PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School organisation (Prescribed Alterations to Maintained Schools)(England)Regulations 2007 (as amended):

In respect of a Governing Body Proposal: School and governing body’s details

1. The name, address and category of the school for which the governing body are publishing the proposals.

ST ANNE’S CE (A) PRIMARY. ASHWORTH ROAD, WATERFOOT, ROSSENDALE. LANCS. BB4 9JE

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school: NOT APPLICABLE

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The proposal is for THE APPROVAL work already undertaken to be approved. After carrying out a similar consultation in 2008/09 to have the school’s published admission number raised, this proposal is for approval for a ‘permanent significant expansion in building capacity’.

Objections and comments

3. A statement explaining the procedure for making representations, including —
   (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
   (b) the address of the authority to which objections or comments should be sent.

DfE guidance “School Organisation – Prescribed Alterations to Maintained schools”, sets out the arrangements that must be followed when statutory proposals are brought forward to change the organisation of schools. There are five stages that must be completed before changes are made. These are outlined in the table below together with our suggested timetable.

The arrangements made by the governing body for the first stage, “initial consultation”, are described in more detail in Tables below.
<table>
<thead>
<tr>
<th>5 Stages / Timetable</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Consultation.</strong></td>
<td>Proposers (the governors) consult all interested parties and have regard to DfES guidance</td>
</tr>
<tr>
<td>The period between 26th September and 16th December 2011.</td>
<td></td>
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<tr>
<td><strong>Publication.</strong></td>
<td>Following a Governor’s meeting to consider the result of the initial consultation and after consultation with county and diocesan officers; and <strong>subject to a governor’s decision to proceed with the proposal</strong>, a statutory notice will be published.</td>
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<tr>
<td>Suggested January 2012 depending on funding etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Representations.</strong></td>
<td>Once proposals are published there follows a statutory 4 week period when representations (supportive comments or objections) can be made to the Local Authority</td>
</tr>
<tr>
<td>18th November 2011 to 6th January / February 2012.</td>
<td></td>
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<tr>
<td><strong>Decision</strong></td>
<td>Decisions on school organisation proposals are taken by the Local Authority or the schools adjudicator.</td>
</tr>
<tr>
<td>Within two months of representation end date</td>
<td>If the Local Authority fail to decide proposals within 2 months of the end of the representation period they <strong>must</strong> forward proposals, and any received representations to the schools adjudicator for decision.</td>
</tr>
<tr>
<td><strong>Implementation / Confirmation – by end of the Spring Term 2012</strong></td>
<td>Once statutory proposals have been approved by the Local Authority or the Adjudicator, they must then be implemented as published, taking into account any modifications made by the decision maker.</td>
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</table>

**DfE Consultation Requirements**

<table>
<thead>
<tr>
<th>Governors’ Arrangements</th>
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<tbody>
<tr>
<td><strong>Governors will consult:</strong></td>
</tr>
<tr>
<td>• Lancashire County Council and if necessary neighbouring local authorities.</td>
</tr>
<tr>
<td>• Schools in the area.</td>
</tr>
<tr>
<td>• Parents and staff</td>
</tr>
<tr>
<td>• Diocese and church authorities.</td>
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<tr>
<td>• Local churches</td>
</tr>
<tr>
<td>• Surestart</td>
</tr>
<tr>
<td>• Local Member of Parliament / Parliamentary candidates</td>
</tr>
<tr>
<td>• Trade unions</td>
</tr>
<tr>
<td>• Any other interested parties</td>
</tr>
</tbody>
</table>

| Proposers (the governors) consult all interested parties. |
| Proposers should allow adequate time and provide sufficient information for those being consulted to form a considered view |
| Proposers must be able to demonstrate how they have taken into account the views expressed during consultation in reaching a decision on the publication of proposals. |
| Consultation will be for the period between 26th September and 28th November 2011. |
| Consultees are invited to respond to the governors’ consultation document. |
| If there are any questions regarding the proposals that are not covered in the consultation document, consultees are invited to raise these with the Headteacher: St Anne’s CE (A) Primary School, Ashworth Rd. Waterfoot, Rossendale, Lancs. BB4 9JE |
| When the initial consultation period has closed the Governors will meet to consider the outcome of the consultation and to resolve whether or not to proceed with the proposal and publish a statutory notice. |
Alteration description

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

Over the last 5 years as the school population has increased finally resulting in the published admission number being raised, we have built new buildings to accommodate all our early years and KS1 children which leaves the existing Victorian building to accommodate the KS2 classes with the addition of one further teaching learning area in the form of a modular building. Admin office space has been extended, as have the toilets and outdoor play etc.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

(a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

Prior to the published admission number being increased from 15 to 30, the capacity of the school was originally 105. The current capacity (12/2011) is 174 which will increase with the addition of the new classroom soon to be installed in early 2012 to 210. The current school population is 157 children plus approx. 15 part time nursery children.

(b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

Prior to September 2010 we could admit 15 children to reception. The school was granted and interim admission number of 22 for September 2010 in order to cut down the number of appeals needing to be arranged. The September 2011 intake could admit up to 30 children and this is now our published admission number. However, many appeals have taken place throughout different year groups and this is reflected in the table below.

<table>
<thead>
<tr>
<th>Year Group/s</th>
<th>Rec</th>
<th>y1</th>
<th>y2</th>
<th>y3</th>
<th>y4</th>
<th>y5</th>
<th>y6</th>
<th>Total per class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>25</td>
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<tr>
<td>Class 2</td>
<td>26</td>
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<td>26</td>
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<tr>
<td>Class 3</td>
<td>28</td>
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<td>28</td>
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<tr>
<td>Class 4</td>
<td>20</td>
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<td>26</td>
<td>26</td>
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<tr>
<td>Class 5</td>
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<td>26</td>
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<td>26</td>
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<tr>
<td>Class 6</td>
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<td></td>
<td></td>
<td>17</td>
<td>16</td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>TOTAL (not including nursery)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>158</td>
</tr>
</tbody>
</table>
** Over the Christmas period appeals panels for 3 other children to join school – two in year 4 and one in year 1, have been arranged. It’s expected that these will be upheld and increase our number to 161 **

(c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

(d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 ands 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

When published, the number of school pupils at the school will be 161 plus nursery

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

No additional land / sites are required for this proposal.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.
Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

(b) the arrangements for safeguarding the welfare of children at the school;

(c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

(d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

(b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.
Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—
   (a) the location of the proposed site (including details of whether the school is to occupy a single
       or split site), and including where appropriate the postal address;

   The School already occupies a split site and has done so for many years.

   (b) the distance between the proposed and current site;

   N/A

   (c) the reason for the choice of proposed site;

   N/A

   (d) the accessibility of the proposed site or sites;

   N/A

   (e) the proposed arrangements for transport of pupils to the school on its new site; and

   N/A

   (f) a statement about other sustainable transport alternatives where pupils are not using
       transport provided, and how car use in the school area will be discouraged.

   N/A

Objectives

10. The objectives of the proposals.

   To have acknowledged a significant increase in building capacity

Consultation

11. Evidence of the consultation before the proposals were published including—
   (a) a list of persons who were consulted;
   (b) minutes of all public consultation meetings;
   (c) the views of the persons consulted;
(d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
(e) copies of all consultation documents and a statement on how these documents were made available.

Please see attached paperwork and responses from the consultation.

**Project costs**

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

Owing to the work already having been carried out, there are no capital costs as these have all been met prior to this consultation.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

**Age range**

14. Where the proposals relate to a change in age range, the current age range for the school.

**Early years provision**

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—
   (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

   NOT APPLICABLE

   (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

   NOT APPLICABLE

   (c) evidence of parental demand for additional provision of early years provision;
(d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

(e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

(i) improve the educational or training achievements;
(ii) increase participation in education or training; and
(iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

(c) Evidence —

(i) of the local collaboration in drawing up the proposals; and
(ii) that the proposals are likely to lead to higher standards and better progression at the school;

(d) The proposed number of sixth form places to be provided.

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.
Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

(a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

(b) any additional specialist features will be provided;

(c) the proposed numbers of pupils for which the provision is to be made;

(d) details of how the provision will be funded;

(e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

(f) a statement as to whether the expenses of the provision will be met from the school’s delegated budget;

(g) the location of the provision if it is not to be established on the existing site of the school;

(h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and
(i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

19. Where the proposals are to discontinue provision for special educational needs—
   (a) details of alternative provision for pupils for whom the provision is currently made;

   (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

   (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

   (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—
   (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority’s Accessibility Strategy;
   (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
   (c) improved access to suitable accommodation; and
   (d) improved supply of suitable places.
Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—
   (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

   (b) evidence of local demand for single-sex education; and

   (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—
   (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

   (b) evidence of local demand for single-sex education.

Extended services

23. If the proposed alterations affect the provision of the school’s extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Need or demand for additional places

24. If the proposals involve adding places—
(a) a statement and supporting evidence of the need or demand for the particular places in the area;

NOT APPLICABLE

(b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

NOT APPLICABLE

(c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

NOT APPLICABLE

25. If the proposals involve removing places—

(a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

NOT APPLICABLE

(b) a statement on the local capacity to accommodate displaced pupils.

NOT APPLICABLE

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

With the school having doubled in size over the last 5 years or so – in the main owing to appeals to the reception class and by many others moving into the area; coupled to the latest OFSTED and SIAS inspections being very positive; the presumption could be made that this is a successful and popular school.

With regard to this proposal, the governing body conclude that:

*After considering the above, based on the responses received, the governors of St Anne’s Primary School feel there is overwhelming support for the proposal to proceed to the next stage which is publication in the Rossendale Free Press and have instructed the Headteacher to do so in accordance with LA advice, after which officers from the LA will take it to the final Cabinet Member decision making session.*