

## MATTERS TO BE SPECIFIED IN SECTION 10 AND SECTION 11 PROPOSALS TO ESTABLISH A NEW SCHOOL: Mainstream schools \_ NEW SCHOOL IN PENSBY

### Contact Details

1. The name of the proposer or proposers and a contact address.

Wirral Borough Council, Town Hall, Brighton Street, Wallasey, Wirral, CH44 8ED

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

Sole Proposer.

### Category

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school or a community school) and, if required by section 10 of the EIA 2006, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

New Community primary school under section 10(1) of the Education and Inspections Act 2006. The Secretary of State's consent has been obtained in order to publish this proposal.

### Consultation

4. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals have been complied with.

All statutory consultation requirements relating to this proposal have been complied with.

5. Evidence of the consultation before the proposals were published including—
  - (a) a list of persons and/or parties who were consulted;
  - (b) minutes of all public consultation meetings;
  - (c) the views of the persons consulted; and
  - (d) copies of all consultation documents and a statement of how these were made available.

Please see Appendices A and B.

### Objectives

6. The objectives of the proposal.

To establish a new community primary school following the linked closure of Pensby Infant and Pensby Junior schools.

## Extended Services

7. Information on the extended services which it is envisaged will be provided on the site of the school.

All extended services provided at Pensby Infant and Pensby Junior Schools are expected to continue, and to be enhanced by the Governing body of the new primary school.

## Pupil numbers and admissions

8. Information on—

- (a) the number of pupil places the school should provide;
- (b) the upper and lower age limits of the school;
- (c) where it is intended that it should provide sixth form education, the number of pupils for whom it is intended that such education should be provided;
- (d) where it is intended that it should provide nursery education, the number of pupils for whom it is intended that such education should be provided;
- (e) where it is intended that the school should provide for boarding pupils, the number of pupils for whom it is intended such facilities should be provided;
- (f) the number of pupils to be admitted to the school in each relevant age group in the first school year in which the proposals will be implemented or, where it is intended that the proposals should be implemented in stages, the number of pupils to be admitted to the proposed school in each stage that the proposals will be implemented;
- (g) whether it is proposed that the school should admit pupils of both sexes or boys or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

The school will provide education for both sexes in 7 year groups ranging from 4 to 11 years and will have a capacity of 240. The 52 place nursery will continue. The school will admit 30 pupils from September 2008.

## Ethos/Religious Character

9. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

The school will provide non-denominational education for pupils irrespective of ability, in an inclusive setting and in accordance with the Every Child Matters agenda. The Authority will work with the Governing body to promote inclusiveness and partnership working in line with existing Wirral strategies in order to deliver the Every Child Matters agenda and associated developments.

10. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

Not applicable

### **Area or community that school serves**

11. The area or particular community or communities which the new school is expected to serve.

The Pensby area of Wirral. See proposed catchment map as Appendix C.

### **Admission Arrangements**

12. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character—

- (a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- (b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The admissions authority of the proposed school will be the Local Authority. The admission arrangements and over-subscription criteria are published in the Authority's information booklets for parents.

### **Grammar schools**

13. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

Not applicable

### **Schools with a religious character or particular educational philosophy – parental demand**

14. Where the school is—

- (a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or
- (b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

Not applicable

### **Sixth Form Education**

15. Where it is proposed that the school will provide sixth form education, how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities,

for 16-19 year olds in the area.

Not applicable

## Early Years Provision

16. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided—

- (a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- (b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- (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 settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- (e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

The new school would maintain an LA designated Foundation 1 class (nursery) with a maximum of 52 part-time places for children aged 3 to 5 (26 FTE). There were 32 pupils on roll in January 2007.

Organisation of childcare services is not expected to change from the current arrangements, and capacity, quality and sustainability will continue to be maintained in line with existing arrangements.

Pensby Infant School already offers an extended service for parents of children attending a 2 ½ hour nursery education session. It is anticipated that this service will be considered when plans for the new school is being made. The school is also part of an extended schools cluster and the new school will therefore be required to consider how it can meet the extended offer to parents, which includes childcare. Any proposals for such developments will be led by staff within the Sure Start Support team who have a strategic responsibility to ensure sustainable childcare services are established, based on a balance of supply and demand and market tolerance. The new primary school would also be included in consultation on plans to implement the extended offer for early years to 15 hours per week by 2010 with a possibility of increase to 20 hours per week by 2015

This is intended to replace existing provision, and will not create additional places in the area.

Within 3 miles, there are 16 pre-school playgroups offering 453 sessional places for children 3 – 5 years, and 18 day nurseries offering 606 places early education integrated with childcare, for children 0-5 years. The area is currently served by 1 Children's Centre. No provider has had an inadequate outcome for their Nursery Education Inspection. 1 provider has had an inadequate outcome for their Care Standards Inspection.

There are 130 places in LA maintained F1 classes in schools within 3 miles, including those currently at Pensby Infant School.

## Specialisms

17. Whether the school will have any specialisms on implementation and whether the promoter intends to apply to the Secretary of State for the school to be a specialist school from implementation.

Not applicable

### **Effects on Standards and Contributions to School Improvement**

**18.** Information and supporting evidence on:

- (a) how the school will contribute to enhancing the diversity and quality of education in the area; and
- (b) how the school will help to raise the standard of education in the area and contribute to school improvement.

As an all-through primary school rather than separate infant and junior schools, children will no longer have to change schools at age 7, avoiding a transitional dip in progress. Staff can get to know children from the very beginning of their education, and assessment of children's attainment and tracking of individual progress from age 4 to age 11 will be uniform and consistent.

The headteacher and governing body of the new primary school can design and plan a whole school curriculum covering the full primary age range, and Key Stage 1 and Key Stage 2 staff will be able to pool their skills and knowledge to the benefit of the whole age range.

In an all-through primary, younger and older children can act as mentors and buddies, which supports their personal and social development.

Ofsted reports for Pensby Infant and Pensby Junior Schools are attached as Appendix D.

In a Wirral context, maintaining one primary school rather than two separate institutions saves money for the overall schools budget – one lump sum, single headteacher and so on. The saving is ring-fenced to the Wirral schools budget, which allows more funding to be spent on all Wirral's children and young people in order to raise standards across the borough.

**19.** Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

The new school will comply with the Children Act 2004 and the policies and principles contained in Wirral's Children and Young People's Plan. The Authority will work with the Governing body to promote inclusiveness and partnership working in line with existing Wirral strategies in order to deliver the Every Child Matters agenda and associated developments. The intention is for the new extended school to work closely with the Pensby Children's Centre and Area teams, and provides an opportunity to co-locate these facilities.

### **Community Cohesion**

**20.** The following information relating to the proposals—

- (a) how the school will promote and contribute to community cohesion;
- (b) how the school will increase inclusion and equality of access for all social groups; and
- (c) how the school will collaborate with other schools, and in relation to secondary school proposals how the new school will collaborate with colleges and training providers.

The new school will comply with The Race Relations (Amendment) Act 2000 and the policies and principles contained in Wirral's Race Equality scheme, and with the Greater Merseyside Position Statement on inclusion. There are opportunities for developing a greater sense of community and citizenship through the involvement of parents and children in school-based activities across the primary age range. Amalgamation will allow the skills and expertise of teaching staff from both originating schools to be shared with a larger number of children across the Pensby area, both in curriculum terms and the provision made before and after the end of the school day.

The Authority expects the Governing body of the proposed Primary school to promote community cohesion in terms of racial equality, the understanding of other cultures and faiths and good citizenship, and will support and monitor the Governing body's work to ensure that the Authority's aims of increasing inclusion and equality of access are delivered.

The school will maintain existing strong links with primary schools in Wirral, and with local Secondary schools, including the Pensby High Schools. It will build on the strengths of the former schools by developing extended schools provision in partnership with other schools in their cluster.

### **Single sex or co-educational school**

**21.** Where the school is to admit pupils of a single sex—

- (a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and
- (b) A statement giving details of the likely effect the alteration will have on the balance of provision of single sex education in the area.

Not applicable

### **Location**

**22.** A statement about—

- (a) the location of the site (including, where appropriate, the postal address or addresses if the school is to occupy a split site);
- (b) whether the school will occupy a single or split site;
- (c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);
- (d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;
- (e) 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 including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;
- (f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and
- (g) the estimated costs of providing the site and a statement about how the costs will be met.

The school will be situated in the freehold premises currently occupied by Pensby Infant and Pensby Junior Schools at Kentmere Drive, Pensby, CH61 5XW and

Greenbank Drive, Pensby, CH61 5UE. An aerial photograph showing the location of both schools is attached at Appendix E.

There are no site purchase costs as the site is already owned by the Council.

There is an intention to consolidate the school either into a single building or a new primary school building on the same site. The accommodation will be as accessible for pupils as the current accommodation, as it would be located on the same site. A detailed plan of provision has not yet been drawn up since it would be essential for the Headteacher and Governing body of the new school to have input in this process. However, the "new" primary school will meet the requirements set out in the Education (School Premises) Regulations 1999.

### **Implementation**

**23.** The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

New school to open from 1<sup>st</sup> September 2008.

**24.** Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the local education authority or by the proposers, and if the proposals are to be implemented by both,

- (a) a statement as to the extent that they are to be implemented by each body, and
- (b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

Not applicable

### **Project Costs**

**25.** A statement of the estimated capital cost of the proposals and the extent to which the costs are to be met by the proposers and/or the local education authority.

None required in order to establish the new school from 1<sup>st</sup> September 2008.

Feasibility work would be needed to establish the costs of providing a single school building and a detailed report would be presented to Council's Cabinet as part of the normal capital programme approval process. The costs would be met from the Primary Places Review capital programme and any other sources of funding which arise, for example the soon to be announced Primary Building Schools for the Future programme.

**26.** A copy of a confirmation from the Secretary of State or local education authority or 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).

Not applicable

**27.** Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

See 25 above.

## Travel

28. The proposed arrangements for travel of pupils to the school.

Pupils attending the new school are anticipated to live within statutory walking distance of the school, and therefore it will not be necessary to make special arrangements for transport to the new school.

## Federation

29. Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

Not applicable

## Curriculum

30. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 for pupils in Key Stage 1 and 2, as well as requirements relating to the teaching of Religious Education to all registered pupils. It is expected that as a primary school, continuity and progression across the curriculum will be improved considerably as a result of the amalgamation, and therefore support greater continuity from Foundation stage through to Key Stage 2. There are increased options for creative working across Key Stages in an all-through primary school which will provide exciting opportunities for curriculum enrichment.

## Staff

31. An outline of the proposed senior staffing at the new school.

Appointment of a Headteacher will be decided by the Shadow Governing body of the new school. Once appointed, the Shadow Governing body and Headteacher would appoint all other staff in the school.

It is likely that the majority of staff from Pensby Infant and Pensby Junior schools would be offered posts at the new school since continuing provision would need to be made for children, and the number of children attending the primary school is likely to be similar to the numbers currently attending the Infant and Junior schools.

## Voluntary aided schools

32. In addition, where the school is to be a voluntary aided school—

- (a) details of the trusts on which the site is to be held; and
- (b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

Not applicable

### Foundation Schools

**33.** Where the school is to be a foundation school, confirmation as to whether the new school—

- (a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;
- (b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
- (c) will not fall within sub-paragraph (a) or (b).

Not applicable

**34.** Where the school is to be a foundation school which has a foundation—

- (a) the name of the foundation where known;
- (b) the rationale for the foundation and the particular ethos that it will bring to the school;
- (c) the details of membership of the foundation, including the names of the members;
- (d) the entitlement to appoint charity trustees and the number of trustees to be appointed;
- (e) the proposed constitution of the governing body;
- (f) details of the foundation's charitable objects;
- (g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002;
- (h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England ) Regulations will be met;
- (i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and
- (j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

Not applicable

### Special educational benefits

**35.** Information as to whether the school will have provision that is recognised by the local education authority as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

Not applicable

**36.** Details of the proposed policy of the school relating to the education of pupils with special educational needs.

The proposed SEN policy of the new school will be inline with the statutory guidance outlined in the SEN Code of Practice (2001), Schedule 1, Regulation 3(i) for all maintained schools.

**37.** Where the school will replace existing educational provision for children with special educational needs:

- (a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and/or range of educational provision for these children;
- (b) Details of the specific educational benefits that will flow from the proposals in terms of—
  - (i) 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;
  - (ii) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
  - (iii) improved access to suitable accommodation; and
  - (iv) improved supply of suitable places.

Not applicable

#### **Relevant experience of proposers**

**38.** Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

Not applicable

#### **Planning permission**

**39.** Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, a statement as to whether planning permission has been obtained and, if it has not been obtained, details of when it is anticipated that it will be obtained.

The Authority is not in a position to produce detailed plans for bringing the school into one building since it is imperative that this is done with the Headteacher and Governing body of the new school. It has not therefore been possible to seek planning permission at this stage of the process, and the establishment of the new school is not dependent on this.

#### **Independent schools entering the maintained sector**

**40.** A statement that the requirements of section 11 (3) of the EIA 2006 are met.

Not applicable

**41.** A statement as to whether the premises will meet the requirements of the Education (School Premises) Regulations 1999 and, if not,

- (a) details of how the premises are deficient; and
- (b) details of how it is intended to remedy the deficiency.

Not applicable

