7 The Council held two consultation 'drop-in sessions' for parents/carers and members of the community to enable individuals to speak with officers about the proposals in more detail (and in particular about the potential implications for them as individuals)

3.8 There were 22 attendees in total at the public consultation ‘drop-in’ sessions.

Table 1 – Consultation ‘drop-in’ sessions			
Date	Venue	Time	Attendees
17 November 2016	Honley CE (VC) I and N School	6pm – 7pm	11
18 November 2016	Honley CE (VC) Junior School	2pm – 3pm	11

3.9 The purpose of the meetings was for officers to support and advise and to offer clarification to groups and individuals about matters relating to the proposals, in order that they may form a considered view to enable them to respond on the matters on which they were being consulted by either completing the relevant feedback forms or responding via another medium such as email, letter etc.

3.10 Bespoke meetings for staff and governors at Honley CE (VC) I and N School and Honley CE (VC) Junior School were held at each school during the consultation period. The notes of these meetings are detailed in Appendix C.

3.11 Response to Consultation:

Attached at Appendix D is a comprehensive report which details the responses received to the consultation in full.

During the consultation period there were approximately 900 documents distributed either via Royal Mail, the schools or at the consultation events.

The Council received 45 responses in relation to this consultation. The types of stakeholders responding to the consultation are detailed in table 2 below.

Table 2 – Respondents		
Type of respondent	Number received *	% of total received
Parent/carer	35*	65 %
Governor	6*	11%
Member of staff	4*	7%
Pupil	0	0%
Local resident	6*	11%
Other	3	6%
Not stated	0	0%
Total	54	100%

**Some responses were received from individuals that categorised themselves as being multiple stakeholders*

Parents / carers responses:

Responses were received from 35 parents/carers from the schools shown in Table 3 below;

Table 3 – Schools for parents responding	
Number	School
6	Honley CE (VC) Infant and Nursery School
9	Honley CE (VC) Junior School
2	Both Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School

1	Honley High School
17	Not stated
35	Total

The responses from parents / carers are shown in table 4 below

Table 4 – Responses from parents/ carers	
Response	number
Strongly support	16
Support	14
Neither support nor oppose	3
Oppose	0
Strongly oppose	1
Not stated	1
Total	35

Governing Body / governor responses:

6 responses from governors were received: 5 strongly supported and 1 supported the proposal. Two governors identified themselves as a governor at the infant school, one as a governor at the junior school, one as a governor at both schools and two did not state at which school they are a governor.

Governor consultation meetings were held at both schools during the consultation period. Notes of these meetings are included in Appendix C.

Staff responses:

4 responses were from staff: 2 strongly supported and 2 supported the proposal. The 4 respondents did not state at which school they are staff members.

Staff consultation meetings were held at both schools during the consultation period with Human Resources and Trade Union representatives. Notes of these meetings are included in Appendix C.

Responses from local residents:

6 responses were from local residents: 3 strongly supported, 1 supported and 1 strongly opposed the proposal. 1 did not state their response.

Other responses:

3 responses were from stakeholders who identified as 'other'. 1 strongly supported the proposal, 1 supported it and the other did not state whether they supported or opposed the proposal.

4. Key Themes from the Consultation Responses

- 4.1 All responses and notes of meetings are included in full in Appendix C and D. A wide range of complex views have been expressed on these proposals and the following sections of this report do not try and summarise all views expressed by respondents. The responses have been analysed to identify key themes and these have been summarised along with an officer commentary on the issues raised. Some responses

raise important points as well as include helpful advice and information that would inform the ongoing process should the proposals be approved.

The feedback from the consultation features the following themes:-

Key Theme: Benefit of an all-through primary school	
Summary response	Officer commentary
<p>A large number of respondents agreed with the benefit of removing the transition point at age 7 by not having to apply to the Junior school. A number of respondents believed this would reduce the stress for parents.</p> <p>A respondent who supported the proposal stated that the all-through primary school would ease the worries of parents about getting a place in the Junior school and that siblings can all go to the same school.</p> <p>Many respondents who supported the proposal saw the benefit of having one leadership team across both schools, which would strengthen the transition process with assessments and better educational outcomes for pupils. One large school would create more opportunities for staff and attract a higher calibre of candidate.</p> <p>Some respondents who strongly supported or supported the proposals believed that bringing the schools together would create consistency of provision of welfare, such as safeguarding and SENCO provision. This would help with strategic planning by sharing resources and effective use of public funding such as the grounds, facilities, staff areas, ethos, vision and mission of both schools. Better communication and development for staff.</p> <p>A respondent who strongly supported asked if the school intends to reduce the PAN</p>	<p>As section 2.1 of this report and the consultation document explain, there are many potential benefits to all-through primary schools. There is strong evidence to suggest that the reduction in the number of transition points can improve educational outcomes for children and young people. The Council has successfully worked with several other pairs of infant and junior schools in recent years to amalgamate them into all-through primary schools.</p> <p>(Although it must be noted that transition from the nursery to reception is not automatic and a statutory school place must be applied for through the normal admissions process).</p> <p>A change of Pupil Admission Numbers (PAN) does not form part of the current proposals. However, the PANs of the existing schools</p>

<p>A respondent who opposed the proposal questioned what evidence there was that bringing both schools together would raise attainment for the pupils, and what other schools have undergone a similar process?</p> <p>A respondent commented that whilst in the consultation document there was reference to support children with SEN that children that were gifted should also be supported in the new school.</p>	<p>are slightly different so, if the proposals go ahead, there will be a different PAN for Key Stage 1 and Key Stage 2. At an appropriate time, Officers will work in collaboration with the Governing Body of the new school to review the PAN in the best interests of the school and the community it serves.</p> <p>Similar processes have taken place at Westmoor Primary School, St. Thomas CE (VC) Primary and the Windmill CE(VC) Primary. There is evidence to suggest that overall outcomes for young people have improved in terms of attainment and progress.</p> <p>Supporting the needs of every child is vital. The way a school is led and organised means that systems can be put in place to ensure each child's needs are met.</p>
Key Theme: Junior school	
Summary response	Officer commentary
<p>Respondents who supported the proposal expressed that previously they were not in favour of federating both schools, but now believe that it is the right time as the Junior school has raised its standards.</p> <p>A respondent who supported the proposal raised a concern that the Junior school had worked hard to raise standards, that the reorganisation could be a distraction and they did not want standards to drop.</p>	<p>Ensuring that standards of teaching and learning remain high at both schools will be a priority for senior leaders throughout the transition to the proposed new school.</p> <p>Kirklees Council have allocated additional resources to support both schools through this process.</p>
Key Theme: Infant school	
Summary response	Officer commentary
<p>Some respondents who strongly supported, or neither supported or opposed the proposal, believe that the Infant school provides a personal touch and individual approach and that they did not want to lose this if the schools become an all-through primary school.</p>	<p>Use of the existing buildings will continue and the current staff will transfer to the new school if the proposals go ahead. All-through schools provide an opportunity for staff to get to know children better, as the children are in one school with a common approach over a longer period of time. The way a school is led and</p>

Respondents commented on the very good early years setting.	organised means that systems can be put in place to ensure each child is known and valued as an individual.
Key Theme: Staffing	
Summary response	Officer commentary
<p>Many respondents who supported the proposal asked what the staffing and leadership structure would be. Would there be one Head and a Deputy Head to run the school? One respondent suggested bringing in a business manager along with the head teacher.</p> <p>A small number of respondents wanted to know who will line manage each site and what the SMT structure will look like.</p> <p>Some respondents who supported the proposal asked who would get the job of the new Head Teacher of the all-through primary school. Managing an Infant or a Junior school is very different to managing an all through primary school, therefore, they would want to see a head with experience of running a primary school.</p> <p>A number of respondents who supported the proposal were concerned that, currently, parents can go and talk to both head teachers. If there was one head teacher then their availability would become limited to one school.</p> <p>A respondent who supported the proposal raised a concern that if one of the current Head Teachers gets the job of the other this could be seen as a takeover.</p> <p>A small number of respondents in support of the proposal were concerned about staff who are on temporary contracts that expire during the process of the reorganisation and that the</p>	<p>This is still to be decided. There will need to be a process to select a Head Teacher. The process will be managed by the temporary governing body with professional advice provided by Kirklees Council. Over time, the Head Teacher of the new school will work with the governing body to review the staffing structure.</p> <p>The temporary governing body will fully consider the needs of the new all-through primary school and in the process to select a Head Teacher, the skill set required to ensure that the needs of the full age range are met.</p> <p>Existing staff will move to the new school and will be organised to support the needs of the same number of children in the same buildings. Staff would be organised within the new school to support the needs of the</p>

<p>reorganisation has left staff uncertain of their jobs. A suggestion was made that staff should receive more updates and communication from the governing body about job structure.</p> <p>Respondents who supported the proposal had mixed views on teaching different key stages. Some staff who responded were concerned, whilst others saw this as an opportunity to teach different key stages.</p> <p>A respondent who neither supported nor opposed the proposal stated that the lack of information shared with staff about staffing structure has led to staff feeling anxiety and strain about their jobs. Staff wanted governors to share information with the staff and suggested they listen to staff at both sites. They questioned how the reorganisation would affect personal development for staff.</p> <p>Some staff raised concerns about job security and did not want to see a reduction in staffing.</p>	<p>children and the community. Any future changes to the staffing structure would be fully consulted on and approved by the governing body of the new school.</p>
Key Theme: Uniform	
Summary response	Officer commentary
<p>A number of respondents who are in support raised concern about the school uniform and the cost.</p> <p>A respondent suggested changing uniform of both schools and that it should be a standard colour, so that parents can purchase uniform at the supermarkets.</p> <p>Another respondent wanted the uniforms to be in different colours for infant and junior so that they could clearly be identified.</p>	<p>Should the proposals go ahead, the future uniform policy will be agreed by the temporary governing body who will be able to take account of the views expressed in the consultation.</p>
Key Theme: Start and finish time of the new all-through primary school	
Summary response	Officer commentary
<p>A respondent who neither supported nor opposed the proposal wanted the pick-up and drop off times to be different at each site, so that it would give parents time to</p>	<p>The temporary governing body will decide the pick-up and drop off times at each site and will be able to take account of the views expressed in the consultation</p>

move across both sites safely.	
Key Theme: C of E school	
Summary response	Officer commentary
A respondent in support of the proposal suggested that they would like to see more diversity in the religious elements taught at the new school.	<p>As inclusive communities, church schools encourage learning about and learning from other religions and fostering respect for other religions and world views.</p> <p>Learners are encouraged to recognise the values that are important to those of other faith traditions and those of none</p> <p>This is reflected in the SIAM (Statutory Inspection of Anglican and Methodist schools) inspection framework.</p>
Key Theme: Split site	
Summary response	Officer commentary
<p>Some respondents in support felt that the new all-through primary should be on one site, the two sites would be difficult to manage by one Head and it would be difficult to monitor consistency across two sites</p> <p>A small number of respondents wanted the new school to be on the Junior school site.</p> <p>A respondent who strongly opposed the proposal did not want to see children moving from one site to another during the school day and raised concern about safety on the roads and traffic.</p>	<p>The current proposals are for the all-through primary school to be on split sites. This does not preclude other options being explored at a later date. The need for significant investment may limit these options.</p> <p>The safety of children is paramount. Movement of children between sites is a matter for the leadership of the new school, supported by the governing body, who will use risk assessments to inform decision making.</p>
Key Theme: Community	
Summary response	Officer commentary
A number of respondents see the positives of bringing two schools together, as something that would be good for the whole community.	It is envisaged that the proposed all-through primary school would have an important role in the local community, as do the existing two schools now. The proposals aim to build on the existing strengths of the schools. The all-through school would ensure that there are sufficient places for children from the local community. The school would continue to be

	<p>a focal point for the community and be integral in ensuring local educational provision works effectively with local organisations and groups.</p> <p>As the work to develop Community Hubs continues there may be opportunities in the future to provide services in different ways.</p>
Key Theme: Cost	
Some respondents who supported the proposal believed that bringing the two schools together would save money and reduce cost.	There will be economies of scale opportunities for a larger school however, the proposal is about reorganising local schools to improve standards of education for current and future pupils and to maximise the efficient use resources available for learning and teaching.

4.2 Conclusions to be drawn from the statutory consultation

The conclusion to be drawn from the statutory consultation is that there is a good level of support from the large majority of respondents for bringing together the two schools and establishing an all-through primary school for 3-11 year olds in order to remove the transition at age 7 and bring greater continuity.

The schools serve the same families in the community and almost all children at the infant school move to the junior school. By bringing the schools together there will be greater consistency and sharing of resources across both sites.

The relatively low number of respondents indicates that the proposals are not contentious.

Concerns raised, such as questions about staffing structures, job security and new uniforms, can be effectively managed during a transition period.

5. **Equalities Impact Assessment**

5.1 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. An initial Equalities Impact Assessment has been carried out on the proposals. The following is a short initial analysis of the likely changes arising from the revised proposals.

5.2 Following the updates made to the EIA after the statutory consultation, the proposal to amalgamate existing provision is still intended, and is very likely to have a positive impact for pupils and their families living in the local area because the aims are to

retain and strengthen existing Church of England Voluntary Controlled places where they are needed, in line with the pupil demographic.

- 5.3 Bringing the schools together to create an all-through primary school is intended to have a positive impact for pupils attending the schools because the aims are to provide continuity of education in one primary school up to the end of Key Stage 2, thereby supporting an improvement in educational standards. No adverse impacts are highlighted as part of this proposal.

The initial EIA can be found here: <https://www.kirklees.gov.uk/you-kmc/deliveringServices/impactAssessments/impactassessments.asp>

The EIA will continue to be review in the light of any decision taken by Cabinet

6. Implications for the Council

6.1 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.

6.2 Human Resources implications:

There are likely to be Human Resource implications resulting from these proposals. To support positive arrangements to retain staff as part of amalgamating schools, Kirklees HR officers will provide technical advice and support any processes where required.

6.3 Financial Implications:

6.3.1 Revenue

The education budget that the Council receives from government can only be spent on education – so the proposals have no revenue impact for the Council. The budget received by a school is mainly determined by the number of pupils and this is not intended to change as a result of these proposals. Locally, individual schools currently receive an annual lump sum funding of £130,000. The continuing amalgamated school is allocated just a single lump sum payment in the funding formula.

6.3.2 Capital

There are no capital implications arising from this proposal.

7. Consultees and their opinions

- 7.1 The specific proposals have been shaped by the governing bodies, school leaders, the Local Authority and the Church of England Leeds Diocesan Board of Education. The Diocesan Board of Education and its officers have had regular discussions with officers of Kirklees Council about the proposals. The policy of Kirklees Council to explore opportunities for reducing transition points is supported by the Diocesan Board of Education. Officers have collaborated previously in establishing all-through CE VC primary schools and have proven protocols to support the whole school community and local families through the process of change in order to achieve this end for the long term benefit for all pupils.
- 7.2 A full statutory consultation about the proposals has been carried out for a period of 6 weeks from 31st October 2016 to 9th December 2016, involving all key stakeholders including: parents and carers, Governing Bodies, school staff, schools in the local area, ward members, wider community stakeholders and other interested parties. It was agreed that the responses received as part of this consultation would be reported to members to inform a decision on the next steps.

8. Next steps

- 8.1 Subject to decisions made by Cabinet, the indicative timeline for the next stages of the statutory processes are set out below:

Activity	Date
Cabinet Report seeking permission to begin consultation as part of the statutory processes	18 th October 2016
6 week statutory consultation collaboration with the Diocesan Board of Education within the Church of England Diocese of Leeds	31 st October - 9 th December 2016
Outcome report to cabinet and approval to next stage*	17 th January 2017
Publication of notices and 4 week representation period*	January - February 2017
Final decision by Cabinet*	April 2017
Implementation*	From 1 st May 2017

** These dates are subject to Cabinet approval and may change*

9. Officer Recommendations and Reasons

9.1 Cabinet is recommended to:

Note the responses to the statutory consultation about proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School by working in collaboration with the Diocesan Board of Education within the Church of England Diocese of Leeds to establish a new Church of England voluntary controlled primary school to:-

- cater for pupils aged 4 to 11, with a PAN of 66 for Key Stage 1 and a PAN of 68 for Key Stage 2;
- retain the 48 part-time early learning places for nursery children aged 3-4 years. Opportunities to further develop early learning and childcare services to meet future demand, including that presented by the introduction of 30 hours free childcare, and two year olds eligible to free early education, are not precluded by these proposals.

9.2 Request that officers take steps to carry out the next stage of the legal process to establish an all-through primary school for pupils aged 4 to 11, with a PAN of 66 in KS1 and 68 in KS2, retaining the 48 part-time early learning places for nursery children aged 3-4

- To establish a new Church of England voluntary controlled primary school
- To discontinue Honley CE (VC) Infant and Nursery School
- To discontinue Honley CE (VC) Junior School

9.3 The Diocesan Board Of Education within the Church of England Diocese of Leeds is working in partnership with the Local Authority. The Church of England Diocese of Leeds would act as the proposer of the new school; officers of the Diocesan Board of Education would work closely with the officers of the Local Authority, governors and staff of the three schools to bring about the successful implementation of this proposal.

9.4 Request officers to report the outcomes of the representations received during the statutory publication period to Cabinet for determination.

10. Cabinet Portfolio Holder's Recommendations

As a Council we are committed to improving the quality of education in our primary schools to give every child the best possible start.

We find that children are most likely to learn best when they are comfortable and settled in their schools with the teachers and staff that they know and when their parents have confidence in the school. It is clear that changing schools at age 7, to go from an Infant School to a Junior School is an unnecessary transition for children and families, which can hold up learning and progress until children settle in their new surroundings. While many children do adapt very quickly to these changes, some do take longer.

In principle, therefore, we are seeking, wherever possible, to change separate infant and junior schools into "all-through" primary schools that cater for children from age 3

up to age 11 as we think that this would give every youngster the best opportunities to achieve their potential. All-through schools can also bring other benefits and opportunities for pupils, families, staff and the community.

We would want to reassure parents that we are proposing to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School into one school so that families would gain the advantages of having a single school which would build on the strengths that currently exist.

For these reasons we support the officer recommendations to move to the next stage of the process and publish statutory notices and proposals.

11. Contact Officer

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12. Background Papers

Cabinet report:

18 October 2016 - The report requests approval to carry out a Statutory consultation on proposals to bring together Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School to form a single Church of England voluntary controlled primary school for pupils aged 3 -11 years

13. Appendices

- | | | |
|------------|---|---|
| Appendix A | - | Distribution List for consultation document. |
| Appendix B | - | Consultation Document. |
| Appendix C | - | Minutes of staff and governing Meeting at Honley CE (VC) Infant and Nursery School and Honley CE (VC) Junior School |
| Appendix D | - | Detailed feedback received in response to consultation by stakeholder |