



SCHOOL ORGANISATION ADVISORY BOARD

**Meeting to be held in Room 3, Civic Hall on
Monday, 9th June, 2014 at 10.30 am**

MEMBERSHIP

DIOCESAN BOARD OF EDUCATION FOR THE DIOCESE OF THE CHURCH OF ENGLAND

Richard Noake

ROMAN CATHOLIC CHURCH DIOCESE

Angela Cox

SCHOOLS GROUP

David Roundtree – Headteacher

**Agenda compiled by:
Governance Services
Civic Hall
LEEDS LS1 1UR**

**Andy Booth
Tel No: 0113 247 4325**

SCHOOL ORGANISATION ADVISORY BOARD (LEEDS)

PURPOSE OF THE BOARD

Leeds City Council as the Local Authority has responsibility to make decisions in relation to certain school organisation statutory proposals.

At the request of the Authority the School Organisation Advisory Board, made up of representatives from the area's education community, has been set up in order to consider and make recommendations to the Authority in relation to school organisation proposals:-

- Where objections have been submitted
- As otherwise requested by the Authority

In making recommendations the Board will have regard to relevant statutes. Statutory Regulations and Guidance

A G E N D A

Item No	Ward/Equal Opportunities	Item Not Open		Page No
1			<p>CHAIR'S OPENING REMARKS</p> <p>To receive the Chair's opening remarks.</p>	
2			<p>APOLOGIES</p> <p>To receive any apologies for absence.</p>	
3			<p>DECLARATIONS OF INTEREST</p> <p>To note any declarations of interest.</p>	
4			<p>OUTCOME OF STATUTORY NOTICES FOR THE EXPANSION OF PRIMARY PROVISION IN FARSLEY AND HORSFORTH FOR 2015</p> <p>To receive and consider the attached reports of Capacity Planning and Sufficiency regarding the outcome of statutory notices for the expansion of primary provision in Farsley and Horsforth for 2015 and to make a recommendation to the Executive Board to assist in reaching a decision on the proposals.</p> <p>The proposals subject of the expansion programme are:</p> <ul style="list-style-type: none"> • Expansion of Farsley Westroyd Infant School and Farsley Springbank Junior Schools and convert them both into primary schools • Expansion of Broadgate Primary School, Horsforth 	1 - 176
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Item No	Ward/Equal Opportunities	Item Not Open		Page No
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Report of the School Organisation Advisory Board

Date: 9 June 2014

Subject: Report on proposals to expand Farsley Westroyd Infant School, Farsley Springbank Junior School and Broadgate Primary School

<p>Electoral Wards Affected:</p> <p style="font-size: 1.2em; margin-top: 20px;">N/A</p> <p style="margin-top: 20px;"><input type="checkbox"/> Ward Members consulted (referred to in report)</p>	<p>Specific Implications For:</p> <p>Equality and Diversity <input type="checkbox"/></p> <p>Community Cohesion <input type="checkbox"/></p> <p>Narrowing the Gap <input type="checkbox"/></p>	
Council Function <input type="checkbox"/>	Delegated Executive Function available for Call In <input type="checkbox"/>	Delegated Executive Function not available for Call In Details set out in the report <input type="checkbox"/>

1.0 Purpose of This Report

To explain to the Board the role of the Board in considering the proposals and making recommendations to the Executive Board to assist the Executive Board in reaching a decision in relation to the proposals detailed below.

2.0 Background Information

Public consultation has taken place on the need to:

-Change the age ranges and expand Farsley Westroyd Infant School and Farsley Springbank Junior School from September 2015, converting them to Primary Schools.

-Expand Broadgate Primary School, Horsforth from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015.

The statutory notice in respect of both Farsley proposals was published on 26 March 2014. The representation period expired on 7 May 2014.

Twelve representations were received. There were ten objections to the proposals and two were letters of support from each school's governing bodies.

The statutory notice in respect of the Broadgate Primary School proposal was published on 9 April 2014. The representation period expired on 7 May 2014.

Three representations were received in relation to the proposal to expand Broadgate Primary School, all three objecting to the proposal.

These proposals are now submitted to the Board to consider the proposals and to make recommendations to the Executive Board.

3.0 Recommendations

The Board is asked to consider the proposals and to make recommendations with reasons for consideration by the Executive Board.

Report of Capacity Planning and Sufficiency

Report to School Organisation Advisory Board

Date: 9 June 2014

Subject: Outcome of statutory notices for the expansion of primary provision in Farsley and Horsforth for 2015

Are specific electoral Wards affected? If relevant, name(s) of Ward(s): Calverley and Farsley, Horsforth	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Executive Summary

1. Leeds City Council has a statutory duty to ensure sufficiency of school places. In response to rising birth rates, it has implemented a number of proposals for expansion of primary provision in order to meet this duty, and continues to bring forward further proposals. Such changes require a statutory process, which involves first a public consultation, and then a statutory notice period, both of which allow for representations to be made from stakeholders.
2. At its meeting on 14 February 2014, the Executive Board considered a report on the outcome of a consultation on proposals to expand Farsley Westroyd Infant School and Farsley Springbank Junior School and convert them both into primary schools. The Board gave permission to publish a statutory notice which was published on 26 March 2014 and expired on 7 May 2014. Twelve representations were received, ten objections and two letters of support, one each in relation to Springbank and Westroyd from their respective Governing Bodies.
3. At its meeting on 5 March 2015, the Executive Board considered a report on the outcome of a consultation on proposals to expand Broadgate Primary School, Horsforth and gave permission to publish a statutory notice. The notice was published on 9 April 2014 and expired on 7 May 2014. Three representations were received, all objecting to the proposal.

4. Under the Education and Inspections Act 2006 a final decision must be made within two months of expiry of these notices (therefore by 7 July 2014), or be referred to the School's Adjudicator for a decision. Any significant change to the proposals at this stage would require the proposals to be rejected, and fresh consultation to begin, precluding the delivery of places for 2015.

1 Purpose of this report

- 1.1 This report describes the representations made to the Local Authority regarding the statutory notices for three proposals, and asks SOAB to consider these responses and make a recommendation to Executive Board on a final decision on these proposals.

2 Background information

- 2.1 The proposals were brought forward as part of a programme of expansions of primary provision to ensure the authority meets its legal duty to secure sufficient school places. The proposals are:

- To expand Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raising the upper age limit from 7 to 11, therefore creating a primary school with an admission number of 30, with effect from September 2015.
- To expand Farsley Springbank Junior School from a capacity from 240 to 420 and lowering the age limit from 7 to 4, therefore creating a primary school with an admission number of 60, with effect from September 2015
- To expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015

- 2.2 The public consultation for Farsley Westroyd and Farsley Springbank was held from 16 September 2013 to 25 October 2013 and responses to this consultation were considered at the Council's Executive Board on 14 February 2014. Permission to proceed to statutory notice was given.

- 2.3 The public consultation for Broadgate Primary School was held from 25 November 2013 to 17 January 2014 and responses to this consultation were considered at the Council's Executive Board on 5 March 2014. Permission to proceed to statutory notice was given.

3 Main issues

- 3.1 With regard to Farsley Westroyd and Farsley Springbank, twelve representations were received, 10 objections and two in support. The concerns raised were not new, they had been raised during the consultation phase.

- 3.2 Three representations were received in relation to the expansion of Broadgate Primary School, all objecting to the proposal. The concerns raised were not new, they had been raised during the consultation phase.

- 3.3 A summary of the issues raised in objection are contained in the following paragraphs. Copies of the representations are enclosed with this report, and can also be found at www.leeds.gov.uk. Previous Executive Board reports also enclosed in this report.

3.4 **Proposal One: Expansion of Farsley Westroyd Infant School and Farsley Springbank Junior School and conversion to primary schools**

3.5 Both Governing Bodies are in favour of the proposals and have stated this in response to the statutory notice.

3.6 **Concern:** There are already issues with traffic, parking and congestion, these expansions will only make it worse. There are already many families that travel from outside of Farsley to get a place in these popular schools which adds to the traffic problems.

Response: The new provision would require new buildings, which in turn require planning permission. Highways and road safety issues would need to be addressed as part of this process, and would need to consider the full impact of the complete project from the outset. Children's Services have commenced engagement with officers within the relevant parts of the Highways department with the aim of ensuring that the impact on the surrounding road and footpath infrastructure is minimised in so far as this is possible. Options being considered at this stage are altered opening times; staggered pick up and drop off times; walking buses, and options for parents to park further away from the school and walk. Child safety is a key priority and the local authority would try to ensure that staff vehicles are parked off the road. It is our policy to encourage children to walk to school. If current play space is required for parking, then it would be re-provided elsewhere.

These proposals, i.e. the establishment of two primary schools rather than linked infant and junior schools, would mean that, in the long term, families would not need to travel to both schools to drop children off at school or to collect children at the end of the school day, therefore reducing the amount of traffic between the two schools. It is acknowledged however that during the transition phase, journeys between the two schools would still be required.

These changes would create 30 extra local school places for local children and establish two admission points (one at each school instead of just at the infant site). Local provision maximises the opportunity to walk to school therefore reducing the need for people using their cars to travel to drop their children off at school from outside of the area.

3.7 **Concern:** There would not be enough space at Westroyd for all the children; for outside space, PE, hall space, grassed areas. Older children will not have sufficient space to play and the reception children should not have to cross New Street for lunch.

Response: Westroyd Infant school has two sites, the main infant site and the nursery site across New Street. To convert Westroyd Infant School into a 1FE primary school only one additional classroom is required. It has been agreed that there is a clear educational benefit to this being provided as an extension to the existing nursery building to create a Foundation unit. This would also allow the external space on the nursery site to be developed further. The Management

Team at the school would arrange for the Reception children's school meals to be delivered to the Foundation unit, so they would not have to leave site for their lunch.

It is acknowledged that the main site is not large and there would not be external green space on the school site for on-site PE, as is the case now. However, following some remodelling of the main site there would be indoor and outdoor hard play areas suitable for all primary aged children. Access could be arranged for off-site provision in the same way that, for example, swimming lessons are currently provided off-site for primary schools. Risk assessments would be carried out in all cases when taking children off site to access external provision.

The management team at Westroyd are fully supportive of this plan and are confident that they would be able to manage the provision of indoor and outdoor activities well with the space available.

3.8 **Concern:** These proposals will make Westroyd an unpopular choice for parents due to lack of space and facilities, therefore making it vulnerable.

Response: The school and its Governing Body are fully supportive of this proposal and are confident that Westroyd will remain a popular choice for parents.

It is recognised that the site is relatively small, however it is of a similar size to other successful 1FE primary schools in Leeds and the overall site and buildings are within the range recommended within national guidance. The school is a key member of the design team and are supportive of a proposed solution that requires only minor extension to the school, with no loss of play space or car parking.

3.9 **Concern:** The consultation process was poorly managed and publicised. Incorrect information was presented, the online response form did not work.

Response: There was widespread publicity regarding these proposals; a leaflet drop was carried out in the streets surrounding the schools, posters and leaflets were placed in various shops, on lampposts and in the library, on Town Street/Old Road. An advertisement was placed in The Squeaker's August publication, a publication delivered to all households in the Farsley/Calverley area. Information was posted on the Leeds City Council website. Leaflets and booklets were passed to all Early Years settings in the local area and posters were placed in Jackaboos play gym at Sunnybank Mills. All Farsley schools were sent e-mails, booklets and posters to pass to the pupils to pass on to their parents/carers.

There was an issue with the online response form. However the IT department advised that this was due to a problem involving some versions of Adobe Acrobat resulting in responses not submitting correctly. This technical issue was drawn to the attention of officers at the end of the consultation period, when a respondent raised the issue. All relevant parties were contacted to inform them of this issue and allowed the resubmission of responses for a further week following the original deadline. Steps have been taken to ensure that this issue will not occur again by using the Talking Point facility through the Leeds City Council website. Other methods of response including paper forms and email were not affected.

Social media was used by local residents to share information regarding the proposals and this was not mirrored by a similar social media presence by the Council although officers did post comments on the site created in response to queries raised. Communication methods and lack of social media presence have been considered and measures have been put in place to have a Facebook presence for future consultations.

There were opportunities for stakeholders to respond to the consultation. Two public meetings were held during the consultation period, one at each of the schools, along with drop in sessions to allow parents/residents to ask questions of officers in a more informal setting. Additional meetings were also held during the latter stages of the consultation to present the emerging design options.

- 3.10 **Concern:** Alternative options presented by parents at consultation events were not listened to.

Response: The counter proposal of leaving Westroyd as a 2FE infant school and changing Springbank in to a 1FE primary school yet retaining the admission point at Year 3 so that children could still transition at Year 3 from Westroyd would require one further class base at the junior site in addition to the accommodation required for the two form entry primary school model proposed.

Such a proposal would create the extra 30 places, whilst retaining the option of an infant and junior as well as primary school options. It would increase access to Farsley schools for Farsley residents because a new admission point for reception would still be created at Springbank. It would ensure all KS2 children had outdoor playing field provision on site at the school.

However, on balance it is not the preferred option. From an educational perspective it makes the issues of transition from KS1 to KS2 more complex, risking the outcomes for children. It would mean that the benefits of consistency and continuity of care which the original proposal offers are lost, and that the transition risks remain for the majority of pupils. The schools would lose the benefits of becoming primary schools; that is the opportunity to attract and retain staff and offer greater breadth and depth of professional experience. This in turn would impact on the benefits children would have enjoyed by attending a primary school. The concerns about increased traffic would be further exacerbated by the continuing need for parents who have children in both of the schools to make journeys to both each day as well as the additional cohort.

- 3.11 **Concern:** There is a housing development planned at Kirklees Knoll where a new primary school will be built. This will make Westroyd vulnerable.

Response: The proposal is brought forward on the basis of the children who are already living in the area. Should the Kirklees Knoll project go forward this will produce further demand, estimated at half a form of entry across every year group. A S106 agreement has been drawn up with the developer that would contribute to a new school being provided on the site, if the development went ahead.

At this point it is not certain that the development will go ahead as planning permission has not yet been granted. There is a need to establish additional educational provision to meet the needs of children already living in the area. Meeting those needs in a timely manner forms an essential part of our drive to become a child friendly city, and meet our obsessions. At this stage, securing the land for a new school is an essential precaution, however there remains a significant funding gap, not least to acquire the land for the school, and all options will be evaluated if the building proposals are approved. The impact on neighbouring schools and their ability to expand would also be taken into consideration before opening further provision in the area.

- 3.12 **Concern:** Is there actually need for 30 places? The data appears to suggest that only 9 additional places are required. How would school places be managed if the birth rate reduces?

Response: The birth and cohort data suggests that a further form of entry (30 places) is required in the area. See appendix 1 for a data table showing the number of births in the Farsley Planning area from 2012 to 2016. It shows that the birth rate is rising and there will be no spare capacity in the area from 2015. The demographic pressure is in the Farsley area and additional places would provide a place in a Farsley school for Farsley children. Whilst it is possible to expand both Farsley Farfield Primary School and Valley View Primary School, many children for whom Valley View is their nearest school do actually live in Farsley.

There has been a sustained rise in the birth rate across Leeds and this is mirrored in Farsley. The Local Authority has a statutory duty to provide school places for all children living in Leeds and must ensure therefore that sufficient places are available for those who have been born. If the birth rate declines in the future then officers would work with local schools to determine how a reduction in need would best be managed.

- 3.13 **Concern:** Transition arrangements have been badly thought through and will have a negative impact on the children's education. There is not sufficient space at Westroyd to accommodate all the children should all families opt for their children to stay at Westroyd for the whole of their primary education. Going from a 1FE primary school to a 6FE secondary school will have a negative impact on the children.

Response: The transition arrangements would allow for 60 year 3 places at Springbank for three years to enable those who wished to transfer to Springbank as they had intended on entering Westroyd to do so. All children on roll at Westroyd would automatically be entitled to stay on and complete their primary education there. This would allow for maximum parental choice. It is acknowledged that there would not be sufficient accommodation on site and therefore alternative accommodation would have to be found should this be the case. Experience with the conversion of infant to primary school in Horsforth in 2012 was that three quarters of families chose for their children to transition to the junior school rather than stay at the infant school.

As a part of the statutory process transition arrangements that would apply for the schools were described, and this overwrites the admissions policy for its duration.

The proposed transition arrangements allow sibling priorities to be applied to both older and younger siblings. No admissions arrangements can ever provide an absolute guarantee of places, but these would ensure in practical terms that the children attending Westroyd would have priority for the Springbank places, should they wish to transition to Springbank. Full details of the commitments are outlined in appendix 2.

Transition from a 1FE primary school to a 6 FE high school is not uncommon. There are many 1FE primary schools in Leeds, high schools in Leeds are typically 6FE, some are larger. Transition to high school is a key priority for all primary and secondary schools and the schools would work together to ensure transition was well managed. The Learning Improvement Team at Leeds City Council would also provide support, guidance and assistance during this time.

- 3.14 **Concern:** The majority of respondents who are parents objected to the proposal but it still got to the statutory notice stage. Also, the numbers do not add up with regard to the respondents.

Response: All concerns, comments and views received during the consultation were collated and included in a report to the Executive Board in February 2014. The Board considered the paper and approved the recommendations that expanding and Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raising the upper age limit from 7 to 11 and expanding Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and changing the lower age limit from 7 to 4 are still considered to provide the most appropriate solutions for the area and on that basis gave permission to publish a statutory notice.

During the consultation period 75 responses were received, 65% of the respondents agreed with the proposals and 35% of the respondents disagreed. Out of the 38 parents, carers and residents that responded 14 agreed with the proposals and 24 objected.

- 3.15 **Concern:** Will play equipment be removed from Westroyd reception playground.

Response: The outdoor play space would be remodelled to accommodate the number of children and be suitable for their age group. This may mean moving play equipment from one area to another.

- 3.16 **Concern:** You stated that as primary schools, staff would have better job opportunities than if they stayed as infant and junior school. If the staff do not have good job opportunities now, then that is a failing of the local authority and the schools themselves.

Response: The response provided was in the context that teaching/working in a primary school offers the opportunity to teach across the age ranges whether foundation, Key Stage 1 or Key Stage 2. It provides the opportunity to work across a broader curriculum with children across the age ranges. When staff are applying for promotion posts, for example, looking for senior leadership posts in primary schools, experience of teaching across the primary age range is often a pre-requisite.

3.17 **Concern:** If the proposals are approved, there will be disruption during the building work.

Response: Wherever possible work would be carried out in school holidays but some work would have to be carried out during term time. The local authority have extensive experience of managing building projects on school sites and risk assessments would be carried out as standard practice.

3.18 **Concern:** A member of the Capacity Planning Team was a Governor at Westroyd during this consultation. Is this not a conflict of interest?

Response: Many council officers are school governors. The member of staff concerned is a parent governor at Westroyd Infant School and he has acted professionally throughout this process. Along with other officers in the team he has supported the preparation of consultation materials but he did not attend any of the public meetings or drop in sessions as would normally be expected of officers nor did he attend the Westroyd governing body meeting during the consultation stage. There was no conflict of interest.

3.19 **Concern:** An e-petition was received by the Local Authority asking for the consultation to be revisited as it had not been conducted fairly, alternative options had not been considered and the proposals were unrealistic

3.20 **Response:** Whilst the petition asks that consultation is revisited, the statutory notice period during which it was received was a period which specifically sought the views of parents, residents and other stakeholders on the options presented. The views expressed during this phase have been addressed in the preceding paragraphs of this report.

3.21 **Proposal Two: Expansion of Broadgate Primary School** from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015.

3.22 The school governing body remain in favour of the proposal, but have some concerns around access and parking issues along Broadgate Lane. This concern had been raised by residents, parents and local ward members during the initial public consultation phase. Since that time, Leeds City Council Highways services team have conducted traffic and parking surveys and are working to identify options to address these concerns.

3.23 **Concern:** Illegal and dangerous parking by parents on Broadgate Lane and surrounding streets will only increase with an expansion.

Response: Following work carried out by Leeds City Council Highways services team, which has included parking and traffic surveys on Broadgate Lane and surround area, there are a several proposed measures to mitigate these issues which include:

- Raising existing zebra crossings which would remove parking around these areas, create better and safer crossing points and reduce traffic speeds.
- Implement speed cushions at the top and bottom of Broadgate Lane

- Create 'no waiting at any time' points around Broadgate Lane and King Edward Avenue, to alleviate the issue of parents parking across junctions and residents driveways

3.24 **Concern:** Lack of parental drop off or parking areas, will only get worse if the school doubles in size.

Response: This is a key issue that Children's Services and Highways Services have been working to address and will continue to do so. So far a number of options have been considered and are still being worked on, these have included:

Establishing a drop off area/turning circle for parents within the current school boundary. This was deemed too difficult and not cost effective and would require parents to reverse out of this exit very close to the zebra crossing. A number of mature trees would also need to be felled, which would likely cause objections from planning.

Utilise land near to St Mary's church to create additional parking. An initial survey of this land has been conducted and there is potential for up to 28 car parking spaces. The development of this land including the creation of an entrance needs to be fully costed, however there are concerns that this would not necessarily solve the problem of parking for Broadgate parents and may not be cost effective.

Utilise the Brownlee Arms pub car park near to the top of Broadgate Lane as a park and stride option. The school themselves including the children have campaigned to use this area at least for morning drop off. The manager of the pub has indicated that morning would be difficult due to deliveries, but the Highways and Transport team are continuing to investigate this with the owners of the pub.

Utilise Morrisons supermarket car park as a park and stride option. This has been agreed by all parties and a pilot park and stride is currently being developed and will be reviewed over a number of weeks to determine take-up and success.

4 Corporate Considerations

4.1 Consultation and Engagement

4.1.1 The consultations in relation to all the proposals detailed above have been managed in accordance with all relevant legislation and local practice. The proposals were advertised widely. Where concerns were raised regarding lack of publicity, we have made changes to our processes to address this for future proposals.

4.1.2 The statutory notices described were published in the newspaper (YEP), notices placed on the school gate as well as being advertised in the community. Information was also placed on the Leeds City Council website and Facebook for Farsley and Horsforth.

4.1.3 Ward members in all wards city wide were formally consulted during the public consultation stage, both individually, and through area committees, where

appropriate, to ensure awareness of all proposals city wide and improved understanding of the impact of proposals in neighbouring areas.

4.2 Equality and Diversity / Cohesion and Integration

4.2.1 The EDCI impact assessments have been completed and are available on request from the Capacity Planning and Sufficiency Team.

4.3 Council policies and City Priorities

4.3.1 These proposals have been brought forward to meet the Council's statutory duty to secure sufficient school places. By providing places close to where children live, these proposals improve accessibility of local and desirable schools, thereby reducing the risk of non-attendance and reducing the length of the journey to school.

4.3.2 A key objective within the Best Council Plan 2013-2017 is to build a child friendly city. The delivery of pupil places through Basic Need is one of the most baseline entitlements of a Child Friendly City. A good quality school place contributes to the achievement of targets within the Children and Young People's Plan such as our obsession to 'improve behaviour, attendance and achievement'. In addition, "Narrowing the Gap" and "Going up a League" agenda and is fundamental to the Leeds Education Challenge.

4.3.3 A further objective of the Best Council Plan 2013-2017 is to ensure high quality public services. We want to promote choice and diversity for parents and families and deliver additional school places in the areas where families need them. Meeting this expectation while demonstrating the five values underpinning all we do is key to the basic need programme

4.4 Resources and value for money

4.4.4 The estimated cost of delivery of the expansion of the Farsley schools is £3.2million which will be funded from the education capital programme. The funding provides additional accommodation on each school site for the increased number of pupils.

4.4.5 The estimated cost of delivery of the expansion of Broadgate Primary School is £3.7 million which will be funded from the education capital programme. The funding provides additional accommodation on the school site for the increased number of pupils. It also includes a substantial contingency to allow for off-site highway works in response to concerns raised by local residents and elected councillors.

4.5 Legal Implications, Access to Information and Call In

4.5.1 Leeds City Council's Executive Board is the decision maker for proposals relating to school organisation. It has set up the School Organisation Advisory Board (SOAB) to consider proposals if representations are received during a statutory notice period, then make recommendations to the Executive Board.

- 4.5.2 Under the Education and Inspections Act 2006 a decision must be made within two months of expiry of the notices (therefore by 7 July 2014), or the matter will be referred to the school's adjudicator for a decision. The decision maker can in each case:
- Reject the proposal
 - Accept the proposal
 - Accept the proposal with a minor modification e.g. change of implementation date
 - Approve the proposals subject to them meeting a certain condition e.g. grant of planning permission
- 4.5.3 The decision maker must give reasons for the decision irrespective of whether the proposals are rejected or approved indicating the main factors/criteria for the decision. SOAB should therefore provide appropriate comment with their recommendations. If the decision maker does not make a decision on the proposals within 2 months of the end of the statutory notice, the Authority must within one week refer the proposals to the Schools Adjudicator for a decision.
- 4.5.4 Any significant modification to a proposal would require fresh consultation, and prevent places being realised for 2015.

5 Conclusions

- 5.1 These proposals are required to ensure the authority meets its legal requirements to ensure sufficiency of primary provision for September 2015. There is evidence of local need for these places, and they offer choice and diversity to parents. Any significant change to the proposals at this stage would mean alternative solutions would not be secured in time for September 2015, and any delay would affect the deliverability of the physical accommodation in time.

6 Recommendations

- 6.1 Children's Services believe that the issues raised throughout the consultation process do not present insurmountable barriers and that these can be addressed. Children's Services asks that SOAB considers the issues raised and recommends to Executive Board that these proposals be approved.

7 Background documents¹

- 7.1 Executive Board report 17 July 2013 – Permission to consult on primary expansions for Farsley
- 7.2 Executive Board report 14 February 2014 – Outcome of consultation on proposals for expansion of primary provision in Farsley
- 7.3 Executive Board report 6 November 2013 – Permission to consult on primary expansions for Horsforth

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

7.4 Executive Board report 5 March 2014 – Outcome of consultation on proposals for expansion of primary provision in Horsforth

7.5 Consultation booklet for each proposal:

Farsley Planning Area

School	Adm Lt	Year Start School					2012 Data		2013 Data	
		2012	2013	2014	2015	2016	1st pref	Alloc	1st pref	Alloc
Farsley Farfield PS	60	36	29	33	43	35	56	60	55	60
Farsley Westroyd IS	60	63	79	78	89	98	70	61	76	60
Farsley Springbank JS	0	-	-	-	-	-	-	-	-	-
Valley View	60	60	77	75	86	82	30	44	40	75
Totals	180	159	185	186	218	215	156	165	171	195

7.6 Full proposals in relation to the above schools

7.7 Copies of representations received.

Appendix 1

Appendix 2
Transition

TRANSITION TABLES

Westroyd Infant School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	60	60	60	No entry to these year groups			
Sept 2014	60	60	60	No entry to these year groups			
Sept 2015*	30	60	60	0-60	No entry to these year groups		
Sept 2016	30	30	60	0-60	0-60	No entry to these year groups	
Sept 2017**	30	30	30	0-60	0-60	0-60	No entry to year group
Sept 2018	30	30	30	30	0-60	0-60	0-60
Sept 2019	30	30	30	30	30	0-60	0-60
Sept 2020	30	30	30	30	30	30	0-60
Sept 2021	30	30	30	30	30	30	30

Springbank Junior School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	No entry to these year groups			60	60	60	60
Sept 2014	No entry to these year groups			60	60	60	60
Sept 2015*	60	No entry to these year groups		0-60	60	60	60
Sept 2016	60	60	No entry to year group	0-60	0-60	60	60
Sept 2017**	60	60	60	0-60	0-60	0-60	60
Sept 2018	60	60	60	60	0-60	0-60	0-60
Sept 2019	60	60	60	60	60	0-60	0-60
Sept 2020	60	60	60	60	60	60	0-60
Sept 2021	60	60	60	60	60	60	60

The grey boxes indicate the year groups that will not have any children admitted in those particular years.

* 2015 - Primary schools established, admitting 30 children into reception at Westroyd and 60 children into reception at Springbank.

** 2017 - The last year that children moving into year 3 at the Infant school, have the option to transfer to the junior school.

**Report of Director of Children’s Services
Report to Executive Board**

Date: 17th July 2013



Part A Basic Need Programme 2015 – Permission to consult on further proposals for expansion of primary provision in 2015

Part B Proposal to Change the Status of Calverley CE (VC) Primary School from Voluntary Controlled to Voluntary Aided

Are specific electoral Wards affected? If relevant, name(s) of Wards: Calverley and Farsley	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

Part A

1. The Basic Need programme represents the Council’s response to the demographic pressures in primary school provision. Through this programme it has now approved over 1020 new reception places since 2009. Under the Education and Inspections Act 2006 proposals to expand school provision constitute prescribed alterations requiring a statutory consultation process.
2. At its meeting on 9 May the Executive Board considered a report requesting permission to consult on proposals for the expansion of existing primary provision in 2015. Part A of this paper seeks permission to consult on the expansion of further provision in Calverley and Farsley.
3. The first step in the process is a public consultation, which would run from 16 September 2013 to 25 October 2013. This report asks for permission to begin this consultation.
4. These proposals form part of the ongoing work to address capacity and sufficiency across all of Children’s Services. Papers will continue to be brought forward to address the sufficiency issues. These proposals form part of the Council’s Basic

Need Programme that embeds the 'one council' approach that has achieved shared ownership of proposed solutions.

- Part B
- 1. The Governing Body of Calverley CE Voluntary Controlled (VC) Primary School has published proposals on a change of status to Voluntary Aided (VA). They have also carried out public consultation on this proposal.
- 2. In this case the Governors of the school are the proposers who have published the proposal and the Local Authority is the decision maker. The Governors have a right of appeal to the schools adjudicator if they disagree with the LA decision.
- 3. Members can decide to:
 - reject the proposal;
 - approve the proposal;
 - approve the proposal with a modification e.g. the implementation date;
 - approve the proposal subject to meeting a specific condition and giving reasons for the decision.

Recommendations

Part A

Executive Board is asked to:

- Give permission to consult on the expansion of Calverley Church of England Primary School from a capacity of 315 pupils to 420 pupils with an increase in the admission number from 45 to 60 with effect from September 2015;
- Give permission to consult on a linked proposal to expand Farsley Westoyd Infant School from a capacity of 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 with effect from September 2015;
- Give permission to consult on a linked proposal to expand Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and change the lower age limit from 7 to 4 with effect from September 2015.

Part B

Executive Board is asked to:

- Approve the proposal published by the Governing Body of Calverley CE Primary School to change the school status from Voluntary Controlled to Voluntary Aided with an implementation date of 31st August 2013.

1 Purpose of this report

- 1.1 Part A of this report contains details of proposals brought forward to meet the local authority's duty to ensure sufficiency of school places. It seeks permission to commence public consultation on further proposals for the expansion of primary provision in the city from September 2015. In regards to part B of the report, it provides members with information upon which to take a decision on proposals published by the Governing Body of Calverley CE (VC) Primary School to change the schools status from Voluntary Controlled to Voluntary Aided.

2 Background information

Part A

- 2.1 At its meeting on 9 May the Executive Board considered a report requesting permission to consult on proposals for the expansion of existing primary provision in 2015. This report seeks permission to consult on three further proposals. These proposals were brought forward as part of a range of measures to ensure the authority meets its statutory duty to ensure sufficiency of school places. Under the Education and Inspections Act 2006 the proposals described in this report constitute prescribed alterations requiring a statutory process.
- 2.2 Subject to Executive Board approval, the expansion proposals for 2015 would be followed by the publication of a statutory notice before a final decision is made.
- 2.3 These proposals form part of the ongoing work to address capacity and sufficiency across all of Children's Services, which includes provision for primary and secondary school places, early years, as well as specialist provision. It includes the impact of underlying demographic growth, as well as the core housing strategy. Further papers will continue to be brought forward in 2013 to further address the emerging sufficiency issues.

Part B

- 2.4 The Education and Inspections Act 2006 revised the procedures for making changes to school provision. These are set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 as amended by the School Organisation and Governance (Amendment) (England) Regulations 2007 and the School Organisation and Governance (Amendment) (England) Regulations 2009.
- 2.5 In this case the Governors of the school are the proposers who have published the proposal and the Local Authority is the decision maker. The Governors have a right of appeal to the schools adjudicator.
- 2.6 In considering a change of category to Voluntary Aided the decision maker must be satisfied that the Governing Body are able and willing to meet their financial responsibilities for building work. This can include considering whether the Governing Body has access to sufficient funds to enable it to meet 10% of its overall liabilities for at least 5 years from the date of implementation, taking into account anticipated building projects. There are no building projects arising

directly from this proposal and the maintenance of the existing building is considered at paragraph 4.4.3.

3 Main issues

Part A

- 3.1 Under the Education and Inspections Act 2006 these proposals constitute prescribed alterations requiring a statutory consultation process, of which the first step is public consultation, which would run from 16 September 2013 to 25 October 2013. Depending on the issues raised, approval could be sought to proceed to the statutory notice stage in the autumn of 2013 and to a final decision in the spring of 2014.
- 3.2 **Proposal one: to expand Calverley Church of England Primary School from a capacity of 315 pupils to 420 pupils with an increase in the admission number from 45 to 60 with effect from September 2015.**
- 3.3 The expansion of this school would provide an additional 15 places in the Calverley area which has traditionally seen a high demand for primary school places. Whilst birth figures have fluctuated over recent years, there is now sustained demand for additional capacity, with an increase in the number of children in Calverley due to enter reception in 2015 and in 2016. Additional permanent places are required to provide a local school for local children. The school will take an additional cohort of up to 15 children in reception in September 2013 to manage an increase in pupil numbers.
- 3.4 Expanding the school from 1.5 to 2 forms of entry would also bring the opportunity to establish single age classes and deliver a more efficient revenue structure for the school. The governing body have expressed their support to begin consultation.
- 3.5 **Proposals two and three: linked proposals to raise the upper age limit and expand Farsley Westroyd Infant School and lower the lower age limit and expand Farsley Springbank Junior School.**
- 3.6 Birth data indicates an increased demand for primary places. Whilst children living in Stanningley and Pudsey have consistently applied for places in schools in the Farsley area, with a third of the 120 places available being previously taken up by children who do not live nearest to the schools, 2015 and 2016 will show notable increases in the number of reception aged children living in Farsley. There is a need to create additional places for children living in Farsley. The establishment of two primary schools will help to manage this demand.
- 3.7 **Proposal two: expand Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 with effect from September 2015.** If the proposal moves forward, the school would change from a 2 form entry infant school to a one form entry primary school. The governing body of the school support the move to consultation on expansion.

- 3.8 **Proposal three: expand Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and lower the upper age limit from 7 to 4 with effect from September 2015.** If the proposal moves forward, the school would change from a 2 form entry junior school to a two form entry primary school. The governing body of the school support the move to consultation on expansion.
- 3.9 As indicated earlier the proposals in this report seek to address the immediate pressure for school places. Members will be aware that through the LDF the Council is proposing significant new housing in all parts of the district. The Core Strategy identifies a need to find land for an additional 4,700 dwellings in Outer West Leeds which will inevitably create a significant additional need for school places. Whilst some 2040 dwellings can be accommodated on land with planning permission or allocated housing sites the majority (2660) will be on sites that have yet to be determined. The Council is currently in the initial stages of consultation on its Site Allocations Plan. Although the future distribution of housing is therefore uncertain this will inevitably require new schools as well as extensions where these are acceptable and appropriate. Sites now under consideration in the Site Allocations plan may therefore need to be considered (in whole or in part) for school use rather than housing or employment, particularly where they are well related to the major areas of population, on the basis that smaller settlements will generally see less growth that might be more readily accommodated by a school extension or be of insufficient size to warrant a new school. In this respect we are already considering the potential of the site at Kirklees Knowl to help meet this future need. However, at this stage no firm decision has been taken.

Part B

- 3.10 The school's Governing Body resolved at its meeting on 5th July 2012 to consult on changing the category of the school to Voluntary Aided. This set in motion the first stage of the process described in the Regulations requiring a proposer to consult all interested parties. The consultation document (attached as Appendix A) was published that detailed the implications for the school that a change of status would have in terms of:
- Ethos;
 - The National Curriculum;
 - Inclusion;
 - Staffing;
 - Religious Education;
 - Collective Worship;
 - Governing Body;
 - Admissions;
 - Improvements to the building.

- 3.11 The initial consultation took place between 9th November 2012 and 21st December 2012 during which a public meeting was held at the school on 6th December 2012. A representative of the Diocesan Director of Education of the Diocese of Bradford Ripon and Leeds and a Local Authority Officer were in attendance at the public meeting. It is worth noting that during the meeting it was made clear that the proposal does not include any alterations to the current admission policy for the school. This is a separate issue that would be considered by the new Governing Body, as it would be required to do every year as its Own Admissions Authority, and any proposed changes would be consulted on as prescribed by the national Admissions Code. The Governing Body would have to consult on its admissions policy for the admissions round in September 2015 in November/December 2013.
- 3.12 At its last Ofsted inspection the school was considered to be performing at a satisfactory level and the governors are now aspiring to achieve a good rating at the next inspection. The school is at floor targets and is using all avenues, including attaining Voluntary Aided status, to ensure good teaching and outcomes. The ambition is to raise the aspirations of local parents and for local families to want to send their children to the school.
- 3.13 There were fifteen written responses to the consultation all from parents of children at the school. Of these thirteen were in favour of the proposal and two were against it. The concern that was raised in these responses related to the admissions policy of the school being set by the governing body. A public meeting was held at the school and although the meeting concentrated on the schools admission policy, the feeling towards this proposal was positive. It was made clear at the time that the proposal does not include any changes to the current policy but if approved the change in status would result in the new Governing Body becoming its 'Own Admissions Authority' as described at 3.2. Any future changes to the Admissions policy would need to be consulted upon, as prescribed in the national Admissions Code.
- 3.14 The Governing Body considered the responses on 15th January 2013 and decided to proceed with the next stage of the process and publish a statutory notice. The notice was published on 15th April 2013 and there followed a 6 week statutory representation period during which comments and expressions of support or objections can be made. Any views expressed will be taken into account by the decision maker.
- 3.15 The 6 week period ended on 27th May 2013 and there were no further responses.
- 3.16 A decision on the proposal must be taken by the Local Authority within 2 months of the end of the representation period with rights of appeal to the schools adjudicator.
- 3.17 The proposed implementation date is 31st August 2013 to coincide with the start of the new academic year. The Governing Body must be reconstituted as soon as reasonably practicable but within 3 months of the implementation date. There would be a change of employer for the school staff from the implementation date. All rights, powers, duties and liabilities transfer from the Authority to the Governing Body.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 The consultation process in respect of proposals to expand primary provision in 2015 will be carried out in line with good practice and in accordance with relevant legislation. Drop in sessions will be offered alongside public meetings where appropriate.
- 4.1.2 In respect of the proposal to change the status of Calverley C of E Primary School, the Governing Body has carried out public consultation as prescribed in the Regulations. This includes consultation with ward members, the Diocese, staff and parents and other stakeholders. A public meeting was held on 6 December 2012. Following this a statutory notice was published on 15th April 2013.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Equality Impact Screening forms have been completed in relation to each proposal in the report and are attached at appendix 1, 2 and 3.

Part B

- 4.2.2 The decision has no direct implications for any places reserved for pupils with Special Educational Needs.
- 4.2.3 The Government's aim is to transform the school system and the Regulations specify that part of that vision is to create a more diverse school system offering excellence and choice. The Regulations state that decision makers should consider how proposals will contribute to local diversity. They should consider the range of schools in the area and whether the alteration to the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps. There are currently no other Church of England Voluntary Aided primary schools serving this community and the Diocese has expressed strong support for the proposal.

4.3 Council policies and City Priorities

Part A

- 4.3.1 The proposals are being brought forward to meet the Council's statutory duty to ensure there are sufficient school places. Providing places close to where children live allows improved accessibility to local and desirable school places, and thus reduces the risk of non-attendance.

Part B

- 4.3.2 The Council has a statutory duty to act as the decision maker for the proposal published by the Governing Body of Calverley CE Primary School. The authority for taking such a decision rests with the Executive Board. If it is unable to take a decision within 2 months of the conclusion of the statutory notice period the decision must be referred to the Schools Adjudicator.

4.4 Resources and value for money

Part A

- 4.4.1 The high level estimated cost of delivery of the proposals is £4.9M which will be funded through the education capital programme. Feasibility studies will be commissioned at risk for all projects and the outcomes of this are expected during autumn 2013. Early highways design work will commence alongside the feasibility studies with the outcomes of this expected during late autumn/winter 2013.

Part B

- 4.4.2 The majority of capital expenditure for Voluntary Aided Schools is provided by Central Government but the Governing Body is required to make a 10% contribution.
- 4.4.3 As described in paragraph 2.6 the decision maker must be satisfied that a Governing Body is able to meet its financial responsibilities for building work. To evidence this, the Governing Body has provided a copy of the schools Asset Management Plan that was last surveyed in June 2008. All of the priority maintenance items highlighted at the time have already been rectified and there are no significant liabilities. The school has completed all of the building work identified in its Premises Development Plan and has provided a revenue budget statement to demonstrate that in addition to any Devolved Formula Capital funding that it receives it also has a healthy budget balance to meet the cost of any unforeseen maintenance that might arise. The school will also have access to the Locally Co-ordinated VA Programme for capital building works.
- 4.4.4 The Department for Education provides Form 18, a statement of governors' resources to defray expenses which would fall to be borne by them. This has been signed by the Diocesan Director of Education.
- 4.4.5 A change to Voluntary Aided status will not affect the schools revenue funding.

4.5 Legal Implications, Access to Information and Call In

- 4.5.1 In respect of both parts A and B of this report, the process that have been and will be followed are in accordance with the Education and Inspections Act 2006 as set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 as amended by the School Organisation and Governance (Amendment) (England) Regulations 2007 and the School Organisation and Governance (Amendment) (England) Regulations 2009.
- 4.5.2 In respect of part B, the school Governing Body is the proposer of the change of status and the Council is the decision maker.

4.6 Risk Management

Part A

- 4.6.1 A detailed risk register will be established and will be maintained for each project. It is necessary to progress feasibility design work at risk during the public consultation stage; however the decision to proceed to detailed design stages will be dependent on approval to progress to the latter stages of the statutory process.

Therefore any delay to the statutory process will increase the risk of delayed delivery of the building solution or financial risk of abortive design fees being incurred.

- 4.6.2 The risk of objections through the planning process will be mitigated by engaging in early and detailed discussions with colleagues in City Development.

Part B

- 4.6.3 If members decide not to approve the proposal there is a right of appeal to the school adjudicator. The Governing Body and the Church of England Diocese can exercise the right of appeal. Appeals must be submitted to the Authority within 4 weeks of the notification of the decision and the Authority must send the proposal and the representations to the schools adjudicator within 1 week of receipt.

5 Conclusions

Part A

- 5.1 The proposals for increasing primary provision in 2015 form part of the authority's ongoing planning to meet the need for school places. This work involves other council directorates to ensure holistic planning and best use of corporate assets.

Part B

- 5.2 Members can decide to:

- Reject the proposal
- Approve the proposal
- Approve the proposal with a modification eg: the implementation date
- Approve the proposal subject to them meeting a specific condition and giving reasons for the decision

6 Recommendations

Part A

Executive Board is asked to:

- Give permission to consult on the expansion of Calverley Church of England Primary School from a capacity of 315 pupils to 420 pupils with an increase in the admission number from 45 to 60 with effect from September 2015;
- Give permission to consult on a linked proposal to expand Farsley Westoyd Infant School from a capacity of 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 with effect from September 2015;

- Give permission to consult on a linked proposal to expand Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and change the lower age limit from 7 to 4 with effect from September 2015.

Part B

Executive Board is asked to:

- approve the proposal published by the Governing Body of Calverley CE Primary School to change the school status from Voluntary Controlled to Voluntary Aided with an implementation date of 31st August 2013.

7. Background documents¹

There are no background documents to this report.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Report of Director of Children's Services

Report to Executive Board

Date: 14th February 2014

Subject: Outcome of consultation on the proposal to increase primary provision in Farsley



Are specific electoral Wards affected? If relevant, name(s) of Ward(s): Calverley and Farsley	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. At its meeting in July the Executive Board gave permission to consult on a proposal to increase primary school places in Farsley by converting Farsley Westroyd Infant School and Farsley Springbank Junior School into two primary schools.
2. It was agreed to consult on increasing the capacity at Farsley Westroyd Infant School from 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 with effect from September 2015.
3. It was also agreed to consult on a linked proposal to increase the capacity at Farsley Springbank Junior School from 240 to 420 and change the lower age limit from 7 to 4 with effect from September 2015.
4. This report presents the outcome of the statutory consultation on these linked proposals and seeks approval to publish a statutory notice as described below.

Recommendations

5. Executive Board is asked to approve the publication of a statutory notice to:
 - increase the capacity at Farsley Westroyd Infant School from 180 pupils to 210 pupils and raise the upper age limit from 7 to 11;

- increase the capacity at Farsley Springbank Junior school from 240 to 420 and change the lower age limit from 7 to 4 with effect from September 2015; and
- note the officer responsible for implementation is the Capacity, Planning and Sufficiency Lead.

1 Purpose of this report

- 1.1 This report contains details of a linked proposal brought forward to meet the local authority's duty to ensure sufficiency of school places. This report seeks permission to publish a statutory notice in relation to the expansion of Farsley Westroyd Infant School and Farsley Springbank Junior School.

2 Background information

- 2.1 In July, the Executive Board approved permission to consult on a proposal to expand Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 and expand Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and change the lower age limit from 7 to 4 with effect from September 2015.

3 Main issues

- 3.1 The consultation was conducted from 16 September to 25 October 2013 in line with government guidance and local practice. Ward members were consulted prior to and during the formal consultation period. Public meetings and drop-in sessions were held and information was distributed through both schools, Early Years providers, local publications, local shops, churches and playgroups. A summary of the issues raised follows and copies of the written responses, public meeting notes and additional analyses referred to can be found at www.leeds.gov.uk or requested from the Capacity Planning and Sufficiency Team at educ.school.organisation@leeds.gov.uk
- 3.2 In response to questions raised during the public consultation process specifically about the physical building solution; further public consultation events were arranged on 21st October at Westroyd and 24th October at Springbank. These events presented the emerging design options in order to provide confirmation that concerns raised during previous meetings were being addressed. Feedback at both sessions was positive and has helped the ongoing design development.
- 3.3 During the consultation period 75 responses were received, which were mainly from parents (46%) with 37% from staff and 8% from residents. 65% of the responses agreed with the proposals and 35% of the responses disagreed.
- 3.4 Both governing bodies are in favour of the proposals.
- 3.5 Numerous positive comments were received and are summarised as follows:
- These changes would create local school places for local children. This should also reduce the need for people using their cars to travel to drop their children off at school.

- Creating a 1FE primary school at Farsley Westroyd Infant School will return it to being a village school where the staff will know all the children's names.
- Having 2 primary schools (1FE and 2 FE) would be better in Farsley than a 3FE infant and junior school model. Creating two primary schools will create better staff development opportunities.
- Creating two primary schools will create consistency for the children and remove transition issues between KS1 and KS2. Siblings will be at the same school and will reduce costs for parents as they will only have to buy one uniform.
- Farsley Westroyd Infant School may be a small site however there is confidence in the management team that it will be managed well and they will ensure the best outcome for the children.

3.6 The following issues and concerns were also raised throughout the consultation period:

3.6.1 **Concern:** There is not enough internal or external space at Farsley Westroyd Infant School for the number of extra children expected.

Response: It is recognised that the Westroyd site is relatively small, however it is of a similar size to other successful 1FE primary schools in Leeds and the overall site and buildings are within the range recommended within national guidance. The school are a key member of the design team and are supportive of a proposed solution that requires only minor extension to the main school building, with no loss of play space or car parking. As the need is for 1 additional classroom, it has been agreed that there is a clear educational benefit to this being provided as an extension to the existing nursery building to create a Foundation unit. This will also allow the external space on the nursery site to be developed further. It is acknowledged that the site is not large and there would not be external green space on the school site for on-site PE. However, there would be suitable indoor and hard play areas, and access could be arranged for off-site provision in the same way that, for example, swimming lessons are currently provided off-site for primary schools. Schools are used to managing the safe transportation of children and this would not be a safeguarding concern.

3.6.2 **Concern:** Concerns around transition between Farsley Westroyd Infant School and Farsley Springbank Junior School during the changes, particularly with regard to sibling priorities.

Response: The transition arrangements would allow for 60 year 3 places at Springbank for three years to enable those who wished to transfer to Springbank as they had intended on entering Westroyd to do so. Children in Westroyd would automatically be entitled to stay on and complete their primary education there. This would allow for maximum parental choice. As a part of this statutory process we can describe the transition arrangements that will apply for the schools, and this overwrites the admissions policy for its duration. The proposed transition arrangements allow sibling priorities to be applied to both older and younger siblings. No admissions arrangements can ever provide an absolute guarantee of places, but these will ensure in practical terms that the children attending Westroyd

will have priority for the Springbank places. Full details of the commitments are in appendix 1.

3.6.3 **Concern:** The changes will make Farsley Westroyd Infant School vulnerable as parents will choose Farsley Springbank Junior School due to better facilities and more space.

Response: The evidence in previous infant and junior conversions is that some parents prefer to stay at the former infant school. In part, this will be influenced by their location and family situation. Ultimately, the school believe that their future as a full primary school, able to offer a wider range of extra-curricular and main curriculum activities, and to attract and retain a wider range of staff and offer a broader range of staff career opportunities will make the school more secure.

3.6.4 **Concern:** Parking and traffic is already an issue at both schools, these expansions will only make it worse.

Response: Children's Services have commenced engagement with officers within the relevant parts of the Highways department with the aim of ensuring that the impact on the surrounding road and footpath infrastructure is minimised in so far as this is possible. Options being considered at this stage are extended opening times; staggered pick up and drop off times; walking buses, and options for parents to park further away from the school and walk. Child safety is a key priority and we would try to ensure that staff cars are off the road. These proposals may reduce the number of car journeys between the two schools. It is our policy to encourage children to walk to school. If we do need to use play space for parking, then it would be re-provided elsewhere. As Springbank becomes a new primary school there are expected to be fewer car journeys by parents who have children on both sites; and children who live closer to the Springbank site will not need to travel to the Westroyd site to a KS1 school place.

3.6.5 **Concern:** The building work will disrupt the children and staff which will affect their work/learning.

Response: Building works will take place out of school hours wherever possible. Where this is not possible, work would be carried out with the minimum disruption to the pupils, staff and residents. We have considerable experience of managing building projects on school sites in a safe and secure manner, and there would be a full risk assessment carried out.

3.6.6 **Concern:** Staff at both schools are only experienced in teaching KS1 and KS2 separately, not primary aged children.

Response: All teaching staff are trained to teach the primary age range. Both schools already employ staff with experience of the 'other' age range. Both schools would need more staff in the long term, and would consider any gaps in experience when recruiting. Any remaining skills gaps would be identified and training and support would be provided.

3.6.7 **Concern:** Consider using the Scout hut site on Newlands.

Response: The specific suggestion to utilise this site was put forward as an idea to allow the potential expansion of the infant and junior schools. The suggestion was to expand Springbank as a 3FE junior school, and the infant school would use the nursery, scout hut and main infant sites to expand as 3FE infant school. Initial

investigations confirm that this is a council owned site and so could be considered. There is significant concern about the infant school having to manage a split site across three sites, given the fact that this would place reception aged pupils in a single classroom on this site and this has accordingly been ruled out. Potential use as a staff car park or a site for parental parking during drop-off or pick-up times remain as options. These will be further considered throughout the detailed design process.

- 3.6.8 **Counter proposal:** Consider keeping the infant school unchanged, and change Springbank into a primary school with 30 reception places, and also keep admitting an extra 60 children into year 3 for the Westroyd children to join.

Response: The counter proposal addresses many of the concerns about this proposal and offers other options. It would require one further class base at the junior site in addition to the accommodation required for the two form entry primary school model proposed. It would create the extra 30 places, whilst retaining the option of an infant and junior as well as primary school options. It would increase access to Farsley schools for Farsley residents because a new admission point for reception would still be created at Springbank. It would ensure all KS2 children had outdoor playing field provision on site at the school.

However, on balance it is not the preferred option. Perhaps most importantly from an educational perspective it does not remove the risks of transition associated with infant and junior schools, instead it makes them more complex, risking the outcomes for children. It would mean that the benefits of consistency and continuity of care which the original proposal offers are lost, and that the transition risks remain for the majority of pupils. The schools would lose the benefits of becoming primary schools; that is the opportunity to attract and retain staff and offer greater breadth and depth of professional experience. This in turn would impact on the opportunities that the children had.

- 3.6.9 **Concern:** The potential housing at Kirklees Knoll will necessitate a new school anyway, and that should be pursued instead.

Response: The proposal is brought forward on the basis of the children who are already living in the area. Should the Kirklees Knoll project go forward this will produce further demand, estimated at half a form of entry across every year group. A S106 agreement has been drawn up with the developer that would contribute to a new school being provided on the site if the development went ahead. However the timing of this means that it could not be brought forward soon enough to meet the needs of the children already in the area. Meeting those needs in a timely manner forms an essential part of our drive to become a child friendly city, and meet our obsessions. At this stage, securing the land for a new school is an essential precaution, however there remains a significant funding gap, not least to acquire the land for the school, and all options will be evaluated if the building proposals are approved. The impact on neighbouring schools and their ability to expand would also be taken into consideration.

- 3.7 Concerns were also raised regarding the effectiveness of our communication methods, notably the lack of social media presence. Consideration has been given to these comments and measures have already been put in place to pilot a Facebook page for the next round of consultations. Additional meetings were held during the latter stages of the consultation to present the emerging design options,

and this has also been repeated in subsequent consultations. In particular there was concern about the gap between the Executive Board decision to give permission to consult in July and the delay during the summer holidays before the consultation began in September. The timings were to ensure the statutory consultation could be carried out within the first half of the autumn term, as consultation during the long summer break is considered poor practice. Improvements to our consultation processes form part of our efforts to become a child friendly city, and be open and honest in our work.

- 3.8 There was an issue with our online response form due to a problem involving some versions of Adobe Acrobat resulting in responses not submitting correctly. We were unaware of this technical issue until the very end of the consultation period, when a respondent drew attention to the problem. We endeavoured to contact all relevant parties to inform them of this issue and allowed the resubmission of responses for a further week following the original deadline. We have taken steps to ensure that this issue will not occur again by using the Talking Point facility through the Leeds City Council website. Other methods of response including paper forms and email were not affected.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 These consultations were managed in accordance with all relevant legislation and local practice. Ward members in all wards city wide were formally consulted at the public consultation stage, both individually, and through area committee meetings to ensure awareness of all proposals city wide and improved understanding of the impact of proposals in bordering wards.
- 4.1.2 Feedback was received during and after the consultation on the process of consultation itself rather than the proposal. A local parent created a website to generate further interest locally and also provided suggestions about how consultation might be improved. Some of these suggestions have led to changes in the way social media is used, better explanation of the processes involved, and additional meetings to present the emerging design options.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 The screening forms for these proposals have previously been published as part of a report to Executive Board in July 2013. They are therefore not attached to this report.

4.3 Council policies and City Priorities

- 4.3.1 The proposals are being brought forward to meet the Council's statutory duty to ensure there are sufficient school places for all the children in Leeds. Providing places close to where children live allows improved accessibility to local and desirable school places, and thus reduces the risk of non-attendance.
- 4.3.2 A key objective within the Best Council Plan 2013-2017 is to build a child friendly city. The delivery of pupil places through Basic Need is one of the most baseline

entitlements of a Child Friendly City. A good quality school place contributes to the achievement of targets within the Children and Young People's Plan such as our obsession to 'improve behaviour, attendance and achievement'. In addition, "Narrowing the Gap" and "Going up a League" agenda and is fundamental to the Leeds Education Challenge.

- 4.3.3 A further objective of the Best Council Plan 2013-2017 is to ensure high quality public services. We want to promote choice and diversity for parents and families and deliver additional school places in the areas where families need them. Meeting this expectation while demonstrating the five values underpinning all we do is key to the basic need programme.

4.4 Resources and value for money

- 4.4.1 The total estimated cost of both projects is approximately £3.2m. Each project has progressed through early design stages and detailed design will commence if Executive Board approve the publication of the statutory notices. Planning applications and requests for the Authority to spend will follow for each project at the appropriate time.

4.5 Legal Implications, Access to Information and Call In

- 4.5.1 The processes that have been and will be followed are in accordance with the Education and Inspections Act 2006 as set out in the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 as amended by the School Organisation and Governance (Amendment) (England) Regulations 2007 and the School Organisation and Governance (Amendment) (England) Regulations 2009.

- 4.5.2 Although new regulations came into force in January 2014 this proposal was brought forward under the regulations specified above and is required to continue through to completion under the same regulations.

- 4.5.3 This report is subject to call in

4.6 Risk Management

- 4.6.1 A detailed risk register would be established and would be maintained for each project. It is necessary to progress feasibility design work at risk during the public consultation stage; however the decision to proceed to detailed design stages will be dependent on approval to progress to the latter stages of the statutory process. Therefore any delay to the statutory process will increase the risk of delayed delivery of the building solution or financial risk of abortive design fees being incurred.

5 Conclusions

- 5.1 Our ambition is to be the best city in the country. As a vibrant and successful city we will attract new families to Leeds, and making sure that we have enough school places for the children is one of our top priorities. These proposals have been brought forward to meet that need, and following the appropriate consultation we now seek to move them to the next stage. They will ensure that children in Leeds

will have the best possible start to their learning, and so deliver our vision of a child friendly city.

- 5.2 The issues raised during the consultation period have been considered, and on balance, the proposals for expanding primary school place provision in Farsley by expanding Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raising the upper age limit from 7 to 11 and expanding Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and changing the lower age limit from 7 to 4 are still considered to provide the most appropriate solution for the area.

6 Recommendations

- 6.1 Executive Board is asked to approve the publication of a statutory notice to:
- expand Farsley Westroyd Infant School from a capacity of 180 pupils to 210 pupils and raise the upper age limit from 7 to 11 with effect from September 2015;
 - expand Farsley Springbank Junior School from a capacity of 240 pupils to 420 pupils and change the lower age limit from 7 to 4 with effect from September 2015; and
 - note the officer responsible for implementation is the Capacity, Planning and Sufficiency Lead.

7 Background documents¹

- 7.1 None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

Appendix 1

Additional information regarding transition options during the proposed changes to both schools. It provides reassurances about the sibling priorities, and aims to simplify it.

1. Who gets priority for places in year 3 at Springbank during transition – will the Westroyd children be guaranteed a place?

This current priority does not strictly guarantee anyone a place now, but the transition plan keeps the 60 places in year 3 at Springbank. The current policy gives priority first to Children Who Are Looked After and those with SEN, then to siblings, next to children moving from the linked schools, before using nearest school and straight line distance as the final criteria. This priority gives a very high level of assurance that those applying to move between schools are able to do so. This will not change under the proposals, and the same level of assurance would remain as a minimum.

Just as now, some children in Westroyd may choose to enter a different primary school or move out of the area, meaning they do not need a place at the junior school.

Under the proposal some children are likely to choose to exercise their right to stay at Westroyd, meaning there would be 'spare' places at Springbank. Because of the admission policy priorities this means there would be even less chance of any child applying for Springbank from Westroyd being unable to gain a place. We do not currently see large numbers of applications from children settled at other schools to go to Springbank.

The process of making these changes includes the publication of a statutory notice which allows us to write in a legally binding transition plan which overwrites the admissions policy.

We will recommend that children at Westroyd during the transition period continue to receive priority for year 3 places at Springbank.

This is not the same as a guarantee, but gives at least the same level of assurance as exists now. We do guarantee that an admission number of 60 will continue into year 3 at Springbank during 2015, 2016 and 2017.

2. Sibling priority – can we ensure siblings get priority whichever schools they choose?

Under the current policy children who apply to join a school that their older sibling will be at get priority for a place. This includes where the older child has moved to the junior school and the younger child wishes to join the infant school.

During consultation we were clear that we have no plans to change the sibling priority and it will remain. Again, we can ensure that this continues to apply during transition, by including the details of the statutory notice. Furthermore some extensions to this sibling priority during the transition period can also be considered.

We will recommend that:

- 1) The statutory notice confirms the admissions arrangements during the transition period for the two schools, ensuring this policy continues even though they would technically become primary schools rather than infant and juniors, and ensuring the link works across both schools. This would mean that:
 - a) Younger siblings applying for a reception place at Westroyd in 2015, 2016 and 2017 where an older sibling has already moved up to Springbank will continue to get sibling priority for Westroyd because it is a linked school, i.e. the same as now even though they've become primary schools by this point.
It should be noted that in this case the younger child would be entering a primary school and would not have the opportunity to move to Springbank in year 3.
 - b) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 where the older child has already moved to Springbank will get sibling priority for Springbank because it is the same school. Likewise younger siblings joining Westroyd in 2015, 2016 and 2017 where an older sibling has not left Westroyd will also get sibling priority for Westroyd. In these cases there is no need to rely on the linked school part of the policy, they are simply joining the same school.
This includes where the older child is moving into year 3 at the same time as the younger child joins reception, as we will continue to allocate the junior places immediately before allocating the reception places.
 - c) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 that have an older sibling who has entered reception at Westroyd in 2012, 2013 or 2014 but has not yet moved into year 3 at either school will get sibling priority for Springbank. That is, the younger child would gain sibling priority for Springbank based on the older child's attendance at Westroyd.
- 2) Agree an exception that during the transition period sibling priority is not just given to younger siblings by older ones attending the linked schools, but also given to older siblings by younger ones. This will mean that in example c above, when an older child comes to move up into year 3 they will receive sibling priority for Springbank from a younger child already there.

Year 3 places will be allocated before reception places to make sure the sibling priority applies for the younger child where both seek to enter Springbank in the same year.

Further information is available in a separate transition plan document below.

TRANSITION TABLES

Westroyd Infant School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	60	60	60	No entry to these year groups			
Sept 2014	60	60	60	No entry to these year groups			
Sept 2015*	30	60	60	0-60	No entry to these year groups		
Sept 2016	30	30	60	0-60	0-60	No entry to these year groups	
Sept 2017**	30	30	30	0-60	0-60	0-60	No entry to year group
Sept 2018	30	30	30	30	0-60	0-60	0-60
Sept 2019	30	30	30	30	30	0-60	0-60
Sept 2020	30	30	30	30	30	30	0-60
Sept 2021	30	30	30	30	30	30	30

Springbank Junior School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	No entry to these year groups			60	60	60	60
Sept 2014	No entry to these year groups			60	60	60	60
Sept 2015*	60	No entry to these year groups		0-60	60	60	60
Sept 2016	60	60	No entry to year group	0-60	0-60	60	60
Sept 2017**	60	60	60	0-60	0-60	0-60	60
Sept 2018	60	60	60	60	0-60	0-60	0-60
Sept 2019	60	60	60	60	60	0-60	0-60
Sept 2020	60	60	60	60	60	60	0-60
Sept 2021	60	60	60	60	60	60	60

The grey boxes indicate the year groups that will not have any children admitted in those particular years.

* 2015 - Primary schools established, admitting 30 children into reception at Westroyd and 60 children into reception at Springbank.

** 2017 - The last year that children moving into year 3 at the Infant school, have the option to transfer to the junior school.

TRANSITION TABLES

Key:

	Children in year 2 at Westroyd in 2013 will move to Springbank into year 3 in 2014
	Children in year 1 at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2015
	Children in reception at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2016
	Children starting reception at Westroyd in 2014 will have the option to stay through to year 6 or join year 3 at Springbank in 2017
	Children starting reception at Westroyd or Springbank in 2015 will remain at the respective schools, through to year 6.
	Children in years 3, 4, 5 and 6 at Springbank in 2013 will remain at the school and will not be affected by the transition

Public consultation

**Monday 16 September to
Friday 25 October 2013**

**Proposals to
increase primary school places
in Farsley and Calverley
from September 2015**



Key phrases and terms in this booklet

Admissions limit	The maximum number of children a school plans to accept into each year group.
Executive Board	The decision making body formed by the Leader of the Council and nine other executive Members. Representatives of all political parties attend the Executive Board.
Infant Class Size Regulations	The Infant Class Size Regulations mean that a class with one qualified teacher can contain no more than 30 pupils. Infant classes are reception, year 1 and year 2, when pupils are aged between 4 and 7.
Key Stage 1	The legal term for the two years of schooling normally known as year 1 and year 2, when pupils are aged between 5 and 7.
Key Stage 2	The legal term for the four years of schooling normally known as years 3, 4, 5 and 6, when pupils are aged between 7 and 11.
Net Capacity	This is the space in the school expressed in terms of the number of pupils this space is suitable for. It is calculated by combining the space in a school that is available for classrooms as well as essential non-teaching activities, such as hall, storage and staff rooms.
Planning Area	Areas within the city defined and used by Children's Services to monitor demographics and support the planning of primary school places.
Reception class	This is the first year group for children starting primary school in the year they will reach 5 years old.
Statutory notice period or statutory notice	A period of time required by law to inform the public that the local authority is proposing to do or change something. The statutory notice is published with the proposal details, and invites comments. It follows a period of consultation like this one, allowing the local authority to adapt the proposals based on the views raised in the initial consultation.
Form of entry	Primary schools are organised around classes of 30 pupils. A one form of entry school has seven year groups of 30 pupils, a two form of entry school has seven year groups of 60 pupils each.

What are we consulting on and why?

This consultation is asking for your views on proposals to increase the number of primary school places in Farsley and Calverley by:

- Changing Farsley Westroyd Infant School and Farsley Springbank Junior School into two primary schools, and;
- Expanding Calverley Church of England Primary School.

These changes would come into effect from September 2015 onwards. The proposals for the Farsley schools are linked, and the Calverley proposal is independent.

Leeds City Council has a legal duty to ensure there are sufficient school places for every child in the city, taking into account where those children live and which school they wish to attend. There has been an increase in the birth rate across Leeds for several years, as well as a rise in the number of houses being built in some areas. This means that we need to add more capacity to meet the additional demand for reception places.

When developing proposals and deciding which schools to expand, we consider:

- local birth and housing data, to identify whereabouts in the city the extra places are needed;
- which schools have the physical capacity to be expanded;
- the availability of other council owned land and whether any of this land could contribute to the provision of places; and
- the impact that expanding one school might have on other schools in the area.

Once all of the above elements have been considered and options discussed with the schools in the areas concerned, recommendations are presented to the Council's Executive Board. If these are approved then we are able to proceed to the consultation stage.

The booklet contains the following sections:

Page 4 **Details of the Farsley Proposals**

Page 8 **Details of the Calverley Proposals**

Page 10 **General frequently asked questions**

Page 11 **What are the next steps of this process and How do I comment on these proposals?**

Details of the Farsley proposals

At **Farsley Westroyd Infant School**, we are proposing to:

- Change the upper age limit from 7 to 11, creating a primary school with 7 year groups;
- Reduce the reception admissions limit from 60 places in reception to 30 places in reception from September 2015;
- Increase the net capacity of the school from 180 pupils to 210, by providing additional teaching space.

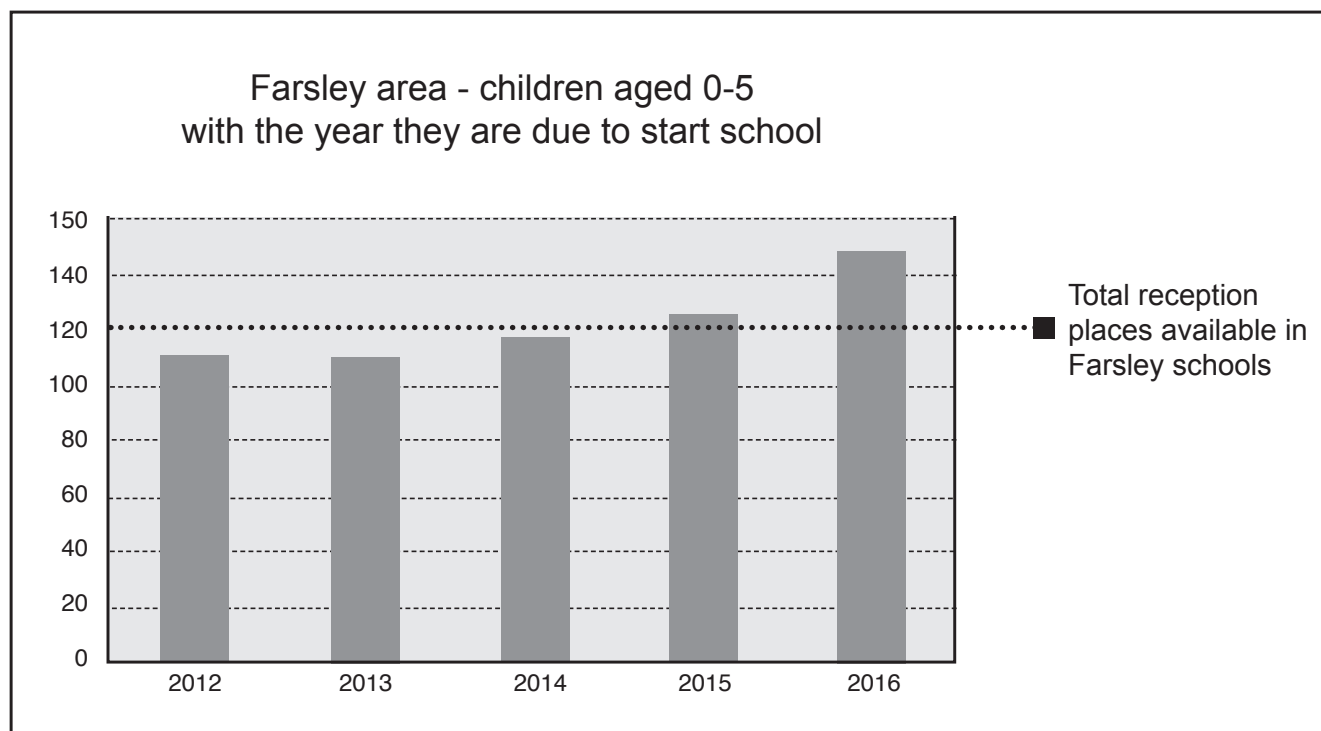
At **Farsley Springbank Junior School**, we are proposing to:

- Change the lower age limit from 7 to 4, creating a primary school with 7 year groups;
- Introduce an reception admission limit of 60 from September 2015;
- Maintain an admission limit of 60 into year 3 for 2014, 2015, 2016 and 2017, but stop admitting children into year 3 from 2018 onwards;
- Increase the net capacity of the school from 240 pupils to 420, by providing additional teaching space

These linked proposed changes would create an extra 30 reception places for Farsley children from 2015. It would take 7 years for both new primary schools to fill to their new reception admissions limit. The schools currently offer 60 places per year group, and in total these changes would mean then would offer 90 places per year group when the transition is complete.

Why do we need the places?

Farsley has seen a continuous rise in the under 5's for several years. This has resulted in an increase in the demand for school places. The graph below shows the number of children aged 0-5 living within Farsley and the year they are eligible to start school (irrespective of which school they may choose or attend). As the graph clearly illustrates, if no additional capacity is added within the area, then we will not be able to meet the demand for school places for children living within Farsley.



What other options were considered?

Expand other schools. The other nearby schools which serve parts of Farsley are Farsley Farfield and Valley View, and these both already have 60 children per year group. The main density of the population is located around Westroyd school and within the Springbank and Kirklees estates, and Westroyd and Springbank are closer to that centre of population.

Build a new school. There is currently a lack of available land for a new school locally. These proposed changes build on the leadership and teaching in two existing popular and successful schools, giving good educational outcomes for children. Creating brand new schools from scratch can carry significantly more risk, and the cost of building a new school is significantly higher than that of expanding an existing school and therefore has budgetary implications for the Council. The proposal provides flexibility to manage numbers back down again if necessary without necessarily needing to close a school.

Expand the schools as infant and junior schools. Expanding the infant and junior schools by one form of entry (30 pupils) would mean the schools admitting 90 pupils into reception at Westroyd and 90 into year 3 at Springbank, rather than the current admissions limits of 60 at each. This would mean that Westroyd would need a total of nine classrooms and Springbank a total of twelve. Although the Springbank site could accommodate the additional classrooms, the Westroyd site is not large enough to accommodate three extra classrooms.

Combine the schools as one primary school and use the sites more flexibly. Given the limit of space at the Westroyd site, consideration was given to whether a single school allowed flexibility to use the sites for different age ranges. For example, with 3 reception classes and 3 year 1 classes at Westroyd site and then 3 of years 2 to 6 at Springbank. This would mean moving children during key stage 1 which could be very disruptive to their education.

Frequently asked questions

What would the proposals mean for the school buildings?

The proposals would mean that one extra classroom would be needed at Westroyd and six extra classrooms would be needed at Springbank, along with other non-teaching space. Initial assessment suggests that there is the potential to expand these schools, however, we have not begun the detailed design process at this stage as this costs money which would be lost if the proposal did not proceed. Detailed design work would progress in parallel with the educational proposal to inform that process whilst minimising the risk of abortive cost. Any buildings required for these changes would be subject to the normal planning permission process, which would include consulting local residents, Highways and other interested parties. Children's Services would work closely with the school to make sure that the spaces provided are suitable for the children at the school.

What would be done to address the increased traffic which would result?

Both schools are in predominantly residential areas, and the scope to increase the level of on-site parking for additional staff and visitors is relatively limited. There is not thought to be sufficient space on site to provide vehicular parental drop off facilities. We have already started discussions with our colleagues in the Highways department who are currently looking at potential solutions to the access and traffic issues. All options to improve access and parking options are being considered and we routinely adopt off-site highway measures to improve access and safety. Any changes to access and the highway would be subject to full and detailed consultation with all stakeholders.

Are you considering expanding the early years provision currently provided in Farsley?

As part of the planning for school places, we also consider the impact on early years provision. In addition to the school nurseries located at Westroyd and Farfield, we have to factor in the number of places available within private settings. We have considered all this within Farsley and surrounding areas and there is enough provision for under 5s at this current time. As part of the early years sufficiency audit this is reviewed on an annual basis.

What is a linked proposal?

Linked proposals are ones which must be considered together because they affect one another.

What are the potential benefits of attending a primary school rather than an infant or junior school, and how would current and prospective pupils be affected?

There can be many benefits to a child attending a through primary school. Although the infant and junior schools currently work very closely together and deliver excellent outcomes for children, the potential risks associated with the transition from an infant to a junior school would be removed, for example there would be consistency of care for pupils, and transition for children between key stages 1 and 2 would be more easily organised in terms of understanding each child's learning needs. Also, systems which support your child's learning, such as assessment, can be focussed on supporting them on their whole journey through primary school rather than just through Key Stage 1 or Key Stage 2. In a through primary school, staff can share expertise and move between key stages to ensure that there is effective continuity and progression for children's learning. Staff also get to know families and their children when they start nursery or reception and can maintain that relationship until they move to high school. There are also many social benefits which stem from older and younger children learning and working together, and there would also be improved opportunities for staff career progression and development.

How would the proposal affect the priority I get for a school place?

The Leeds City Council Admissions policy provides priority for those children who have a school as their nearest. These proposals would change what the nearest school is for some people in Farsley. The main effect is that some people would gain priority for Springbank instead of Westroyd or Valley View. This does not mean that you would automatically gain entry to those schools, or that you would not be able to get a place at another school. You could still express a preference for any school you wish, and places would be allocated in accordance with the policy. A map showing the nearest schools for the housing in the area is available on the web site or on request.

Has the impact of new housing been considered?

Housing is another major consideration when planning school places, and we work closely with colleagues in the Planning department to plan for the additional school places that may be required. As part of this process, developers are asked to make a financial contribution or provide land for education provision when they build new family houses. Discussions are ongoing with regard to the proposed development at Kirklees Knowl.

Would the infant and junior schools change their names?

The infant and junior element would be removed. However, it would be up to each school's governing body to decide what the schools would be called.

What is the purpose of a drop in session?

They are another opportunity to find out more about the proposal. These proposals have a detailed transition plan associated with them, and may affect individual families differently. The drop in session provides an opportunity to ask questions in relation to the proposal in a less formal setting than the public meeting where these specific concerns can be addressed more easily. We will not take formal notes of the drop in sessions for this reason.

Would staff from one school move to another school i.e. staff from the infant school to the junior school and vice versa?

It is for the head teachers and governors of the two schools to determine their workforce requirements. Both schools would be undergoing change as they change their age ranges, and both would see an overall increase in the number of staff.

Information about the transition from infant/junior to primary school

My child will already be in school by September 2015, how does this affect me?

All children who have entered Westroyd as an infant school would have the option to either continue into year 3 at Westroyd remaining there until transition to high school, or to transfer to Springbank as they had envisaged on joining the infant school. This option would apply to children who are currently in year 1 or reception plus the reception children who would start in September 2014. Children who have already started at Springbank would not be affected, and would transition to high school at the end of year 6 as expected.

My child will be starting reception in September 2015 or later, what are my options?

When applying for a place you would be able to preference either school for your child. You would be applying to join primary schools, and so whichever school your child started at they would stay in until year 6. There would be 30 places available in reception at Westroyd and 60 places available at Springbank, and these would be allocated in accordance with the Leeds City Council admissions policy.

When would children stop being able to enter the junior school at year 3?

The final year that children would be able to transfer from the infant to junior at year 3 would be 2017. Therefore, any children who enter reception at either school from September 2015 onwards would stay at that school for their entire primary education i.e. until year 6.

The charts below show how the transition from linked infant and junior schools to stand alone primary schools would work from September 2015. The grey boxes indicate the year groups that would not have any children admitted in those years.

Westroyd Infant School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013							
Sept 2014							
Sept 2015*							
Sept 2016							
Sept 2017**							
Sept 2018							

Springbank Junior School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013							
Sept 2014							
Sept 2015*							
Sept 2016							
Sept 2017**							
Sept 2018							

* 2015 - Primary schools established, admitting 30 children into reception at Westroyd and 60 children into reception at Springbank.

** 2017 - The last year that children moving into year 3 at the Infant school, would have the option to transfer to the junior school.

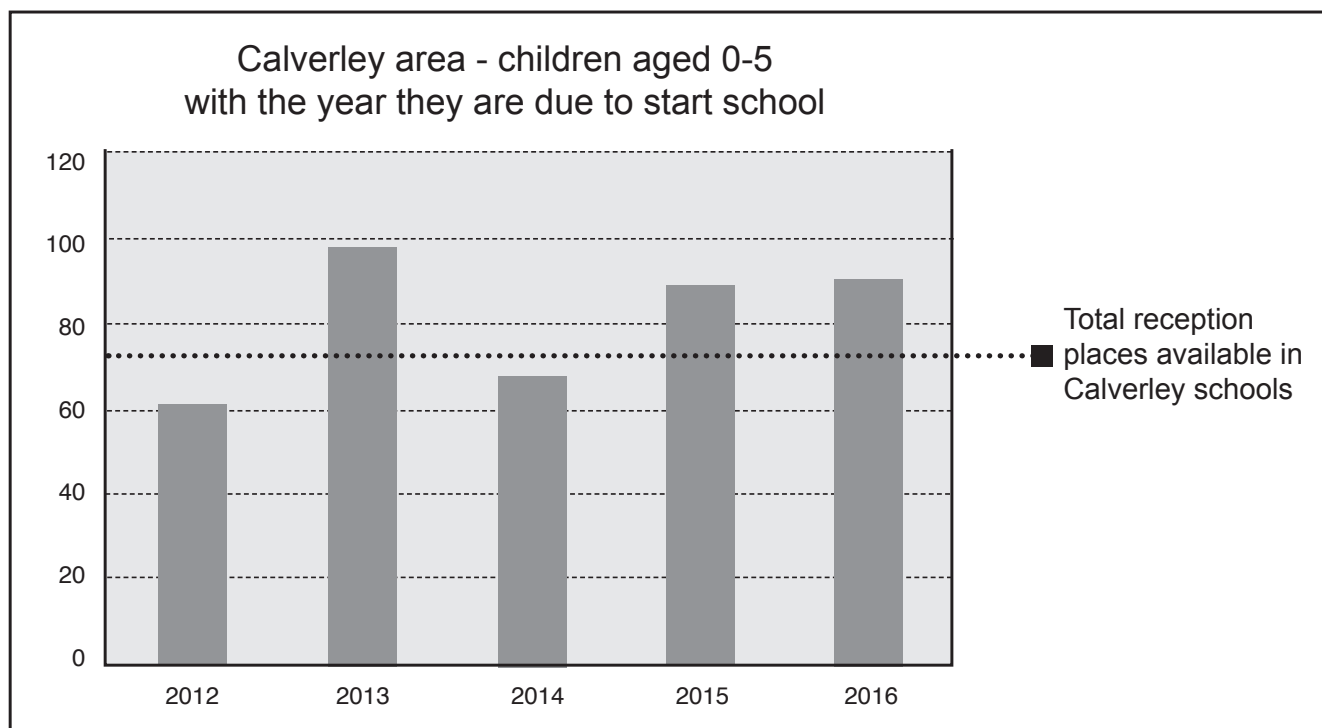
Details of the Calverley proposal

In Calverley we are proposing to permanently expand Calverley **Church of England Primary School** from September 2015 by

- Increasing the net capacity from 315 pupils to 420 pupils
- Increase in the admission number from 45 to 60.

This increase would only apply to reception classes from September 2015; it would therefore take seven years for the school to reach its full capacity.

Data suggests that 15 more places will be needed in Calverley by 2015 as demonstrated in the table below. It shows the number of children aged 0-5 living within Calverley the year they will enter reception.



What other options were considered?

Expand other schools. We also looked at the possibility of expanding Calverley Parkside Primary School, however the site which the school sits on is not large enough to accommodate any extra buildings or play space.

Build a new school. There is a lack of available land locally. This proposed change builds on the leadership and teaching in an existing popular and successful school, giving good educational outcomes for children. Creating brand new schools can carry significantly more risk, and the cost of building a new school is significantly higher than that of expanding an existing school and therefore has budgetary implications for the Council. The expansion of existing schools provides stability whilst allowing flexibility to manage numbers back down again if necessary without necessarily needing to close a school.

Has the impact of new housing been considered?

Housing is another major consideration when planning school places, and we work closely with colleagues in the Planning department to plan for the additional school places that may be required. As part of this process, developers are asked to make a financial contribution or provide land for education provision when they build new family houses.

It is anticipated that 550 new homes will be built at the former Riverside Mills and Clariant works near Calverley. We would expect this to generate around 19 primary aged children per year group. Some of these homes would have Calverley CE Primary School as their nearest school, and so children would

gain priority for places there, although they may prefer to go elsewhere. Some would have Horsforth schools as their nearest schools. A map showing Calverley schools' in relation to the housing site is available on the web site or on request.

What would be done to address the increased traffic and access issues at the school?

It is recognised that Calverley CE currently has issues with traffic access. The access to the school is narrow and on a tight bend and there is an unadopted road to the side of the school. We have already started discussions with our colleagues in the Highways department who are currently looking at potential solutions to the access and traffic issues. Any changes to access and the highway would be subject to full and detailed consultation with all stakeholders.

What would the proposals mean for the school buildings?

A 2 Form Entry school would need 14 classrooms in total, along with other additional non-teaching space. Initial assessment suggests that there is the potential to provide this capacity, however, we have not begun the detailed design process at this stage as this costs money which would be lost if the proposal did not proceed. Detailed design work would progress in parallel with the educational proposal to inform that process whilst minimising the risk of abortive costs. Any buildings required for these changes would be subject to the normal planning permission process, which would include consulting local residents, Highways and other interested parties. Children's Services would work closely with the school to make sure that the spaces provided are suitable for the children at the school.

The school is becoming a Voluntary Aided school, would this affect the proposal?

The school has consulted on changing its status to Voluntary Aided and the final decision has been made to proceed with this, from 31 August 2013. As an aided school, the school is its own admissions authority, and should they wish to do so, can make changes to their admissions policy. The school would need to consult with parents and other stakeholders to do so.

The Council previously consulted on this proposal and it didn't go ahead, why are you consulting again?

The proposal consulted on in 2010 was stopped because of concerns that the expansion didn't meet a sustained need for school places for children from Calverley, and because of the concerns about the traffic and access issues. The continuing rise in the birth rate now means that permanent expansion is necessary to ensure that there are sufficient places for local children and, if we can address the traffic and access concerns, this proposal is the only currently deliverable option to meet that need.

General frequently asked questions

What information was used to identify that extra places are needed?

We use NHS data, which is supplied annually from hospital and GP data and allows us to map the location of all the 0-5s across the city. We also use current and past admissions data, which allows us to analyse parental preference patterns for children living within an area and its surrounding areas.

Because there is a lot of new housing being built in Leeds, we also monitor planning applications and developments already under construction so that we can plan for the new children moving in. We use a formula of 25 primary aged children being generated from 100 family dwellings, which equates to 3.6 children per year group.

Does this mean class sizes would be bigger?

Primary schools are organised around classes of 30 children per teacher, and these proposals would not change that. Current Infant Class Size Regulations state that infant classes (reception, year 1 and year 2) must have no more than 30 pupils in a class with one qualified teacher. Therefore, extra accommodation would have to be provided and more staff would be recruited to manage the additional pupils.

Would the building work cause disruption to the school and pupils?

It is not always possible to do all building work during school holidays, although we would try to make sure any works that are likely to be very noisy or disruptive are carried out whilst pupils and staff are away. Any building work carried out while the school is open would be completely segregated from the pupils and staff to ensure safety, and disruption to teaching and learning would be minimised. The contractors we would be using are very experienced in working around existing and operational schools.

Will there be any additional wrap around care?

The Local Authority does not have a duty to provide wrap around care, but is required to ensure that sufficient care is available, and if this is not the case to stimulate the market. Wrap around is provided by a number of local providers. If additional wrap around care is required, this would be addressed as part of the annual childcare sufficiency audit.

How do I put my views forward?

You may choose to attend one of the public meetings where we do take notes of the comments and questions that are raised. The notes of these meetings are intended to capture the key points raised but are not a verbatim record. If you want to make sure your point is put across then we recommend that you respond to the consultation in writing, either by email, online or on the paper form provided in the consultation booklet.

What are the key dates of this process?

Date	Key event
16 September 2013	Six week statutory consultation begins, with an opportunity to submit views/ responses and attend meetings
25 October 2013	Six week statutory consultation period ends
December 2013	The earliest the Executive Board will make a decision on whether the proposals can proceed to statutory notice period
Early 2014	Statutory notices published (if approval is given) followed by a four or six week representation period
Spring 2014	This is the earliest the Executive Board can make their final decision

How do I comment on the proposal?

The consultation runs from Monday 16 September 2013 to Friday 25 October 2013. If you want us to consider your views, we must receive your comments no later than 4pm on Friday 25 October 2013.

There are drop-in sessions and/or consultation meetings planned which will give you the opportunity to ask questions. Details of the meetings are given below:

School name	Meeting type	Date	Time
Farsley Westroyd Infant and Nursery School	Consultation meeting	26 September 2013	6.00pm – 7.30pm
Farsley Westroyd Infant and Nursery School	Drop-in session	1 October 2013	8.30am – 9.45am
Farsley Springbank Junior School	Consultation meeting	2 October 2013	6.00pm – 7.30pm
Farsley Springbank Junior School	Drop-in session	8 October 2013	2.30pm – 4.00pm
Calverley C of E Primary School	Consultation meeting	3 October 2013	6.00pm – 7.30pm

This booklet and the additional maps are also available to download from our website at:

<http://www.leeds.gov.uk/residents/Pages/Consultations-and-reviews.aspx>

or by calling **0113 247 5793**.

You can respond to this proposal in writing, or verbally at the consultation meetings.

To respond in writing you can:

- use the form in this booklet;
- write a letter to the Capacity Planning and Sufficiency Team, 10th Floor West, Merrion House, 110 Merrion Centre, Leeds LS2 8DT; or
- email: educ.school.organisation@leeds.gov.uk.

Responses can be anonymous, but if you would like an acknowledgement please include your name and address.

Responses will be summarised and presented to the Executive Board, who will take all your views into consideration. Your opinion is therefore important to us so please take the opportunity to respond to the proposal.

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Public consultation response form

Please read the consultation booklet on the proposals and tell us your views. The questions on this form are there to help you, but you do not have to respond to them all.

Responses can also be sent by email to educ.school.organisation@leeds.gov.uk or by letter to: **Capacity Planning and Sufficiency, 10th floor west, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.** Please return completed forms to this address.

Responses must be received by 4pm on Friday 25 October 2013.

This booklet, along with information on the progress of the proposal, are available at: <http://www.leeds.gov.uk/residents/Pages/Consultations-and-reviews.aspx>

Questions

Please answer the questions below which apply to you:

1. Do you agree with proposals to change Farsley Westroyd Infant School and Farsley Springbank Junior School into two primary schools?

Yes No

2. Do you agree with the proposed expansion of Calverley C of E Primary School from September 2015?

Yes No

Please tell us more about your views and your reasons for them.

Please use a separate sheet if needed

3. How did you find out about this consultation?

4. Have you found the consultation process and information provided useful?

Yes No

How could we improve the consultation process and/or information provided?

All responses will be taken into account when the decision on whether to proceed is made, but we unfortunately cannot address specific queries. However, if you would like your response to be acknowledged, please provide your contact details:

Name:

Address:

About you: (please tick and complete all those that apply to you)

Parent/carer	<input type="radio"/>	Your child's/children's school/s:	_____
Governor	<input type="radio"/>	Your school:	_____
Member of staff	<input type="radio"/>	Your school:	_____
Pupil	<input type="radio"/>	Your school:	_____
Elected member	<input type="radio"/>	Ward:	_____
Local resident	<input type="radio"/>	Area:	_____
Other	<input type="radio"/>	Please tell us:	_____

Data Protection Act 1998

Under the terms of the Data Protection Act 1998 we must inform you of the following. Leeds City Council are seeking your views to help inform the decision on this proposal. Your personal information will be used only for this purpose, and may be shared with other agencies who are involved in the consultation, however only to address any issues you raise. If you do not wish to provide personal details your views will still be considered, but we will not be able to acknowledge your response personally.

Please send your reply to: Capacity Planning and Sufficiency, 10th floor west,
Merrion House, 110 Merrion Centre, Leeds LS2 8DT

If you do not speak English and need help in understanding this document, please telephone the number below and state the name of your language. We will then put you on hold while we contact an interpreter.

Arabic:

إن كنت لا تتحدث باللغة الإنجليزية وتحتاج لمساعدة لفهم هذا المستند؛ الرجاء الاتصال بالهاتف على الرقم أدناه، وذكر اسم لغتك. حينئذ، سوف نطلب منك أن تنتظر على الخط حتى نتصل بمترجم.

Bengali:

যদি আপনি ইংরেজিতে কথা বলতে না পারেন এবং এই দলিলাটি বুঝতে পারার জন্য সাহায্যের দরকার হয়, তাহলে দয়া করে নিচের নম্বরে ফোন করে আপনার ভাষাটির নাম বলুন। আমরা তখন আপনাকে লাইনে থাকতে বলে কোন দোভাষীর (ইন্টারপ্রিটার) সাথে যোগাযোগ করব।

Cantonese:

如你不懂說英語而需要協助以明白本文件，請致電下列電話號碼並說明你的母語。我們將會請你稍候以聯絡口譯員。

Farsi:

اگر شما به زبان انگلیسی صحبت نمی کنید و برای فهمیدن این مدرک نیاز به کمک دارید، لطفاً به شماره زیر تلفن کرده و نام زبان خود را ذکر نمایید. ما سپس از شما خواهیم خواست که تلفن را نگه دارید تا ما مترجم تماس بگیریم.

Hindi:

यदि आप इंग्लिश नहीं बोलते हैं और इस दस्तावेज़ को समझने में आपको मदद चाहिए, तो कृपया नीचे दिए गए नंबर पर फ़ोन करें और अपनी भाषा का नाम बोलें। उसके बाद जब तक हम किसी दुभाषिए (इंटरप्रिटर) से संपर्क करेंगे, हम आपको होल्ड पर रखेंगे।

Punjabi:

ਜੇਕਰ ਤੁਸੀਂ ਇੰਗਲਿਸ਼ ਨਹੀਂ ਬੋਲਦੇ ਅਤੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਨੂੰ ਸਮਝਣ ਲਈ ਸਹਾਇਤਾ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਹੇਠਾਂ ਵਾਲੇ ਨੰਬਰ ਤੇ ਟੈਲੀਫੋਨ ਕਰੋ ਅਤੇ ਆਪਣੀ ਸ਼ਬਾਨ ਦਾ ਨਾਮ ਦੱਸੋ। ਫੇਰ ਅਸੀਂ ਤੁਹਾਨੂੰ ਇੰਟਰਪਰਟਰ ਕਰਨ ਲਈ ਕਹਾਂਗੇ ਤਾਂ ਜੋ ਅਸੀਂ ਕਿਸੇ ਇੰਟਰਪਰਟਰ (ਦੁਭਾਸ਼ੀ) ਨਾਲ ਸੰਪਰਕ ਕਰ ਸਕੀਏ।

Kurdish:

گەر زمانی ئینگلیزی نازانیت و پێویستت به هاوکاریه له تیگه‌یشتنی ئه‌م به‌لگه‌نامه‌یه‌دا، تکایه ته‌له‌فۆن بۆ ژماره‌که‌ی خواره‌وه بکه و زمانی ئاخواوتنی خۆت بلی. ئیتمه‌ش تۆ راده‌گرین له‌سه‌ر ته‌له‌فۆنه‌که‌ تا مه‌رگه‌پێکی زمانت بۆ دابین ده‌که‌ین.

Tigrinya:

እንግልሽ ዘይትገብረብ/ብ, እንተ-ኸኸኸ/ኸ, እሞ ነዚ ደኩ-መንጉህ/ሰነድኩ, ንምርዳእ ሓገዝ ምስ ዘድልየኻ/ኸ, ቋንቋኻ/ኸ, ብምሕብር ኣብ/ኸ, ኣብ ታሕቲ ተገሊጹ ዘሎ ቁጽሪ ተለፎን ደውለልና/ደውልልና:: ብድሕሪኡ ንሕና ኣስተርጓሚይ ክሳብ ንረክብ ኣብ መስመር ክነጸብየኻ/ኸ, ኢና::

Urdu:

اگر آپ انگریزی نہیں بولتے ہیں اور اس دستاویز کو سمجھنے کیلئے آپ کو مدد کی ضرورت ہے تو براہ مہربانی نیچے دیئے گئے نمبر پر ٹیلی فون کریں اور اپنی زبان کا نام بتائیں۔ اس کے بعد ہم آپ سے انتظار کرنے کا کہہ کر آپ کیلئے کسی ترجمان سے رابطہ کریں گے۔

Czech:

Jestliže nemluvíte anglicky a potřebujete, aby vám někdo pomohl vysvětlit tento dokument, prosím zavolejte na níže uvedené číslo a uveďte svůj jazyk. Potom vás požádáme, abyste nepokládal(-a) telefon a mezitím zkontaktujeme tlumočnicka.

French:

Si vous ne parlez pas anglais et que vous avez besoin d'aide pour comprendre ce document, veuillez téléphoner au numéro ci-dessous et indiquez votre langue. Nous vous demanderons d'attendre pendant que nous contactons un(e) interprète.

Polish:

Jeżeli nie mówią Państwo po angielsku i potrzebują pomocy w zrozumieniu tego dokumentu, prosimy zadzwonić pod poniższy numer telefonu. Po podaniu nazwy swojego ojczystego języka prosimy poczekać – w tym czasie będziemy kontaktować się z tłumaczem.

Slovak:

Ak nehovoríte anglicky a potrebujete, aby vám niekto pomohol vysvetliť tento dokument, prosím zavolajte na nižšie uvedené číslo a uveďte svoj jazyk. Potom vás požiadame, aby ste nepokladali telefón a medzitým skontaktujeme tlmočníka.

Somali:

Haddii aadan af Ingiriiska ku hadlin una baahan tahay in fahamka dokumentigan lagugu caawino, fadlan soo wac lambarka teleefoonka hoose oo magaca sheeg luqaddaadag. Ka dib baan kugu oran doonaa sug inta aan turjumaan la xiriireyno.

Phone: 0113 247 5793

Have your say

We would like to invite you to our consultation events to discuss proposals to increase primary school places in Farsley and Calverley

- Find out more about the proposal
- Take the opportunity to have your say
- Ask questions

School name	Meeting type	Date	Time
Farsley Westroyd Infant and Nursery School	Consultation meeting	26 September 2013	6.00pm – 7.30pm
Farsley Westroyd Infant and Nursery School	Drop-in session	1 October 2013	8.30am – 9.45am
Farsley Springbank Junior School	Consultation meeting	2 October 2013	6.00pm – 7.30pm
Farsley Springbank Junior School	Drop-in session	8 October 2013	2.30pm – 4.00pm
Calverley C of E Primary School	Consultation meeting	3 October 2013	6.00pm – 7.30pm



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.

Not applicable

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

1. The name, address and category of the school.

School: Farsley Westroyd Infant School & Nursery (Community) School, Frances Street, Farsley, Pudsey, West Yorkshire, LS28 5BH,

Local Authority: Leeds City Council, The Director of Children's Services, PO Box 837, Capacity Planning & Sufficiency Team, Leeds City, LS1 9PZ.

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 to permanently raise the upper age limit of the school from 7 to 11 to become a primary school with an admission limit of 30 into reception year from 1 September 2015. The proposed capacity of the school will increase from 180 to 210 pupils.

The additional year groups resulting from the proposed change will be established by pupils who complete Year 2 (aged seven) on 31 August 2015 staying on roll and progressing through the year groups up to Year 6 (aged up to eleven) at Westroyd if they wish to do so, before transition to secondary school. All year groups will be established in the school by September 2018.

Pupils on roll at the school on 31 August 2015 will be entitled to stay and progress at the school until transition to secondary school. They will also still have the opportunity to transfer to Farsley Springbank Junior School (Springbank) when they reach the end of Year 2 (aged seven).

All pupils entering Reception Year in September 2015 (aged four on 31 August 2015), and each

year after, will be entering a primary school and will stay on roll until transition to secondary school.

The current admission number for the school is 60 into Reception Year (aged from four) and the proposed admission number into Reception Year is 30 (aged from four). There will be no other admission points.

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.

Within 6 weeks from the date of publication of this proposal , i.e. by 4pm Wednesday 7 May 2014, any person may object to or make comments on the proposal by sending them to The Director of Children’s Services, PO Box 837, Capacity Planning & Sufficiency Team, Leeds City, LS1 9PZ or by email to: educ.school.organisation@leeds.gov.uk

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.

The proposal is to permanently raise the upper age limit of the school from 7 to 11 to become a primary school with an admission limit of 30 into reception year from 1 September 2015. The proposed capacity of the school will increase from 180 to 210 pupils.

The additional year groups resulting from the change in age range will be established by pupils completing Year 2 (age seven) on 31st August 2015 staying on roll and progressing through Year 3 to Year 6 at Westroyd if they wish to do so, before transition to secondary school. Year 3 will be established in September 2015, Year 4 established in 2016, Year 5 established in 2017, and Year 6 established in 2018.

The proposal is linked to a proposal to expand Farsley Springbank Junior School.

All pupils already on roll at the school on 31st August 2015 will be entitled to stay and progress at the school until transition to secondary school. They will also still have the opportunity to transfer to Farsley Springbank Junior School when they reach the end of Year 2 (aged seven). There will be 60 Year 3 places at Springbank for each affected year group.

All pupils entering Westroyd in Reception Year in September 2015 (age four on 31st August 2015), and each year after, will be entering a primary school and will therefore stay on roll at Westroyd until transition to secondary school.

The current admission number for the school is 60 into Reception Year (aged from four) and the proposed admission number for Reception Year is 30 (aged from four). There will be no other admission points.

The sibling priority for Westroyd by virtue of the fact of an older sibling’s attendance at Springbank, as described in the Leeds Admissions Policy 2014/2015 will still apply. During this

period, in addition, as an exception, the sibling priority will not just be given to younger siblings by older ones attending Springbank, but to older siblings by younger siblings at Springbank.

Further details of the transition process are outlined in Appendix 1.

No new or additional site is required for this change. The school will expand on its existing site. Some additional building and/or remodeling of existing buildings will be required. This will be phased in agreement with the school, and be subject to the normal planning permission process.

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;

The capacity of the school is 180.

The proposed new capacity of the school is 210.

- (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;

The Published Admission Number for all year groups in the school is currently 60.

The proposed admission number will be 30 into reception on 1 September 2015.

- (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;

The change in the admission number from 60 to 30 will apply permanently from 1 September 2015.

- (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.

The numbers on roll at the Autumn 2013 census by year group was as follows:

Reception	Year 1	Year 2
58	59	60

The indicated admission number is 63.

(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 and 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.

The total number on roll at the time of publication was 177 (reception to year 2 inclusive)

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.

Not applicable

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 new site will be required.

(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.

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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.

Not applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional capacity to accommodate the increasing demand for places caused by the growing local pre-school population.

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.

a) Consultation meetings were held with the school council, staff, and governors at the school, and the public. Consultation documents were provided to: the school council, staff and governors at the school; parents of current pupils at the school via the school; neighbouring schools, Early Years Providers and Children’s Centres; elected members of Leeds City Council in the wards affected; local MPs; other local authority officers; Early years officers; the local area management committee; trades unions; RC & CE dioceses, neighbouring authorities.

b), c), e) Copies of the various minutes and consultation documents are available at www.leeds.gov.uk or, along with views of the persons consulted, on request from Capacity Planning & Sufficiency Team, PO Box 837, Capacity Planning & Sufficiency Team, Leeds City, LS1 9PZ.

d) All the statutory requirements in relation to the proposals to consult were complied with.

e) Consultation documents were provided by post or email to the above list of consultees. They were also available to the public via the Leeds City Council website

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.

The final design solution is subject to detailed design and development and it is therefore not yet possible to estimate the cost of delivery. The project would be funded by the local authority.

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).

The local authority will fund the works through the Children’s Services Capital Programme.

Age range

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

The current age range of the school is 4 to 7.

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;

Not applicable

- (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)

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

(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;

Not applicable

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

Not applicable

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.

Not applicable

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;

Not applicable

(b) any additional specialist features will be provided;

Not applicable

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

Not applicable

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

Not applicable

(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;

Not applicable

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

Not applicable

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

Not applicable

- (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

Not applicable

- (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.

Not applicable

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;

Not applicable

- (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;

Not applicable

- (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

Not applicable

- (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.

Not applicable

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.

Not applicable

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;

Not applicable

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

Not applicable

- (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).

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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;

There are currently 120 permanent reception places in the Farsley Planning area and 840 places in total across all year groups. Local demographics show that the demand for reception places in the area will exceed the number of places available in 2015. There are 129 in the cohort of children who will be starting school in 2015, 144 in the 2016 and 133 in 2017. The establishment of two primary schools, one that is 1FE and one that is 2FE from the existing three form entry infant and junior schools would create a further form of entry. It would also provide for some flexibility to be able to manage the admissions system, and offer choice and diversity to parents.

- (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

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

The local authority does not consider that the presumption for the expansion of successful and popular schools should apply.

Appendix1

TRANSITION ARRANGEMENTS

During the transition period, 1st September 2015 to 31st August 2018, the admissions arrangements for the two schools will follow the Leeds Admissions Policy 2014/2015 even though they will technically become primary schools rather than infant and juniors, and ensuring the link works across both schools.

Therefore:

- a) Younger siblings applying for a reception place at Westroyd in 2015, 2016 and 2017 where an older sibling has already moved up to Springbank will continue to get sibling priority for Westroyd because it is a linked school, i.e. the same as now even though they've become primary schools by this point.
It should be noted that in this case the younger child would be entering a primary school and would not have the opportunity to move to Springbank in year 3.
 - b) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 where the older child has already moved to Springbank will get sibling priority for Springbank because it is the same school. Likewise younger siblings joining Westroyd in 2015, 2016 and 2017 where an older sibling has not left Westroyd will also get sibling priority for Westroyd. In these cases there is no need to rely on the linked school part of the policy, they are simply joining the same school. This includes where the older child is moving into year 3 at the same time as the younger child joins reception, as we will continue to allocate the junior places immediately before allocating the reception places.
 - c) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 that have an older sibling who has entered reception at Westroyd in 2012, 2013 or 2014 but has not yet moved into year 3 at either school will get sibling priority for Springbank. That is, the younger child would gain sibling priority for Springbank based on the older child's attendance at Westroyd.
- 2) Agree an exception that during the transition period sibling priority is not just given to younger siblings by older ones attending the linked schools, but also given to older siblings by younger ones. This will mean that in example c above, when an older child comes to move up into year 3 they will receive sibling priority for Springbank from a younger child already there.

Year 3 places will be allocated before reception places to make sure the sibling priority applies for the younger child where both seek to enter Springbank in the same year.

Further information is available in a separate transition plan document overleaf.

TRANSITION TABLES

Westroyd Infant School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	60	60	60	No entry to these year groups			
Sept 2014	60	60	60	No entry to these year groups			
Sept 2015*	30	60	60	0-60	No entry to these year groups		
Sept 2016	30	30	60	0-60	0-60	No entry to these year groups	
Sept 2017**	30	30	30	0-60	0-60	0-60	No entry to year group
Sept 2018	30	30	30	30	0-60	0-60	0-60
Sept 2019	30	30	30	30	30	0-60	0-60
Sept 2020	30	30	30	30	30	30	0-60
Sept 2021	30	30	30	30	30	30	30

Springbank Junior School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	No entry to these year groups			60	60	60	60
Sept 2014	No entry to these year groups			60	60	60	60
Sept 2015*	60	No entry to these year groups		0-60	60	60	60
Sept 2016	60	60	No entry to year group	0-60	0-60	60	60
Sept 2017**	60	60	60	0-60	0-60	0-60	60
Sept 2018	60	60	60	60	0-60	0-60	0-60
Sept 2019	60	60	60	60	60	0-60	0-60
Sept 2020	60	60	60	60	60	60	0-60

Sept 2021	60	60	60	60	60	60	60
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The grey boxes indicate the year groups that will not have any children admitted in those particular years.

* 2015 - Primary schools established, admitting 30 children into reception at Westroyd and 60 children into reception at Springbank.

** 2017 - The last year that children moving into year 3 at the Infant school, have the option to transfer to the junior school.

TRANSITION TABLES

Key:

	2 Children in year 2 at Westroyd in 2013 will move to Springbank into year 3 in 2014
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	4 Children in year 1 at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2015
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	6 Children in reception at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2016
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	8 Children starting reception at Westroyd in 2014 will have the option to stay through to year 6 or join year 3 at Springbank in 2017
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	10 Children starting reception at Westroyd or Springbank in 2015 will remain at the respective schools, through to year 6.
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	12 Children in years 3, 4, 5 and 6 at Springbank in 2013 will remain at the school and will not be affected by the transition
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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.

Not applicable

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

1. The name, address and category of the school.

School: Farsley Springbank Junior (Community) School, Wesley Street, Farsley, Pudsey, West Yorkshire, LS28 5LE,

Local Authority: Leeds City Council, The Director of Children's Services, PO Box 837, Capacity Planning & Sufficiency, Leeds City, LS1 9PZ.

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 to expand Farsley Springbank Junior School (Springbank) from a capacity of 240 pupils to a capacity of 420 pupils and change the lower age limit from 7 to 4 to become a primary school.

The additional year groups resulting from the proposed change in age range will be established by pupils (aged four on August 31st 2015) being admitted into Reception in September 2015.

All pupils entering Reception Year in September 2015 (aged four on 31 August 2015), and each year after, will be entering a primary school and will stay on roll until transition to secondary school. All Year groups will be established in the school by September 2017. The admission point in Year 3 will cease wef 31st August 2018.

The current capacity of the school is 240 and the proposed capacity will be 420.

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.

Within 6 weeks from the date of publication of this proposal , i.e. by 4pm Wednesday 7 May 2014, any person may object to or make comments on the proposal by sending them to The Director of Children’s Services, PO Box 837, Capacity Planning & Sufficiency, Leeds City, LS1 9PZ or by email to: educ.school.organisation@leeds.gov.uk

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.

The proposal is to expand Farsley Springbank Junior School (Springbank) from a capacity of 240 pupils to a capacity of 420 pupils and change the lower age limit from 7 to 4 to become a primary school.

The additional year groups resulting from the proposed change in age range will be established by pupils (aged four on August 31st 2015) being admitted into Reception in September 2015. All pupils entering Reception Year in September 2015 (aged four on 31 August 2015), and each year after, will be entering a primary school and will stay on roll until transition to secondary school. All Year groups will be established in the school by September 2017.

The school will also continue to offer 60 places in Year 3 in September 2015, 2016 and 2017. This will provide the opportunity for all children already on roll at Westroyd on 31st August 2015 to transfer to Springbank when they reach the end of Year 2 (aged seven) if they wish to do so, before transition to secondary school. They will also have the opportunity to stay on roll at Westroyd.

The current admission number for the school is 60 into year 3 (from aged seven). The final year that children would be able to transfer from the infant to junior at year 3 would be 2017. The proposed permanent admission number will be 60 into Reception Year (aged from four). The admission point in Year 3 will cease with effect from 31st August 2018.

The sibling priority for Westroyd by virtue of the fact of an older sibling’s attendance at Springbank, as described in the Leeds Admissions Policy 2014/2015 will still apply. During this period, in addition, as an exception, the sibling priority will not just be given to younger siblings by older ones attending Springbank, but to older siblings by younger siblings at Springbank.

Further details of the transition process are outlined in Appendix 1.

The current capacity of the school is 240 and the proposed capacity will be 420. The number of pupils on roll at the school in autumn 2013 was 233.

No new or additional site is required for this change, and the school will expand on its existing site. Some additional building and/or remodeling of existing buildings will be required. This will be phased in agreement with the school, and be subject to the normal planning permission process.

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;

The capacity of the school is 240.
The proposed new capacity of the school is 420.

- (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;

The Published Admission Number for all year groups (year 3 to year 6) in the school is currently 60.
The proposal to expand the school and change the age range would create an admission number, into Reception each year, (from September 2015) of 60.

- (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;

The new Admission Number of 60 into reception would apply permanently from 1 September 2015. The final year that there will be an admission point for children entering Year 3 will be 2017.

- (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.

The numbers on roll at the Autumn 2013 census by year group was as follows:

Year 3	Year 4	Year 5	Year 6
61	60	56	56

The indicated admission number is 60.

(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 and 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.

The total number on roll at the time of publication was 237 (year 3 to year 6 inclusive)

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.

Not applicable

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 new site will be required.

(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.

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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.

Not applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional capacity to accommodate the increasing demand for places caused by the growing local pre-school population.

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.

a) Consultation meetings were held with the school council, staff, and governors at the school, and the public. Consultation documents were provided to: the school council, staff and governors at the school; parents of current pupils at the school via the school; neighbouring schools, Early Years Providers and Children's Centres; elected members of Leeds City Council in the wards affected; local MPs; other local authority officers; Early years officers; the local

area management committee; trades unions; RC & CE dioceses, neighbouring authorities.

b), c), e) Copies of the various minutes and consultation documents are available at www.leeds.gov.uk or, along with views of the persons consulted, on request from Capacity Planning & Sufficiency Team, PO Box 837, Capacity Planning & Sufficiency Team, Leeds City, LS1 9PZ.

d) All the statutory requirements in relation to the proposals to consult were complied with.

e) Consultation documents were provided by post or email to the above list of consultees. They were also available to the public via the Leeds City Council website.

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.

The final design solution is subject to detailed design and development and it is therefore not yet possible to estimate the cost of delivery. The project will be funded by the local authority.

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).

The local authority will fund the works through the Children's Services Capital Programme.

Age range

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

The current age range of the school is 7 to 11.

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;

Not applicable

- (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)

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

(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;

Not applicable

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

Not applicable

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.

Not applicable

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;

Not applicable

- (b) any additional specialist features will be provided;

Not applicable

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

Not applicable

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

Not applicable

(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;

Not applicable

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

Not applicable

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

Not applicable

(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

Not applicable

(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.

Not applicable

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;

Not applicable

(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;

Not applicable

(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

Not applicable

(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.

Not applicable

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.

Not applicable

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;

Not applicable

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

Not applicable

- (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).

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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;

There are currently 120 permanent reception places in the Farsley Planning area and 840 places in total across all year groups. Local demographics show that the demand for reception places in the area will exceed the number of places available in 2015. There are 129 in the cohort of children who will be starting school in 2015, 144 in the 2016 and 133 in 2017. The establishment of two primary schools, one that is 1FE and one that is 2FE from the existing three form entry infant and junior schools would create a further form of entry. It would also provide for some flexibility to be able to manage the admissions system, and offer choice and diversity to parents.

- (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

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(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

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

The local authority does not consider that the presumption for the expansion of successful and popular schools should apply.

Appendix1

TRANSITION ARRANGEMENTS

During the transition period, 1st September 2015 to 31st August 2018, the admissions arrangements for the two schools will follow the Leeds Admissions Policy 2014/2015 even though they will technically become primary schools rather than infant and juniors, and ensuring the link works across both schools.

Therefore:

- a) Younger siblings applying for a reception place at Westroyd in 2015, 2016 and 2017 where an older sibling has already moved up to Springbank will continue to get sibling priority for Westroyd because it is a linked school, i.e. the same as now even though they've become primary schools by this point.

It should be noted that in this case the younger child would be entering a primary school and would not have the opportunity to move to Springbank in year 3.

- b) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 where the older child has already moved to Springbank will get sibling priority for Springbank because it is the same school. Likewise younger siblings joining Westroyd in 2015, 2016 and 2017 where an older sibling has not left Westroyd will also get sibling priority for Westroyd. In these cases there is no need to rely on the linked school part of the policy, they are simply joining the same school. This includes where the older child is moving into year 3 at the same time as the younger child joins reception, as we will continue to allocate the junior places immediately before allocating the reception places.

- c) Younger siblings applying for a reception place at Springbank in 2015, 2016 and 2017 that have an older sibling who has entered reception at Westroyd in 2012, 2013 or 2014 but has not yet moved into year 3 at either school will get sibling priority for Springbank. That is, the younger child would gain sibling priority for Springbank based on the older child's attendance at Westroyd.

- 2) Agree an exception that during the transition period sibling priority is not just given to younger siblings by older ones attending the linked schools, but also given to older siblings by younger ones. This will mean that in example c above, when an older child comes to move up into year 3 they will receive sibling priority for Springbank from a younger child already there.

Year 3 places will be allocated before reception places to make sure the sibling priority applies for the younger child where both seek to enter Springbank in the same year.

Further information is available in a separate transition plan document overleaf.

TRANSITION TABLES

Westroyd Infant School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	60	60	60	No entry to these year groups			
Sept 2014	60	60	60	No entry to these year groups			
Sept 2015*	30	60	60	0-60	No entry to these year groups		
Sept 2016	30	30	60	0-60	0-60	No entry to these year groups	
Sept 2017**	30	30	30	0-60	0-60	0-60	No entry to year group
Sept 2018	30	30	30	30	0-60	0-60	0-60
Sept 2019	30	30	30	30	30	0-60	0-60
Sept 2020	30	30	30	30	30	30	0-60
Sept 2021	30	30	30	30	30	30	30

Springbank Junior School, transition to primary school table

Start Date	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept 2013	No entry to these year groups			60	60	60	60
Sept 2014	No entry to these year groups			60	60	60	60
Sept 2015*	60	No entry to these year groups		0-60	60	60	60
Sept 2016	60	60	No entry to year group	0-60	0-60	60	60
Sept 2017**	60	60	60	0-60	0-60	0-60	60
Sept 2018	60	60	60	60	0-60	0-60	0-60
Sept 2019	60	60	60	60	60	0-60	0-60
Sept 2020	60	60	60	60	60	60	0-60
Sept 2021	60	60	60	60	60	60	60

The grey boxes indicate the year groups that will not have any children admitted in those particular years.

* 2015 - Primary schools established, admitting 30 children into reception at Westroyd and 60 children into reception at Springbank.

** 2017 - The last year that children moving into year 3 at the Infant school, have the option to transfer to the junior school.

TRANSITION TABLES

Key:

2	Children in year 2 at Westroyd in 2013 will move to Springbank into year 3 in 2014
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4	Children in year 1 at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2015
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6	Children in reception at Westroyd in 2013 will have the option to stay through to year 6 or join year 3 at Springbank in 2016
---	---

8	Children starting reception at Westroyd in 2014 will have the option to stay through to year 6 or join year 3 at Springbank in 2017
---	---

10	Children starting reception at Westroyd or Springbank in 2015 will remain at the respective schools, through to year 6.
----	---

12	Children in years 3, 4, 5 and 6 at Springbank in 2013 will remain at the school and will not be affected by the transition
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From: Jane Hickson <J.Hickson@farsleyspringbank.co.uk>
Sent: 07 May 2014 14:25
To: EDUC School Organisation
Subject: Farsley Springbank Expansion Proposal: Statutory Notice
Attachments: Farsley Springbank stat notice response May 14.doc

Please find attached a response from the school and governing body as the Statutory Notice period for the proposed expansion of Farsley Springbank Junior School comes to an end.

If you need anything further from either the governing body or the headteacher please do not hesitate to get in touch.

Regards.

Jane Hickson
Chair of Governors
Farsley Springbank Junior School
0771 787 1754 (daytime)/0113 2040755 (eve only)
j.hickson@farsleyspringbank.co.uk

Telephone: (0113) 255 8719
Fax: (0113) 239 4774
Headteacher: Miss S Percival



LEEDS CITY COUNCIL
FARSLEY SPRINGBANK JUNIOR SCHOOL
WESLEY STREET, FARSLEY
PUDSEY LS28 5LE

Tuesday 6th May 2014

Dear Director of Children's Services,

The full governing body of Farsley Springbank Junior School met just before the Statutory Notice period and, as per the previous response, are still in full favour of the proposals set out during the Consultation period to expand Farsley Springbank Junior School to a two form entry primary school for September 2015.

Governors feel that the discussions with Leeds City Council regarding the proposed building plans have been effective and useful and are in full agreement with the draft building proposals. We hope that the productive dialogue that we have experienced to date with Denise Finch and her team will continue.

Yours faithfully

Jane Hickson, Chair of Governors & Sharon Percival, Headteacher



From: Joanne Todd <joanne.todd@Westroyd.leeds.sch.uk>
Sent: 02 May 2014 15:06
To: EDUC School Organisation
Subject: Farsley Expansion
Attachments: governors response during statutory notice May13.doc

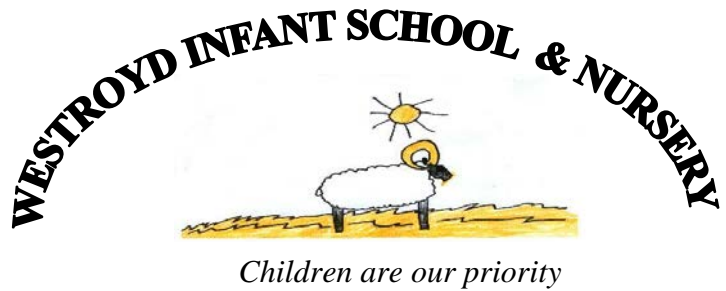
Please find attached a response from Westroyd Governors to be documented during the statutory notice.

Many Thanks

Jo Todd

HEADTEACHER MISS JOANNE TODD, B.Ed. Hons, NPQH
WESTROYD INFANT SCHOOL & NURSERY
FRANCES STREET
FARSLEY
LS285BH

Telephone:
(0113) 2551601 Infants
(0113) 25741 78 Nursery
(0113) 2569484 Fax
Web site: WWW.westroydinfantschool.co.uk



30 April 2014

The full governing body of Westroyd Infant School and Nursery have met during the Statutory Notice period and as per the previous response are still in full favour of the proposals set out in the Consultation period.

Governors feel that the discussions with Leeds City Council regarding the proposed building plans have been effective and useful and as a result of this are in full agreement with the draft building proposals.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Ian Cotton".

Ian Cotton
Chair Governors



Sent: 06 May 2014 23:52
To: EDUC School Organisation
Subject: OBJECTION TO WESTROYD / SPRINGBANK FARSLEY SCHOOLS

Importance: High

06th May 2014
The Director of children's services
PO Box 837
Capacity, Planning and Sufficiency
Leeds City Council
LS1 9PZ

Dear Sirs

WE STRONGLY OBJECT AND REQUEST OTHER AVENUES / OPTIONS ARE REVISTED

My partner and I, strongly object to the proposal to expand Springbank Juniors School and Westroyd Infants School to independent primary schools

We attended the consultation's to find that conflicting information was given at each individual meeting and still continues through social media sites and publications by yourselves. To reiterate our initial letter of objection we stated: - Key questions were raised and not really discussed, in one consultation we were more or less told if this did not go ahead, WE would be responsible for bulging class numbers! Yet the figure work you're claiming to be working on the basis of, is birth rates of 2010 – I personally feel that 3 years of knowing this is you pushing and rushing a community. When catchments for existing children were discussed, we were told as far as you were concerned all children were Farsley based, yet as parents, we know differently and were advised to "whistle" blow on our friends, this is not for us to do. We were told at the start of the consultation no plans were available and then yet within 6 days 3 sets were drawn and shown? No one actually answered as to why this proposal was halted a few years ago, nor, were other options available, divulged for parents to "VOTE" their preference.

Having now received more information, through your publications and Sarah Sinclairs responses on the social media site, we are even more against this decision!

We believe the current plans you are proposing will leave Westroyd highly vulnerable to closure and do question the councils motives, given that currently talks and plans are in the pipe line for development of circa 500 houses on Kirklees Knoll, when this was raised at the consultation we were told that it was not effectively relevant, yet in further publications as found on social media site, if Kirklees Knoll goes ahead there is a clause S106 that a new school must be built – we are interpreting this as Springbank and said new school will be primary's and the council will look to sell on westroyd as development (like they did with Rodley) as the majority of parents express that westroyd is far too small to capacitate the number of children, given they will be bigger and older and have very little "in-house" resources for physical growth and education. We therefore see this proposal as the "cheap" option for the council and the make shift solution!

Traffic will also become more of a hindrance, yet residents to both sites have not been informed, and to our knowledge, no highways explanations have been given to ease parents' concerns of safety for their children or even acknowledge how residents will be effected at drop off and pick up times? The increase in traffic WILL make roads more dangerous.

In response of information in section 3.5 of the consultation report, we would like to highlight issues associated with points 1-5 as they are either wrong or negative information in the information you are providing in these points

1 – Local school places would be created and traffic reduced

In 2015 per your statistics only 9 extra places are need to school "Farsley" children, does that mean that classes will be smaller in number or does that mean the obvious that 21 places will be offered to children further afield, that will need transport to get to school, increasing an already problematic traffic issue at school times, which in turn could lead to further siblings places, therefore never really, bringing Farsley schools back to Fasley children but in fact just constantly rolling the problem forward.

With this in mind, a simple solution that could be looked at is the sibling ruling – which if looked at now, would more than likely mean the extra 9 places are not actually needed, this would be upon choice selection (which is meant to be as the crow flies) 1: siblings to current Farsley pupils 2: new farsley children applicants 3: siblings from outside Farsley 4: all other applicants by distance

Westroyd and Springbank are very popular Farsley schools, because of various factors, look at improving popularity of other schools and removing stigmas associated with them?

2 – 1FE Primary schools at Farsley Westroyd will return it to being a village school where staff know the children’s names

A 1FE primary school that is relatively small in cubic meters, would surely cause the children transition problems when moving to high school. When you look at the size of high schools compared to the size of westroyd, what is in place to make sure the children don’t end up intimidated and lack confidence? A teacher knowing their name for several years, surely won’t aid this big step in life?

3 – Creating two primary schools will create better staff development opportunities

Whether a school is an infant’s / junior system or primary, teacher opportunities and availability of CPD should be available regardless. The current staff at both schools applied for those jobs whether it was a year or ten years ago, they applied for a position in an infants/junior environment so this statement really does seem like a “grasping at straws” statement

4 – Two Primary Schools will create consistency for the children at KS1 & KS2, reduction to parental schooling overheads

Westroyd and Springbank have managed transition between schools for many years, Both Head teachers and teaching staff at both sites, work closely together, therefore, how exactly would this improve, besides again, containing the children to either a small site or medium site from the age of 4-11: 7 years is a long time to a child, this will somewhere, be adverse to some of the children. At both schools, undertaking the primary position, no information has been given to those children that would be effectively the heads of the school, leading the other children up – these children will have no peers to look up to – surely from a social integrating skill function this will be problematic for them when moving onto high school?

And on that note if schooling is a problem now, what happens in 7 years, have high schools been looked at to accommodate all these “extra” places being created?

As for parental costs being reduced, uniforms for both schools now, will not be able to be passed on, like previous years as names and logos will probably change, besides that, please give examples of a child that doesn’t grow, or rip, or loose clothing between the age of 4-11, so in our opinion it won’t reduce, it will increase !

5 – Westroyd may be small however there is confidence

The best interest of the children are not fully been explored, as a child with no outdoor space to run and burn energy will have an adverse effect to learning, a child having to wait longer times between meals, will have an adverse effect on learning (staging lunch times at Westroyd to accommodate all the children in the hall) A child that may be transported by vehicle for PE lessons is not teaching the child to be environmentally aware, its teaching them to be lazy (especially if Farsley Celtic site is used) Play equipment that parents fund raised for will go, leaving children on a concrete jungle to do what exactly ? Westroyd site simply is not big enough.

Our additional comments:

Additionally to the above, information on the statistics given on voting, the majority voters were teachers themselves, which let’s face it, LCC control to a degree their employment, so they are going to be loyal to think this should happen! The figure work also does not equate? In section 3.3 it states that there were 75 respondents, 46% were parents, 8 % residents (which speaks volumes that this has NOT been publicised throughout Farsley) which totals 54% which equates to 41 respondents in the parents / carers category supplied by the council, however this same breakdown states that there were only 38 votes (14 for and 24 against) leaving 3 votes? Before anything further proceeds surely a revisit to the votes should be made? As it could be seen that the mysterious “3” have been included to increase the volume of “for”. It does beg the question, if these figures are wrong what else is calculated wrong, do we actually need 9 places or is it in fact lower?

The whole of this process that you have lead has been very unprofessional and badly organised, from the sheer fact that no time or effort was put in by yourselves to make a village community aware of its intentions, through to the information supplied being incorrectly added or noted, and the sheer fact you say it will be parental fault that children will not have school places if this does not go ahead, when in actual fact your poor management of information from the off, is what is causing a community to say no (as this has been known since 2010 per the public speaker and your statistics) leaves us both feeling bullied and let down, but also dubious to your motives as Westroyd is portrayed as worth more shut than open as this school will become vulnerable as very

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Disruption to students whilst development is in progress has never been really discussed, extension to Springbank School to the magnitude as described, will surely not be done within holidays and out of school times – how do you stop 4/5/6/7 year olds quizzing what the “diggers” are for or the men in hard hats: Education will surely be impacted yet this has never been discussed? The buildings themselves have stood for many years, what contingences are in place for unforeseen circumstances such as asbestos or unknown underground tunnels or even ground subsistence? It is a big process you’re proposing yet requesting parents agree on very little information.

The figures disclosed as voted for and against are biased and cause concern for conflict of interest as staff are the majority voters in favour of these plans.

There are alternatives and other schools, but as parents looking at this information, you are choosing this option, because of the lower expense and potential revenue gain in 2017 when Westroyd slips off the parental choice of schooling.

With all this in mind we OBJECT and will continue doing so until a consultation is held in a proper manner and other options are discussed.

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Sent: 06 May 2014 23:52
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Importance: High

06th May 2014
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Please treat this letter as TWO OBJECTIONS to your proposal, and ensure that in figures calculated for objections it is TWO not ONE. As partners we are mutually in agreement that this proposal is NOT right for our children, our village or Farsley’s history and future!

Please acknowledge receipt of this letter of objection via email to the following address -

Sent: 06 May 2014 21:52
To: EDUC School Organisation
Subject: Objection to Farsley school expansion
Attachments: School notice objection docx

Dear Sir,

I object to the Farlsey schools expansion proposals, and my reasons are on the attached word document. I would like a response from you so that I know you have read and are considering my views. This is important given the fact that online responses were lost during the consultation period.

Kind regards,

6th May 2014

Nigel Richardson
The Director of Children's Services
PO Box 837
Capacity, Planning and Sufficiency
Leeds City Council
LS1 9PZ

Dear Mr Richardson

I am writing to put forward my objection to the proposals to expand Springbank Junior School and Westroyd Infant School into primary schools, in Farsley. My reasons are stated below:

1. There is not enough internal or external space at Westroyd for the older KS2 children that will attend after the changes. There is no green space for PE and sports. We have also been told by the Head Teacher of Westroyd that the play equipment in the current reception playground will be removed to make space for a slightly larger hard surface for KS2 PE - this will be a huge loss for the younger children at the school. Westroyd will be the far less popular choice of school due to it being relatively inferior to the other Farsley schools in terms of space, size and facilities available. My wife has spoken to many local parents, and the majority have said they will definitely choose to send their children to Springbank Primary, with nobody wanting to send their children to Westroyd Primary, not even parents who are in favour of the proposals!
2. Creating the 1FE Westroyd Primary school will cause huge problems for children as they transition from the very small primary school, to a huge 6FE high school.
3. In the event that all 60 children chose to stay on at Westroyd during the transition years, there would physically be no room for 30 of those children to stay on. Furthermore, the transition period for children already at Westroyd will be extremely difficult, and plans for managing this have not been communicated with parents. For instance, how will parents know the size of the class they are choosing for their child, or who will potentially be in the class too? Good friendships have been built at this stage and to risk splitting up friendship groups by going to different schools will be very hard for the children to cope with. And for those children who end up being the oldest in a very small school for 5 continuous years as the school transitions, their transition to becoming the youngest in a very large secondary school will be very difficult indeed.

4. The proposals will result in more children being dropped off/picked up by car as there will be more places available for children from much further away. The changes would create 30 extra school places, but the information given out during consultation states that only 9 extra places are required in 2015, 24 places in 2016, and 13 places in 2017. This will mean children (21 in 2015, 6 in 2016, and 17 in 2017) from out of the Farsley area will have to come to Farsley schools, increasing traffic as more parents use cars to drop off and pick up their children. Particularly at the Springbank site, the huge increase in total numbers, and a larger proportion of children living further away from Farsley will add to the current horrendous traffic issues with many more cars, making the roads busier and much more dangerous for children and local residents.
5. Although the Kirklees Knoll development is in the future, if it goes ahead, it will result in a new school being built, to provide a predicted half form entry per year group. Based on the numbers given by the council, no more than a half form entry is required for the increase in child population within Farsley. Overall, this would mean there would be an excess of one whole form, if the Kirklees Knoll development goes ahead. As Westroyd would become a one form entry school, it would be the obvious choice for closure.
6. There are other options to increase Farsley school places that lead to fewer drawbacks and less negative outcomes. I do not believe that any of them have been properly and thoroughly considered as an alternative. A very good alternative was suggested during consultation to expand Springbank only. This would give 60 reception to year 2 places at Westroyd that would move to Springbank as with the current system. The additional places would be 30 new reception to year 2 places, and 30 extra year 3-6 places at Springbank. This alternative removes all of the above issues except for an increase in traffic, but money saved by having no planning or building works at the Westroyd site could be spent exploring and improving the traffic congestion problems at the schools. The transition from KS1 to KS2 would be managed effectively as it has been done for decades already. In addition it would: allow parents a choice between infant/junior or primary model; provide two points of reception entry (plus another at Farfield) within Farsley, making reception places available fairer in terms of distance to nearest school; remove the need for any building work at the Westroyd site, saving a great deal of expenditure; mean all KS2 children have ample playing and green space; mean the reception play equipment in the west playground at Westroyd could remain; make sure that Westroyd would not become a vulnerable school due to being an unpopular choice.

In addition to my objections regarding the proposals I have no trust in the figures representing the consultation responses. The consultation report states in section 3.3 that of the 75 respondents, 46% were parents and 8% residents, a total of 54% between them. That 54% equates to 41 respondents in the parents/carers/residents category on

the breakdown supplied by the council. However, this same breakdown states that there were 38 respondents in this category (14 for and 24 against). What happened to the other 3? Or were 3 extra “for” votes added onto the numbers? How many other miscounts were there in the collation of consultation responses?

I also believe the consultation process was not conducted in a fair or complete manner. Information regarding the consultation was not adequately distributed to the residents of Farsley. A huge number of parents whose children will be affected by the changes in a few years time did not know anything, meaning those important people did not have a chance to ask questions and have discussions during the process, or respond to the consultation. It would have been very easy to inform all Farsley residents, for example, by a simple leaflet to each home or an advert in the Squeaker which gets delivered to every house in Farsley, but this did not happen. Even after this was brought up during the consultation period, little was done to better inform residents and even as a parent of a child at Westroyd Nursery, I was not informed that plans were on display during recent parent meetings.

Consultation response numbers were low, supporting the fact that few people knew about the consultation. Teachers and governors made up almost half of the respondents, and taking them out of the equation gives a Farsley residents majority AGAINST the proposals. Also, we were told our consultation response should be for or against both proposals because they are linked. I completely object to any expansion of Westroyd but believe expansion may be possible at Springbank, however I object to BOTH due to them being linked. However, the council have since broken the votes down to reflect opinions about the individual schools and I suspect my response was manipulated to give a pro-Springbank vote, which it should not be.

I strongly object to the current proposals. I believe the consultation process was not conducted in a fair or proper manner as it neglected to involve the majority of Farsley residents. I also do not believe that alternative, and clearly better, proposals were given thorough or proper consideration. I urge the council to re-visit the consultation, properly consider the alternative option put forward during the previous consultation, and better advertise and involve the residents of Farsley in any further consultation process.

Yours Sincerely,

Sent: 02 May 2014 13:42
To: EDUC School Organisation
Subject: Objection to the expansion of Farsley Schools
Attachments: School notice objection_.docx

Please find my objections to the expansion of Farsley Westroyd Infant School and Farsley Springbank Junior School, attached as a word document to this email. I would appreciate an acknowledgement email so that I know my response is being considered – particularly after the technical issues with submission of our responses during the consultation process.

Kind regards,

2nd May 2014

Nigel Richardson
The Director of Children's Services
PO Box 837
Capacity, Planning and Sufficiency
Leeds City Council
LS1 9PZ

Dear Mr Richardson

I would like to present my objections to the proposals for expansion of Springbank Junior and Westroyd Infant Schools in Farsley, to become Primary schools.

I live on Springbank Close, not far from Springbank Junior School. At drop off and pick up times the traffic and parking situation on Springbank Close, Wesley Street and Springbank Road is absolutely terrible and dangerous to the children at the school as well as the residents in that area. I have also walked past Westroyd School during these times and the traffic there is much the same on New Street, Newlands and Francis Street. If these proposals go ahead, it will only add to the congestion and danger. The expansion would create 30 new school places in Farsley, but the council predict much less than this will be needed for Farsley children (according to the information provided by the council). In fact only 9 extra places are needed in 2015. This means all of the extra places would be handed out to children from surrounding areas, requiring cars to travel to/from school. The expansion itself will create nearly double the number of cars at Springbank, but a further increase traffic in traffic will result from the higher percentage of children from out of Farsley attending both schools compared to now. I went to see some of the potential building plans that were on show in October 2013. The planning officer there told me that funds may not actually stretch to some of the ideas presented. If there is little chance of funds stretching to complete the building work in the best possible way, then I doubt there will be funds for building any sort of pick up/drop off lane, or extra car park to ease the congestion caused by this expansion. The result will be gridlock on the roads surrounding the schools and will be very dangerous as drivers get stressed and children and pedestrians struggle to see properly to cross the roads.

I also do not believe there is enough space at Westroyd for the 7-11 year old children that will attend after it becomes a primary school. The school building is quite small. Although there will be no more children attending the main building than currently attend, the current children are small 4-7 year olds. But after the changes, the children will be up to 11 years old – some as large as adults!! How will everybody fit in the hall for lunch? And I do not think it is acceptable for reception children to have to cross the busy New Street twice daily to have their free school meal in the main building. There is no grass area for sports games and PE lessons for the older children. The alternate plan is remove all of the play equipment from the current reception playground to provide a larger hard surface for key stage 2 PE lessons,

but this means reception children lose out and the PE space is still not comparable to that available at the other Farsley schools. Westroyd will clearly become the unpopular choice within Farsley when parents decide between Westroyd, Springbank and Farfield, even amongst those who are in favour of the proposals. Its unpopularity, coupled with a new school being built should the Kirklees Knoll development go ahead, will leave Westroyd vulnerable to closure, leading to job losses, much upset and anguish for the children involved, and leaving no school at the South end of the village. This would again create problems for Farsley children being able to get a place at a Farsley school.

There will also be potentially huge problems for children at Westroyd when they move to secondary school. When the school is fully established, they will go from a school with 6 classes in the whole of the main school (just one class per year) at Westroyd Primary school to having at least 6 classes per year at secondary school - that's at least 30 classes in the school, not counting any sixth form classes. The change will be immense, bewildering and potentially harmful to the children. During the years of change at Westroyd the children will be even more at risk. Friendship groups will be broken as parents choose between keeping their children at Westroyd or moving them to Springbank. For those who stay on and remain the oldest in the school as the new years are formed, will go from being the oldest in a small school for 5 years, to suddenly being the youngest in a comparably very large secondary school – something I'm sure most adults would find hard to deal with, never mind children who are just approaching their teenage years. And if all parents choose to keep their children at Westroyd during the changeover years, where will 60 children be taught, when there is physically only room for 30?

At the Springbank public meeting a parent presented a very good alternate proposal that removed the majority of problems with the current proposals, where Westroyd remains unchanged and only Springbank is expanded. Springbank would gain 7 new classes, one in each year reception to year 6, giving 1 class in reception to year 2 and 3 classes in years 3 to 6. In addition, it would give parents an extra point of entry to reception class within Farsley, and provide choice between the infant/junior system and primary system of education. It would also vastly reduce costs to the expansion as a whole as Westroyd would need no changes. That money could then be spent on providing facilities at the Springbank site such as a drop off/pick up lane to vastly reduce the number of parked cars, or even a car park to remove the number of cars parked on the road side, reducing congestion and danger on the roads.

I also have issue with the consultation process. I live very close to Springbank Junior School, but only found out in October 2013 about the proposals through a family member who heard about it on Facebook! Surely we as residents in close proximity of the school, should have been notified of the potential huge changes to our area? Only 75 people have responded to the consultation process but I have signed a petition online to ask for the council to revisit the consultation. I see that petition already has 69 signatures, and I have seen other paper petitions in shops around Farsley with plenty more signatures. Surely this shows the huge number of people that had no idea about the proposals or the consultation!!

Furthermore, I do not believe the 'for' and 'against' figures that resulted from the consultation responses. In section 3.3, the consultation report says there were 75 responses, of which 46% came from parents and 8% from residents, totalling 54% between them. 54% of 75 is 41 responses, but in the parents/carers/residents category on the breakdown supplied by the council there were only 38 responses (14 for and 24 against). Did the other 3 responses vote for or against? Or are the percentage figures wrong? Were extra 'for' votes added onto the numbers? How many other errors were presented to us in consultation report?

I strongly object to the current proposals for the numerous reasons stated above. The consultation process was not fairly advertised to local residents so a large number of people have not been able to voice their concerns. I believe there are better options for expansion which the council have failed to properly consider.

Yours Sincerely,

Sent: 02 May 2014 13:40
To: EDUC School Organisation
Subject: Objection to the expansion of Farsley Schools
Attachments: School notice objection_.docx

Please find my objections to the expansion of Farsley Westroyd Infant School and Farsley Springbank Junior School, attached as a word document to this email. I would appreciate an acknowledgement email so that I know my response is being considered – particularly after the technical issues with submission of our responses during the consultation process.

Kind regards,

2nd May 2014

Nigel Richardson
The Director of Children's Services
PO Box 837
Capacity, Planning and Sufficiency
Leeds City Council
LS1 9PZ

Dear Mr Richardson

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I also do not believe there is enough space at Westroyd for the 7-11 year old children that will attend after it becomes a primary school. The school building is quite small. Although there will be no more children attending the main building than currently attend, the current children are small 4-7 year olds. But after the changes, the children will be up to 11 years old – some as large as adults!! How will everybody fit in the hall for lunch? And I do not think it is acceptable for reception children to have to cross the busy New Street twice daily to have their free school meal in the main building. There is no grass area for sports games and PE lessons for the older children. The alternate plan is remove all of the play equipment from the current reception playground to provide a larger hard surface for key stage 2 PE lessons,

but this means reception children lose out and the PE space is still not comparable to that available at the other Farsley schools. Westroyd will clearly become the unpopular choice within Farsley when parents decide between Westroyd, Springbank and Farfield, even amongst those who are in favour of the proposals. Its unpopularity, coupled with a new school being built should the Kirklees Knoll development go ahead, will leave Westroyd vulnerable to closure, leading to job losses, much upset and anguish for the children involved, and leaving no school at the South end of the village. This would again create problems for Farsley children being able to get a place at a Farsley school.

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I also have issue with the consultation process. I live very close to Springbank Junior School, but only found out in October 2013 about the proposals through a family member who heard about it on Facebook! Surely we as residents in close proximity of the school, should have been notified of the potential huge changes to our area? Only 75 people have responded to the consultation process but I have signed a petition online to ask for the council to revisit the consultation. I see that petition already has 69 signatures, and I have seen other paper petitions in shops around Farsley with plenty more signatures. Surely this shows the huge number of people that had no idea about the proposals or the consultation!!

Furthermore, I do not believe the 'for' and 'against' figures that resulted from the consultation responses. In section 3.3, the consultation report says there were 75 responses, of which 46% came from parents and 8% from residents, totalling 54% between them. 54% of 75 is 41 responses, but in the parents/carers/residents category on the breakdown supplied by the council there were only 38 responses (14 for and 24 against). Did the other 3 responses vote for or against? Or are the percentage figures wrong? Were extra 'for' votes added onto the numbers? How many other errors were presented to us in consultation report?

I strongly object to the current proposals for the numerous reasons stated above. The consultation process was not fairly advertised to local residents so a large number of people have not been able to voice their concerns. I believe there are better options for expansion which the council have failed to properly consider.

Yours Sincerely,

Sent: 07 May 2014 13:10
To: EDUC School Organisation
Subject: Farsley school objection

3rd May 2014

The director of Children's Services
[PO Box 837](#)
[Capacity, Planning & Sufficiency](#)
[Leeds City Council](#)
[LS1 9PZ](#)

Dear Sir/Madam,

I am writing to raise an objection to the expansion plans for Farsley Westroyd Infant School and Farsley Springbank Junior School. The plans are to turn both Schools into standalone Primary Schools. I feel that the plans haven't been thought out properly and continually throughout the consultation process genuine concerns and better plans have not been looked into thoroughly. The expansion will see a problem currently experienced at the bottom of Farsley where children do not get into their school of choice lifted and shifted to the top end of Farsley because the majority of parents do not want to send their children to Westroyd, with Springbank being by far the more favourite option. I have a large list of objections to the current plans and wish to object by listing the main issues of your plans below.

Objection 1 - Lack of outdoor space - Westroyd

Westroyd School does not have enough outdoor space to deal with pupils who are older (7-11) and need and want a grassed area to let off steam at play times and play grassed based Sports such as Football. The plans to potentially allow sports off site is not practical, it would also have a cost involved, either to send children by mini bus/ pay the location. Schools do send children to swimming lessons at Leisure centres because as a general rule local authority schools do not have this facility onsite so all children would go offsite in this example. Our village and the surrounding primaries have all had ample space outdoors and children at Westroyd have been able to move to Springbank in year 3 to have the opportunity of a playing field, if these plans go ahead it will disadvantage many children attending Westroyd. It has also been discussed that the sports could take place on local parks. Physical Education on a park is not safe, nor is it practical therefore shouldn't be considered.

Objection 2 - Kirklees Knoll = Westroyd vulnerability.

It has been stated that the plans for expansion are for a shortage of school places for Sept 2015 and cannot be based on possible housing that might be built on Kirklees Knoll. I am aware of a section 106 within the plans for Kirklees Knoll that means should the building go ahead then the builders will have to provide a School. If this does happen then it will leave Westroyd very vulnerable to closure and no school at the top end of Farsley. As both a resident and parent this worries me immensely. Parents at the top end of Farsley are set to lose in your plans one way or another, either by having an unpopular Primary School or no school at all.

Objection 3 - other schools more suitable for expansion haven't been investigated.

Currently children at the bottom of Farsley that have Valley View as their nearest school are applying for places at Westroyd. Serious consideration should have been given to expanding Valley view, a school that does have the space to expand unlike Westroyd. I have not seen and it has not been discussed that this has ever been investigated in any depth. It would mean that there would be no requirement to expand Westroyd and if the plans for Kirklees knoll do go ahead then the children at the bottom of Farsley will get a new

school longer term. There is also another good school in Farsley, Farfield - expanding this school also seems like a much more feasible option.

Objection 4 - Better counter proposal briefly discussed but not given serious consideration.

Another parent put forward a proposal to keep Westroyd as an infant school but change Springbank to a single form Primary so that 30 children would join SB reception in 2015 and 60 children would continue to start reception at WR and then feed in at year 3. The only reason I have been advised about there being an issue here is that children are disadvantaged at a split school and the children starting at Springbank would have an advantage over children who move in year 3. I completely disagree with this. This has been the set up within Farsley for decades and has still been an extremely popular school choice within the community. To say at this point that children would be disadvantaged seems a flawed argument. In relation to children having an unfair advantage if they have the 4-11 education at SB, I disagree with this statement. I think the disadvantage that could possibly be seen here, is far less of a disadvantage to what would be experienced sending a key stage 2 child to Westroyd. I actually think this theory is much more workable to families, although teachers don't seem to be as onside with this again the only negative I've heard is that moving from KS1 to KS2 is not good for child development. I'd strongly disagree with this based on the fact that this has happened successfully in Farsley for decades. If I was yet to have children, I would as a first choice opt for Westroyd until year 2 and then transfer to Springbank. Westroyd is a brilliant school but for early years provisions and KS1 children, due to its space constraints.

Objection 5 - Objections received at consultation.

The figures received from the objections to the proposals show in black and white that the majority of parents are against Westroyd expansion, yet we haven't been listened to. A number of parents feel that they were not allowed to have a voice at the consultation meetings and too much time was given to teachers, governors and teachers from other schools. If the majority of parents objected to WR expansion this should show how unpopular this school will be as a Primary if the expansion goes ahead.

Objection 6 - Parking issues

Both schools already have parking issues, but to increase numbers so drastically at SB will cause further traffic issues in the area. The area at the end of Springbank Close is already a safety concern for local residents and the fact that Farsley does not actually need the number of school places it is providing as it only needs 9, this will mean that families travel from further afield such as Rodley which will add to traffic congestion and the chance of a child getting hurt when people aren't paying attention fighting for spaces at the end of the school day.

Objection 7 - LCC have failed to inform the community about the expansion.

Although parents of children at these schools have been informed about expansion, they are not as affected. Families with children who are below school age or people who are pregnant are the people that will be most affected by any changes, yet they have not been given any opportunity to be made aware of these changes and therefore have not had a choice to raise objection. A petition (which will be sent separately) shows that people are unhappy with the expansion plan. I would like to add that I am also pregnant and had I not had a child at this school then I would not have known anything about this. I feel that this has been done intentionally to stop getting a lot of negative views from the people who are affected the most.

In summary, I object to the expansion at both Westroyd and Springbank and think a lot more could have been done to improve the plans that were moved forward to this stage and there are 2 other better solutions which must be seriously investigated objection 3&4. LCC must do more to support the children of the Farsley community to create a better school expansion plan to ensure that Westroyd continues as an Infant school.

Sent: 06 May 2014 21:44
To: EDUC School Organisation
Subject: Objection to Farsley schools expansion
Attachments: School notice objection .docx

Dear Sir,

Please find attached a word document, outlining my objections to the expansion of the Farlsey schools, Springbank Junior and Westroyd Infants, to primary schools. A response would be much appreciated so that I can be sure my views are being considered, particularly after the issues with online submission of objections during the consultation period.

Kind regards,

6th May 2014

Nigel Richardson
The Director of Children's Services
PO Box 837
Capacity, Planning and Sufficiency
Leeds City Council
LS1 9PZ

Dear Mr Richardson

I strongly object to the current linked proposals to expand Springbank Junior and Westroyd Infant schools into primary schools. The expansion plans will leave Westroyd as an unpopular, and much less equipped school relative to the other 2 (Springbank and Farfield) primary schools that would be available in Farsley. As a primary school, Westroyd would be inferior to the other Farsley primary schools in terms of space and facilities. It would become a vulnerable school due to its unpopularity and would be extremely vulnerable to closure as a 1FE school should the Kirklees Knoll development go ahead as another school would be built there as part of the S106 agreement. Traffic would become much worse at drop off and pick up times, particularly at the Springbank site, making the roads much more dangerous for our children and the local residents. Other options have not been properly or seriously considered, such as the counter-proposal outlined below, as well as the option of expanding either Farfield Primary or Valley View Primary Schools to 3FE schools, as they both have large areas of land for expansion. My statements of objection are written in more detail below as counter responses to those written on the consultation report:

The positive comments received during the consultation, shown in section 3.5 of the consultation report, are summarised in the following points 1-5, immediately followed by the reasons why these are not actually positive points, because they are either wrong or also have negative issues associated:

1. *"These changes would create local school places for local children. This should also reduce the need for people using their cars to travel to drop their children off at school."*
 - In 2015, there are only 9 extra places required according to the information given out during consultation, but 30 extra places will be created. This will allow 21 children from much further afield (out of Farsley) to come to the very popular Farsley schools. This will in fact increase the need for people using cars to drop off and pick up their children and make the already bad traffic situation much worse and more dangerous for the children and residents.

2. *“Creating a 1FE primary school at Farsley Westroyd Infant School will return it to being a village school where the staff will know all the children’s names.”*
 - Creating a 1FE primary school will cause big transition problems for children when moving from a tiny 1FE primary school, up to a huge 5 or 6FE high school.

3. *“Having 2 primary schools (1FE and 2 FE) would be better in Farsley than a 3FE infant and junior school model. Creating two primary schools will create better staff development opportunities.”*
 - Staff development opportunities should be available whether infant, junior or primary schools and if they are not, then that is the failing of the school and local authority. The current staff chose to apply to, and work at, the infant or junior schools over the huge number of primary schools in Leeds, so clearly there are advantages to working in infant or junior schools over primary schools for these teachers.

4. *“Creating two primary schools will create consistency for the children and remove transition issues between KS1 and KS2. Siblings will be at the same school and will reduce costs for parents as they will only have to buy one uniform.”*
 - There are no issues of transition between KS1 and KS2 under the current system that are not managed by communication between the two schools and good teaching practice. This has been the case for decades! There will be no reduction in cost for parents regarding uniform purchases because children of this age range require a new uniform each year (at least) as they are in a period of physical growth and development.

5. *“Farsley Westroyd Infant School may be a small site however there is confidence in the management team that it will be managed well and they will ensure the best outcome for the children.”*
 - The best outcome for children would be to have a larger school, a similar amount of green space as the other Farsley schools for PE and sports, and enough playground space to allow the play equipment currently in the west playground to remain. However, this is not possible because there is nowhere for this school site to expand.

Many issues and concerns were also raised throughout the consultation period. The consultation report responded to some of these in section 3.6, but I feel those responses were either inadequate or flawed as outlined below:

1. **“Concern:** *There is not enough internal or external space at Farsley Westroyd Infant School for the number of extra children expected.*

Response: *It is recognised that the Westroyd site is relatively small, however it is of a similar size to other successful 1FE primary schools in Leeds and the overall site and buildings are within the range recommended within national guidance. The school are a key member of the design team and are supportive of a proposed solution that requires only minor extension to the main school building, with no loss of play space or car parking. As the need is for 1 additional classroom, it has been agreed that there is a clear educational benefit to this being provided as an extension to the existing nursery building to create a Foundation unit. This will also*

allow the external space on the nursery site to be developed further. It is acknowledged that the site is not large and there would not be external green space on the school site for on-site PE. However, there would be suitable indoor and hard play areas, and access could be arranged for off-site provision in the same way that, for example, swimming lessons are currently provided off-site for primary schools. Schools are used to managing the safe transportation of children and this would not be a safeguarding concern.”

- The response basically states that the Westroyd site would be in a ‘make do’ situation with the facilities available, rather than a best practice option. It is difficult to see how this is beneficial to children. The school may fit within recommended national guidance, but it will be less popular due to it being comparatively inferior to the other Farsley schools in terms of facilities available. Furthermore, the response states that there will be no loss of play space, but we have already been told by the Head Teacher of Westroyd that the play equipment in the west playground will be removed, which will be a huge detriment to the younger children.

2. **“Concern:** *Concerns around transition between Farsley Westroyd Infant School and Farsley Springbank Junior School during the changes, particularly with regard to sibling priorities.*

Response: *The transition arrangements would allow for 60 year 3 places at Springbank for three years to enable those who wished to transfer to Springbank as they had intended on entering Westroyd to do so. Children in Westroyd would automatically be entitled to stay on and complete their primary education there. This would allow for maximum parental choice. As a part of this statutory process we can describe the transition arrangements that will apply for the schools, and this overwrites the admissions policy for its duration. The proposed transition arrangements allow sibling priorities to be applied to both older and younger siblings. No admissions arrangements can ever provide an absolute guarantee of places, but these will ensure in practical terms that the children attending Westroyd will have priority for the Springbank places. Full details of the commitments are in appendix 1.”*

- In the event that all 60 children chose to stay on at Westroyd during the transition years (unlikely given the school’s inferior status, but possible), there would physically be no room for 30 of those children to stay on. Furthermore, the transition period for children already at Westroyd will be extremely difficult, and plans for managing this have not been communicated with parents. For instance, how will parents know the context of the class they are choosing for their child? (i.e. what size will the class be? Which children will be in the class? If the numbers are small, will classes of different year groups be lumped together into one?) Good friendships have been built at this stage and to risk splitting up friendship groups by going to different schools could be very hard for the children to cope with. And for those children who end up being the eldest in a very small school for 5 continuous years as the school transitions, their transition to becoming the youngest in a very large secondary school will be very difficult indeed.

3. **“Concern:** *The changes will make Farsley Westroyd Infant School vulnerable as parents will choose Farsley Springbank Junior School due to better facilities and more space.*

Response: *The evidence in previous infant and junior conversions is that some parents prefer to stay at the former infant school. In part, this will be influenced by their location and family situation. Ultimately, the school believe that their future as a full primary school, able to offer a wider range of extra-curricular and main curriculum activities, and to attract and retain a wider range of staff and offer a broader range of staff career opportunities will make the school more secure.”*

- I have spoken to many local parents, and the majority have said they will definitely choose to send their children to Springbank Primary. I am yet to find anybody that would definitely send their children to Westroyd Primary. Even a couple of parents who told me they were in favour of the proposals, also said they would not choose Westroyd Primary for their children. Clearly Westroyd would be an unpopular choice no matter whether you are for against expansion!

4. **“Concern:** *Parking and traffic is already an issue at both schools, these expansions will only make it worse.*

Response: *Children’s Services have commenced engagement with officers within the relevant parts of the Highways department with the aim of ensuring that the impact on the surrounding road and footpath infrastructure is minimised in so far as this is possible. Options being considered at this stage are extended opening times; staggered pick up and drop off times; walking buses, and options for parents to park further away from the school and walk. Child safety is a key priority and we would try to ensure that staff cars are off the road. These proposals may reduce the number of car journeys between the two schools. It is our policy to encourage children to walk to school. If we do need to use play space for parking, then it would be re-provided elsewhere. As Springbank becomes a new primary school there are expected to be fewer car journeys by parents who have children on both sites; and children who live closer to the Springbank site will not need to travel to the Westroyd site to a KS1 school place.”*

- The proposals will result in more children being dropped off/picked up by car as there will be more places available for children from much further away. For instance in 2015, only 9 extra places are needed but 30 will be created, making 21 places for children from further away. Particularly at the Springbank site, the huge increase in total numbers, and a larger proportion of children living further away from Farsley will add to the current horrendous traffic issues with many more cars, making the roads busier and much more dangerous for children and local residents.

8. **“Counter proposal:** *Consider keeping the infant school unchanged, and change Springbank into a primary school with 30 reception places, and also keep admitting an extra 60 children into year 3 for the Westroyd children to join.*

Response: *The counter proposal addresses many of the concerns about this proposal and offers other options. It would require one further class base at the junior site in addition to the accommodation required for the two form entry primary school model proposed. It would create the extra 30 places, whilst*

retaining the option of an infant and junior as well as primary school options. It would increase access to Farsley schools for Farsley residents because a new admission point for reception would still be created at Springbank. It would ensure all KS2 children had outdoor playing field provision on site at the school. However, on balance it is not the preferred option. Perhaps most importantly from an educational perspective it does not remove the risks of transition associated with infant and junior schools, instead it makes them more complex, risking the outcomes for children. It would mean that the benefits of consistency and continuity of care which the original proposal offers are lost, and that the transition risks remain for the majority of pupils. The schools would lose the benefits of becoming primary schools; that is the opportunity to attract and retain staff and offer greater breadth and depth of professional experience. This in turn would impact on the opportunities that the children had."

- There are so many benefits to this counter-proposal over the current proposal as stated in the above response, and I do not believe that it has been properly and thoroughly considered as an alternative.
- There is little research into the transition effects of infant/junior schooling as opposed to primary schooling, and any value added to the primary system is less for children going through the proposed changes. There is no evidence to suggest that there is currently an issue regarding the transition between Westroyd and Springbank – for instance how do the KS2 children compare between Springbank Junior and Farfield Primary? The evidence is not there. There is no risk between KS1 and KS2 that cannot be properly managed by the two schools working closely together (as they do now) in this counter-proposal. The infant/junior system has worked well for decades without children being ‘at risk’ because the schools have been very good at managing that transition. It is clearly a popular choice of schooling model with parents too, given the competition for places at these schools, even from families that do not live in Farsley. It would also be easy to add a link between the schools for the admissions policy to ensure children at Westroyd were prioritised for a place at Springbank during the KS1-KS2 transition. The main benefit to having two primary schools seems to be for staff development, but as I stated above, staff development should be available whether the school is an infant, junior or primary model, and this is the responsibility of the schools and local authority.
- The counter-proposal allows parents a choice between infant/junior or primary model. It provides two points of reception entry (plus another at Farfield) within Farsley, making reception places available fairer in terms of distance to nearest school. There would be no need for any building work at the Westroyd site, saving a great deal of expenditure on planning and actual building works – money that could be spent on the Springbank expansion to tackle traffic issues for instance. It would mean all KS2 children have ample playing and green space, and would mean the reception play equipment in the west playground at Westroyd could remain. It would also mean that Westroyd would not become a vulnerable school due to being an unpopular choice.

9. **“Concern:** *The potential housing at Kirklees Knoll will necessitate a new school anyway, and that should be pursued instead.*

Response: *The proposal is brought forward on the basis of the children who are already living in the area. Should the Kirklees Knoll project go forward this will produce further demand, estimated at half a form of entry across every year group. A S106 agreement has been drawn up with the developer that would contribute to a new school being provided on the site if the development went ahead. However the timing of this means that it could not be brought forward soon enough to meet the needs of the children already in the area. Meeting those needs in a timely manner forms an essential part of our drive to become a child friendly city, and meet our obsessions. At this stage, securing the land for a new school is an essential precaution, however there remains a significant funding gap, not least to acquire the land for the school, and all options will be evaluated if the building proposals are approved. The impact on neighbouring schools and their ability to expand would also be taken into consideration.”*

- If the Kirklees Knoll development goes ahead and a new school is built, only a half form entry is required per year. Based on the numbers given by the council, approximately half a form entry is required for the increase in child population within Farsley. Overall, this would mean there would be an excess of one whole form. As Westroyd would become a one form entry school, it would then become extremely vulnerable to closure.

Additionally, the numbers of for and against responses cannot be trusted as the numbers in the report did not add up. The consultation report states in section 3.3 that of the 75 respondents, 46% were parents and 8% residents, a total of 54% between them, which equates to at least 41 respondents in the parents/carers/residents category on the breakdown supplied by the council. However, this same breakdown states that there were only 38 in this category (14 for and 24 against), so what happened to the other 3 votes? Or were 3 extra “for” votes added onto the numbers? How many other miscounts were there in the collation of consultation responses?

As well as opposing the proposals, I also believe the consultation process was not adequate to distribute information to the residents of Farsley and the parents whose children will be affected by the changes, meaning those important people did not have a say, or chance to ask questions and have discussions during the process, or respond to the consultation.

The notice document is quite clear that it did not distribute the information to ALL of the general public of Farsley. This could have been done in many ways – including a leaflet drop to each home, large notices in local shops, an advert in the Squeaker (which is delivered to every house in Farsley), to name a few – but instead efforts were focussed on giving information to parents whose children already attend the schools (and are therefore mostly unaffected), governors and teachers. I myself have a

daughter at Westroyd nursery, but only found out through social media – information from the school came much later. And in fact when up to date drawings of structural plans were on display during parents meetings recently, I did not get chance to see them because my meeting was scheduled at the nursery site and nobody directed me to the plans at the main school. Again, no information was available.

Looking at the figures of those who responded during consultation, it is clear that the residents of Farsley did not know about it, due to their very small numbers. In fact, teachers and governors made up almost half of the respondents which seems wholly biased. Taking them out of the equation actually gives a majority AGAINST the proposals. I also wonder how the council have broken down the figures into for and against for each school? We were told quite clearly during consultation that we had to vote for both or against both because they are linked proposals. I am completely against any expansion of Westroyd but believe it might be possible at Springbank, however I am against BOTH due to them being linked. But I suspect my response was manipulated to give a pro-Springbank vote.

I believe the consultation process was not conducted in a fair or proper manner as it neglected to involve the majority of Farsley residents. I also do not believe that alternative, and clearly better, proposals were given thorough consideration. I urge the council to re-visit the consultation, properly consider the alternative option put forward during the previous consultation, and better advertise and involve the residents of Farsley in any further consultation process.

Yours sincerely,

Sent: 06 May 2014 11:31
To: EDUC School Organisation
Subject: Response to statutory notice about school expansions- Farsley

I would like to raise the following issues against the proposals in Farsley:

1. Most people who live in Farsley only know about the plans because of work conducted by those who live here. LCC have done little to let people know about their intentions. Quite the opposite, a lot of the information gathered by the community has been routinely acquired through freedom of information requests. Hardly, an open consultation process encouraging trust, especially when so many mistakes have been made...
2. The consultation process was inadequate. Wrong or conflicting information highlighted continually by the parents (especially in the consultation document), badly conducted and arrogant meetings with no design plans provided, and critically the online response form / filing system didn't actually work. The council sited an issue with adobe acrobat, a system not universally used and clearly this was just a smokescreen to cover up a major mistake. I only found out that my response had not got through by chance. How many others went missing?! Was this failure present in consultation processes elsewhere? This has to be examined by an independent body to ensure the consultation has been robust, diplomatic and fair. The council can not possibly quantify this loss of data or underestimate the importance of these missed responses. Attempts to quickly extend the consultation deadline once we highlighted the system failure were already heavily compromised as many people remained unaware of the issue and did not resend a response and those aware either didn't have the time or heart to repeat a lengthy typed response to a council seemingly unwilling to consider the opposition anyhow...
3. 65% of parents are against the Westroyd proposals according to your eventual consultation findings. Was this diplomatic, consultation process going to acknowledge this clear majority against or arrogantly carry on regardless? True to form the council seemed to think they know best or was it simply that ideas and adaptability are in short supply on the expansion team?
4. There is no plan B. No other options have been properly considered. What about the two schools, Valley View and Farfield with loads of space expanding to three form? Granted those families desperate to get into Westroyd from the bottom of Farsley and Rodley are reticent to send their children to their nearest school, Valley View based on old perceptions. Much has been done to improve Valley View recently and with minimal reinvestment (compared to expansion plans) and some publicity on the councils part this perception could so easily be changed. I have to ask at this point whether the presence of one of the council's expansion plan team being until very recently on the board of governors at Westroyd represented a conflict of interest or at the very least a biased influence going into the consultation process? When questioned on this the council refused to clear this up, adding to speculation and pressure on the individual and their family. A freedom of information request followed as did the standing down of that governor from Westroyd. This all could have been so easily avoided, if better communication had been shown by the council. A member of the expansion team on the governors board could and should have been a positive conduit to discussions. Why the secrecy?
5. I still don't feel there have been answers to the questions about how the lack of space at Westroyd will be worked around, or the traffic issues at Springbank. Many of the people living around Springbank were questioned recently and many were unaware of the plans either. Maybe those tiny A4 sheets tied to lamp posts aren't the most effective or transparent of communication platforms afterall.

6. What will happen if the planned Kirklees Knoll expansion happens and a new school is built in two years time? I know the two issues are being kept separate but surely if we're talking about public money and the overall education remit and solution within the area, they shouldn't be. Rumours continue that contractors are in place for that development and a new school is part of the plans...maybe time for another FOI request.

7. I'm still not sure that LCC have demonstrated the need for 30 extra places have they? And what will happen if there is a decline in the birth rate again like ten years ago. Will this be another Rodley, with Westroyd school being conveniently shut and sold to make flats and further help massage the councils high new build figures?

8. I haven't been given any information about how this will effect my child during the transition. What happens if my son stays at Westroyd and he is the oldest year for four years? How will this effect his transition to secondary school. How will we know what type of class he will be in at either school? How will the disruption to his peer group effect him? All well researched stuff, but none of it used to help parents understand what it will mean for their child. Ultimately, so far you've only asked parents what they think, but you haven't actually helped parents understand what it will mean for their children.

9. Last, but not least will the council listen or acknowledge any responses or clear majorities regarding the effectiveness of the consultation or the ill judged expansion plan itself this time? Surely anyone can see that a short term and expensive, crisis management solution will only further complicate the eventual education provision in Farsley. The same council team will then have to begin again, when a rethink now even if only temporarily to re-examine other solutions will at the very least vastly alter the perception of the council team locally and may even help find a solution that the majority of the community and the council agree is workable and sensible. Not only, inlight of current shortfalls, but with an overarching consideration of longer term impacts and changes to the areas population and educational provision (Government permitting). Or, do the council ultimately believe they know best? Keep quiet now, you've had your legal say, let us get on so we can take our blinkered, poorly communicated and undemocratic caravan of incompetence to the next unfortunate community...just my present personal opinion you understand, I await hopefully to be proven wrong!

Sent: 05 May 2014 21:30
To: EDUC School Organisation
Subject: Response to statutory notice about school expansions- Farsley

I would like to voice the following concerns about the proposals:

1. A lack of considered consultation with the community has meant that a fraction of people know about the plans and had a chance to comment. The community have frequently asked to help organise local meetings, distribute flyers made by the council, put up posters made by the council etc. and each time have been ignored. In addition, plans have been made available to some people and not others, parents with children about to start nursery at Westroyd next year are unaware and very upset that they have not been included, and there seems to be a general misunderstanding about what a public consultation should be.
2. The paper based consultation information and meetings held by LCC were full of factual errors and biased information. For example, issues concerning transition had not even been considered asking serious question of the pre-planning process before it even reached the general public and numbers were wrong in terms of which year children would transfer to different schools. In addition, one of the consultation meetings featured a head-teacher from another school who was consistently allowed to voice her strong feelings in favour of the proposals, when parents were asked to be quiet - several parents walked out as a result.
3. Even the responses which were given through the consultation phases were ignored. 65% of parents were against the plans for Westroyd School to expand and yet was still taken forward to statutory notice.
4. Alternative suggestions and solutions were not considered or discussed. The opportunity to expand the large site schools of Valley View and Farfield which would support all of the catchment area of Farsley were not even considered. This seems to be more because of an inability to raise the profile of the very good Valley View School than because it makes more sense to expand the tiny Westroyd site. In addition, the opportunity to link the two schools so that intake at Westoryd in reception is based on home to school distance at either school has failed to be even considered. This would solve the problem with parents at the bottom end of Farlsey not feeling they are able to go to a Farsley school, and would ensure that that the issue that currently happens, isn't just transferred to the top end of the village with Westoryd having just 30 places.
5. How the LCC team has dealt with the Farsley community in comparison with other areas such as Guiseley and Horsforth has shown inconsistency in approach.
6. The responses to questions put forward at the consultation meetings and through the consultation process have not been answered. Especially with regard to how the lack of outside space will be accommodated at Westroyd and how traffic issues will be managed at Springbank.
7. The lack of forward planning with regard to potential housing developments and new schools in the next couple of years demonstrates a shocking disregard for the best use public finances.
8. Raw data demonstrating the need for new school places is based on unreliable evidence. To date, no-one at LCC or the government departments including the ONS are able to explain what is meant by the area "Farsley". Therefore, it is impossible to base an accurate calculation of school place numbers needed.

9. School transition issues have not been addressed. Children currently in year 1 staying at Westroyd would be the oldest children in school from the end of year 2 until high school - how will this affect these children?

10. Equally, the transition problems concerned with KS1 to 2 seem to be being overplayed to ensure the expansions go ahead. There is a small body of evidence that suggests value added is slightly smaller at the end of KS2 as a result of transition from infant to junior, but actual outcomes are not effected. In terms of Springbank and Westroyd, the transition is successfully managed and therefore is a non-argument in making the school primary school when there are other options available, such as expanding other local schools with adequate space.

I can't help but feel that this is a cobbled together plan that does little to address the real needs of the children and the village. If the opportunity to expand Farfield or Valley View had been looked at but not possible, then I could more understand why this had been put forward, given the limitations currently placed on councils by the legislation from Michael Gove. As it is, it's difficult to see why this is the best option. In addition, the lack of regard for the community in terms of consultation has really opened my eyes to how local government consider those they work for. I really thought that this was not a "done deal" as one of your team kept saying, and that LCC actually would listen to concerns and comments. But all the evidence suggests that this was set in stone way before the first inkling of the plans hit the press last July. A real kick in the face for democracy.

Many thanks

Sent: 07 May 2014 11:33
To: EDUC School Organisation
Subject: School expansion Farsley Westroyd/Springbank

To whom this may concern.

I am writing to advise that I do not support the expansions of Westroyd Infants and Springbank Junior schools for the following reasons:-

1. Due to there being no pre-consultation period only one proposal for the school expansions was put forward by the council. When asked why the option to change Springbank to a primary school whilst keeping Westroyd as an infant feeder school was not there, the reply was 'it didn't get a very positive response when we suggested at another school'. This was after we were informed the council team had worked on many different school expansions and that they are all different and unique in their needs and requirements. A better more popular proposal was put on the table by the parents, which was significantly more popular yet this was dismissed as challenging and at the detriment to the pupils. Farsley Westroyd and Springbank have been a split school for many years. Until now there has been absolutely no issue from parents/teachers. It is unfair for teachers/council to suddenly be against this
2. The proposal that was put forward has a very positive bias towards the expansion, and fails to highlight and inform people of the possible disadvantages / negatives of a school expansion. How could parents make a decision based on a one sided view?
3. There is no information or clarification of where the boundaries lie for village of Farsley, which discredits the data used to measure / determine how many school places are needed. Birth data for 2015 indicates a peak in birth rates but what happens when the birth rates potentially lower in future years and then an influx of children out of Farsley then get into the school causing problems for Farsley children again.
4. The moving of the school catchment area to include Kirklees Knoll, (not Kirklees Knowl as stated in numerous pieces of council produced documents), will create the same issue further down the line should the development of 468 houses go ahead on this land. The reason this problem will arise is because as we have been informed this possible development has not been taken in to account when calculating the figures for how many school places are required. The section 106 clause in any building to be undertaken on Kirklees Knoll would mean that a new School could be built, thus potentially meaning Farsley Westroyd would be at risk of closure.
5. Not all surrounding schools, (especially those affected by the possible change in the school catchment area boundaries), have been informed about the proposal. This point was raised by the Head of Governors of a nearby school (Valley View) who was attending a consultation meeting as a local resident. In addition to this there is more space to expand Valley View or Farsley Farfield compared to Farsley Westroyd. Which would be less disruptive than turning Westroyd into a Primary School.
6. There have been no plans to show how the increase in vehicles and traffic flow will be managed for either school. This is a massive concern when you take in to account the current state of high vehicle volume and poor management that occurs now, before you add the additional numbers the expansions will bring especially near to Springbank School.

7 . No information has been distributed to local residents, or to the parents of 0-3 year old, for whom this is a major decision that will affect them and their children.

8 . There has been a lack of information in general, and the information that has been distributed / communicated has been done so very poorly. Numerous times my child has brought a letter home from nursery that refers to events that have passed.

9 . Throughout the full consultation process we were repeatedly informed that the council and teachers will make this expansion work, but at no point have they provided any reassurance by being unable to answer questions or provide solutions of how they will manage issues such as where outdoor P.E lessons will take place at Westroyd, how they will manage segregation of different year groups and how they will cope with the distinct lack of space in general at Westroyd.

10 . I have major concerns that the Westroyd site is not big enough to meet the recommendations set in Building Bulletin 99. Why should children who go to Westroyd if it were a Primary School have to do PE lessons offsite. This is not common in LS28 (I don't think there is any other school where there is no grassed areas for Sports. To take this away from Families within Farsley at such short notice with such a short plan of action that is not a permanent solution is unfair and unjust, when there are other schools locally that can accommodate an expansion and remain a Primary School. Farsley parents do not want this and the objections to your proposal last time clearly show this. Do the opinions of the people that are requiring school places actually matter?

11 . I have been highly unimpressed with the use of the word 'will' during the consultation meetings. Surely the word 'would' should be used instead. That is if the decision for the expansions hasn't already been made , along with what seems like a distinct lack of willingness from LCC to inform residents and the people who are going to be affected the most, to generate fewer objections.

12 . Finally I am not completely confident that the full process has been carried out with the transparency that it should in a timely manner, so to enable parents and residents to make an informed decision.

I urge the Council to re consider the current plans to at least investigate a) Keeping Westroyd as an Infant School and Turning Springbank into a primary by speaking to Parents (not Staff) to actually make the right decision for Farsley residents and the future of our village. B) Look into expanding Valley View /Farfield Primary Schools.

Review the petition (to be sent by post) document to understand the decisions you are taking are so unpopular with many parents and residents alike

Yours Sincerely

Report of Director of Children’s Services

Report to Executive Board

Date: 5 March 2014

Subject:

Part A: Outcome of Statutory Notice on proposals for the expansion Calverley C of E Primary School

Part B: Outcome of consultation on a proposal for the expansion of Broadgate Primary School, Horsforth

Part C: Outcome of Statutory Notice on proposals for the expansion of Broomfield South SILC and West Oaks SEN Specialist School and College



Are specific electoral Wards affected?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If relevant, name(s) of Ward(s):		
Part A – Calverley & Farsley		
Part B – Horsforth		
Part C – Middleton Park, Hyde Park and Woodhouse, Wetherby		
Are there implications for equality and diversity and cohesion and integration?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If relevant, Access to Information Procedure Rule number:		
Appendix number:		

Summary of main issues

Part A

In December 2013 Executive Board considered the outcome of public consultation on a statutory proposal to create additional primary places at Calverley C of E Primary School for September 2015 and gave permission to publish a statutory notice. This proposal was brought forward as part of the Council’s basic need programme, to meet the statutory duty to ensure sufficient school places in response to the growing pre-school population.

The notice was published on Thursday 2 January 2014 for 4 weeks. A final decision must be made within 2 months of the expiry of the notice, therefore by 30 March 2014. There were no responses to the notices, and therefore, Part A of this report seeks a final decision from Executive Board on the proposal.

Part B

At its meeting in November 2013 the Executive Board gave permission to consult on a proposal to increase primary school places in Horsforth, by expanding Broadgate Primary School from a capacity of 210 to 420, with an increase to its admission number from 30 to 60, with effect from September 2015. Part B of this report presents the outcome of the statutory consultation on this proposal and seeks permission to publish a statutory notice in respect of Broadgate Primary School.

Part C

In December 2013 Executive Board considered the outcome of public consultation on two statutory proposals. The first was to expand Broomfield South SILC from a capacity of 200 to 250 pupils with effect from September 2015 using a site adjacent to the school, Broom Court (Broom Place, Leeds, LS10 3JP). The second proposal was to expand West Oaks SEN Specialist School and College from a capacity of 200 to 350 pupils by the creation of an additional site for 150 children and young people aged 2 to 16 on the former Blenheim Centre (Crowther Place, Leeds, LS6 2ST). Permission was given to publish statutory notices for both of these proposals.

The proposed expansions would make a significant contribution to plans to address an identified shortfall of places for children and young people with special educational needs for 2015 and in the years ahead.

Both notices were published on Thursday 2 January 2014 for 4 weeks. A final decision must be made within two months of the expiry of the notice, therefore by 30 March 2014. There were no responses to the notices, and therefore, part 6 of this report seeks a final decision from Executive Board on the proposals.

Recommendations

Part A

Executive Board is asked to approve the expansion of Calverley C of E Primary School from a capacity of 315 pupils to 420 pupils with an increase in the admission number from 45 to 60 with effect from September 2015.

Part B

Executive Board is asked to approve the publication of a statutory notice to expand Broadgate Primary School, Horsforth, from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015.

Part C

Executive Board is asked to:

- Approve the expansion of Broomfield South SILC from a capacity of 200 to 250 pupils with effect from September 2015 using a site adjacent to the school, Broom Court (Broom Place, Leeds, LS10 3JP) with effect from September 2015;

- Approve the expansion of West Oaks SEN Specialist School and College from a capacity of 200 to 350 pupils by the creation of an additional site for 150 children and young people aged 2 to 16 on the former Blenheim Centre (Crowther Place, Leeds, LS6 2ST) with effect from September 2015.

Parts A-C

Executive Board are asked to note that the Head of Service, Strategic Development and Investment is responsible for implementing these decisions by September 2015.

1. Purpose of this report

- 1.1 This report contains details of proposals brought forward to meet the local authority's duty to ensure sufficiency of school places. The report is divided into three parts - Part A describes the outcome of a statutory notice in relation to the expansion of Calverley C of E Primary School from September 2015, and seeks a final decision on this proposal. Part B summarises the consultation regarding a proposal to expand Broadgate Primary School, Horsforth, and seeks permission to publish a statutory notice. Part C describes the outcome of statutory notices in relation to the expansion of special educational needs provision within Leeds for September 2015, and seeks a final decision on these proposals.

2 Background information

- 2.1 **Part A:** In December 2013 Executive Board considered the outcome of a public consultation on a statutory proposal to expand Calverley C of E Primary School from September 2015, and gave permission to publish a statutory notice.
- 2.2 **Part B:** In November 2013 Executive Board gave permission to consult on a proposal to expand Broadgate Primary School from a capacity of 210 to 420 with an increase in admission number from 30 to 60, with effect from September 2015.
- 2.3 **Part C:** In December 2013 Executive Board considered the outcome of public consultation on two statutory proposals to increase SEN provision in Leeds from September 2015.
- 2.3.1 The Targeted Basic Need programme was launched by the Department of Education in March 2013 to provide additional funding for school places in areas where they are most needed. Local authorities were invited to bid for funding for new schools, or to expand existing outstanding and good schools. Leeds has been successful in bidding for additional funding for seven schemes. Two of these schemes are the proposed expansions to two Special Inclusive Learning Centres, Broomfield South SILC (50 places) utilising the Broom Court site and West Oaks SEN Specialist School and College (150 places), to be located on the former Blenheim Centre, Crowther Place, for children and young people with special educational needs living in the inner city areas of Leeds.
- 2.3.2 The proposed expansions would make a significant contribution to plans to address an identified shortfall of places for children and young people with special educational needs both in 2015 and in years ahead. Under the terms of the

funding, proposed expansion works must be completed and the buildings open and operational, by September 2015.

- 2.4 The proposals detailed in parts A, B and C were brought forward as part of a range of measures to ensure the authority meets its statutory duty to ensure sufficiency of school places. Under the Education and Inspections Act 2006 these proposals constitute prescribed alterations requiring a statutory process.

3 Main issues

Part A - Outcome of Statutory Notice on a proposal for the expansion of Calverley C of E Primary School

- 3.1 The statutory notice is the final step of the statutory process. The notice in relation to the expansion of Calverley C of E Primary School was published on Thursday 2 January 2014. The notice expired on Thursday 30 January 2014. A final decision must be made within 2 months of the expiry of the notices, i.e. by 30 March 2014. There were no responses to the notice, and this report seeks a final decision on the proposal.
- 3.2 The school governing body have raised several queries in respect of the detail of the physical design solution. It is recognised that the access to the school via the local highway network at the adjacent privately owned driveway presents the school with a number of challenges. Children's Services remain committed to working with the school and colleagues in City Development, specifically Highways Design, to find a solution that is both deliverable and affordable. The development of the on and off-site design will be presented to the governing body prior to design freeze to ensure all stakeholders are kept fully informed.

Part B - Outcome of consultation on a proposal for the expansion of Broadgate Primary School, Horsforth

- 3.3 The consultation was conducted from 25 November 2013 to 17 January 2014 in-line with government guidance and local practice. Ward members were consulted prior to and during the formal consultation period. A public meeting and drop-in sessions were held and information was distributed through the school, Early Years providers, and playgroups. Leaflets were delivered to local residents living in the area surrounding the school. A Facebook page was also set up for the public to make comments about the proposal. Information was also posted on Leeds City Council's website. A summary of the issues raised follows and copies of the written responses, public meeting notes and additional analyses referred to can be found at www.leeds.gov.uk or requested from the Capacity Planning and Sufficiency Team at educ.school.organisation@leeds.gov.uk
- 3.3.1 Rising demographics and housing across Horsforth and surrounding areas has resulted in pressure for primary school places at all seven schools within the Horsforth planning area. During the consultation phase, 38 written responses were received, 6 in favour and 32 against. The governing body are in favour of the proposal, but have stated their concerns around access and parking issues along Broadgate Lane. The following issues were raised during the meetings and within the written responses:

3.3.2 **Concern:** Whether Broadgate is the right choice of school to expand as this is the least popular school in Horsforth and all the other schools are oversubscribed.

Response: When planning places across Horsforth, we have looked at the whole area to determine where the increase in demographics is located in comparison to the schools. We have also carried out a site feasibility study to determine which schools could be physically enlarged and by how much. Broadgate Primary School is located in the most densely populated area of Horsforth with over 90 children each year having this school as their nearest. Therefore expanding other schools would mean children would have to travel much further to school. Following a feasibility study of school sites, only Broadgate Primary, West End Primary and St Mary's Catholic Primary, were feasible for expansion. However, only Broadgate Primary could expand by the additional 30 places that are required each year. Although the school has less first preferences than others in the area it is still popular, picking up large numbers of second and third preferences.

3.3.3 **Concern:** An extra 30 places each year may not be enough once the housing development on the former Clariant Site, Calverley Lane is complete.

Response: We have recently undergone a consultation to expand Calverley CE Primary School and are aware of the impact the Clariant housing site will have on schools in a number of areas. We are certainly looking at how we address this in the longer term and may need to bring forward further proposals at later date, but the demand for provision in Horsforth is based on children we already know about who are living in the area now.

3.3.4 **Concern:** With the increase in demographics over the coming years, the authority should consider building a new school

Response: As part of planning school places in any area, the option of building a new school is always considered. However, there are a number of reasons why this is not the best or most feasible option. These include:

- A shortage of sites available on which to build the school, certainly in the areas where demographic pressure is increasing.
- The local authority can no longer open a new school but must seek an academy sponsor as well as finding a suitable site. Sometimes building on the strengths and good practices at an existing school can be more beneficial to children's education.

3.3.5 **Concern:** Disruption to children and staff caused by building work could impact on education.

Response: We would work closely with the school and the chosen contractor to ensure minimal disruption. Delivery times will be managed to avoid conflict at the beginning and end of the school day whilst children are being dropped off and picked up. Where possible, the most disruptive work will be planned during school holidays and where there is a requirement to build during term time we would ensure that the health and safety of children, staff and the public is a priority.

3.3.6 **Concern:** How will the traffic/parking issues be addressed on Broadgate Lane?

Response: It is accepted that access and parking along Broadgate Lane, adjacent to the school site, is an important issue within this proposal, and consequently the resolution of existing issues is a priority for the design team. The technical solution to address these issues outside the school site will be developed in parallel with the design of the school building so each complements the other. Children's Services have been working closely with colleagues across Highways to ensure that all potential solutions are developed in partnership and are value for money, as well as specific to the circumstances of the site.

A number of public meetings have taken place during the consultation period, including one that was centred on buildings and highways. At the meeting, initial plans were shown of the preferred building solution along with a draft highways plan showing several areas of improvements for Broadgate Lane and the surrounding area.

A transport statement and school travel plan will be prepared to support the Broadgate Primary School Planning application, which will include investigating the existing conditions and the likely impact of the proposed primary school extension. An initial investigation has identified the following highways improvements/issues. However, the investigation is at an early stage and the proposed improvements may be subject to change. The following improvements/issues are not exhaustive and the Transport Statement may identify further issues which may also need to be addressed.

- Proposed raised tables at the existing zebra crossings on Broadgate Lane and North Broadgate Lane;
- Look at formalising the hatched areas / build outs;
- A parking survey which will review waiting restrictions in the surrounding area;
- Review the traffic calming measures within the 20mph zone and on full length of Broadgate Lane;
- Review potential additional crossing points (i.e. dropped kerbs) on Broadgate Lane and North Broadgate Lane to support walking to school;

3.3.7 **Concern:** Staff parking is an issue. Will there be more spaces?

Response: Additional staff parking forms part of the building design currently being worked on and extra staff car parking will be a condition to gain planning approval.

3.3.8 **Concern:** Will the expanded school admit only LS18 children

Response: No, the current admissions policy does not exclude children on post code. Although there are some LS16 children who have this school as their nearest, the vast majority of those who have it as their nearest school are in LS18. The admissions policy will continue to prioritise based on straight line distance to the school. By creating local places we seek to support good attendance, and hence good outcomes.

Part C - Outcome of Statutory Notice on proposals for the expansion of Broomfield South SILC and West Oaks SEN Specialist School and College

- 3.4 The notices in relation to expanding the provision of pupil places at Broomfield South SILC (50 places) utilising the Broom Court site and West Oaks SEN Specialist School and College (150 places), to be located on the former Blenheim Centre, Crowther Place were both published on Thursday 2 January 2014. Both notices expired on Wednesday 29 January 2014. A final decision must be made within two months of the expiry of the notice, therefore by 29 March 2014. There were no responses to the notices, and therefore, Part 6 of this report seeks a final decision from Executive Board on the proposals.
- 3.5 The public consultation period ran from 16 September to 25 October 2013 for both proposals. The report to the December 2013 meeting of Executive Board considered the responses received and how the concerns raised may be addressed. There was confidence that the issues raised could be addressed appropriately and therefore approval to publish statutory notices for both proposals were given.
- 3.6 There have been no further representations received in response to the statutory notices.

4 Corporate Considerations

4.1 Consultation and Engagement

- 4.1.1 The consultations in relation to Part B and the Statutory Notices detailed in parts A and C have been managed in accordance with all relevant legislation and local practice. The Broadgate proposal was advertised widely, as detailed in section 3.3. The statutory notices described in Part A and C of the report were published in the newspaper, notices placed on the school gates as well as being advertised in the community. Information was also placed on the Leeds City Council website. Ward members in all wards city wide were formally consulted at the public consultation stage, both individually, and through area committees where appropriate to ensure awareness of all proposals city wide and improved understanding of the impact of proposals in neighbouring areas.

4.2 Equality and Diversity / Cohesion and Integration

- 4.2.1 Screening forms for the Calverley proposal (part A of this report) have previously been completed and published as part of a report to the Executive Board in July 2013; therefore, they are not attached to this report.
- 4.2.2 Screening forms for the Broadgate proposal (part B of this report) has previously been completed and published as part of a report to the Executive Board in November 2013; therefore, they are not attached to this report.
- 4.2.3 The screening forms in relation to the expansions of Broomfield South SILC and West Oaks SEN Specialist School and College (Part C of this report) have previously been completed and published as part of a report to the Executive Board in September 2013, therefore they are not attached to this report.

4.3 Council policies and City Priorities

- 4.3.1 The proposals are being brought forward to meet the Council's statutory duty to ensure there are sufficient school places for all the children in Leeds. Providing places close to where children live allows improved accessibility to local and desirable school places, and thus reduces the risk of non-attendance.
- 4.3.2 A key objective within the Best Council Plan 2013-2017 is to build a child friendly city. The delivery of pupil places through Basic Need is one of the most key entitlements of a Child Friendly City. A good quality school place contributes to the achievement of targets within the Children and Young People's Plan, and contributes to our goals improve behaviour, attendance and achievement, contributing to the "Narrowing the Gap" and "Going up a League" agenda fundamental to the Leeds Education Challenge. A further objective of the Best Council Plan 2013-2017 is to ensure high quality public services. We have a duty to promote choice and diversity for parents and families and deliver additional school places in the areas where families need them. Meeting this expectation while demonstrating the five values underpinning all we do is key to the Basic Need Programme.

4.4 Resources and value for money

Part A

- 4.4.1 Calverley C of E Primary School – The high level estimated cost of delivery of the proposals is £2.1m, which will be funded through the education capital programme. Planning applications and requests for the Authority to spend will follow for this project at the appropriate time.

Part B

- 4.4.2 Broadgate Primary School - The total estimated cost of this project is approximately £3.7m, this includes a substantial contingency to allow for off-site highway works in response to concerns raised by local residents and elected councillors. This project has progressed through early design stages and detailed design will commence if Executive Board approve the publication of the statutory notice. Planning applications and requests for the Authority to spend will follow for this project at the appropriate time.

Part C

- 4.4.3 The proposed expansions will receive funding of £5.6m through the successful Targeted Basic Need Bid. Planning applications and requests for the Authority to spend will follow for each project at the appropriate time. As the estimated project costs exceed the value of the grant allocation by approximately £5.8m, the scope of each project has been developed with the end-user to ensure the successful delivery of educational outcomes whilst minimising the impact on existing capital resources. The Basic Need Grant will be the source of the capital to fund the shortfall.

4.5 Legal Implications, Access to Information and Call In

- 4.5.1 Unfortunately, due to officer oversight, this decision has not been published on the list of forthcoming key decisions for the required 28 days. Once this error came to light, a notification was published.
- 4.5.2 The changes described constitute prescribed changes under the Education and Inspections Act 2006. The consultations have been managed in accordance with that legislation and with local practice.
- 4.5.3 This report is subject to call in.

4.6 Risk Management

- 4.6.1 All project risks are managed via a detailed risk register by experienced project management resource within Children's Services and the Public Private Partnership Unit of Leeds City Council.
- 4.6.2 **Part A:** There is a statutory time limit for a final decision on the proposal to expand Calverley C of E Primary School of 30 March 2014. The proposal has been brought forward in time to allow places to be delivered for 2015. A decision not to proceed at this stage would mean fresh consultation on new proposals, and would mean places could not be delivered in time. The authority's ability to meet its statutory duty for sufficiency of school places in the short term may also be at risk.
- 4.6.3 **Part B:** As above, the proposal to expand Broadgate Primary School has been brought forward in time to allow places to be delivered for 2015. A decision not to proceed at this stage would mean fresh consultation on new proposals, and would mean places could not be delivered in time. The authority's ability to meet its statutory duty for sufficiency of school places in the short term may also be at risk.
- 4.6.4 **Part C:** For both the Broomfield South SILC and the West Oaks Specialist SEN School and College proposals it has been necessary to progress feasibility design work at risk during the public consultation stage; however the decision to proceed to detailed design stages will be dependent on approval to progress to the latter stages of the statutory process. Therefore any delay to the statutory process will increase the risk of delayed delivery of the building solution or financial risk of abortive design fees being incurred. A proportion of the total expected cost of the projects to expand the South and North East SILC is Targeted Basic Need Grant funding allocated by the EFA for these specific proposals. Any delay to the statutory or design process for these two proposals would increase the risk of this grant funding being reduced or withdrawn. The total amount of grant funding allocated to these projects is approximately £5.5m. Without this additional funding, the projects may not be viable when balanced against other pupil place pressure across the city. Therefore the authority's ability to meet statutory duty for sufficiency of SEN school places in both the short and long term would be at risk.
- 4.6.5 With regard to West Oaks Specialist SEN School and College there are some areas of land within the vicinity of the development that are not within Leeds City Council ownership, including an area of the car park to the former Blenheim Centre. It is therefore necessary for officers in Children's Services, City Development and Asset Management to work closely together to ensure that the

project can be delivered within the constraints of the site that is presently within the ownership of the Council. Whilst discussions with adjacent land owners have commenced; as the site layout would be made more logical by the acquisition of additional land; they may not conclude in time to ensure that the terms of the grant funding can be met. It is also necessary to ensure that the development does not adversely impact on the public open space that is immediately adjacent to the site; and to achieve this, the building footprint is likely to be constrained to the area of the existing Blenheim Centre building.

- 4.6.6 With regard to the Broomfield South SILC project; discussions are on-going with colleagues in respect of the footpath that runs between the existing school and the site for the proposed expansion. The diversion of this footpath would impact on the external play offer and consequently the preferred option is to remove it altogether. This course of action is subject to a separate application and consultation process and may generate local objection that would be a risk to the successful delivery of the project as a whole. These specific risks will need to be resolved prior to the submission of Design and Cost reports requesting Authority to spend. A consultation meeting is scheduled to be held at the Broomfield South SILC on 5 February 2014.

5 Conclusions

- 5.1 Our ambition is to be the best city in the country. As a vibrant and successful city we will attract new families to Leeds, and making sure that we have enough school places for the children is one of our top priorities. These proposals have been brought forward to meet that need, and following the appropriate consultation we now seek to move them to the next stage. They will ensure that children in Leeds will have the best possible start to their learning, and so deliver our vision of a child friendly city.

Part A

- 5.2 No representations were received as part of the statutory notice phase. However, the issues raised during the consultation period are being addressed, and on balance, the proposal for the expansion of Calverley C of E Primary School from September 2015 remains strong, and addresses sufficiency needs in the immediate area. The issues regarding the detailed design and access have been noted and commented upon in the report and are being addressed as part of the detailed stage through the planning process. The delivery of the project will be complex, and will be overseen by experienced project managers. In terms of project delivery the Council is working with the Council's Joint Venture Company partner, NPS Leeds Limited. The on-going need for places will continue to be carefully assessed across the city, and further proposals brought forward as necessary.

Part B

- 5.3 The issues raised in consultation have been considered, and on balance, the proposal for the expansion of Broadgate Primary School from September 2015 remains strong, as long as traffic and highways issues can be managed. The proposal addresses sufficiency needs in the Horsforth primary planning area. The

issues raised during the consultation have been noted and commented upon in this report and would be addressed further should the proposals be progressed at detailed stage through the planning process. Publication of a statutory notice now could potentially allow a final decision in June 2014, impacting favourably on the delivery of the scheme.

Part C

5.4 The proposals remain strong proposals, which would meet an immediate and on-going need for additional SEN provision in the city, and are widely supported by parents of children with SEN and the governors of all the SILCs in Leeds. No representations were received as part of the statutory notice phase. The delivery of the projects will be complex and will be overseen by experienced project managers. The on-going need for SEN places will continue to be carefully monitored and accessed across the city and further proposals brought forward as necessary. A placement policy will be developed within the Complex Needs service to manage pupil admissions to the proposed expansions.

6 Recommendations

Part A

Executive Board is asked to approve the expansion of Calverley C of E Primary School from a capacity of 315 to 420 pupils with an increase in the admission number from 45 to 60 with effect from September 2015.

Part B

Executive Board is asked to approve the publication of a statutory notice to expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015.

Part C

Executive Board is asked to:

- Approve the expansion of Broomfield South SILC from a capacity of 200 to 250 pupils with effect from September 2015 using a site adjacent to the school, Broom Court (Broom Place, Leeds, LS10 3JP) with effect from September 2015;
- Approve the expansion of West Oaks SEN Specialist School and College from a capacity of 200 to 350 pupils by the creation of an additional site for 150 children and young people aged 2 to 16 on the former Blenheim Centre (Crowther Place, Leeds, LS6 2ST) with effect from September 2015.

Parts A-C

Executive Board are asked to note that the Head of Service, Strategic Development and Investment is responsible for implementing these decisions by September 2015.

7 Background documents¹

7.1 There are no background papers to this report.

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

**Proposal to increase
primary school places in Horsforth
at Broadgate Primary School
from September 2015**



Key phrases and terms in this booklet

Admissions limit	The maximum number of children a school plans to accept into each year group.
Executive Board	The decision making body of Leeds City Council, formed by the Leader of the Council and nine other executive Members. Representatives of all political parties attend the Executive Board.
Form of entry	Primary schools are organised around classes of 30 pupils. A one form of entry school has seven year groups of 30 pupils, a two form of entry school has seven year groups of 60 pupils each.
Infant Class Size Regulations	The Infant Class Size Regulations state that a class with one qualified teacher can contain no more than 30 pupils. Infant classes are reception, year 1 and year 2, when pupils are aged between 4 and 7.
Key Stage 1	The legal term for the two years of schooling normally known as year 1 and year 2, when pupils are aged between 5 and 7.
Key Stage 2	The legal term for the four years of schooling normally known as years 3, 4, 5 and 6, when pupils are aged between 7 and 11.
Net Capacity	This is the space in the school expressed in terms of the number of pupils this space is suitable for. It is calculated by combining the space in a school that is available for classrooms as well as essential non-teaching activities, such as hall, storage and staff rooms.
Planning Area	Areas within the city defined and used by Children's Services to monitor demographics and support the planning of primary school places.
Reception class	This is the first year group for children starting primary school in the year they will reach 5 years old.
Statutory notice period or statutory notice	A period of time required by law to inform the public that the local authority is proposing to do or change something. The statutory notice is published with the proposal details, and invites comments. It follows a period of consultation like this one, allowing the local authority to adapt the proposals based on the views raised in the initial consultation.

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Foreword

Our ambition is to be the best city in the country. As a vibrant and successful city we will attract new families to Leeds, and making sure that we have enough school places for the children is one of our top priorities. We are working very hard to plan for the impact of rising pupil numbers across the city which also stems from a rising birth rate, and means the numbers entering reception classes in primary school each year is now much larger than the size of the year groups leaving the city's secondary schools.

We have an ongoing city-wide school expansion programme in place to meet the increased demand for primary-age places, and through this programme the council has already approved 1118 new reception places since 2009, including two new primary schools and creating two 'through' schools for 4-18 year olds.

All schools share our ambition to make Leeds the best city in the UK to grow up in, so we are working with all the schools in Leeds to ensure there are enough good quality, local school places.

Although we've already created extra places in the Horsforth area we believe that this is an area where we still need more places, therefore we are consulting on the proposal to expand Broadgate Primary School. Before making this decision we have consulted with the head teachers, governors, planners and local Ward members in the Horsforth area, and we are now consulting on that preferred option. We will continue to work together throughout this process to ensure that children in Leeds will have the best possible start to their learning, and so deliver our vision of a child friendly city.



Nigel Richardson,
Director of Children's Services



Cllr Judith Blake,
Lead Member for Children's Services

What are we consulting on and why?

This consultation is asking for your views on proposals to increase the number of primary school places in the Horsforth area by expanding Broadgate Primary school from its current capacity of 210 pupils to 420 pupils by increasing the admission number from 30 to 60 with effect from September 2015.

Leeds City Council has a legal duty to ensure there are sufficient school places for every child in the city, and to do this we take into account where those children live and which school they wish to attend. There has been an increase in the birth rate across Leeds for several years, as well as a rise in the number of houses being built in some areas. Both these factors have affected Horsforth. This means that we need to add more capacity to meet the additional demand for reception places.

When developing proposals and deciding which schools to expand, we consider:

- local birth and housing data, to identify whereabouts in the city the extra places are needed;
- which schools have the physical capacity to be expanded;
- the availability of other council owned land and whether any of this land could contribute to the provision of places; and
- the impact that expanding one school might have on other schools in the area.

In 2011 we created 30 extra places in the Horsforth area by converting Horsforth Featherbank Infant school and Horsforth Newlathes Junior School into primary schools, but we still need more places in Horsforth. In addition to accommodating children already born we know the pressure will increase due to the volume of new housing in the area. We have considered all the elements above with the schools and other key stakeholders in the areas concerned to form a preferred option to meet the demand. This was presented to the Council's Executive Board, who have given us permission to start this formal consultation on the expansion of Broadgate Primary School.

Details of the proposal

In Horsforth we are proposing to permanently expand Broadgate Primary School from September 2015 by:

- Increasing the net capacity from 210 pupils to 420 pupils
- Increase in the admission number from 30 to 60.

This increase would only apply to reception classes from September 2015; it would therefore take seven years for the school to reach its full capacity.

Birth and 0-5 year old trends

Chart A shows the births year on year across the Horsforth area. This is plotted with the latest 0 to 5 year olds data at September 2013, to show how the numbers in these year groups have changed over time. It shows how they tend to increase in size as the children get older. The total admission places for all schools in the area are shown against these two trend lines. Chart B shows the current 0-5 year olds against the school they currently live nearest to and the year they are due to start school.

Chart A

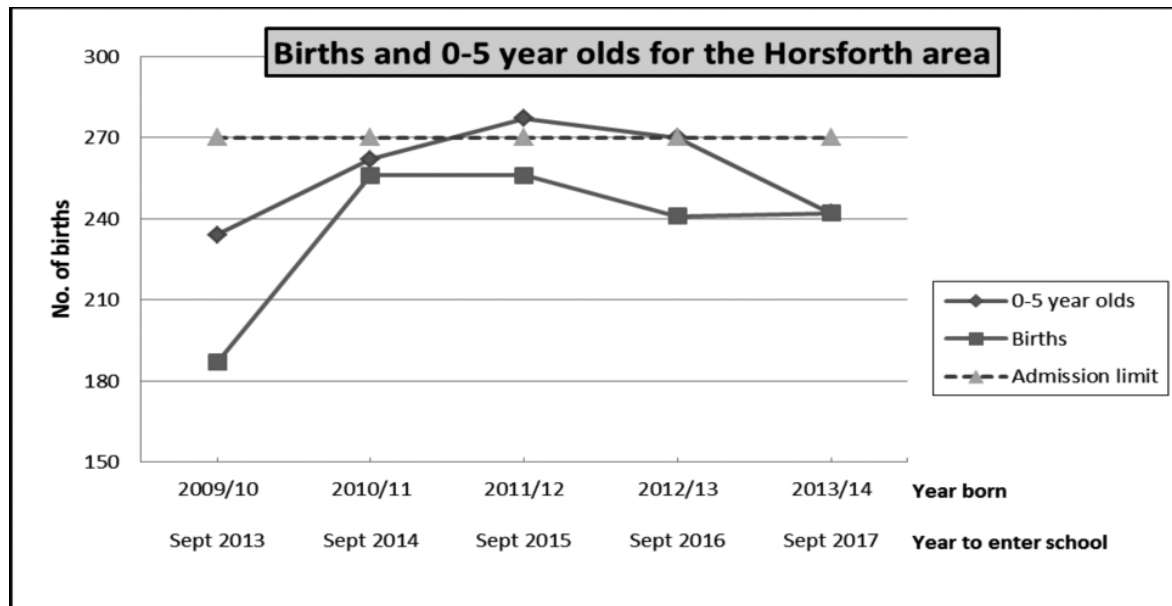
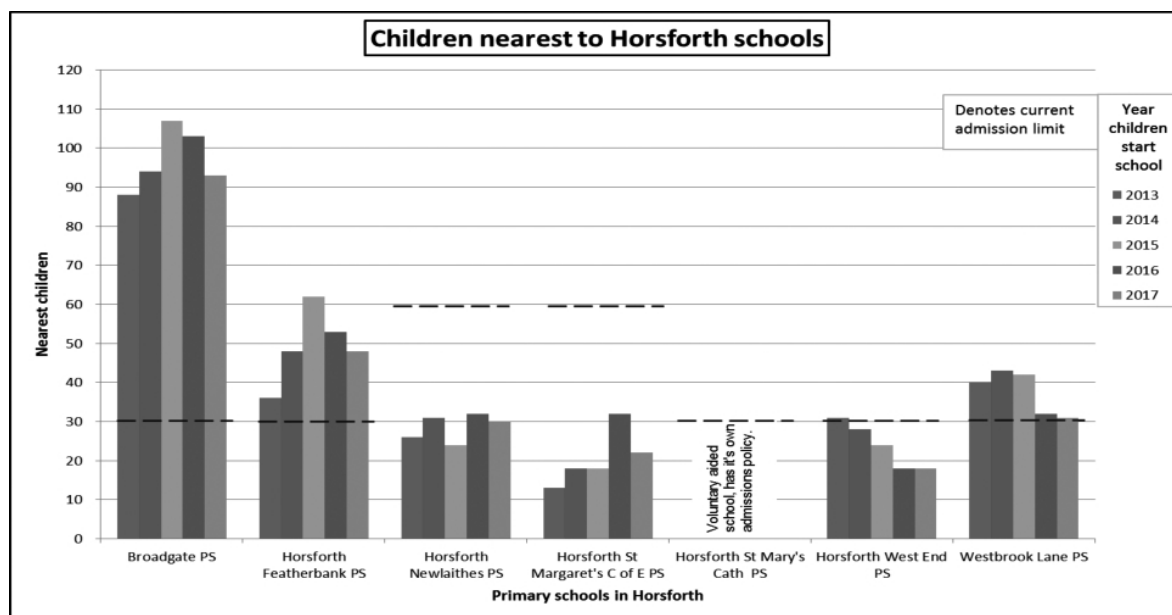
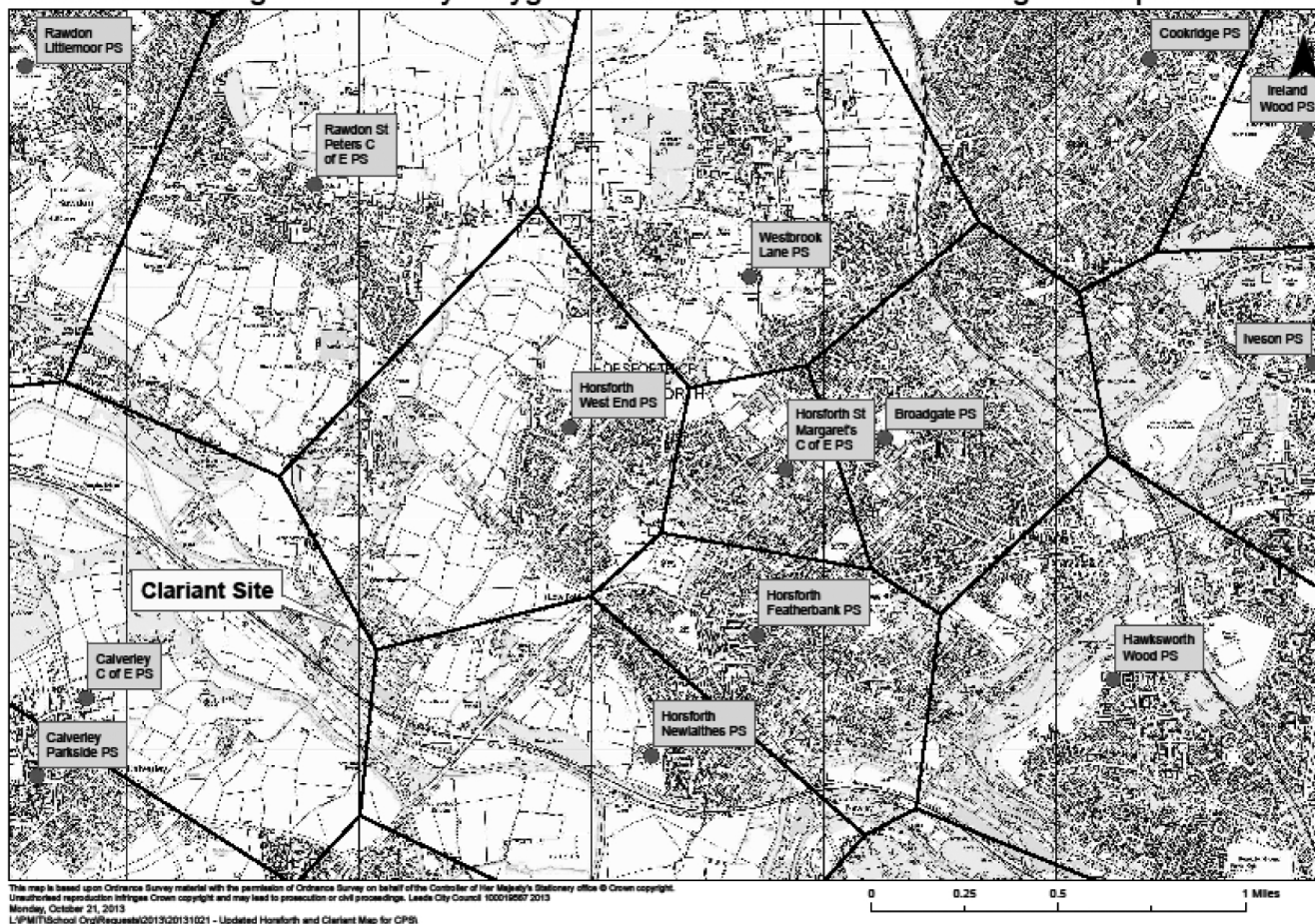


Chart B



Horsforth Planning Area Primary Polygons and Clariant/Riverside Housing Development Site



The map above shows the primary schools in the Horsforth area. The black lines indicate the boundaries which determine the addresses nearest to each school. It also includes the Clariant and Riverside Mills housing development.

Why expand Broadgate – what other options were considered?

The school is central to Horsforth, with a very large number of children living nearby. The site is large and although a project would be complex we do believe the expansion can be delivered there. There would need to be some traffic and highways measures as part of any building scheme and these would be subject to additional independent consultation. The governing body of the school are willing to work with us and explore this option through consultation.

Expand other schools. Many of the other schools in Horsforth are on very constrained sites and would be difficult to expand. However, options were identified at West End Primary and St Mary's Catholic Primary, but the traffic issues at West End are potentially slightly more difficult to mitigate than at Broadgate, and although there is potential to increase places at St Mary's by 15, we feel that this would not be enough to manage the expected demand for places from 2015 onwards.

New schools. There is only one site that has been identified in the area as potentially able to accommodate a new school. This is the former adult training centre on Church Lane. As this site is adjacent to the high school site, it seems sensible to prioritise this for potential use by the Horsforth Academy for secondary expansion at a later date.

Expansions offer the chance to build on the leadership and teaching in existing successful schools, giving good educational outcomes for children. Creating a brand new school can carry significantly more risk, and the cost of building a new school is significantly higher than that of expanding an existing school. Expansion of existing schools provides stability whilst allowing flexibility to manage numbers back down again if necessary in the future.

Frequently asked questions

Where does the birth and 0-5's data come from?

This data comes from the NHS and is supplied annually from hospital and GP records. This information allows us to map the location of all children aged between 0 and 5 years, living in Leeds. We are then able to monitor this data against previous years and highlight areas of the city where birth rates are increasing.

Do you consider the impact of new housing developments?

We work closely with colleagues in the Planning department to plan for the additional school places that may be required from any new housing developments. As part of this process, developers are asked to make a financial contribution or provide land for education provision when they build new family houses.

What would the proposals mean for the school buildings and associated issues such as traffic and access at the school?

Before bringing forward proposals we need to be satisfied that there is scope for a building solution, and to address associated issues like parking, traffic and access. Initial work suggests that this is possible in this case. All such works would be subject to their own consultation process, which will ensure the detail is scrutinised. Since these plans cost money to develop in detail, we have to manage the processes carefully in parallel to allow the school proposal to be informed whilst minimising any risk of wasting money on proposals that do not proceed. The school's governing body would be fully involved in discussions about what the building solution looked like, and they would address infrastructure needs as well as basic class room needs.

Does this mean class sizes would be bigger?

Primary schools are organised around classes of 30 children per teacher, and these proposals would not change that. Current Infant Class Size Regulations state that infant classes (reception, year 1 and year 2) must have no more than 30 pupils in a class with one qualified teacher. Therefore, extra accommodation would have to be provided and more staff would be recruited to manage the additional pupils.

Would the building work cause disruption to the school and pupils?

It is not always possible to do all building work during school holidays, although we would try to make sure any works that are likely to be very noisy or disruptive are carried out whilst pupils and staff are away. Any building work carried out while the school is open would be completely segregated from the pupils and staff to ensure safety, and disruption to teaching and learning would be minimised. The contractors we would be using are very experienced in working around existing and operational schools.

Would there be any additional wrap around care?

The Local Authority does not have a duty to provide wrap around care, but is required to ensure that sufficient care is available, and if this is not the case to stimulate the market. Wrap around care is provided by a number of local providers. If additional wrap around care is required, this would be addressed as part of the annual childcare sufficiency audit.

How do I put my views forward?

You may choose to attend one of the public meetings where we do take notes of the comments and questions that are raised. The notes of these meetings are intended to capture the key points raised but are not a verbatim record. If you want to make sure your point is put across then we recommend that you respond to the consultation in writing, either by email, online or on the paper form provided in this consultation booklet.

What are the next steps of this process?

If the proposal proceeds the next step would be a statutory notice, before a final decision. All the views raised in consultation will be considered and presented to the Executive Board. They will have the option to proceed to the next step of the process with the proposal, or with minor amendments to it. They may also choose to pause or withdraw the proposal. There may also be additional work identified that is needed to help inform that decision. The following table describes a potential timetable for the next steps:

Date	Key event
25 November 2013	Six weeks (taking in to account the Christmas holiday period) statutory consultation begins, with an opportunity to submit views/responses and attend meetings
17 January 2014	Six week statutory consultation period ends
March 2014	The earliest the Executive Board can make a decision on whether the proposals can proceed to statutory notice period
April 2014	The earliest that statutory notices can be published (if approval is given) followed by a four weeks representation period
June 2014	This is the earliest the Executive Board can make their final decision

How do I comment on the proposal?

The consultation runs from Monday 25 November 2013 to Friday 17 January 2014. If you want us to consider your views, we must receive your comments no later than 4pm on Friday 17 January 2014.

There are a range of meetings planned which will give you the opportunity to ask questions about the proposal:

School name	Meeting type	Date	Time
Broadgate Primary School	Consultation meeting	Wednesday 11 December 2013	6.30pm – 8.00pm
Broadgate Primary School	Drop-in session	Thursday 9 January 2014	2.30pm – 3.30pm
Broadgate Primary School	Viewing of Initial Plans	Monday 13 January 2014	6:30pm – 8:00pm

This booklet is also available to download from our website at:

<http://www.leeds.gov.uk/residents/Pages/Consultations-and-reviews.aspx>

or by calling **0113 247 5793**.

You can respond to this proposal in the following ways:

- Response form - use the form in this booklet
- Letter - write to us at Capacity Planning and Sufficiency Team, 10 Floor West, Merrion House, 110 Merrion Centre, Leeds LS2 8DT; or
- email - educ.school.organisation@leeds.gov.uk.
- Online - Just search for the Broadgate proposal through the Talking Point facility at www.leeds.gov.uk

Responses can be anonymous, but if you would like an acknowledgement please include your name and address.

Responses will be summarised and presented to the Executive Board, who will take all your views into consideration. Your opinion is therefore important to us so please take the opportunity to respond to the proposal.

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Public consultation response form

Please read the consultation booklet on this proposal and tell us your views. The questions on this form are there to help you, but you do not have to respond to them all.

Responses can also be sent by email to educ.school.organisation@leeds.gov.uk or by letter to: Capacity Planning and Sufficiency, 10th floor west, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Please return completed forms to this address.

Responses must be received by 4pm on Friday 17 January 2014.

This booklet, along with information on the progress of the proposal, is available at:
www.leeds.gov.uk/residents/Pages/Consultations-and-reviews.aspx

Questions

Please answer the questions below which apply to you:

1. Do you agree with the proposed increase in admission number from 30 to 60 at Broadgate Primary School from September 2015?

Yes No

Please tell us more about your views and your reasons for them.

Please use a separate sheet if needed

2. How did you find out about this consultation?

3. Have you found the consultation process and information provided useful?

Yes No

4. How could we improve the consultation process and/or information provided?

All responses will be taken into account when the decision on whether to proceed is made, but we unfortunately cannot address specific queries. However, if you would like your response to be acknowledged, please provide your contact details:

Name:

Address:

About you: (please tick and complete all those that apply to you)

Parent/carer	<input type="radio"/>	Your child's/children's school/s:	_____
Governor	<input type="radio"/>	Your school:	_____
Member of staff	<input type="radio"/>	Your school:	_____
Pupil	<input type="radio"/>	Your school:	_____
Elected member	<input type="radio"/>	Ward:	_____
Local resident	<input type="radio"/>	Area:	_____
Other	<input type="radio"/>	Please tell us:	_____

Data Protection Act 1998

Under the terms of the Data Protection Act 1998 we must inform you of the following. Leeds City Council are seeking your views to help inform the decision on this proposal. Your personal information will be used only for this purpose, and may be shared with other agencies who are involved in the consultation, however only to address any issues you raise. If you do not wish to provide personal details your views will still be considered, but we will not be able to acknowledge your response personally.

Please send your reply to: Capacity Planning and Sufficiency, 10th Floor West,
Merrion House, 110 Merrion Centre, Leeds LS2 8DT

If you do not speak English and need help in understanding this document, please telephone the number below and state the name of your language. We will then put you on hold while we contact an interpreter.

Arabic:

إن كنت لا تتحدث باللغة الإنجليزية وتحتاج لمساعدة لفهم هذا المستند؛ الرجاء الاتصال بالهاتف على الرقم أدناه، وانكر اسم لغتك. حينئذ، سوف نطلب منك أن تنتظر على الخط حتى نتصل بمترجم.

Bengali:

যদি আপনি ইংরেজীতে কথা বলতে না পারেন এবং এই দলিলটি বুঝতে পারার জন্য সাহায্যের দরকার হয়, তাহলে দয়া করে নিচের নম্বরে ফোন করে আপনার ভাষাটির নাম বলুন। আমরা তখন আপনাকে লাইনে থাকতে বলে কোন দোআষির (ইন্টারপ্রিটার) সাথে যোগাযোগ করব।

Cantonese:

如你不懂說英語而需要協助以明白本文件，請致電下列電話號碼並說明你的母語。我們將會請你稍候以聯絡口譯員。

Farsi:

اگر شما به زبان انگلیسی صحبت نمی کنید و برای فهمیدن این مدرک نیاز به کمک دارید، لطفاً به شماره زیر تلفن کرده و نام زبان خود را ذکر نمایید. ما سپس از شما خواهیم خواست که تلفن را نگه دارید تا ما مترجم تماس بگیریم.

Hindi:

यदि आप इंग्लिश नहीं बोलते हैं और इस दस्तावेज़ को समझने में आपको मदद चाहिए, तो कृपया नीचे दिए गए नंबर पर फोन करें और अपनी भाषा का नाम बोलें। उसके बाद जब तक हम किसी दुभाषिण (इंटरप्रिटर) से संपर्क करेंगे, हम आपको होल्ड पर रखेंगे।

Punjabi:

ਜੇਕਰ ਤੁਸੀਂ ਇੰਗਲਿਸ਼ ਨਹੀਂ ਬੋਲਦੇ ਅਤੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਨੂੰ ਸਮਝਣ ਲਈ ਸਹਾਇਤਾ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਹੇਠਾਂ ਵਾਲੇ ਨੰਬਰ ਤੇ ਟੈਲੀਫੋਨ ਕਰੋ ਅਤੇ ਅਪਣੀ ਸ਼ਬਾਨ ਦਾ ਨਾਮ ਦੱਸੋ। ਫੇਰ ਅਸੀਂ ਤੁਹਾਨੂੰ ਇੰਟਰਪਰ ਕਰਨ ਲਈ ਕਹਾਗੇ ਤਾਂ ਜੋ ਅਸੀਂ ਕਿਸੇ ਇੰਟਰਪਰਟਰ (ਦੁਭਾਸ਼ੀ) ਨਾਲ ਸੰਪਰਕ ਕਰ ਸਕੀਏ।

Kurdish:

گەر زمانى ئینگلیزى نازانیت و پێویستت به هاوکاریه له تیگه‌بشتنی ئەم به‌لگه‌نامه‌یه‌دا، تکایه ته‌له‌فۆن بۆ ژماره‌که‌ی خواره‌وه بکه و زمانى ئاخواوتنى خۆت بلی. ئیمه‌ش تۆ راده‌گرین له‌سه‌ر ته‌له‌فۆنه‌که‌ نا وه‌رگێڕیکی زمانت بۆ دابین ده‌که‌ین.

Tigrinya:

እንግሊዥ ዘይትሓረብ/ብ. እንተ-ኸንካ/ኪ እሞ ነዚ ደኩ-መንት-ብ/ሰነድ-ብ ንምርጻእ ሓገዝ ምስ ዘድልዩካ/ኪ ቋንቋኻ/ኸ. ብምሕብር ኣብ'ዚ ኣብ ታሕቲ ተገሊጹ ዘሎ ቁጽሪ ተሊፎን ደውለልና/ደውልልና:: ብድሕሪኡ ንሕና ኣስተርጓሚ ክሳብ ንረክብ ኣብ መስመር ከነጸብዩካ/ኪ ኢና::

Urdu:

اگر آپ انگریزی نہیں بولتے ہیں اور اس دستاویز کو سمجھنے کیلئے آپ کو مدد کی ضرورت ہے تو براہ مہربانی نیچے دیئے گئے نمبر پر ٹیلی فون کریں اور اپنی زبان کا نام بتائیں۔ اس کے بعد ہم آپ سے انتظار کرنے کا کہہ کر آپ کیلئے کسی ترجمان سے رابطہ کریں گے۔

Czech:

Jestliže nemluvíte anglicky a potřebujete, aby vám někdo pomohl vysvětlit tento dokument, prosím zavolejte na níže uvedené číslo a uveďte svůj jazyk. Potom vás požádáme, abyste nepokládali(-a) telefon a mezitím zkontaktujeme tlumočnicka.

French:

Si vous ne parlez pas anglais et que vous avez besoin d'aide pour comprendre ce document, veuillez téléphoner au numéro ci-dessous et indiquez votre langue. Nous vous demanderons d'attendre pendant que nous contactons un(e) interprète.

Polish:

Jeżeli nie mówią Państwo po angielsku i potrzebują pomocy w zrozumieniu tego dokumentu, prosimy zadzwonić pod poniższy numer telefonu. Po podaniu nazwy swojego ojczystego języka prosimy poczekać – w tym czasie będziemy kontaktować się z tłumaczem.

Slovak:

Ak nehovoríte anglicky a potrebujete, aby vám niekto pomohol vysvetliť tento dokument, prosím zavolajte na nižšie uvedené číslo a uveďte svoj jazyk. Potom vás požiadame, aby ste nepokladali telefón a medzitým skontaktujeme tlmočníka.

Somali:

Haddii aadan af Ingiriiska ku hadlin una baahan tahay in fahamka dukumentigan lagu caawino, fadlan soo wac lambarka teleefoonka hoose oo magaca sheeg luqaddaadag. Ka dib baan kugu oran doonaa sug inta aan turjumaan la xiriireyno.

Phone: 0113 247 5793

Have your say

We would like to invite you to our consultation events to discuss the proposal to increase primary school places at Broadgate Primary School

- Find out more about the proposal
- Take the opportunity to have your say
- Ask questions

<i>School name</i>	<i>Meeting type</i>	<i>Date</i>	<i>Time</i>
Broadgate Primary School	Consultation meeting	Wednesday 11 December 2013	6.30pm – 8.00pm
Broadgate Primary School	Drop-in session	Thursday 9 January 2014	2.30pm – 3.30pm
Broadgate Primary School	Viewing of Initial Plans	Monday 13 January 2014	6:30pm – 8:00pm



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www.leeds.gov.uk



Leeds
CITY COUNCIL

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.

Not applicable

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

1. The name, address and category of the school.

School: Broadgate (Community) Primary School, North Broadgate Lane, Horsforth, Leeds, LS18 5AF
Local Authority: Leeds City Council, The Director of Children's Services, PO Box 837, Capacity Planning & Sufficiency, Leeds City, LS1 9PZ.

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 to permanently expand the school to a maximum capacity of 420 pupils by increasing the admission number from 30 to 60. The school would gradually increase to its maximum capacity by taking increased reception intakes from 1 September 2015. The higher year groups already on roll at the school would not increase in size.

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.

Within 4 weeks from the date of publication of this proposal , i.e. by 4pm Wednesday 7 May 2014, any person may object to or make comments on the proposal by sending them to The Director of Children’s Services, PO Box 837, Capacity Planning & Sufficiency, Leeds City, LS1 9PZ or by email to: educ.school.organisation@leeds.gov.uk

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.

The proposal is to permanently expand Broadgate Primary School to a maximum capacity of 420 pupils increasing the admission number from 30 to 60. The school would gradually increase to its maximum capacity by taking increased reception intakes with effect from September 2015. The higher year groups already on roll at the school would not increase in size.

Details of any building works or remodelling of existing buildings required to accommodate the additional children would be agreed with the school and subject to the normal planning permission process.

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;

The capacity of the school is 210.

The proposed new capacity of the school is 420.

- (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;

The Published Admission Number for all year groups in the school is currently 30.

The proposal to expand the school would change the admission number to 60 for reception year groups entering the school on or after September 2015.

- (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;

The increase in the Admission Number from 30 to 60 would apply permanently from September 2015.

- (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.

The numbers on roll at the time of publication by year group was as follows:

Reception	1	2	3	4	5	6
29	28	29	31	31	27	31

The indicated admission number is 30. The number on roll in Reception, years 1, 2 and 5 was lower than the indicated admission number.

(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 and 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.

The total number on roll at the time of publication was: 206 (reception to year 6 inclusive)

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.

Not applicable

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 new site would be required.

(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.

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(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.

Not applicable

Objectives

10. The objectives of the proposals.

The objective of the proposal is to create additional capacity to accommodate the increasing demand for places caused by the growing local pre-school population.

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.

- a) Consultation meetings were held with the school council, staff, and governors at the school, and the public. Consultation documents were provided to: the school council, staff and governors at the school; parents of current pupils at the school via the school; neighbouring schools, Early Years Providers and Children’s Centres; elected members of Leeds City Council in the wards affected; local MPs; Town Councillors, other local authority officers; Early years officers; trades unions; RC & CE dioceses, neighbouring authorities.
- b), c), e) Copies of the various minutes and consultation documents are available at www.leeds.gov.uk or, along with views of the persons consulted, on request from PO Box 837, Capacity Planning & Sufficiency, Leeds City, LS1 9PZ.
- d) All the statutory requirements in relation to the proposals to consult were complied with.
- e) Consultation documents were provided by post or email to the above list of consultees. They were also available to the public via the Leeds City Council website

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.

The final design solution is subject to detailed design and development and it is therefore not yet possible to estimate the cost of delivery. The project would be funded by the local authority.

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).

The local authority would fund the works through the Children’s Services Capital Programme

Age range

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

Not applicable

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;

Not applicable

- (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)

Not applicable

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

Not applicable

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;

Not applicable

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

Not applicable

- (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;

Not applicable

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

Not applicable

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.

Not applicable

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;

Not applicable

- (b) any additional specialist features will be provided;

Not applicable

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

Not applicable

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

Not applicable

- (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;

Not applicable

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

Not applicable

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

Not applicable

(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

Not applicable

(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.

Not applicable

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;

Not applicable

(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;

Not applicable

(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

Not applicable

(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.

Not applicable

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.

Not applicable

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;

Not applicable

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

Not applicable

- (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).

Not applicable

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

Not applicable

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

Not applicable

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.

Not applicable

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;

There are currently 270 permanent reception places available across the seven primary schools in Horsforth, 1890 places in total across all year groups. There has been an increase in the birth rate in Horsforth since 2000, with 144 births in 1999/2000 to a peak of 245 in 2009/2010; these children would enter reception in 2014. There has constantly been a high number of children living near to Broadgate Primary School as it is a popular residential area, with demand for school places in Horsforth continuing to exceed supply; with 279 and 276 first preferences received for the 270 places available in 2012 and 2013 respectively. All of the schools were full on primary offer day in 2013 and therefore when families moved in to the area, they were not able to access a school place. The 0-5's data which is used to track changes in the cohort size shows that the groups tend to increase in size slightly, demonstrating the need for additional permanent places. This proposal would provide local school places for local children. An additional form of entry would provide the additional capacity required and allow some flexibility to be able to manage the admissions system, and offer choice and diversity to parents.

(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

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

The local authority does not consider that the presumption for the expansion of successful and popular schools should apply.

From:
Sent: 23 April 2014 21:09
To: EDUC School Organisation
Subject: Broadgate Primary School - Proposed Expansion - Horsforth - LS18

To: The Director of Childrens' Services
Capacity Planning & Sufficiency
Leeds City Council

Dear Sir or Madam,

As from the 12th January 2014, my wife & I became next door neighbours to the above school where you currently propose a doubling of the pupil capacity of the school, and it's associated building work during 2015.

Along with many other local residents I attended the most recent public meeting on this subject at the school on Monday 3rd March 2014 @ 1800 Hours.

At this meeting, like most of the other many local residents who attended (I counted at least 60), I was not just disappointed but staggered to learn that you do not intend building work to create a proper "drop off" lay-by area for the parents who insist on bringing their children to school by car.

As many of the residents vocalised at that meeting, you have more than sufficient space in your school grounds to create such a zone, and at a "reasonable" cost as was pointed out by one particular & vociferous but seemingly knowledgeable & qualified local resident builder.

Why please will you not consider doing this?

The traffic congestion at school "delivery & collection" times for the children is already awful & in your position I would be very concerned about the safety of the children & parents at these times even now, let alone when it may become even busier if you are successful in having your proposed school expansion approved.

I would urge you to please re-consider your position on this matter again very carefully.

I have 4 other concerns about your plans, if they were to be approved & proceed, which I would appreciate your response to:

1. The hours of work you plan for your Building Contractors:

During the working school week

During the weekends

During the school holidays during which the building work would be happening

Please advise what you intend or will commit (please specify which?) to now for each of these 3 times above?

I should like to presume that you do not intend undue disruption to the lives of the local residents during any building phase, should your plans be approved, and plan on complying with all the current & planned (including any planned for 2015 when the proposed building work is proposed) National/Local Noise & Air Pollution Regulations & Statutes. Please confirm you intend to do this?

2. Do you intend extending the use of solid yellow and/or white lines being painted across the driveway entrances on North Broadgate Lane?

I already find some parents parking their cars across my driveway. I had to ask one lady just the other week on Friday 18th April 2014 when a coach returned with children from a school trip to move her car so I could get my car into my drive as I returned home from a busy week at work. Is there a highways law against this which you intend policing, enforcing & fining people for?

I have a photo of this incident.

I can only see this getting worse for local residents in an expanded school environment, if you don't start doing this.

How do you plan to deal with such incidents?

3. In your Budget numbers for the proposed school expansion, have you included any funding to pay for the extra house window cleaning & car washing costs which the nearby residents may otherwise have to incur to keep their properties clean during the building work period?

Or do you expect the local residents to pay for all of this themselves?

If the residents living close to the school are unable to put their washing out over particular periods, as it would otherwise become dusty from the building work, do you intend compensating the need for extra tumble drying, trips to the laundry and/or the purchase of a tumble dryer for people like me who do not possess one? Please advise on each category?

4. Lastly, & most importantly, my wife is a registered Asthma sufferer. What plans do you have in place to protect her & any nearby sufferers from increased discomfort, or worse still the creation of a chronic condition from any aspects of your proposed building work & the dust & air contamination it may create?

Please advise on this important health consideration?

I would also like to make you aware of a comment I posted on Sarah Sinclair's (I'm sure you are either already aware of this lady & her site already, if not you can easily join, I did in the last 24 hours) Facebook Group Page, tonight:

I expressed my disappointment with being, as I feel, excluded, from the planned "drop in" session at the school tomorrow @ 1430 Hours. This is in work time & would mean having to take a half day holiday to attend it. Plus I have an important meeting at the same time with one on my Employer' suppliers so I couldn't attend anyway.

The last drop in session I attended was at a "reasonable" time for working people @ 1800 Hours on Monday 3rd March 2014.

Why could tomorrow's session have been held at a time more suitable for working people again?

I look forward to hearing back from you

Yours faithfully

From:
Sent: 24 April 2014 09:50
To: EDUC School Organisation
Subject: Proposed extension of Broadgate Primary School in Horsforth

I see that DESPITE, and not as a result of, the recent consultation process, you are pushing on with this proposal. As a local resident I've attended the meetings at the school where the almost universal opinion of those in attendance was that this is just not a viable option. The school is situated on a busy commuter route. It is also a main bus route. It is also a busy residential area. The traffic issues at school picking up and dropping off times are horrendous. Access to residents' properties is blocked on a daily basis already. Illegal and dangerous parking is a regular occurrence ALREADY. And you're proposing DOUBLING the problem?? The school is boxed in geographically by the double-intake St.Margarets, and the catholic school St.Marys (wide catchment area = more cars). In effect, the infrastructure around this small area already has to cope with the equivalent of FOUR primary schools, all with a couple of hundred yards of each other. This would be adding the burden of a fifth. There is nowhere for the extra traffic to go. There is nowhere that parents can pull in and drop off their kids.

Nobody objects in principle to the school doubling its size and we all accept that Horsforth needs more school places, but this is unworkable. We waited at the consultation meeting with baited breath for the representative from the Highways Agency to present his proposals to alleviate the inevitable chaos this expansion would cause, and what did we get? NOTHING! There is NO proposal. Lay-by and drop-off zones were ruled out, and really quite laughably we were offered the utterly pointless proposal of speed calming measures!! Speed calming!! You can barely get up and down the road at all when the school opens and closes!! Speed calming measures are long overdue on Broadgate Lane, but they have no relevance whatsoever to the traffic issues caused by the school!! The issues surround parents being able to legally and safely get their kids into and out of school - and this is barely possible now and will be impossible if the school expands.

In short, in doubling the size of Broadgate Primary School, you will be failing in your duty of care to the children of the school, their parents, and the local residents. You have been told this now loud and clear by people who live in the area. When the inevitable tragedy happens, and the victims are looking for somewhere to point the blame, we will be reminding them of the many warnings we gave you, and advising them to point their lawyers in your direction.

Regards

From: _____
Sent: 09 April 2014 16:05
To: EDUC School Organisation
Cc:
Subject: Proposed expansion of Broadgate Primary School, Horsforth

For the attention of the Director of Children's Services (Leeds City Council),

I am writing to you on behalf of my parents who live very close to the school on North Broadgate Lane, Horsforth.

Please can you reassure my family and other local residents and confirm how you plan to mitigate against the expected increases in parking and traffic problems caused by the proposed expansion of the nearby Broadgate Primary school?

Residential parking and busy traffic around the three schools on Broadgate Lane has been an acknowledged problem for decades.

The local residents are now becoming increasingly concerned that there will soon be a direct increase in the risk of accidents and/or arguments caused by driveways being blocked and children running out from behind parked cars during busy start and finish times.

There may be various options for the school to discuss and consider with local residents and parents, including -

- More regular visits from local traffic enforcement officers during busier periods of traffic to better inform/educate drivers
(as there are already problems with occasionally dangerous and regularly thoughtless parking near local schools)
- A smarter incentive and reward system for parents choosing the healthier option of walking their children to school?
- Tighter checks and controls on local target area maps for where parents and children can actually travel from?
- Marked parking bays with a residents-only parking permit scheme?
- More flexible school start and finish times?
- Ensure that expansion proposals include more off-street parking and as many additional marked parking bays as possible
- Implement a new rapid 'drop-off' zone where parking is limited to 20 minutes and penalties enforced by traffic officers

- Install new parking meters where fees go directly to a local residents association or to pay towards additional visits from traffic enforcement officers

An offer of a direct consultation at the school with the local residents may help to alleviate some of the concerns mentioned above. Most residents may dislike the idea of more traffic wardens, 'calming measures' and speed cameras but by implementing these options around the schools on Broadgate Lane, the local area could be made safer and may even end up self-funded if the council chooses to implement the various options via careful consultation with the local residents.

Finally, the suggestions above are my own personal ones but I feel very strongly that all residents of North Broadgate Lane and the immediate area surrounding the schools should be directly consulted before any expansion of Broadgate Lane school and they should have a chance for their opinions to be acknowledged.

Kindest regards,

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Report of the Director of Children’s Services



Appendix A: Basic Need Programme – Permission to consult on school place expansions for 2015

Are specific electoral Wards affected? If relevant, name(s) of Ward(s): Horsforth	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Summary of main issues

1. The Basic Need programme represents the Council’s ongoing work to address capacity and sufficiency across Children’s Services provision, which includes primary and secondary school places, early years, and inclusion. Through this programme it has now approved 1118 new reception places since 2009.
2. At its July meeting the Executive Board considered a report requesting permission to consult on proposals for the expansion of existing primary provision for 2015 in Calverley and Farsley as part of the Basic Need Programme. This paper seeks permission to consult on the expansion of further provision in Horsforth area. Under the Education and Inspections Act 2006 this proposal constitutes a prescribed alteration requiring a statutory process. The first step of this process is a public consultation, which would run from 25 November 2013 to 17 January 2014. This paper seeks permission to start that public consultation.
3. This proposal forms part of the ongoing work to address capacity and sufficiency across all of Children’s Services, which includes provision for primary and secondary school places, early years, and inclusion. Further papers will be brought forward in 2014 to address the emerging sufficiency issues.

Recommendations

Executive Board is asked to approve the following consultations:

- to expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015

1 Purpose of this report

- This report requests permission to consult on the expansion of Broadgate Primary to take effect from September 2015 in order to meet the authority's statutory duty to secure sufficient school places.

2 Background information

- 2.1 In July 2013 Executive Board considered a paper requesting permission to consult on school expansions for 2015 as part of the basic need programme to ensure the authority discharges its statutory duty to secure sufficient school provision. This paper requests permission to consult on a further proposal for permanent expansion with effect from September 2015.
- 2.2 Under the Education and Inspections Act 2006 this proposal constitutes a prescribed alteration requiring a statutory consultation process. The first step of this process is a public consultation, which would run from 25 November 2013 to 17 January 2014. This paper seeks permission to start that public consultation.
- 2.3 The primary places described in this paper are proposed in response to the demographic growth in the city, as well as to address the need for additional places due to house building in the city. They are being brought forward at this stage due to the need to meet the continued demand for places and as initial studies have indicated that projects are deliverable on these sites. The lack of any surplus places across many areas of Leeds means that it is becoming increasingly difficult to place children from families moving into Leeds or moving into new housing into a local school, necessitating the need to intensify the pace of activity in relation to primary provision. They form part of an ongoing programme of work and further papers will be brought forward in 2014 to address the emerging sufficiency issues.

3 Main Points

- 3.1 Under the Education and Inspections Act 2006 the proposal constitutes a prescribed change requiring a statutory process, of which public consultation is the first step. If approved, the consultation would run from 25 November 2013 to 17 January 2014. Dependent on the issues raised it could then be possible to seek approval to move to the statutory notice stage in March 2014, and a final decision in summer 2014.

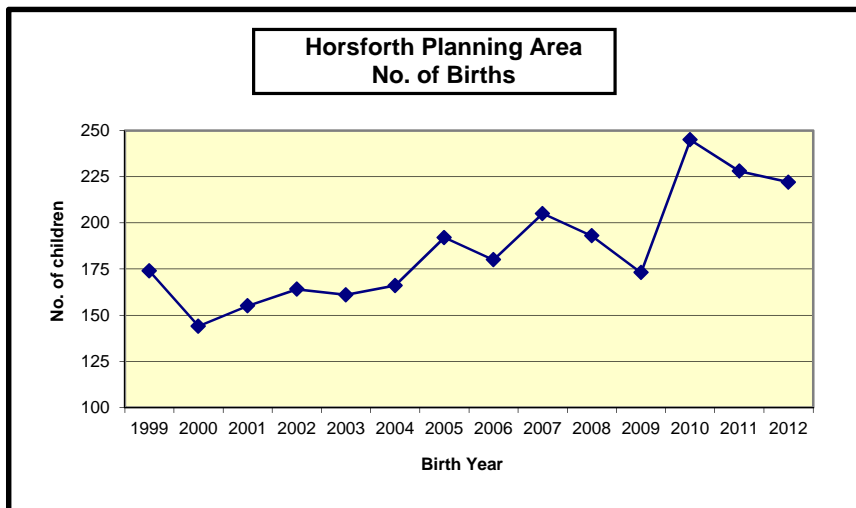
Horsforth Planning Area:

Proposal to expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015.

- 3.2 Horsforth is an area of the city where there has already been a need to increase the number of school places to manage the growing demand. 30 additional primary

school places were created in Horsforth in 2011 following the conversion of Horsforth Featherbank Infant School into a primary school and Horsforth Newlaithes Junior School into a primary school. At that time a proposal to expand Horsforth West End Primary School from a 1 to 1.5 FE primary school was consulted upon but did not proceed.

- 3.3 There are currently 270 reception places available across the seven primary schools in Horsforth. It is a popular residential area, with demand for school places continuing to exceed supply, with 279 and 276 first preferences received for the 270 places available in 2012 and 2013 respectively. Each of the schools was full on primary offer day and therefore when families move in to the area, they are not able to access a school place.
- 3.4 The graph below demonstrates the increase in the birth rate since 2000, with 144 births in 1999/2000 to a peak of 245 in 2009/2010; these children will enter reception in 2014. The 0-5's data which is used to track changes in the cohort size shows that the groups tend to increase in size slightly demonstrating the need for an increased number of school places.



- 3.5 Informal meetings have taken place during the year including a meeting with school representatives of the Horsforth primary schools, ward members and LCC officers from Traffic, Highways, Built Environment and Capacity Planning to discuss the projected need, local context and also debate the options and have a shared understanding of a way forward
- 3.6 Most of the existing schools are too constrained to be expanded, and there is no council owned land currently available for a new school in the area. The options which have some physical potential are Broadgate, West End and St Mary's Catholic Primary schools. Broad support to move to consultation was secured in respect of the Broadgate proposal, although it was noted that some form of highways measures would need to form part of the proposal. The governing body of Broadgate Primary School support the move to consultation on expansion.

4 Programme

- 4.1 Under the Education and Inspections Act 2006 this proposal constitutes a prescribed change requiring a statutory process, of which public consultation is the first step. If approved, the consultation would run from 25 November 2013 to 17 January 2014. Dependent on the issues raised it could then be possible to seek approval to move to the statutory notice stage in March 2014, and a final decision in summer 2014.

5. Corporate Considerations

5.1 Consultation and Engagement

- 5.1 The consultation would be conducted in line with statutory guidance and local good practice. In drawing up these proposals all ward members have been engaged in discussions to formulate proposals, and will be included as formal consultees both individually and through area committees. Governing bodies of the schools, and both diocesan education bodies are also aware that we are developing proposal for their areas, and have been engaged in that process. Again, they will be formally consulted as part of the statutory process. The proposed consultation is prescribed under the Education and Inspections Act 2006, and should the proposals progress would require a further statutory notice period prior to final decision being made.

5.2 Equality and Diversity / Cohesion and Integration

- 5.2.1 The recommendation within this report does not show a direct impact on the groups falling under equality legislation and the need to eliminate discrimination and promote equality. An EDCl impact assessment was completed and is available on request from Capacity Planning and Sufficiency Team.

5.3 Council policies and City Priorities

- 5.3.1 All proposals within the report have been brought forward to fulfil the Council's statutory duty to secure sufficient school places. In providing places close to where the children live the proposals will improve accessibility of local and desirable school places, and thus reduce any risks of non-attendance.

5.4 Resources and value for money

- 5.4.1 Site appraisal work has been managed in house. The high level estimated cost of delivery of the proposals is £3.7million which will be funded through the capital programme. Feasibility studies will be commissioned at risk for all projects to run in parallel with the statutory consultation stage. Any off-site infrastructural requirements will be developed alongside the project detail and individual requests for authority to spend will be brought forward at the appropriate time, subject to successful delivery of the statutory process.

5.5 Revenue Effects

- 5.5.1 None

5.6 Legal Implications, Access to Information and Call In

5.6.1 This proposal constitutes a Key Decision and will be subject to Call In.

5.6.2 The proposed change constitutes a prescribed change under the Education and Inspections Act 2006 (EIA 2006). The consultation process has been managed in accordance with that legislation, and local practice.

5.7 Risk Management

5.7.1 The proposed project is complex, involving various external and internal partners. A project manager has therefore been assigned to the project at this early stage. However, building designs will not progress beyond feasibility stage until such time as the statutory process progresses into its next phase in order to minimise the risk of abortive design fees. There is significant risk that some building work will not be completed for September 2015; in which case some temporary accommodation may be required. The project will be considered on its own merits in this respect, with the clear objective that no solution can adversely impact on the ability of any school to admit additional pupils or on the education of pupils already at each school.

6 Conclusions

6.1 This proposal forms part of the authority's planning to meet the need for school places. That work is ongoing, and involving other council directorates to ensure holistic planning and best use of corporate assets. Secondary planning is forming an increasing part of the work, however discussions continue with schools to release existing capacity, and statutory proposals are not being brought forward at this time.

7.0 Recommendations

7.1 Members of the Executive Board are asked to approve the following consultation:

- to expand Broadgate Primary School from a capacity of 210 pupils to 420 pupils with an increase in the admission number from 30 to 60 with effect from September 2015

8.0 Background documents¹

8.1 No background documents are included as part of this report.

The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.

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