

Factors to be considered in decision making

Appendix B

The factors which are being considered are derived from guidance issued by the Department for Education: Making significant changes (“prescribed alterations”) to maintained schools: Statutory guidance for proposers and decision-makers (October 2018)

Paragraphs highlighted in **Yellow** relate to factors that are relevant to these proposal(s). Factors that are not highlighted are considered not to be relevant to these proposal(s). These have been identified as; “Not applicable to these proposals” and are **highlighted in red**, however for transparency they are fully listed and some contain officer comments for clarity, for example if they may become relevant later in the process.

CONSIDERATION OF CONSULTATION AND REPRESENTATION PERIOD

Decision-makers 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. Decision-makers should not simply take account of the number of people expressing a particular view. Instead, they should give the greatest weight to responses from those stakeholders likely to be most affected by a proposal – especially parents of children at the affected school(s).

Decision 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.

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 GB (as appropriate): or
- Approve the proposal with or without modification, - subject to certain conditions (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A proposal can be withdrawn by the proposer at any point before a decision is taken.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 GB (as appropriate); or the Schools Adjudicator (if the proposal has been sent to them) A notice must also be places 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 GB/ proposers (as appropriate);
- The trustees of the school (if any);
- The local Church of England diocese;
- The local Roman Catholic diocese;
- The parents of every registered pupil at the school- where the school is a special

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school: and

- Any other body that they think is appropriate (e.g. other relevant diocese or diocesan board, faith organisation and any affected educational institutions in the area).

REPRESENTATIONS:

The Governors of St John's C E (C) Infant School conducted the statutory consultation on their proposal from Thursday 29th April 2021 to Thursday 27th May 2021, including 2 consultation meetings in the school playground for parents and carers, 2 via Zoom for the public (due to COVID-19 restrictions) and 1 in the hall for staff.

A total of 193 responses (see Appendix 1) were received of which:

96% (185 responses) strongly support.

1.6% (3 responses) support.

0.5% (1 response) did not state their preference so neither support or oppose but the written comments in the response were very favourable towards the proposal.

0.5% (1 response) oppose.

1.6% (3 responses) strongly oppose.

Over 130 people attended the consultation meetings in the school playground. Nobody attended the Zoom sessions (despite this being well-publicised within the local community) and 13 staff attended the staff consultation meeting.

The majority of responses were from parents/carers. 69 of these have children at St John's C E (C) Infant School, Westmoor Primary School or other local schools. 38 parents did not indicate which school their children attend but from comments, 20 of these currently have children at St John's.

Other respondents include: 10 School Governors, 19 members of St John's staff, plus 7 from other settings, 2 past pupils, 20 current pupils, 33 local residents, 5 representatives from other local education or Early Years Providers.

Analysis of responses: Please note there is a discrepancy between the table and the figures above as some respondents selected more than one category e.g. Local resident and governor. The figures above just relate to the actual number of responses regardless of their link to school.

	Parent/ carer	Pupil	Governor	Staff	Local resident	Other	Total	%	
Strongly support	105	20	9	24	31	18	207	96%	Strongly support/ support 97%
Support	2						2	1%	
Neither support or oppose				1	1		2	1%	Neither support or oppose 1%
Oppose						1	1	0.5%	Oppose/

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Strongly oppose			1 (at Westmoor)	1 (at Boothroyd)	1		3	1.4%	strongly oppose 1.9%
	107	20	10	26	33	19	215	100%	

Those who supported the proposal mainly cited the following positives:

- Positive impact on the emotional well-being and academic progress of children and also the well-being of parents.
- Increased convenience for parents.
- Importance of parental choice of having a small, all through primary that is faith based in the area.
- Making St John's become sustainable and viable in the future.
- Contributing to Kirklees Council's initiative of increasing the amount of all through primary education in the authority.

Those who opposed the proposal stated:

- Potential issues around the finance of other local schools.
- Possible traffic problems in the area.

A full analysis of the responses are attached to this guidance and are discussed in different sections of this document.

RATIONALE FOR THE PROPOSALS:

The proposer has carried out an appropriate, fair and open local consultation in accordance with statutory guidance. Details are recorded on the checklist provided by the LA, which is attached to this guidance. The proposer (Governors of St John's C E C Infant School) has also given due consideration to all responses submitted to the LA. In January/February 2020, the governors assisted the LA in a similar non-statutory consultation regarding the introduction of Key Stage 2 provision at St John's. They took account of the range of views expressed in the non-statutory 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 St John's C E (C) Infant School and as far as possible answers objections. Further details are given below in the relevant sections of this document.

OFFICER COMMENT:

We agree the school has followed statutory guidance and engaged the local community. We broadly agree with the statistical analysis of responses, taking account of the relatively minor distortion as a result of some respondents falling into more than one category.

We would like to understand the level of engagement with Trade Unions representing staff at St John's CE(VC) Infant school and other schools who may be affected by the proposals.

We would like to understand in more detail how the proposals have been revised and developed since the non-statutory consultation, along with the themes from the non-statutory consultation that influenced these changes.

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RELATED PROPOSALS

Where proposals appear to be related to other proposals, the decision-maker must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

We can confirm that these proposals do not relate to other proposals.

CONDITIONAL APPROVAL

For many types of proposal, decision-makers may make their approval conditional on certain prescribed kinds of events. 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 when a condition is 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:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

Conditional approval remains an option available to decision makers as explained in the first section above.

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:

- St John's Infants is well-known for its family orientated character, which is important in developing a child's resilience in order for them to achieve their full potential. This includes their academic achievements, social and emotional well-being and spiritual development.
- St John's is a supportive, nurturing environment that enables children to thrive and succeed.
- 100% of our parental responses state that they strongly support or support St John's intentions of becoming a primary school. Many parents indicate that they would prefer

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their children to remain at St John's for their primary education rather than moving on to a new school at the end of Year 2. They would prefer their next transition point to be in Year 6 when children are more equipped to cope with such big changes and challenges.

- Currently our KS1 children, who have attended an infant school, then feed into a well-established primary school, where they 'face the challenge of a new environment, adjusting to new staff and new class mates.'
- At St John's, it is a very stable team of staff, with very little movement in or out over the last few years. Parents feel that having familiar faces throughout a child's primary educational journey is important and will have 'a positive effect on their education.' This is a view that staff and governors fully support.
- Parents continually highlight how they feel it would be more beneficial for their children to attend one primary school provision but also that it does not make sense for children to attend nursery provision at other providers such as Westmoor, then to attend KS1 at St John's only to then return to providers like Westmoor at the end of Year 2.
- Staff at St John's work extremely hard to enable children to make good progress from low and decreasing starting points on entry into Reception. Raising standards is important to all at St John's and parents comment on how successful we are at giving their children the best start to education.
- It is reported that parents feel it is not just in the best interests of the children academically to attend an all through primary school but that not doing so and the upheaval that transition causes at such a young age has a negative impact on a child's well-being and mental health.
- The term 'St John's family' is frequently referred to by parents, staff, children and governors at St John's and likewise was commented on in the consultation responses. Parents report on the 'big family' feel as a huge positive and something very special.

RATIONALE FOR THE PROPOSALS:

- As a school community we developed our vision and school Christian Values, epitomised by our key mission statement, which is 'Together in love, we learn with Respect, Hope, Friendship and Forgiveness.' When creating this we consulted children, parents, staff, governors and the diocese to create a statement that was reflective of our ethos and personal to our school. This underpins all aspects of school life including; positive behaviour management, the curriculum and developing positive attitudes to learning. Children recognise the importance of these values and use these as a foundation to building strong relationships with all members of our school community and at home.
Within the community, we have an established reputation for our approach to educating children and the success achieved. This is also reflected in the latest OFSTED report where it states 'parents agree that the children flourish in the very positive culture created' and 'the quality of teaching is to a high standard' (Appendix 3). Similarly, the latest SIAM's report, January 2017, states that children are educated having formed 'caring relationships and show mutual respect' (Appendix 4). We cater for a diverse community and strive to educate children in an environment which promotes tolerance and respect for all, something that is particularly appreciated by parents.
- We work extremely hard to bring children from a large amount of providers (15 for 2020 Reception starters) to form a cohesive whole, which starts even before they enter our school through a comprehensive and supportive transition process, which

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involves families as a whole. This supportive approach, working closely with parents, continues throughout a child's journey with us, as we genuinely believe that this is the most effective way of getting children to reach their full potential. Despite the restrictions of the pandemic, we have sustained our nurturing ethos by maintaining strong relationships with parents through many channels including weekly welfare calls to support the whole family. There is an ever-increasing number of children entering our school with social and emotional difficulties and we are proud to report on the excellent progress they make. However, this is then impeded by the focus on transition to Key Stage 2, in a different setting, just two years later. Allowing children to remain at St John's in a familiar, nurturing environment will support them to meet the standards they are capable of without the disruption often seen during the move to Key Stage 2.

- At St John's we fully support parents views and the intentions of Kirklees to reduce transition points for children by creating through primary schools rather than separate infant and junior schools. As an LA, Kirklees' intentions have been stated within School Place Planning, 2020 -2023, securing sufficient, high quality, learning and childcare places.
- On the Kirklees school admission page (<https://www.kirklees.gov.uk/beta/admissions/apply-primary-school-place.aspx>, 2021), it is apparent that there is no other infant school in the authority, which feeds into an existing primary school, as opposed to a junior school. This puts our children at a disadvantage compared to their peers in the receiving KS2 provision, as recognised by parents who have experienced this situation. In order to be proactive, in 2020 the school contacted an LA officer to ask for directions towards a school in a similar situation in order to further enhance the transition process for our children. The response was that there are none within Kirklees but there will be some nationally. However, these could not be located by the LA at the time. If this arrangement was beneficial for children, then surely there would be other examples.
- The team of staff at St John's is well-established, which is recognised from parents past and present. The majority of staff have worked at the school for 5 or more years, with a large proportion working here for 10 years or more. Even though the school has had a change of leadership over the last few years, the school continues to go from strength to strength, with many parents commenting on how the Senior Leadership Team (SLT) make themselves visible and accessible to parents, which is something they really value. As a governing body we fully support the approach the headteacher takes, which is based around achieving the best outcomes for the children and families and the children having the best start to education by everyone working together to overcome potential barriers. In a recent well-being survey (March 2021), 100% of staff reported they were happy with life at St John's. There were many other positives with the only negative being that the staff wished they could have the children in school for longer in order to further build on the relationships and hard work they have put in during children's KS1 years of education. Staff indicated their continued frustration regarding this not happening yet as they feel that it is what the school and members of the local community need and deserve.
- Please see below the starting points on entry in Reception for our children last year and this year. The data clearly shows that despite low starting points, due to the hard work of the dedicated staff team, the resilience and determination of the children, through the environment we create and the effective relationships with parents, children at St John's make outstanding progress to achieve the best they can in such a short period of time. If children could stay with us longer and continue to make this amount of rapid progress term on term, then they would leave primary education

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having achieved their true potential. This is something we are all passionate about at St John's.



Baseline Progress Year 3 2020 2021



Maths				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 17 18	33%	56%	11%	67%
Reception				0%
Year 1				0%
Year 2	25%	60%	15%	75%
Year 3				

Reading				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 17 18	33%	56%	11%	67%
Reception				0%
Year 1				0%
Year 2	21%	52%	27%	79%
Year 3				

Writing				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 17 18	33%	56%	11%	67%
Reception				0%
Year 1				0%
Year 2	29%	60%	10%	70%



Baseline Progress Year 2 2020 2021







Maths				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 18 19	44%	37%	19%	56%
Reception	36%	62%	2%	64%
Year 1	30%	58%	12%	70%
Year 2 Autumn Term	30%	56%	14%	70%

Reading				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 18 19	44%	37%	19%	56%
Reception	38%	34%	28%	62%
Year 1	32%	40%	28%	68%
Year 2 Autumn Term	33%	40%	28%	68%

Writing				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 18 19	44%	37%	19%	56%
Reception	30%	61%	11%	72%
Year 1	42%	52%	7%	59%
Year 2 Autumn Term	42%	52%	7%	59%

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 Baseline Progress Year 1 2020 2021 				
Maths				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 19 20	71%	21%	0%	21%
Reception	28%	65%	7%	72%
Year 1 Autumn Term	29%	63%	8%	71%
Reading				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 19 20	71%	21%	0%	21%
Reception	37%	51%	12%	63%
Year 1 Autumn Term	42%	42%	16%	58%
Writing				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 19 20	71%	21%	0%	21%
Reception	37%	53%	9%	62%
Year 1 Autumn Term	42%	52%	7%	59%

 Baseline Progress Year R 2020 2021 				
Maths				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 20 21	52%	48%	0%	48%
R Autumn Term	35%	48%	17%	65%
Reading				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 20 21	72%	28%	0%	28%
R Autumn Term	46%	46%	7%	53%
Writing				
	% Below	% Expected	% Above	Total Expected or Above
Baseline 20 21	70%	30%	0%	30%
R Autumn Term	37%	63%	0%	63%

Our annual attainment data also shows the positive impact our high quality teaching is having on learning across all ages, see Appendix 8. We feel we should have the opportunity to work with the children to make further progress up until the age of 11 years.

- Research suggests that removing the transition point for children at the end of KS1 is better for the child, which supports the parent's viewpoint that having one does have a negative impact on children's well-being. Year on year in school, staff have hands on

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experience of this and for up to a year have to put in additional provision, which comes at an additional cost for school, to support the children emotionally. This argument is further supported by Kirklees' policy on reducing the number of separate infant and junior schools in the authority to reduce transition points and bring more stability for the children and their families (School Place Planning, 2020 -2023, securing sufficient, high quality, learning and childcare places, 2021).

- As a Senior Leadership Team (SLT) and a governing body, having parents and children commenting on our 'big family' feel is something that we are extremely proud of as this is exactly what we perceive us to be. We feel that relationships at St John's are special between all stakeholders and we work together to succeed and achieve our vision and aims, which is not something that is common with and applicable to all schools. Serving the diverse community that we do and with ever increasing needs, we feel that year on year this is becoming more important for our families to morally give the children the best start to life and teach the children the importance of high quality relationships to succeed in a world that is becoming more challenging and demanding from such a young age. This view was further enhanced in a recent survey (May 2021) with a Relationships, Sex and Health Education (RSHE) working party of parents from different faiths and none who were highly complementary regarding the approach we have taken as a school, which is very different to other providers. One parent commented on how she feels 'respected and valued, which has relieved her fears' because of the way in which we have consulted them over the new policy and how open we are about the resources used and methods of delivery.

OFFICER COMMENT:

We would like to understand the evidence which supports the statement that children are disadvantaged compared to their peers in the receiving KS2 provision and the inference that they can only achieve their true potential by staying with St John's CE(VC) Infant School.

We would like some clarity about what is meant by the following statement and the reference to a document, which does not contain any reference we can find towards reducing transition points or creating through primary schools.

'At St John's we fully support parents views and the intentions of Kirklees to reduce transition points for children by creating through primary schools rather than separate infant and junior schools. As an LA, Kirklees' intentions have been stated within School Place Planning, 2020 - 2023, securing sufficient, high quality, learning and childcare places.'

Comment from the Kirklees School Improvement team:

Whilst the headteacher has experience of leadership and teaching across the entire primary phase, the consultation highlights that staffing has been relatively stable in school with little movement, which suggests that the staff may not have had recent experience of teaching, planning and assessment against the KS2 curriculum. In recent years, in response to but not limited to the new Ofsted EIF, schools have been reviewing their entire curriculum. This has impacted on all teachers and leaders. Given the emphasis on the role of the subject leader in the creation of an appropriately sequenced scheme of learning from reception through to Year 6 for all subject areas in the school curriculum, we would be interested to understand what capacity the school have in place to ensure that:

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- teachers have the appropriate access to CPD to ensure their own subject knowledge and skills enables the delivery of a high quality KS2 curriculum;
- all leaders including subject leaders (and therefore teachers) have the correct level of expertise, knowledge and skills to create a subject curriculum that is appropriately sequenced and sufficiently challenging to meet age related expectations and that the pressure on staff workload is considered in this process;
- whilst the school is intending to grow a year at a time, the curriculum offer for each subject must be planned in advance (reception to Year 6) to ensure appropriate progression through the years and key stages (the subject intent, planning, delivery, assessment) will need to be developed for every subject area;
- the KS2 curriculum allows the school to address the gaps and learning loss experienced during the Covid pandemic and further reduce the academic gaps seen amongst learners from historic data. Within the next few years the progress measures by which schools are measured will change to measure from reception base line to KS2. Most schools will have access to historic data to support this change in metric and will use this to support target setting and high aspirations for children.

EQUAL OPPORTUNITY ISSUES

The decision-maker must comply with the Public Sector Equality Duty (PSED) , which requires them to have 'due regard' to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it: and
- foster good relations between people who share a relevant protected characteristic and people who do not share it.

REPRESENTATIONS:

- Our school Christian Values play a significant part in all children's lives regardless of their faith or no faith. They fully reflect the ethnic and cultural diversity of our local community and are well-regarded by parents.
- Parents strongly state that they like the small, family orientated feel to our school and it is something different to what other large primary schools can offer. Furthermore, children recognise that they are educated in small school environment, which they like.
- Currently our KS1 children, who have attended an infant school then feed into a well-established primary school, where they 'face the challenge of a new environment, adjusting to new staff and new class mates.'
- Parents, past and present, feel that moving children between Westmoor and St John's and then back again affects children's mental health and well-being.
- The children's views evidenced in the responses clearly share many positive experiences and things they like about St John's, some of which would apply to being educated in most infant, junior or primary schools but many such as; 'I want to go in

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all the colour classes,' 'St John's is full of love,' 'We have good values' and 'I like knowing all the teacher's names' are more personal to St John's and the ethos we have created.

RATIONALE FOR THE PROPOSALS:

- One of our school Christian values is Respect. At St John's we ensure that children know what this means and respect each other's beliefs and views, which is something we believe should happen regarding this proposal. We believe that the large amount of positive responses from parents should be respected and considered here, as it is clear that this is what the parents of our fully inclusive school want. The values were carefully chosen after consulting the views of all school stakeholders in the Summer Term, 2019. We strongly feel that St John's is a fully inclusive school, which welcomes families of all faiths and none. The values reflect the ethnic and cultural diversity of our local community. In the latest OFSTED report, 2017, it states that 'parents have great confidence on the work we are doing for their children' (Appendix 3).
- Our ethos and approach to school life is very unique for many reasons but one factor that is particularly special is how all the children in school are known to all staff. There is a strong sense of togetherness between all stakeholders due to the size of our school. This has huge benefits for many children, although we acknowledge that others are able to cope with larger primary schools, especially when they have attended them from nursery age. We believe that parents in our community should have the option of a small primary school (as opposed to an infant school) or a large primary school and we feel they, as parents, are best positioned to know what suits the individual child's personality and needs. Currently we are preventing parents from making this decision by just offering Early Years and KS1 provision in a small school. Children also clearly like the small school environment in which they strive, shine and aspire to be the best they can be. Records in school show that there have been examples of families that have gone to the extreme of withdrawing their child/children from school-based education at the end of Year 2. Instead they have home educated them until a place became available in a small Key Stage 2 provider with an ethos similar to St John's. One parent thought that the change to a large school at 7 years old would be too demanding and stressful for their child. Parental preference for children to continue their education with us is further strengthened through a petition organised by parents at school in September 2020, see Appendix 7. This was carried out off school grounds and had no involvement with school. It was submitted independently to Kirklees Council and then after to us in school.
- On the Kirklees school admission page (<https://www.kirklees.gov.uk/beta/admissions/apply-primary-school-place.aspx>, 2021), it is apparent that there is no other infant school in the authority, which feeds into an existing primary school, as opposed to a junior school. This puts our children at a disadvantage compared to their peers in the receiving KS2 provision, as recognised by parents who have experienced this situation. In order to be proactive, in 2020 the school contacted an LA officer to ask for directions towards a school in a similar situation in order to further enhance the transition process for our children. The response was that there are none within Kirklees but there will be some nationally however these could not be located by the LA at the time. If this arrangement was beneficial for children then surely there would be other examples.
- Research suggests that removing the transition point for children at the end of KS1 is better for the child, which supports the parent's viewpoint that having one does have a negative impact on children's well-being. Year on year in school, staff have hands on

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experience of this and for up to a year have to put in additional provision, which comes at an additional cost for school, to support the children emotionally. This argument is further supported by Kirklees's policy on reducing the number of separate infant and junior schools in the authority to reduce transition points and bring more stability for the children and their families. Furthermore, for children who attend nursery at one school, transfer to another for KS1 and then back again for KS2 is confusing and unsettling for parents and children alike. Children have clearly stated in the pupil responses that they feel nervous about the change ahead, which is not our philosophy behind learning in the primary phase. Children should be enjoying every minute they have in primary education without worries like this and therefore children at St John's are at a disadvantage compared to children in through primary schools.

- Children should have the opportunity to be educated throughout their primary phase of education in an environment and ethos that they are familiar with and enjoy, whether that is in a large primary school or a small primary school. Equal opportunities are not exercised, if at the start of Year 3, some children have been allowed to exercise these rights and not others.

OFFICER COMMENT:

It is recognised that the school is inclusive and supports a diverse range of families.

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 groups within the community.

REPRESENTATIONS:

- Parents, staff and governors state that a key feature of our school's success is being a Church of England School, with involvement from the Diocese. Furthermore, children also feel that actions such as praying, being a 'family' and attending church with school are special to them.
- St John's is perceived to be a successful and well-established provider in our local community.
- St John's school is well-liked for its strong sense of community feel with it being described by many as a 'big family.'
- St John's is well respected for its success in serving a diverse community and supporting each and every family in the best way possible. People consider us to be 'at the heart of the community' and wish for us to be part of their child's education for longer.

RATIONALE FOR THE PROPOSALS:

- Our Church of England is very special to parents, staff, children and governors. Although a large percentage of our families are from the Muslim faith and some follow no faith, they would prefer children to be educated in a school that follows core

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Christian beliefs and values that really apply to any religion or none. 61% of parents indicated it is essential that their child attends a church school in the parental survey in May 2019, with many more expressing in conversations with staff and governors how much they admire the school Christian values that underpin our curriculum and school life. Even if their main faith is not Christian they prefer for their children to attend a faith-based school rather than a non-faith based school due the nature of the school and the principles in which the children are educated. The nearest all through C of E primary is situated 2.8 miles away, 10 minutes away by car and too far by foot. This school is currently 'Requires Improvement' by OFSTED. The nearest 'Good' rated C of E Primary school is situated 3.8 miles away, a 12-minute drive away. Both schools are currently full and over-subscribed. The Church of England, Diocese of Leeds, have granted their permission to support our application to publish a statutory proposal regarding becoming an all through primary school (see Appendix 9).

- St John's is clearly valued by many people within the local community for many different reasons. One of these reasons is the close links that we create. We are very much about supporting the whole family, which then results in more success for the individual child. As a parent stated 'Teachers are fantastic, support the children. I also get a lot of support.' We have outstanding links with Early Years providers, the church, leaders from other religions, leaders in other church schools within Kirklees, local charities and also take every opportunity we can to work closely with local KS2 providers as well as KS1 providers within the Dewsbury Learning Partnership and Dewsbury West Community Hub. We feel that we could develop these links further with a Key Stage 2 provision to benefit the whole community. A recent example of this is an application to the Big Lottery Fund in January 2021 for a ball court area, which we wanted to hire out, out of school hours, to provide more enrichment for children and young people in our area. However, this was declined because we did not have children of the correct age to target for this. A successful example of working together with people in our community was when joint training was carried out with St John's Playgroup (a registered charity). We feel that now the hall has been made larger, in preparation for us possibly becoming a through school, we now have the capacity to do similar events in and out of school hours and also more events based around supporting the families with parenting matters in an ever-changing community facing an increased number of challenges unrelated to school and education. At St John's we also feel that our Parents and Teachers Association (PTA) could be made stronger, currently people find it hard to commit because of the short timescale that their child attends our school. We are extremely confident that a strong PTA could be formed if children attended our school for longer. This would give parents the opportunity to learn new skills from each other, develop stronger friendships and greater understanding of each other, as well as further enhance some people's emotional well-being and self-confidence as well as creating an additional source of income for the school.
- As a school community we developed our vision and school Christian Values, epitomised by our key mission statement, which is 'Together in love, we learn with Respect, Hope, Friendship and Forgiveness. When creating this we consulted children, parents, staff, governors and the diocese to create a statement that was reflective of our ethos and personal to our school. This underpins all aspects of school life including positive behaviour management, the curriculum and positive attitudes to learning. Children recognise the importance of these values and use these as a foundation to building strong relationships with all members of our school community and at home. Within the community, we are well respected and established for our approach to educating children and the success we have as a school family.

Factors to be considered in decision making

- As a governing body, we are immensely proud of the success we have year on year in bringing together two cultures to form a successful learning environment that all stakeholders are proud of. Visitors regularly comment on how everyone, regardless of their differences, including disability or religion, are treated equally and mutually respect each other. This is not an easy task to do and something that requires everyone having a true sense of belonging and trust in our principles and actions.
- As a Church of England School, St John's believes strongly in the importance of learning from and about religion, so that children from a young age develop a deeper understanding of faiths and their importance in shaping the community and 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. St John's is also active in its local community, taking part in local events and welcoming residents into school. A range of different activities and practices that support work with the local community include:
 - ✓ Visits to church and church representatives leading Act of Worship and lessons in other areas of the curriculum.
 - ✓ Attendance at the Dewsbury Learning Partnership Attendance Awards Evening to celebrate good attendance for individuals at St John's.
 - ✓ Christmas events such as taking part in the Christmas Tree event at Dewsbury Minster, Carols in the park, Christmas Lights switch on in Dewsbury and visiting Elim Church for a 'Christmas Journey.'
 - ✓ Taking part in 'Church Schools Together.'
 - ✓ Various charity events such as Race for Life at Crow Nest Park, Dewsbury.
 - ✓ Ahmadiyya Muslim Elders Association (AMEA) were offered use of our hall to host an Iftar at the end of Ramadan on a few occasions over the years. Guests would include local dignitaries such as Paula Sherriff the MP, the Mayor and Mayoress, the Police Commissioner, PCSOs for the area, local fundraisers such as Kirkwood, Mind, Asda, Forget me Not, Ruddies Retreat.
 - ✓ Fundraising events with charities close to home such as a Tourette's charity and a Down Syndrome charity to support children with these conditions in school.
 - ✓ Park Rangers working with children in the park and in school – sharing good practice.
 - ✓ Harvest Festivals – Dewsbury with the homeless.
 - ✓ Supporting local food banks.
 - ✓ Shoe box appeal at Christmas.
 - ✓ Former MP, Paula Sheriff, visiting school and working with school council as well as mentioning St John's and Dewsbury in parliament when discussing free breakfast clubs for vulnerable families.
 - ✓ Fundraising for the Grenfell Fire disaster fund, which was suggested and led by a member of school council.
 - ✓ Adult learning events in school, in partnership with Kirklees College.

St John's has adopted the local authority admissions policy and is fully 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. This is the current breakdown of faith and ethnicity for the children on roll as of 07.06.21:

FAITH

- No Religion: 19
- Christian: 7

Factors to be considered in decision making

- Muslim: 107
- Catholic: less than 5*
- Methodist: less than 5*

ETHNICITY

- Pakistani: 80
- Black African: less than 5*
- Any other Asian: less than 5*
- White British: 24
- Any other Ethnic Group: 5*
- Indian: 14
- Chinese: less than 5*
- White and Asian: 7
- Any other White Background: less than 5*
- White and Black Caribbean: less than 5*

* for GDPR compliance purposes, numbers of less than 5 are not included in the above analysis

OFFICER COMMENT:

The local community is currently served by more than one school. Whilst the proposals have very clear support from existing parents, we would like to better understand the effect on wider community cohesion in the context of objections to the proposals made by other local schools and the impact this may have on future working relationships.

We have provided factual information about local schools supported by some illustrative maps. (Local schools fact sheet)

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.

REPRESENTATIONS:

- Children are forced to travel further away to attend a school that is similar to St John's. Parents report this travelling as a 'hassle.' Parents of children in local Early Years Providers have 'selected schools away from where they live just so they can stay in same school throughout their primary years.' Another parent states that if St John's does not become a through school then they will have 'no other option other than

Factors to be considered in decision making

sending their child to a private school,' which will be located out of area and involve more travelling and expense for the family and child. Many parents clearly state that St John's is a 'lovely, small school, which we do not have in our area.' Parents frequently report how much they value St John's and its 'family feel.'

- Parents remove children from St John's or do not send younger siblings because of what they describe as the 'logistics – they have older siblings and they simply cannot keep up with taking primary aged children to two different sites.'
- Some local residents of Church Lane, near Westmoor Primary School, state that the congestion around there at drop off and pick up times is 'terrible' and this proposal could ease this.
- Some parents think that having children at the same school, St John's, will help to 'avoid local traffic congestion' in the area.
- It is reported by a parent who strongly supports the proposal that parking needs taking into consideration.
- A local resident is concerned about the possible 'increased traffic and parking, which is bad already' around St John's.
- It is reported that 'many parents and residents of Boothroyd Lane 'have not come across one negative impact that this proposal will have on the area.'
- A parent of a St John's child who is a wheelchair user states that St John's has excellent wheelchair facilities and the child gets excellent support from all the staff in school with parking and other things.
- Families who live in extremely close proximity to St John's have chosen to send their children to a school further away for a wide range of benefits for the children. They report that this could have been avoided had St John's been a through school, which would have 'saved time travelling, money in petrol, stress of traffic jams and safety for the country (environmentally) as well as safety to the public i.e. less cars at other schools.'

RATIONALE FOR THE PROPOSALS:

- All members of the Governing Body and SLT at St John's firmly believe that the parents and children deserve the opportunity to choose from small and large education providers within our very diverse community. We do believe though it is not right for any child within our community to spend unnecessary time traveling to their primary school and this proposal could be the solution. The current situation is placing our local families under more financial pressure, of which we have first-hand experience of. A child currently in Year 2 has moved out of area so that they can secure a place in a small primary school for their Key Stage 2 provision as it suits his needs much more. However, for the last 5 months, since their unnecessary house move, the child has still attended St John's because there was not a KS1 place available. As the journey is an hour by foot and the family have no car and would have to go on two buses to get to school, the family have had to pay for taxi fares, which has been a financial burden on them.
- Despite the efforts of St John's working together with local schools to stagger drop off and pick up times, as well as offering breakfast club and after school club, families still struggle with two or more drop offs and pick-ups, especially for parents who have younger siblings in prams or on days when the weather is bad. St John's becoming a primary school would make school days far easier for both our working parents and non-working parents.
- Some residents have expressed their concerns about traffic and parking on both Church Lane (Westmoor Primary School) and Boothroyd Lane (St John's). However, we

Factors to be considered in decision making

feel that in the long-term there will be less movement in the area by car and more people will travel by foot due to siblings only being at one school. This will therefore benefit both roads around Westmoor Primary, St John's and possibly other local Early Years and Primary School providers. In the periods of transition, when implementing the plans, parking and travelling outside all schools in the local area would need to be considered. At St John's we have already taken steps to consider reducing traffic in future years, which includes the following: Using Dewsbury Park turning circle as a parking area, staggering start and finishing times (this has proved to work well during lockdown), initiatives to encourage families to walk to school, using the recent purchase of 30 scooters to loan out to families on a weekly basis so children can 'scoot' to school, reinstating the walking bus (funds would be available to do so) and also the school council thinking of ways of encouraging parents to park away from school. We would be extremely happy to work with other providers to share our ideas and as a result manage traffic better in the whole area as well as cut down on emissions, providing environmental and health benefits. Despite these concerns, many residents indicate to us that they have no problems with the traffic in the local area.

- At St John's we have adequate parking available for children or adults with a disability, which parents report other local providers do not have. By September 2021 we will have 3 wheelchair users in school, all which will have to carefully consider their future Key Stage 2 provider if this proposal is not followed through. This may result in the child traveling further away from home on a daily basis to attend a school where their needs can be fully met. Some other views of how parents of SEND children appreciate the successful work of staff in school are captured in our SEND Report, October 2020 (see Appendix 5). Again, transition at the end of Year 2 for children on the SEND list, which is ever increasing at St John's, is difficult. Implementing this plan would benefit the children, families and also the staff in the Key Stage 2 provision who receive the children as it is often hard for them in a short period of time to fully grasp their needs, which are becoming more and more complex. Outside agencies, at a cost to the school and the LA, have to be part of the transition process. Their time and funds would be better spent elsewhere on other SEND needs in school, if the children remained with us at St John's.
- At St John's we genuinely feel upset and concerned that families on our doorstep would love for their children to attend our school but they cannot justify sending them when they are aware of an unnecessary transition point at the end of Year 2. Again, this results in unnecessary car journeys in our local area.

OFFICER COMMENT:

For clarity, in the longer term the proposal would introduce 30 additional places at St John's CE(VC) Infant School. During the transition period to retaining children up to Year 6, it could mean a peak of an additional 70 pupils on site for one year.

FUNDING

The decision-maker should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. Trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal **cannot** be approved conditionally upon funding being made available.

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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:

- St John's C E (C) Infant School's long-term viability is at a significant risk due to the decreasing numbers of pupils at the school, which is reported to be due to parents wanting a through school of their choice, despite a large percentage of our community speaking very highly of our school. There is a 'phenomenal' difference (decrease) of £94,715 between 2016 and 2021 budget allocations. This explains why the authority have had to provide grants to keep the budgets positive and staff redundancies have had to take place, with more to come unless St John's becomes an all through primary school in the near future.
- Boothroyd Primary Academy report that a 'decrease in their numbers of pupils on roll will mean that staff redundancies may be needed.' It is also reported that 'as your school (St John's) serves the same area and we are not full in the year groups you wish to expand, we see no reasons for the extra places in the local area and the PAN may need to be reduced, which seems an inappropriate way of managing places.'
- Focus Academy Trust, who run Boothroyd Academy, state that they have serious concerns over St John's proposal to increase their PAN and that it will negatively impact on Boothroyd.
- Westmoor Primary's governing body are concerned that 'increasing the school's PAN will not create additional children to fill those places.' They are concerned that the proposed changes will 'create significant financial risk for their school and severely impact the financial sustainability of Westmoor.'

RATIONALE FOR THE PROPOSALS:

Background on Rationale for St. John's C.E. (C) Infant School seeking J&I status following amalgamation of Westmoor Junior School and Knowles Hill I&N School in 2013

Knowles Hill Infant and Nursery School was amalgamated with Westmoor Junior School in 2013 under the direction of Kirklees. Kirklees cited the following reasons in Cabinet meeting decision 26th February 2013, page 3:

"2.1 The educational benefits of all-through 5-11 Primary 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.

It is worth noting the Appendix 1 referred to by Cabinet is the following (see Appendix 14):

"The Educational Benefits of All-Through 5-11 Primary Schools"

Improved continuity and progress from Key Stage 1 to Key Stage 2 through smoother transition. For example, a single school would have common approaches to curriculum

Factors to be considered in decision making

planning, assessment, record keeping and target setting. Staff have longer to get to know the children. Most importantly, the school would have a shared understanding of standards and expectations.

More flexibility and opportunities to meet individual pupil needs by tailoring learning experiences. For example, Year 3 children who require further experience of the Key Stage 1 curriculum and more able Year 2 children requiring the challenge of the Key Stage 2 programmes can be catered for. It means a wider range of resources can be shared and common themes developed across the school. This curriculum flexibility can be particularly important for children with Special Educational Needs.

More opportunities for social development. For example, older children can have some appropriate pastoral responsibility for younger children, which can impact positively on whole school behaviour and children's self-esteem. Vulnerable children and their parents and carers have greater security from a consistency of staff and provision.

More consistency in terms of policies and practice. The school improvement agenda is led by a single leadership team and governing body.

Closer contact for parents and carers with school staff over a longer period of time. A more continuous relationship between the school, parents, carers and outside agencies can ensure that all pupils, but particularly those with special needs, are supported effectively from the Foundation Stage through to the end of Year 6.

More opportunity for children to attend the same school as older or younger brothers and sisters.

*Increased opportunities for staff to work with a larger team, thus supporting professional development and providing further opportunities to take on new responsibilities
More effective use of the accommodation, facilities and resources.*

Reduced duplication and economies of scale in the management of budgets."

In 2013 concerns were raised about the impact the amalgamation between Knowles Hill I&N School and Westmoor Junior School may have on pupil numbers at St. John's C.E. (C) Infant School, in a meeting attended by 2 LA officers, Head Teacher of Westmoor Junior School, Deputy Head Teacher of Westmoor Junior School, Lynn Hill Head Teacher of St. John's C.E. (C) Infant School and Adrienne Hatfield Bursar of St. John's C.E. (C) Infant School.

Assurances were offered by an LA officer and Westmoor Junior School that no impact would be felt by St. John's C.E. (C) Infant School as the catchment areas would remain unchanged. Lynn Hill and Adrienne Hatfield asked what the likelihood of the new Westmoor Primary School KS1 was of being full, so as not to attract younger siblings of KS2 children from our catchment area. Again, they were met with assurances that this would not happen and if/when Westmoor Primary School became on one site, on Church Lane, there would still be no detrimental impact on St. John's C.E. (C) Infant School.

In 2018 Westmoor Primary School moved the Knowles Hill I&N/Westmoor Primary School KS1 to Church Lane and became one site. In the same year St. John's C.E. (C) Infant School lost 14 pupils off roll mid-year whose parents/carers either moved them to Westmoor Primary School to be on one site with siblings, or moved them to another through school to avoid

Factors to be considered in decision making

Westmoor Primary School and also because St. John's C.E. (C) were not able to offer the continuity available as a J&I.

Therefore, it is clear that the above rationale outlined by Kirklees has not been applied when deciding the position of St. John's C.E. (C) Infant School following the re-siting of Knowles Hill I&N/Westmoor Primary KS1 on to one site. Neither has it been considered when deciding St. John's C.E. (C) Infant School's long-term viability.

Next Steps

Since 2018 St. John's C.E. (C) Infant School has suffered significant fall in roll and financial loss and has had several conversations with Kirklees and the Diocese about their options to remain open and financially viable. The option to become a J&I to prevent further falling roll numbers, loss of finances, loss of employment and eventually the loss of a church school within the area has been strongly supported by all stakeholders. Initially this also included the Head Teacher and Governing Body of Westmoor Primary School.

In 2020 the following was proposed:

- St. John's C.E. (C) Infant School to reduce its PAN to 30 to increase its upper age range from 4-7 to 4-11 years old.
- Westmoor Primary School to increase its KS1 PAN from 45 to 60

During the non-statutory consultation to ascertain support/opposition to the proposals St. John's received 68/77 responses in support of the proposal and Westmoor received 54/73.

The Governing Body of Westmoor Primary School opposed the decisions with the Cabinet Decision Report appending the following (page 30, Appendix 2):

"Extracts of the governing body meeting of Westmoor Primary School
Minutes of a special meeting of the Governing Body held at 6.00 pm at the School on
Thursday 13 February 2020
56 NON-STATUTORY CONSULTATION

Governors confirmed that they were aware of the non-statutory Consultation on the Potential Re-organisation of School Places at St John's CE (VC) Infant School and Westmoor Primary School.

Meetings to discuss this proposal had been held on Monday 3 February 2020, although only one governor had been able to attend. Responses to the proposal were required by Monday 24 February 2020.

Copies of the content of the consultation document were tabled and scrutinised. All aspects of the consultation document were discussed thoroughly and the predicted Published Admission Numbers (PANs) provided in the document were considered in detail. Governors expressed serious concerns that simply increasing the school's PAN, does not create additional children to fill these places. The possible financial implications were outlined by the School Business Manager in a detailed analysis, which highlighted the financial losses which could be incurred by the school, should the places not be filled. These losses (in excess of approx. £600,000 over 3 years) were felt to be too great a risk to the financial stability of the school.

Although Governors had wished to be supportive of St John's School's ambition to become a through primary school: having had sight of the consultation document and the opportunity

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to scrutinise it and ask different questions, they unanimously (including Mr X by email) agreed that they were strongly opposed to the current proposal.

Governors would welcome the opportunity for further dialogue between the schools in the best interest of families.

RESOLVED: That Governors strongly oppose the current proposal to potentially re-organise school places at St John's CE (VC) Infant School and Westmoor Primary School."

Neither Kirklees Cabinet nor St. John's C.E. (C) Infant School were presented with the 'detailed analysis' which highlighted the financial losses which could be incurred by the school, should the places not be filled.

Kirklees Cabinet's Decision Summary 22nd September 2020 outlines the following decision (page 2, Appendix 3):

"Cabinet does not support the current proposals at this time on the grounds that it does not meet the criteria the Council would normally apply to such proposals and agrees that engagement be facilitated with all parties to discuss the outcome of the consultation and explore opportunities for other options/proposals either now or in the future."

The 'criteria the Council would normally apply to such proposals' has not been outlined in the Cabinet Decision Summary 22nd September 2020, it is simply a reiteration of the information in the report.

"5. Officer recommendations and reasons

The consultation process has revealed that the current proposal does not meet the criteria the council would normally apply to support such proposals, specifically that it is not a whole school system solution with a long-term sustainable model for each school.

There remain opportunities for reducing transition point, but this must be carefully balanced against the risk of reducing parental preference in the future.

The officer recommendation therefore must be that the council does not support the current proposals at this time. Officers recommend facilitating the engagement of all parties to discuss the outcome of the consultation and explore opportunities for other options/proposals either now or in the future."

Whilst the LA state 'it is not a whole school system solution with a long-term sustainable model for each school,' in the opinion of St John's Governing Body, judging by the detrimental financial position St. John's C.E. (C) continue to find themselves in, neither was the Kirklees led amalgamation between Knowles Hills I&N School and Westmoor Junior School. This is outlined in the table below.

Factors to be considered in decision making

	2016/20 17	2017/20 18	2018/20 19	2019/20 20	2020/20 21	2021/20 22
Rec	60	59	54	52	41	55
Y1	60	60	58	54	51	40
Y2	56	59	59	57	52	46
* The above figures are no. of children we receive funding for as per the previous year's census data. Not the no. of children currently on roll for that year						
No. Chn moved to through school mid-year	No data available	14 Westmoor became one site	7	9	6 in first 3 weeks	
No. younger siblings going to through school instead of St. John's	No data available	2	4	4	3	
No. of Chn transferring to Westmoor at end of Y2	47/58	45/59	44/59	41/50	36/45	
No. of Chn transferring to Boothroyd at end of Y2						
Total Budget Share Allocation *	£925,690 HNTF: £19,975	£905,665 HNTF: £10,200	£880,803 HNTF: £13,800	£856,621 HNTF: £6,900	£792,739 HNTF: £15,950	£830,975 HNTF: £30,900
Difference	+£37,241	-£20,025	-£24,862	-£24,182	-£63,882	+£38,236
Impact on Budget						-£94,715

* This includes High Needs Top up Funding (HNTF) which belongs to a child, rather than the school's budget. If a child moves schools mid-year, so does the funding.

Additional Information on 2020/2021 – 2021/2022 Funding

Due to the decrease in funding and a sudden surge in Reception places a grant of £52,560 was received from Kirklees Pupil Growth Fund. This grant helped St. John's C.E. (C) Infant School maintain their current staffing level for this academic year. This was a priority need

Factors to be considered in decision making

given the number of children with EHCPs and those awaiting assessment for EHCP support taken on roll in Reception. Looking at the estimated further financial loss for 2021/2022 this will not be sustainable.

The current round of admissions closed on 15th January 2021 and St. John's C.E. (C) Infant School have been allocated 45 places for 2021/2022 out of 85 applications citing our school as one of their preferences. It also means that there are 40 excess applications, which may be allocated to either Boothroyd Academy and/or Westmoor Primary School. If our PAN was reduced to 30 as put forward in our proposals, there would be 55 excess places to be found elsewhere which would benefit Boothroyd Academy and/or Westmoor Primary School. This would far exceed the 15 additional KS1 places that Westmoor Primary School are concerned about going unfilled.

In addition, this year has seen just 1 application for a KS2 place at Boothroyd from St. John's C.E. (C) Infant School. As previously stated, only 9 pupils at our school have moved on to Boothroyd's KS2 provision over the last 5 years; equating to just 1.8 places per annum. However, we fully appreciate the concerns raised by Boothroyd Primary Academy, as we have been in a similar situation when Westmoor and Knowles Hill amalgamated and moved to the Church Lane site. Whilst St. John's experiences the 'bulge years' it may be that no child applies to move to KS2 elsewhere. This could mean a possible loss of 7.2 places over 4 years for Boothroyd based on actual figures. Using a crude method to calculate the financial impact this may have [St. John's 2021/2022 budget, minus HNTF, divided by 136 (NOR) = £5,833 per pupil x 7.2] This equates to a possible loss of £42,358. We understand how daunting this will look on paper but Boothroyd, as a larger school, may potentially be better placed to accommodate this impact compared to St John's, who are a stand-alone infant school and have lost more than double that amount in the last 5 years. As part of our 2021/2022 budget allocation we have been left with no alternative but to create mixed classes over different year groups due to dwindling pupil numbers, make a teacher redundant and not re-fill a support-staff vacancy in September.

However, it must also be considered that additional KS1 places would be available to Boothroyd Primary Academy, resulting in a higher take up of KS2 places as pupils naturally travel through their school system. We are not aware of what unfilled places Boothroyd have in their KS1 provision and it may be that a report should be presented to Kirklees Cabinet outlining such information from the Academy, but there is scope for 40 additional applications based on this year's figures which could potentially mean the £42,358 loss assumed above, has the capacity to be cancelled out at KS1 level.

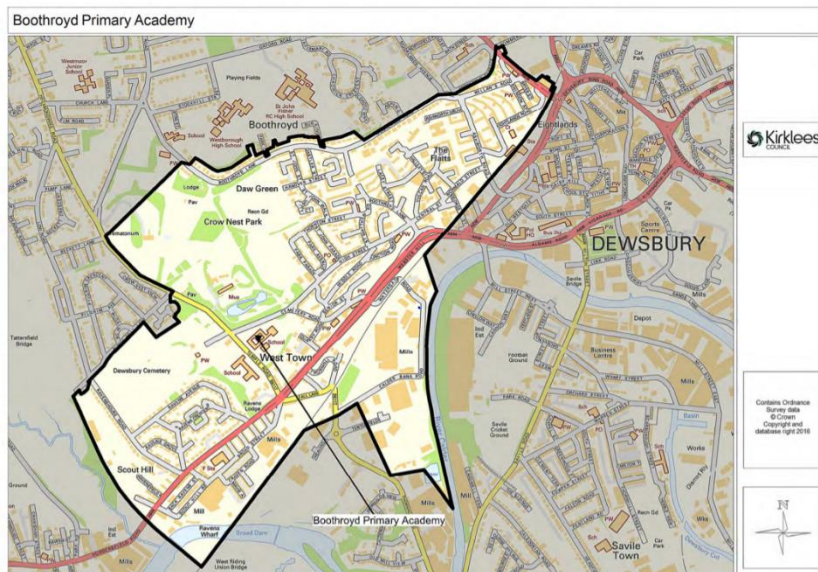
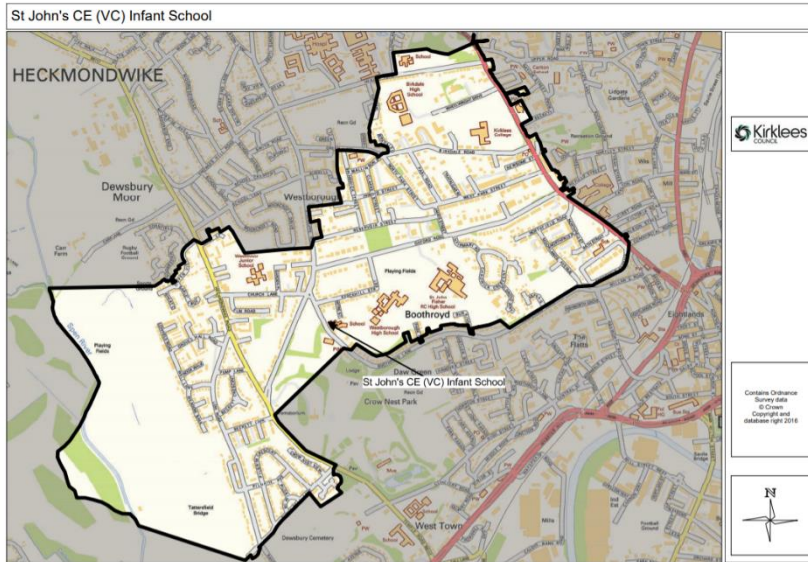
"A set formula is applied to the available places in a school priority admission area and the impact of house building based on the assumption that 100 new houses will on average result in the need for 3 extra places per year group in the primary phase..."

This would indicate a further increase in places required within our area and once again only serve to positively impact both Boothroyd Academy and Westmoor Primary School, if St. John's C.E. (C) Infant School decreased their KS1 PAN to 30.

- Whilst we respect Boothroyd's concern, their argument is incorrect. We serve a different catchment area to Boothroyd and there is no cross over. See the maps below, taken from the Kirklees website. Over the last 5 years, only 9 children have gone on to the Key Stage 2 provision at Boothroyd from St John's and a similar low number may

Factors to be considered in decision making

continue to do so in future years. Boothroyd may also benefit from the children who do not get into our Reception classes as we will decrease our PAN to 30 from 60. They may gain children who we cannot take, who will then help to fill their classes all the way through school, making it an advantage to them compared to the current situation. The number of children going to Boothroyd equates to 7.2 over a 4 year period, which equates to a maximum of £45,000. St John's loss over the last 4 year period considerably outweighs this amount.



An example of where we have been forced to make savings, despite it resulting in having a negative impact on our families, is cancelling the contract of the school nurse one half day a week through the 'Healthy Child Programme.' Up until September 2020, this was a very valuable part of our attendance policy, which involved parents self-referring or as a school, the SLT, referring parents and carers to see the school nurse. As part of this process, which encompassed all aspects of family health, the school nurse had access to children's medical records and could make referrals and appointments directly with GP's and other health professionals. Families found this a supportive link but due to our decrease in budget allocation, since September 2020 we are no longer able to offer this service and as a result our attendance policy has had to change (see Appendix 15 for further information). Strict procedures are still in place to continue to raise attendance levels but neither does this include the role of a Kirklees

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Attendance Officer, which we used to fund. This also had to stop because we could not afford the service when it only benefitted two-year groups (does not cover Reception due to legal school age criteria). If we became a through school, we would look to reinstate these two vital services to help stress to parents the importance of good attendance at school from an early age and give key consistent messages to the children about attending school regularly.

- St John's C E (C) Infant School are not increasing their PAN, in fact quite the opposite. Our PAN will decrease from 60 to 30, making Focus Academy Trust's comment invalid. As highlighted above, Boothroyd could gain children throughout their primary year groups in the long term due to St John's decrease in PAN. St John's also serves a different catchment area to Boothroyd Academy.
- Westmoor's reference to 'increasing their PAN, which will not necessarily create additional children,' does not apply to this consultation. This is reference to the non-statutory consultation and is no longer valid. However as St John's PAN will be decreased to 30 from 60, Westmoor – like other local providers, may benefit from the opportunity to accommodate the other 30 children. Our headteacher and chair of governors worked closely with the headteacher and chair of governors at Westmoor Primary to investigate possible ways of minimising the reduction in the budget of Westmoor Primary whilst at the same time minimising the current decrease in budget allocation year on year at St John's (report available on demand). As we have first-hand experience of being put in a situation where actions locally have negatively impacted on us financially, we would not want to put any other provider in the same situation. We would still be willing to consider working with Westmoor Primary to accommodate secondments to help both schools out financially during the transition periods of implementing the proposal. This would create highly valuable professional development opportunities for staff in both schools. As the figures illustrated previously state; without St John's becoming successful in our proposal to become a through school, the school will not remain sustainable, which will result in a lack of school places in the area. Other local providers who are already full possibly may not be able to accommodate them. This would be disastrous for our community. St John's wants to future proof good education for all children in their local area for generations to come.

Appendix 10 clearly shows the difference it would make to our budget over the coming years if we became a through primary school and how much more financially secure we would become. However, action needs to be taken immediately to avoid using the large carry over the school have generated to help fund the transition to become a through primary school. Appendix 11 highlights the significant difference to the budget if we remained an infant school compared to an all through primary school. Further financial reports and previous budget reports are available in school on request.

OFFICER COMMENT:

A number of statements are made in this section that are not factually correct:

- Reference to 40 excess applications is not accurate when this number includes all applications where St John's CE(VC) Infant School was named as one of up to three parental preferences.
- A proposed reduction of PAN by 30 does not mean 30 children would be available to other schools. However, there may be some benefit to other schools as a result of the proposal, related to the parents who may no longer be able to secure a Key Stage 1 place at St. John's CE(VC) Infant School (an average over the last 3 years of 16 per

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year at National Offer Day).

- Whilst the reference to not increasing the PAN is technically correct, it misses the fact that the change of age range at St. John's CE(VC) Infant School increases the number of available KS2 places by 30 per year group and this should be considered in the context of no evidence of the Basic Need for additional places.

There is an inference that St. John's CE(VC) Infant school would have to close if the proposals are not agreed. We would like to understand the evidence which underpins this in the context of many schools having to take operational decisions to ensure they have a balanced budget.

It is acknowledged that there are changes to allocated places at many schools between National Offer Day and September/October, for example, as parents change their preferences or exercise their right to appeal. Other factors such as the fluctuations in the local child population from year to year have an impact on the number of pupils on role at individual schools.

We have included some additional information regarding school place planning and admissions (Admissions and place planning fact sheet).

On average over the last three years, 93% of the children allocated a place in year 3 at Westmoor Primary School at National Offer day attended St John's CE(VC) Infant School. Taking an average of the current number on roll figures shown in St John's CE(VC) Infant School's statutory proposal and assuming 93% of these children would normally transfer to year 3 at Westmoor Primary School, this equates to on average 40 pupils per year. Using the same approximation as St John's have used above to calculate the financial impact this may have on another school [St. John's 2021/2022 budget, minus HNTF, divided by 136 (NOR) = £5,833 per pupil x 40 pupils x 4 years], this equates to a possible loss of £933,280 income for Westmoor Primary School.

RIGHTS OF APPEAL AGAINST A DECISION

The following bodies may appeal to the Schools Adjudicator against a decision made by the LA decision-makers, 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 subjected to the proposal.

On receipt of any appeal, a 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.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

The Church of England diocese or the school governing body have a right of appeal to the Schools Adjudicator against a decision made by the LA decision makers.

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IMPLEMENTATION

The proposer must implement a proposal in the form that it was approved, taking into account any modification made by the decision-maker

REPRESENTATIONS:

- Many of the responses make reference to wanting their child/children to continue their education at St John's by accessing Key Stage 2 (KS2) provision here. Currently this is not an option with no KS2 provision available at St John's.
- Implementing this proposal would be in line with the intentions of Kirklees Council, as a representation indicates.
- The need for St John's to become a through school is getting stronger since the start of the Coronavirus Pandemic as many parents now share with us in school. This includes the parent who as a response to the consultation wrote; 'The proposal will meet a fundamental need for learning and continuity especially since the pandemic.'

RATIONALE FOR THE PROPOSALS:

- In April 2019, the governing body of St John's C E (C) Infants, with the support of the diocese and the Kirklees Learning Partner, appointed a new headteacher with a wealth of Key Stage 2 experience as well as Key Stage 1 and Early Years. The headteacher trained as a Key Stage 2 practitioner and successfully led a one-form entry primary school as Acting Headteacher by leading a school heading for requires improvement to achieving a Good rating at OFSTED. We therefore firmly believe that we have the necessary leadership in place to support the introduction of effective Key Stage 2 provision. However, further down the line when all Key Stage 2 year groups have been established, there may be the opportunity for a middle leader in another local school within the Dewsbury Learning Partnership or Church Schools Partnership to complete a secondment as Key Stage 2 Leader at St John's. This could then potentially become permanent if the candidate is successful in a full recruitment process, in line with the Kirklees Recruitment and Safer Recruitment policies and guidelines. The Year 2 (2021 – 2022) is also a small year group so it would be a good time for implementation.
- At St John's we fully support parents views and the intentions of Kirklees to reduce transition points for children by creating through primary schools rather than separate infant and junior schools. As an LA, Kirklees intentions have been stated within School Place Planning, 2020 -2023, securing sufficient, high quality, learning and childcare places.
- The teaching staff at St John's C E (C) Infant School could not agree more that in light of the recent pandemic, the need for us to become a primary school in the best interests of the children has been highlighted even more. We have invested a large amount of time and money in terms of additional staffing to get the children settled back into school life. For many children this has involved helping them to overcome social and emotional difficulties developed as a result of lockdown. Knowing the families and individual children so well, we have been extremely successful at this and have involved the right outside agency work where needed. However, we are now concerned because there are still long lasting problems that may be made worse for the Year 2 children with their up and coming transition, which as a team of staff they feel upset about. They really feel like they have so much more they can do in the long term to support these children and help them get back on track academically but also socially and emotionally. With many of our staff team also having young children, it is something that they feel very passionate about and value the stability their own

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children have in through primary schools. Academically, many children are also behind their expected levels projected from attainment before COVID-19. We have invested heavily in academic catch up but despite us being aware of strategies and schemes of work other local providers use, we have stuck with ones that have best outcomes for our children and as practitioners the ones our staff feel are the best quality ones. An example of this is Read Write Inc. (RWI) phonics, which is well established in our school and last year enabled 86% of our children to achieve the pass mark for the phonics test (above the national average), which demonstrates what we are doing is right. Other providers in the local area do not all use RWI, which means that children will have been taught different strategies to help fill the gaps from COVID-19, which could lead to confusion for the children and cause them to fall further behind. This will not be the case for the children who accessed their Key Stage 1 provision in the same school. We will endeavour though to make sure all the relevant information needed is passed on to the KS2 providers but in some cases it will be difficult for teachers to use if they have not had the relevant training in schemes of work or strategies our children use.

OFFICER COMMENT:

- Important information about KS2 experience in this section also links to the EDUCATION STANDARDS AND DIVERSITY OF PROVISION section.
- We would like to better understand the reference towards Kirklees' intentions and the document 'School Place Planning 2020-2023, securing sufficient, high quality, learning and childcare places'.
- Whilst further information is provided in the SCHOOL PREMISES AND PLAYING FIELDS section, we would like to understand more detail about the implementation plan. This includes how a staffing structure would evolve over time taking account of the variation in pupil numbers, which will rise and then reduce during the transitional period.
- No information has been provided about the costs associated with the implementation of the proposals beyond physical alterations. We would like to understand if practical implementation is affordable during and beyond the transition to retaining pupils up to year 6.

MODIFICATION POST DETERMINATION

Proposers can seek modifications 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 proposal were published.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

This remains an option in the future

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REVOCATION OF PROPOSALS

If the proposer no longer wants to implement an approved proposal, they must publish a revocation proposal to be relieved of the duty to implement, as set out in the Prescribed Alterations Regulations.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

This remains an option in the future

LAND AND BUILDINGS

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 in 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 GB, to be held by the body for the purposes of the school.

In the case of a dispute as to the person to whom the LA is required to make the transfer, the adjudicator will make a decision.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

VOLUNTARY AIDED SCHOOLS

Where a LA is required to provide a site for a voluntary aided school, they must transfer their interest in the land to the trustees of the school, and must pay the reasonable costs to the GB in connection with the transfer.

REPRESENTATIONS:

RATIONALE FOR THE PROPOSALS:

OFFICER COMMENT:

SCHOOL PREMISES AND PLAYING FIELDS

Under the School Premises (England) Regulations 2012, all schools maintained by local authorities 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.

REPRESENTATIONS:

- There were no comments on this in the consultation responses.

RATIONALE FOR THE PROPOSALS:

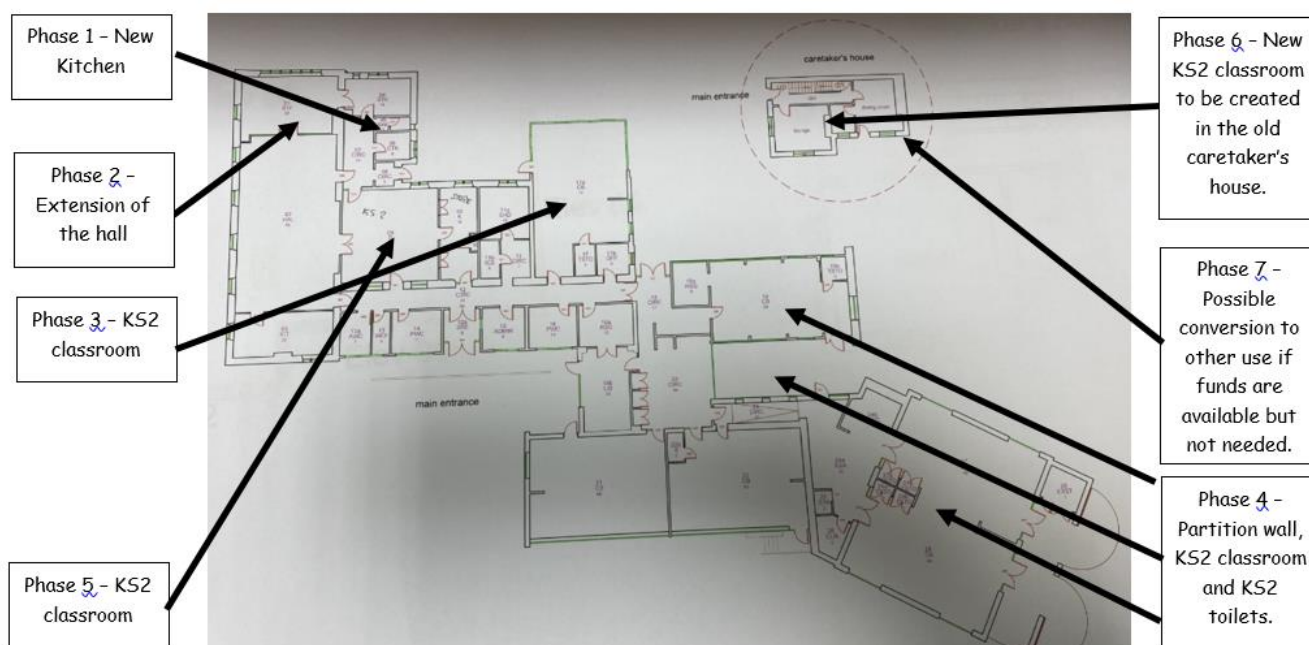
- St John's is clearly valued by many people within the local community for many different reasons. One of these reasons is the close links that we create. We are very much about supporting the whole family, which then results in greater success for the individual child. We have outstanding links with Early Years providers, the church, leaders from other religions, leaders in other church schools within Kirklees, local

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charities and also take every opportunity we can to work closely with local KS2 providers as well as KS1 provider within the Dewsbury Learning Partnership Dewsbury West Community Hub. We feel that we could develop these links further with a Key Stage 2 provision to benefit the whole community. A recent example of this is an application to the Big Lottery Fund in January 2021 for a ball court area, which we wanted to hire out, out of school hours, to provide more enrichment for children and young people in our area. However, this was declined because we did not have children of the correct age to target for this. A successful example of working together with people in our community was when joined training was carried out with Playgroup. We feel that now the hall has been made larger, in preparation for us possibly becoming a through school, we now have the capacity to do similar events in and out of school hours and also more events based around supporting the families with parenting matters in an ever changing community facing an increased number of challenges unrelated to school and education.

- We have a clear plan of how and where we could accommodate the additional classrooms both in the long term and in the transition years. Some work has already been completed with this proposal in mind as it would be too much to undertake all in one go. An example of a possible idea for future work to be carried out can be seen in Appendix 12. This clearly shows we are carefully thinking through the whole project and working at it step by step so that is manageable for everyone and does not have a negative impact on learning for the children currently in school.
- Please see below the building plan for the future, along with a map of the school (see Appendix 13 for an enlarged version).

Provisional Plan for Building Development



OFFICER COMMENT:

- We would like to better understand the table below in terms of available funding and also understand how reliable the cost estimates are for the planned building work associated with the classrooms required to implement these proposals.

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- We would like to understand the suitability of each classroom from a sqm perspective, including the number of chairs/tables that can be accommodated in each classroom and how this would support 250 pupils during the proposed transition phase as illustrated in the statutory proposals (2025/2026 on page 3). The illustration in Appendix 12 shows 26 desks/chairs and it is not clear if the whiteboard would be fully visible from each chair.
- We can see that additional toilets are proposed. It would be helpful to understand if the proposed number would meet current building requirements at the 2025/26 peak in pupil numbers.
- We would like to understand what advice has been taken about permissions needed to undertake the building work as this could present a risk to implementation (e.g. is planning permission required and the letter in appendix G which refers to a requirement for Diocesan Board of Education building approval).

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Phase	Action	Cost	Anticipated Date of completion/Completion date	Available Funding Options	
1	<ul style="list-style-type: none"> Move the school kitchen into a new area at the rear of the building. Create a classroom that is ready to use apart from furnishings. Create a new caretaker's room that is more central to school. 	<p>£65,706 building costs</p> <p>£5,572 professional fees</p>	Completed Summer 2019	Income	Expenditure School's Excess Balance 2018/2019 £184,091 (leaves £121,278)
2	<ul style="list-style-type: none"> Remove the partitioning wall in the hall to remove the Diamond Room and create a larger, more appealing and more user-friendly hall. A new storage space, PE cupboard and small working area to be created in the staff room. Staff room relocated to a central part of school – reading room. Reading room and library moved to Rainbow Room. Reorganisation of Year 1 Cloakrooms to make corridors less congested. 	£13,050	April 2021	<p>Income</p> <p>School's Block Funding 2020/2021 £830,974 + 2019/2020 Excess balance £131,117</p> <p>Devolved Capital £5,608 (leaves £21,936)</p>	<p>Expenditure</p> <p>School's Excess Balance 2020/2021 (10% of SBF + previous excess balance totals £131,117) £13,050 (leaves £118,067)</p>
3	<ul style="list-style-type: none"> 1 Classroom to be suitable for KS2 – furniture. 	£2,000	Summer 2022	<p>Income</p> <p>School's Block Funding 2021/2022 £801,318 + 2020/2021 Excess balance £112,056</p>	<p>Expenditure</p> <p>School fund £2,000 (leaves £7,464)</p> <p>(2020/2021 Part of excess balance used for other purposes leaves £65,000)</p>
4	<ul style="list-style-type: none"> Partition wall in Reception to create a Reception and a Year 1 classroom. Another classroom to be supplied with KS2 furniture. KS2 toilet to be created. 	£100,000	Summer 2023	<p>Income</p> <p>School's Block Funding 2023/2024 £938,700 + 2022/2023</p>	<p>Expenditure</p> <p>School Fund £2,000 (leaves £5,464)</p> <p>Devolved Capital</p>

Factors to be considered in decision making

				<p>Excess balance £86,631</p> <p>Devolved Capital £5,608 Bringing balance back to £21,936 (£5,608 used in previous year for boiler refurb).</p>	<p>£20,000 (leaves £936)</p> <p>School's Excess Balance 2022/2023 (10% of SBF + previous excess balance totals £86,631) £78,000 (leaves £8,631)</p>
5	<ul style="list-style-type: none"> 1 Classroom to be suitable for KS2 – furniture. 	£2,000	Summer 2024	<p>Income</p> <p>School's Block Funding 2024/2025 £1,076,388 + 2023/2024 Excess balance £94,733</p> <p>Devolved Capital £5,608 Bringing balance to £6,544</p>	<p>Expenditure</p> <p>School Fund £2,000 (leaves £3,464)</p>
6	<ul style="list-style-type: none"> Create 1 classroom in the old caretaker's house or 1 and work areas/meeting rooms depending on need. 	£110,000	Summer 2025	<p>Income</p> <p>School's Block Funding 2025/2026 £1,213,916 + 2024/2025 Excess balance £117,112</p> <p>Devolved Capital £5,608 Bringing balance to £12,152</p>	<p>Expenditure</p> <p>Devolved Capital £10,000 (leaves £2,152)</p> <p>School Fund £2,000 (leaves £1,464)</p> <p>School's Excess Balance 2023/2024 (10% of SBF + previous excess</p>

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					<i>balance totals</i> £117,112) £98,000 (leaves £19,112)
7	<ul style="list-style-type: none"> Conversion of 1 classroom in the house to a different use e.g. meeting room, intervention areas, SEND provision, outdoor classroom etc. 	£20,000	Summer 2026	Income School's Block Funding 2026/2027 £1,327,450 + 202/2026 Excess balance £123,302 Devolved Capital £5,608 Bringing balance to £7,760	Expenditure School's Excess Balance 2025/2026 (10% of SBF + previous excess balance totals £123,302) £20,000 (leaves £103,302)

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List of Appendices

Appendix 1: Table of responses from St John's consultation, May 2021.

Appendix 2: Baseline comparison data, January 2021.

Appendix 3: St John's OFSTED Report, April 2017.

Appendix 4: St John's SIAMS Report, January 2017.

Appendix 5: St John's SEND Report, October 2020.

Appendix 6: School Place Planning, 2020 -2023, securing sufficient, high quality, learning and childcare places, 2021

Appendix 7: St John's Parent Petition, September 2020.

Appendix 8: St John's 2020 Data Summary, July 2020.

Appendix 9: St John's DBE Consent, February 2021 (letter incorrectly dated as February 2020 but clearly references 2021 in the main body of the letter).

Appendix 10: Funding Projections for Through School Provision.

Appendix 11: Funding Projections for to remain as Infant School.

Appendix 12: Flexit KS2 Reconfiguration of School House.

Appendix 13: Provisional Plan for Building Development.

Appendix 14: Cabinet Report 04.12.2012 WMJ & KH.

Appendix 15: Healthy Child Programme vs Attendance and Pupil Support Service