



Leeds
CITY COUNCIL

Fountain Primary School

Draft Scrutiny Inquiry Report

Introduction and Scope



Introduction

Fountain Primary School was formed in September 2005 from the amalgamation of two former infant schools and a junior school in Morley. These were Elmfield Infants, Cross Hall Infants and Cross Hall Junior School.

However, despite only operating for a short period of time, this new school was soon faced with a situation of declining pupil numbers and an anticipated budget shortfall that consequently triggered the need to make significant staff reduction proposals in early 2007 for implementation in September 2007.

In response to such proposals, the teachers' unions NUT, NASUWT and ATL, as well as UNISON and GMB, all supported industrial action by staff at Fountain School Primary in June 2007.

However, to prevent further industrial action, the five unions made a number of demands to Education Leeds, one of which involved an independent inquiry to look objectively into the way that the school's transition had been handled by Education Leeds.

This was formulated into a request for a scrutiny inquiry, which was considered by the Scrutiny Board (Children's Services) in July 2007.

In consideration of this request, we agreed to set up a working group to carry out the majority of the work, thus

enabling the Scrutiny Board to conclude its findings as quickly as possible. The membership of this working group was drawn from the membership of the Board and included Councillor Hyde (Chair of the Scrutiny Board), Councillor Renshaw and two of the Board's co-opted members, Sandra Hutchinson (Early Years Development and Childcare Partnership representative) and Celia Foote (Teacher representative).

The inquiry commenced in early September 2007 with evidence submitted by, and meetings held with, Education Leeds, the five Unions and the Headteacher and Vice-Chair of Governors at Fountain Primary School.

We are very grateful to everyone who gave their time to participate in this inquiry and for demonstrating a real commitment in taking forward lessons learned from this particular case to ensure that such a situation does not recur in the future for any school.

Scope of Inquiry

As the Scrutiny Board is not permitted to look at the individual circumstances of staff being made redundant, the scope of our inquiry focused on the background to the need for such staff reductions at Fountain Primary School.

We therefore set out to explore the roles of various parties, including Education Leeds, in managing the budgetary and staffing situation since the formation of the school.

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We are aware that significant staffing reductions were made at Fountain Primary School from 1st September 2007 involving teachers, teaching assistants, administration, nursery nurses and kitchen assistants. These reductions had been made through loss of hours for groups of staff, early retirement, resignations and compulsory redundancies.

The focus of our inquiry was to explore the circumstances surrounding this particular primary reorganisation scheme that consequently led to the need for such staffing reductions after only two years of this new school being in operation.

However, before setting out our conclusions, we would first like to take this opportunity to acknowledge the recently published Ofsted report for Fountain Primary School following an inspection in July 2007. This Ofsted report recognises that Fountain Primary School has rapidly established itself as a good school since opening in 2005, with some features of its work already being regarded as outstanding, which includes the quality of teaching.

We believe that such an achievement is a real testament to the commitment of the staff and the Leadership Team at the school in continuing to put the needs of their pupils first and raising standards even when faced with challenges and difficult periods at the school.

When we met with Union representatives, we noted that many of the issues being raised referred to some of the earlier budgetary and staffing decisions that were taken by the school's Leadership Team, which we pursued during our inquiry.

However, we made particular note of the serious questions that were being asked by Unions about the validity of the demographic data and projected pupil numbers presented by Education Leeds as part of the initial primary school review proposals for the Morley Central area.

It was clear that in order to carry out our inquiry effectively, we first needed to gain a better understanding of the rationale behind this particular primary school review.

The initial need for change

We noted that the proposal relating to the Morley Central area in 2004 was just one of a series relating to a review of primary provision across the city.

The review sought to remove surplus places from the city to ensure that primary phase schools are sustainable and provide high quality education in quality learning environments.

Before the Morley Central primary review, we noted that there were five primary age schools serving the Morley Central area, with a combined admissions limit of 195 and net capacity of 1371.

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Education Leeds explained that the demographic situation at that time was as follows:

- There was an overall surplus of 104 places in the area (8%), and predicted to be around 86 places (6%) by 2007.
- Initial demand for Sept 2004 was for 152 places from siblings and first preferences.
- Elmfield Infant School was particularly vulnerable, with only 55 pupils on roll and projected intakes of between 17 and 19 for the next 4 years.
- Around 15 children per year were travelling from outside of Morley Central/Morley North into these schools.
- New housing was predicted to generate around 10 extra primary aged children per year group.
- Newlands Primary was regularly exceeding its admission number through appeals. Recent reception intakes had been between 52 and 60 pupils, so it had already been operating in effect as a two-form entry school.

The proposal for the Morley Central area, as recommended by Education Leeds, was to close Morley Elmfield Infant School and amalgamate Cross Hall Infant School and Cross Hall Junior School to form a new two-form entry primary school. This new school, which would be based on the existing Cross Hall sites, would offer 60 places

per year and have a 26 place nursery offering 52 part-time places.

Education Leeds intended to explore a permanent building solution to consolidate the new primary school onto a single site, which would involve the extension and remodelling of the Cross Hall Junior School building. It was envisaged that this would be undertaken once sufficient funds became available through the capital programme. As it was uncertain at that stage when this would be, detailed plans had not been drawn up.

The proposal also included an increase in the admission number at Newlands Primary School from 45 to 60, making it a two-form entry school in view of the fact that it was already regularly exceeding its admission number through the appeals process. Seven Hills Primary School remained unaffected.

It was considered that this proposal would reduce overall provision in the area by 0.5 form of entry, whilst expanding the most popular school and leaving pupil numbers distributed evenly across the remaining schools.

In September 2004, a public consultation was undertaken on the primary school review proposals in relation to the Morley Central area.

A range of concerns were raised during the consultation period regarding the financial planning and logistics of the proposal and also the

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disruption to the children's education during the change.

Following the consultation, the Council's Executive Board agreed to publish a Statutory Notice relating to the reorganisation proposal, which was published on 23rd November 2004.

During the Statutory Notice period, two objections were received which focused on insufficient nursery provision within the proposal; the suggestion that the proposal was counter productive when new housing in the area had increased; and concerns that plans for a permanent building solution had not been identified.

The Statutory Notices were considered by the Executive Board on 11th February 2005 and referred to the School Organisation Committee on 28th February 2005 for final determination.

Whilst the School Organisation Committee agreed that the proposal was justified, there were concerns raised over the short timeframe to implement the proposal and have the new school ready for opening by September 2005.

However, in view of the community unrest about the proposal and the detrimental effect that any delay could have on the Elmfield Infant School, it was considered more prudent to proceed with the implementation timeframe.

Specific factors associated with this particular school reorganisation scheme

As a result of our inquiry, we have identified a number of factors associated with this particular school reorganisation scheme, which we believe have contributed to the current financial and staffing difficulties at Fountain Primary School.

We have summarised these separately and, where appropriate, have made recommendations based on where we feel lessons must be learned.

It is clear that the most fundamental factor has been the collection and analysis of the demographic data providing pupil projections for the Morley Central area.

The continuing decline in pupil numbers has had a significant impact on the budgetary and staffing situation at Fountain Primary School and therefore we sought to address this issue first.

Demographic projections

In making recommendations for school organisation, Education Leeds look at demographic projections for the planning area.

We learned that the primary information that Education Leeds uses for demographic projections is the birth rate in the area.

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The birth rate data is then compared to the proportions of pupils from different postcode areas entering the schools over time so that it reflects shifting preference patterns.

We noted that the 3 key drivers that affect projections each year are:

- Live births by postcode areas (*births in the latest year generate reception cohort projections 4 years hence*)
- The historical ratio, by postcode area, of children entering reception in each school to the births 4 years previously (*trends from the latest 3 years are applied to births, to update reception projections for the next three years and create the new reception projection for 4 years hence*)
- The historical transfer ratios of cohorts between years within each school (*trends from the last 3 years are applied to current numbers on roll to update projections for years 1 to 6 for the next 4 years*)

However, it was explained that step changes (eg new housing) cannot easily be modelled and therefore form part of the additional intelligence to be used to interpret projections.

In relation to this particular school reorganisation scheme, we noted that during the initial consultation period, the combined projected numbers on

roll relating to Elmfield Infants, Cross Hall Infants and Cross Hall Junior schools were 522 for 2005/06, 520 for 2006/07 and 511 for 2007/08.

The reception projections for Elmfield Infants were 17 in 2005, 17 in 2006 and 19 in 2007, whilst the projections for Cross Hall Infants were 51 in 2005, 50 in 2006 and 46 in 2007.

In view of the projected figures, the amalgamation of these three schools meant that the proposed new school would be established as a two-form entry school with an admission level of 60 places each year.

We learned that in March 2005, the initial budget for the new school was based on 493 pupils on roll and 52 nursery places. However, in May 2005 the budget base was further revised following advice from admissions that suggested that there would only be 479 pupils on roll and 52 nursery places.

In fact we learned that the Pupil Level Annual School Census (PLASC) return figures for January 2006 were showing 455 pupils on roll and 46 nursery places filled. This meant that the new school was already starting in a disadvantaged position by having to account financially for less children on roll than expected.

We understand that there was some expectation by the school and Education Leeds that pupil numbers may fall slightly in the first year of

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operation in view of the earlier concerns expressed within the community about the future of the new school, as this could have affected preference patterns. However, this does not explain why pupil numbers have continued to decline since.

We were informed by the Headteacher of Fountain Primary School that whilst the intake to reception at the school in September 2005 and September 2006 was around 50 pupils, the intake to reception in September 2007 was just 39 children.

On reflection it appears that something was very seriously wrong with the initial demographic projections for the Morley Central area. In view of the fact that such projections are primarily based on birth rate data, then those children born in the area and expected to attend Fountain Primary School must have gone somewhere. The question is where?

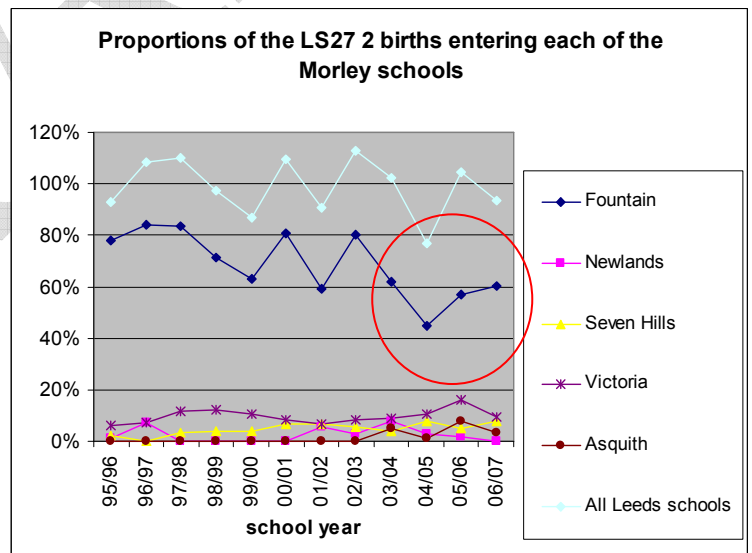
Our initial suspicion, which was shared by the Unions, was that Education Leeds had underestimated the impact that the increased admission level at Newlands Primary and the newly established Asquith School would have on preference patterns. We therefore challenged Education Leeds to provide an explanation for why the projections had changed so significantly over the last two years.

Education Leeds explained that Fountain Primary School and its predecessor schools take the vast

majority of their intake from 3 postcode areas (LS27 2, LS27 8 and LS27 9). The LS27 2 postcode area forms 60-70% of this intake.

The information provided by Education Leeds indicated some volatility in the ratio of births to reception cohorts and that in the school year 04/05 this ratio was unpredictably low. It was therefore not simply a matter of shifting preference patterns within other Leeds schools, but that an unusually low proportion of children in the area had actually entered Leeds schools.

The chart below shows the proportions of the LS27 2 births entering each of the Morley schools, as well as all Leeds schools.



This chart also confirms that in the school year 04/05, there was an unusually low proportion of children entering Leeds schools from this area, and Fountain Primary School had

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experienced the greatest impact of this.

As it is clear that other schools in the Morley Central area did not draw abnormally large proportions from this area in this year, it appears that a one off event had happened in this year resulting in pupils going outside of the Leeds area to attend schools. This could not be explained by Education Leeds and was regarded as something that could not have been foreseen in the projections.

However, in view of such a significant step change, we questioned whether the birth rate data was indeed correct in the first instance.

Education Leeds explained that when dealing with an area that is based on the edge of the city, this further complicates the demographic projection process due to the potential for children to migrate to schools outside of Leeds, and vice versa.

Ensuring that the birth rate data received cross border from the different health authorities is correct can be problematic, despite requests made by Education Leeds for verification of this data. We were therefore informed by Education Leeds that it would be difficult to state categorically that the significant changes in the projected pupil numbers were not due to inaccuracies in the birth rate data and that these children had in fact chosen to attend a school outside of Leeds.

When such an occurrence happens, we find it astonishing that mechanisms are not in place to be able to track where these children have gone outside of the Leeds area, or indeed to know for certain whether these children were actually in the system in the first place. Education Leeds should therefore explore a more robust system to ensure that all children identified within the system are tracked.

Education Leeds emphasised the importance of recognising that the demographic projections process is not an exact science. When dealing particularly with the establishment of a new school that does not have its own historic patterns from which to base projections, the validity of the assumptions about pupil numbers are much more fragile. The fact that Fountain Primary School was also based in an area on the edge of the city simply added to the complexity of the demographic projections process in this case.

However, Education Leeds also acknowledged its own role in communicating to schools, the Council and the School Organisation Committee about the demographic projection process and identified the need to be clearer and more open about the assumptions that are being made during this process.

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Recommendation 1:

That Education Leeds should always show a full analysis of the factors it has taken into consideration in its projections of demand for pupil places, and that it reports back to the Scrutiny Board within 3 months as to how this will be achieved, using Fountain Primary School as a particular example to demonstrate this.

Recommendation 2:

That Education Leeds explores a more robust system to ensure that all children identified within the demographic data system are tracked.

As part of our inquiry, we received a briefing paper from Education Leeds setting out a timeline of key events and/or actions taken by Education Leeds and the school's Leader Management Team since the establishment of the new school. We also received a separate briefing paper from Fountain Primary School.

In consideration of these briefing papers, and following our discussions with Education Leeds and the Headteacher and Vice-Chair of Governors at Fountain Primary School, we have drawn out a number of factors relating to some of the earlier budgetary and staffing decisions made, which we believe are significant.

The setting of the initial staffing structure for the school

Education Leeds had originally identified that a team of 17 FTE teaching staff (including leadership) would be required for the new two-form entry school. However, Human Resources had acknowledged that this did not take account of the fact that the school would not have two classes in each year at the point of opening.

There were 29 FTE teaching staff in the three former schools combined and whilst one Headteacher and one Deputy Headteacher were due to leave as part of the closure, this still left 27 FTE teaching staff. This meant a potential maximum loss of 10 FTE teachers.

We were informed that Education Leeds had provided two example structures for the new school; one included 20 teachers and 12 teaching assistants and the other 22 teachers and 9 teaching assistants. These models represented the theory that savings made in two teacher salaries could pay for additional teaching assistants. However, the staffing structure that was agreed by the school's Temporary Governing Body included 22.2 teachers and 12 teaching assistants, which meant that no trade off was made.

Whilst this staffing structure was considered financially viable in year 1 due to the higher levels of funding provided to new schools on inception, Education Leeds had advised the

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school that this staffing structure would not be sustainable in the future due to the fact that funding mechanisms would inevitably stabilise and given that the school would have higher numbers of children at Key Stage 2, this meant that the numbers on roll were also expected to fall.

Whilst the school had acknowledged this fact, it still felt that this staffing structure was required at that time to meet the anticipated demand for 18 classes and a nursery.

However, in anticipating an intake of 60 children into reception each year and numbers in excess of 70 leaving each year, the school had planned to reduce from 18 classes to 14 classes over a four year period.

The Governing Body at that stage was confident that the subsequent staff reductions required for the new structure could be achieved through natural wastage.

However, the continuing decline in pupil numbers since 2005 had resulted in the school needing to reduce its class organisation structure to 14 classes plus a nursery over a two year period, instead of the planned four year period, in order to meet demand.

The assimilation of existing staff into the new staffing structure

We learned from Education Leeds that in February 2006, the school had overspent by £62,000, which resulted in a £52,000 deficit. Although they had

kept to the agreed staffing levels in terms of the number of FTE teachers, they had paid staff at higher grades than had been costed for due to pay progression and leadership pay spine increments.

However, when we addressed the issue of staffing with the Headteacher and Vice-Chair of Governors, their explanation for why the staffing structure was considered expensive was due to the high salaries of many of the experienced staff coming from the predecessor schools, who had to be assimilated to the structure.

We also discussed the decision made by the school to advertise externally for a Leader of Learning post given the financial position of the school. We were informed that after interviewing existing staff it was clear that they had only gained experience in either Key Stage 1 or Key Stage 2 and in view of the fact that this was a key post in driving up standards, the Governing Body had taken the decision to appoint externally.

We were also informed that the Governing Body had sought advice on the appointment from the school's advisor and that the school was still basing its figures on the fact that it would be taking in 50 children and therefore it was considered financially viable at the time.

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The impact of other budget areas

At the end of its first financial year, Fountain Primary School had a deficit of £52,000. As a result, we learned that Education Leeds had received an action plan from the school which effectively stabilised its deficit, keeping it at a reasonable level with a view to paying it back in future years.

However, despite having this deficit plan, the school had ended the 2006/07 financial year with a deficit of £117,000.

Education Leeds highlighted that, separate from some of the key decisions taken by the school about staffing, there were also unexpected overspends made by the school on a range of other budget headings. The most significant of these areas were supply staff, recruitment costs, administration costs, building repairs, cleaning contracts, utilities, capitation, and catering. It was also highlighted that some of these costs continue to generate problems in the next financial year.

The justifications for such spending costs were outlined by the Headteacher and Vice-Chair of Governors and we noted in particular that the costs of repairs and the duplication of resources required to operate from two separate school buildings was proving to be a significant drain on the school's budget.

However, the Headteacher and Vice-Chair of the Governing Body emphasised the fact that, notwithstanding the current financial deficit of the school, it would still have had to make substantial staffing reductions due to the reduction in expected pupil numbers.

Operating from two separate school buildings

As part of the initial reorganisation proposal, it was envisaged that a permanent building solution would be found to consolidate the new primary school onto a single site. However, at that stage Education Leeds considered the existing buildings at the Cross Hall Infant and Juniors school as a good temporary solution as the sites are linked.

We learned that the school had actually applied to the Education Leeds Finance Department for extra funding as a split site school. This was refused as the school did not meet the criteria for split site schools as specified in the Leeds Funding Formula – i.e. Primary schools affected by a main road. This formula factor is consistent with those used by other Local Authorities. However, Education Leeds did offer an extra £4,000 a year to help the school operate two dining rooms.

After visiting the Fountain Primary School site, we also found it difficult to comprehend how this site was not considered to be a split site.

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With regard to the original proposal to extend and remodel the former Cross Hall Junior School building (currently the Key Stage 2 building), we were pleased to note that building works have now been carried out to refurbish the administration area and provide a new staff room.

We understand that considerable work has also been undertaken on costings for the remaining work and that a completion date is expected to be end of 2008.

In recognising the clear advantages to having this school on one site, we urge that this particular building project be given priority and sufficient funding by Education Leeds and the Council.

Recommendation 3:
That the Fountain Primary School building project be given priority and sufficient funding by Education Leeds and the Council.

That a progress report relating to this project is reported back to Scrutiny within 3 months.

However, we also recognise the need to ensure that sufficient funding is allocated to all new school building projects in future. We therefore recommend to the Executive Board that any funds made available from the disposal of assets as a result of a school reorganisation scheme is used to offset any capital costs associated

with the reorganisation scheme, which may involve the costs of funding a new school.

Recommendation 4:
That the Executive Board ensures that any funds made available from the disposal of assets as a result of a school reorganisation scheme is used to offset any capital costs associated with the reorganisation scheme.

Communication with parents about the new school

The key challenge facing any new school is that it does not have an established history or reputation within the community. The perception of parents about a new school is therefore a vital factor that needs to be considered seriously.

In this particular case, we learned that there was considerable anxiety locally about the impact of establishing a large primary school and replacing three relatively smaller infant and junior schools. The fact that this proposal also involved the merger of two existing schools and did not include detailed plans of a new school building, may have also gone against all expectations of parents when referring to the establishment of a new school.

In merging infant and junior schools together, it is important to also factor in that, as well as dealing with

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admissions into reception, parents will also have a choice at the end of year 2 where to send their child in year 3.

Given the amount of unrest within the community surrounding this particular proposal, parents may have decided to take their children to what they perceived to be a more secure and established school rather than risk their child's junior phase in a new school where the reputation may or may not be established.

We noted that Education Leeds has worked successfully with a number of 'new' schools to promote them positively to parents and communities. This involved developing branding and identity, prospectuses, developing communication plans and providing advice on communicating with parents. Admission decisions are communicated to parents at the beginning of March and the admissions process requires parents to submit an admission request for schools at the end of October for the following September.

During the Autumn term in 2004 there was significant uncertainty about the schooling arrangements that were going to be established in this school.

As the School Organisation Committee did not determine until February 2005 that the new school would be established, there is an issue about the admission information Education Leeds had between October and February and what that information

was telling them about parental preference.

Whilst Education Leeds was confident about the potential of the new school being a thriving and successful school, as evidenced with the recent Ofsted report, there was an acknowledgement from Education Leeds that its efforts in conveying its professional confidence about the new school to parents were not successful. We therefore recommend that Education Leeds strengthens its communication with parents around the expectations and future potential of a proposed new school.

Recommendation 5:
That Education Leeds sets out a plan within 3 months on how it intends to strengthen its communication with parents around the expectations and future potential of a proposed new school.

Support and advice provided by Education Leeds to the school's Governing Body

Both the Headteacher and Vice-Chair of the Governing Body acknowledged the high level of support received from Education Leeds when first establishing the new school. There has also been a significant degree of input into the school particularly over the last academic year and currently.

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However, the Governing Body do not feel that this same level of support and input from Education Leeds had been continuous throughout the last two years and Education Leeds have also acknowledged this as a missed opportunity by them.

In relation to the pupil projection figures, Education Leeds explained that there were a number of occasions when they had alerted the school that the numbers on roll were declining and likely to continue to decline faster than previously anticipated. However, it was felt that the school had not reacted quickly enough to those alerts.

There was an acknowledgment from Education Leeds that outside the School Improvement Service, there is a lack of professional confidence in parts of the organisation to alert Governors directly to any emerging concerns. We were therefore pleased to note that this has been recognised at a strategic level and will be addressed in a revision of the protocols supporting the School Improvement Policy. We feel that details on how this will be addressed should be reported back to Scrutiny.

Recommendation 6:

That Education Leeds reports back to the Scrutiny Board within 3 months on how the revision of protocols supporting the School Improvement Policy will address the need to directly alert Governors to any concerns raised by Education Leeds.

However, in ensuring that Governors in future are constantly kept informed of financial advice in particular and alerted to any concerns raised by Education Leeds, we recommend that regular meetings are held between the Education Leeds Finance Officer and a school's Finance Sub-Committee of the Governing Body.

Recommendation 7:

That regular meetings are held between the Education Leeds Finance Officer and a school's Finance Sub-Committee of the Governing Body to ensure that Governors are kept informed of the financial advice and alerted to any concerns raised by Education Leeds.

Withdrawal of the Organisation Change Team support from the school

The role of the Organisation Change Team at Education Leeds is to co-ordinate support into new schools to help them to devise project plans on what is needed in the school.

In view of an earlier recommendation made by Scrutiny in March 2003 following an Inquiry into School Reorganisation, we are pleased to note that Education Leeds are continuing to provide ongoing support to schools following the reorganisation process.

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However, we learned that in October 2005, the offer of ongoing support from the Organisation Change Team to the school was declined by the Headteacher as it was considered that this support was no longer needed. In hindsight, given the financial position of the school, we believe that Education Leeds should have insisted that this support continued to be provided, but we are equally disappointed that the school had rejected this offer. We would therefore recommend to all Governing Bodies that the offer of continuing services provided by the Organisation Change Team at Education Leeds is taken advantage of in future.

Recommendation 8:
That the offer of continuing services provided by the Organisation Change Team at Education Leeds is taken advantage of by Governing Bodies in future.

Moving forward

We have to acknowledge that the establishment of this new school was amongst the most technically complex in the primary sector as it involved two infant schools and a junior school coming together in an area based on the edge of the city.

We also acknowledge the challenges faced by the Temporary Governing Body in establishing the school as

there were a number of major decisions to be made within a six month period, including the appointment of a Headteacher and setting the staffing structure.

Clearly the responsibility of any school is to deliver the best quality of education they can with the resources allocated to the number of children they are responsible for.

Whilst Fountain Primary School was established as a two-form entry school, it is evident that the decline in pupil numbers over the last two years has meant that this school has effectively been operating as a 1.5 form-entry school.

In view of this, we would strongly recommend to the Governing Body of Fountain Primary School that it enters into early budgetary discussions with Education Leeds to review the school's current position so that any necessary further readjustments to class organisation and staffing structures are carried out with the least amount of disruption possible.

As issues around the Extended Schools agenda were also raised during our inquiry, we would suggest that these be explored further as part of any budgetary discussions.

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Recommendation 9:

That the Governing Body of Fountain Primary School enters into early budgetary discussions with Education Leeds to review the school's current position so that any necessary further readjustments to class organisation and staffing structures are carried out with the least amount of disruption possible.

We would also strongly advise that the school now uses its recent Ofsted report in establishing the school's reputation and proactively uses this to market itself in attracting new pupils. It is important for this school to continue with the success it has achieved over the last two years and seeks to meet the needs of its community.

Evidence



Monitoring arrangements

Standard arrangements for monitoring the outcome of the Board's recommendations will apply.

The decision-makers to whom the recommendations are addressed will be asked to submit a formal response to the recommendations, including an action plan and timetable, normally within two months.

Following this the Scrutiny Board will determine any further detailed monitoring, over and above the standard quarterly monitoring of all scrutiny recommendations.

Reports and Publications Submitted

- Briefing note from Fountain Primary School dated 6th September 2007
- Minutes and agenda papers of the School Organisation Committee meeting dated 28th February 2005
- Briefing note from Leeds NASUWT on behalf of ATL, GMB, NASUWT, NUT and UNISON dated 3rd September 2007
- Briefing note from Education Leeds on Fountain Primary School, September 2007
- Supplementary Briefing Note from Education Leeds, September 2007.

Evidence



Witnesses Heard

- Pat Toner – Strategic Manager (Human Resources), Education Leeds
- Lesley Savage - Senior Planning and Bids Manager (School Organisation Team), Education Leeds
- Pat Fletcher – Team Leader (Financial Services), Education Leeds
- Michelle Nettleton, Principal Personnel Adviser (Schools), Education Leeds
- Alan Birkenshaw – Vice Chair of Governors, Fountain Primary School
- Tony Mallard – Head Teacher of Fountain Primary School
- Jack Jackson – NASUWT
- Richard Martin – ATL
- Pat Murphy – NUT
- Sheila Hemingway – UNISON
- Lynne Brooke - GMB

Dates of Scrutiny

5th July 2007	Scrutiny Board Meeting
14th September 2007	Scrutiny Board Working Group Meeting with Trade Unions
14th September 2007	Scrutiny Board Working Group Meeting with Education Leeds
14th September 2007	Scrutiny Board Working Group Meeting with Headteacher and Vice Chair of Governors at Fountain Primary School
25th September 2007	Scrutiny Board Working Group site visit to Fountain Primary School
27th September 2007	Scrutiny Board Working Group Meeting with Education Leeds