

Cabinet

9 November 2017

Education and Learning (Schools) Capital Programme 2017/18 and Approval of Statutory Proposals

Recommendations

That Cabinet agrees:

- 1) That the following proposals for prescribed alterations be approved:
 - To enlarge the premises of Newdigate Primary School on a phased basis with effect from 1st September 2018
 - To enlarge the premises of High Meadow Infant School and extend the upper age range of the School by 4 years on a phased basis with effect from 1st September 2019 so that it becomes a primary school with effect from September 2022.
 - To enlarge the premises of Michael Drayton Junior School on a phased basis with effect from 1st September 2018
- 2) That Council is recommended to approve that the sum of £14,956,085 is added to the capital programme to deliver the schemes outlined in Section 3.
- 3) Subject to the approval of recommendation 1 above and Council agreeing to add the schemes to the capital programme, that the Joint Managing Director (Communities) is authorised to invite tenders and enter into the appropriate contracts on terms and conditions acceptable to the Joint Managing Director (Resources) for these schemes.

1.0 Key Issues

- 1.1 This report recommends proposals for allocating resources in the Education and Learning (Schools) Capital Programme to specific projects set out in section 3. Some of the proposals include funding from developer contributions.
- 1.2 The number of children entering Reception classes peaked for entry in September 2015 and, with no further housing development, will begin to stabilize from September 2016 and in some areas start to decrease.

- 1.3 The overall numbers of Primary school children will continue to grow until September 2018, as larger year groups work their way through, then overall numbers will begin to stabilise for the year groups entering Reception from September 2016 onwards although the impact of planned new housing will offset this.
- 1.4 Overall numbers in secondary schools will grow from September 2015 onwards as larger cohorts transfer from primary schools, currently expecting to peak in September 2022 to correspond with the Reception peak seven years earlier.
- 1.5 Where possible, and where economies of scale allow, expansions and building works will address other factors such as encouraging infant and junior to become primary, addressing pre-school requirements in an area, providing specialist SEN provision, and addressing any outstanding DDA requirements.
- 1.6 The increased birth rate has seen an associated rise in the number of children with special educational needs and we already secure places for a significant number of pupils at establishments outside the county. The housing demand will bring further increase in demand for SEN provision.
- 1.7 Formal consultation is required on proposals that would permanently increase the capacity of a maintained school by:
 - (a) more than 30 pupils; and
 - (b) by 25% or 200 pupils (whichever is the lesser)
- 1.8 Proposals to increase the number of pupils admitted at schools across a wide area of Warwickshire are explained within this report.
- 1.9 Whilst the issue of sufficiency of provision has to take priority, it is important to ensure that schools that are not expanding are able to continue to operate within their existing accommodation. Details of proposed schemes to make improvements to existing schools are set out below. It is also important to recognise that whilst we are committed to offering good or outstanding places and invest in these schools; we are also committed to investing in schools struggling with improvements where the investment addresses capacity, education delivery, half forms to whole forms of entry and defects.
- 1.9 Cabinet has recently approved schemes to increase the number of special school places across the County; however, the need for further projects is required to meet demand and reduce the need for out of area placements. Details of these are provided. These projects will help ensure there is sufficient provision of the right type meeting the appropriate levels of need within Warwickshire; thereby reducing both the cost and need to send pupils to out of county placements.
- 1.10 The current available funding is set out in Section 2.

2.0 Available Funding

- 2.1 Allocations of grant funding from the Department for Education were notified to the authority in February 2016. Allocations are paid annually and are not available for expenditure until the start of the financial year within which they are received; all of the proposals in this report are able to be funded from existing, currently available resources and do not rely upon notional future grant allocations.
- 2.2 To ensure school places are available when needed it is sometimes necessary to temporarily fund capital spend from DfE Capital Grant in advance of the S106 money available for a project being received. Once the S106 contributions are received the DfE Grant funding can be released back into the capital programme. The available funds outlined in this report include £4.094 million of grant funding released in this way.

2.3 Breakdown of available funds

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|--|--------------------|
| Balance of unallocated capital funds | £8,424,000 |
| Release of temporary funding back into the capital programme (see paragraph 2.2) | £4,094,000 |
| New developer funding received | £2,552,104 |
| Education Skills Funding Agency (ESFA) Grant | £331,823 |
| Total | £15,401,927 |

3.0 Proposals for 2017/ 2018 Capital Programme

- 3.1 The capital projects Cabinet is asked to recommend that Council are add to the capital programme are as follows:

3.2 **Newdigate Primary School, Bedworth**

Newdigate primary school was previously expanded from 1 form of entry (210 places) to 1.5 forms of entry (315 places). Due to the rise in birth rate and some small scale housing developments, Newdigate Primary school will be required to expand to 2 forms of entry (420 places).

In April 2016, Cabinet gave approval for a feasibility study to be undertaken to look in to ways in which the school could expand. Expansion plans include 4 new classrooms, a hall extension and internal refurbishment.

The school is experiencing a pressure on school places and have taken over 45 pupils in 5 of their 7 year groups; this has required temporary accommodation to be added to the

school site. If approved, the expansion will be carried out in phases to limit disruption to the school. The first phase will be completed for the next academic year, at the beginning of September 2018.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation with key stakeholders was carried out between 6th September and 6th October 2017. Only two responses were received for the consultation for Newdigate both of which were responding negatively about the proposals. A response was received from Goodyers End Primary School who were concerned about how the expansion would negatively impact upon their school and the demand for places. However Newdigate already takes 60 in KS1 and Goodyers End has not been negatively impacted and has admitted close to its PAN in recent years. A copy of the consultation responses is available in **Appendix 2**.

Plans to expand the school include new classrooms, group rooms and internal refurbishment. The anticipated cost for the overall project is £1,000,000.

It is proposed to allocate:

Education capital resources £1,000,000

3.3 Champion School, Leamington Spa

On 14th April 2016, cabinet gave approval to allocate funding for a site development plan to look at options for expanding Champion School.

Due to large primary cohorts moving through to secondary schools from September 2019, plans have been considered for Champion School to expand from just over 5 forms of entry (published admission number of 155) to 7 forms of entry (published admission number of 210).

The growth of secondary age pupils has seen the year 7 intake number at Champion School rise from circa 97 pupils in September 2015 to over 130 in September 2017. These numbers are forecast to increase, resulting in insufficient secondary school places across Warwick and Leamington if Champion School does not increase by September 2019.

To try and ensure all schools viability, the strategy to expand Champion School in September 2019 provides that other schools will be allowed to fill to their PAN (allowing some capacity) in September 2018.

The school will be expanded in phases, with phase one including; demolishing temporary accommodation, new classroom block, extension of existing car park and refurbishment of the sports hall.

The works will be funded mainly through developer contributions although will need to be paid initially from education capital resources until developer funding has been received. Developer contributions that have been received by WCC to date will be allocated to the project.

A consultation with key stakeholders was carried out between 6th September and 6th October 2017. Of the 12 consultation responses 2 agreed with the proposals, 5 expressed neutral viewpoints, and 4 gave objections to the proposals. Two of the consultation responses raised issues of how the present number of teachers would cope with the increase in pupil numbers by 55 per year group. However with the raising of these pupil numbers with number of teachers would also increase proportionally. Therefore, the risk factors of unmanageable teaching levels that are associated with higher pupil numbers will not increase. The other objections detailed how these proposals would impact upon highways safety and the fears of the child being treated as a commodity within an institution rather than as an individual where the teachers knew their names. A copy of the consultation responses is available in **Appendix 3**.

The overall cost of phase 1 at Champion School is circa £7,500,000. This can be partially funded by developer contributions. The local authority is due to receive further developer contributions which, once received, can be used to repay education capital resources.

Phase 2 will include the construction of a new 6th form block to allow for the refurbishment and reconfiguration of internal space in the main school which will release further 11-16 capacity. Funding for phase 2 is subject to a future Cabinet report.

It is proposed to allocate:

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|------------------------------------|-------------------|
| Education capital resources | £6,150,786 |
| Developer contributions | £1,349,214 |
| Total | £7,500,000 |

3.4 High Meadow Infant School, Coleshill

High Meadow Infant School is the only infant school in the planning area. There are 5 primary schools in the planning area, and at present parents have to apply for a place in year 3 at Coleshill Primary as though they were applying for a junior school. This contravenes the admissions code as places are not able to be reserved other than during the admissions coordinated scheme.

High Meadow currently has capacity for 90 pupils and expanding the age range would mean the school capacity would grow to 210. Expansion would take place gradually meaning the capacity would grow by 30 each year, with all primary years groups open in September 2022.

There is currently a pressure on places in the area, and in September 2016 Coleshill Primary School were required to take a bulge class in reception, these pupils will stay on roll at Coleshill until the end of year 6. Increasing the age range at High Meadow Infant School would mean in September 2019 pupils would retain a place at High Meadow Infant until the end year 6 making this a primary school. The pressure on places in KS2 is forecast to continue and increasing the age range at High Meadow would mean pupils could stay at the school and release pressure in KS2 at other local schools.

Initial feasibility work has been undertaken and the proposed project is likely to cost £1.65m. Plans include 4 new classrooms, group rooms and additional toilets.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation on increasing the age range at High Meadow Infant school to become a primary school was undertaken between 6th September and 6th October 2017. A consultation meeting took place at the school on 25th September 2017.

Of the 46 responses received, 23 were in agreement with the proposals, 6 were neutral and 17 disagreed with them. The responses which disagreed with the proposals highlighted the expansion of Coleshill Primary to 2FE, in both Infant and Junior, alongside this proposal as creating extra surplus space which would not be utilised. The responses also highlighted how this would impact upon Shustoke Primary; in particular, as according to the responders it takes a significant proportion of its pupils from the Coleshill area and so extra capacity in Coleshill would reduce this pressure on Shustoke. 7 of the responses raised traffic issues and asked how the infrastructure could be improved to cope with the increased demand. The positive responses highlighted the excellent nature of the school facilities and how an extended stay in the school from reception to Yr6 could only benefit children. From the local residents the responses are split between those who feel traffic issues were a higher risk and so were against the proposals and those who felt the local school was of sufficient calibre to mitigate these problems and so were in favour of the expansion into Junior. A copy of the consultation responses can be found in **Appendix 4**.

Officers are requesting Cabinet approval extend the age range of High Meadow Infant School and allocate £1,650,000 to build in the provision required.

It is proposed to allocate:

Education capital resources £1,650,000

3.5 Oakwood Special School, Nuneaton

Officers have been working alongside the school to explore whether additional capacity could be added due to a pressure on places for pupils with SEND across primary and secondary phases.

Pressure on places is particularly prevalent due to the complex needs of the pupils on roll at the school. The school is required to operate with smaller groups of pupils and each group of pupils require larger learning spaces.

In September 2017 the school were required to take an additional 9 pupils who would alternatively be provided education out of the area. An existing music room was converted in to specialist teaching accommodation. The cost of this conversion was £60,000.

A detailed audit of space at the school is due to be undertaken, this will enable officers to consider plans for increasing secondary provision; these plans are being considered alongside the long term vision for the school. The details and costings of future expansion to secondary provision will be subject to a future report.

It is proposed to allocate:

Education capital resources £60,000

3.6 Ridgeway Primary School and Round Oak Secondary School, Warwick

There is a need to create additional primary and secondary places for pupils with SEND in the Warwick area by September 2018.

Plans have been developed to reconfigure existing classrooms in both Ridgeway Primary and Round Oak Secondary Schools to create around 28 places (numbers dependent on the individual needs of the pupils placed).

This project will also support the two schools in developing closer collaborative working relationships and will support further joint developments to be tabled in the Spring 2018.

It is proposed to allocate:

Education capital resources £250,000

3.7 Arden Fields Academy, South Warwickshire

The Capital Asset and Organisation Board approved funding of £66,000 in November 2016 for what was River House School in Henley in Arden and has now been re-badged and re-launched as Arden Fields academy to improve security and to begin developing facilities for girls as the school became co-educational.

There are girls currently awaiting places at the school, with the alternative being costly placements at some distance from home. Approval is sought to complete capital works to create the additional facilities required to allow the school to become co-educational.

It is proposed to allocate:

Education capital resources £66,000

3.8 Specialist Nurture Provision, Countywide

A very successful and effective model of nurture provision for primary-aged learners with complex social emotional and mental health needs alongside impaired cognitive functioning has been developed by Brooke School in Rugby offering a combination of a nurture-based environment alongside therapeutic input to support access to the curriculum and a comprehensive assessment of need.

This time-limited 'revolving door' assessment placement is able to establish a comprehensive understanding of the pupil's needs either to support re-integration into mainstream education or, if necessary, referral to the right type of specialist placement.

This model has proved successful at Brooke School and the Council is now working in partnership with Brooke to support development of four more specialist nurture bases led by special schools across the County. There is a training and development programme being developed to start shortly to support special schools with these developments.

The cost of developing these bases with appropriate environments and equipment is expected to be in the order of £50,000 each. It is proposed to create 4 additional Specialist Nurture Provisions across the county, amounting to a total cost of £200,000.

Given the developments outlined under paragraph 1 above it is proposed that the Specialist Nurture provision will be developed alongside the capital works that will be required under Special School Sufficiency

It is anticipated that the provision will be in place by September 2018. Discussions are on-going regarding where to accommodate the provision, however it is expected that each provision will be in a different area of the county.

It is proposed to allocate:

Education capital resources £200,000

3.9 Aylesford Secondary School, Warwick

Pressure on secondary school places is forecast to increase as the number of primary age pupils is growing. Aylesford Secondary School is forecast to be taking up to PAN in year 7 from September 2019.

An inclusion unit within the school building is currently using valuable teaching accommodation and will need to be converted back to teaching space within the next 12-18 months.

It is proposed to convert the disused school bungalow into an inclusion unit so that the current existing space can be incorporated into classroom space to accommodate the extra year 7 students expected in September.

Proposed plans will cost £11,822; this includes reconfiguration and decoration, interactive whiteboard, computer, network link and switches.

It is proposed to allocate:

Education capital resources £11,822

3.10 Dunchurch Nursery Provision, Rugby

The Education and Skill Funding Agency (ESFA) invited local authorities to bid for funding to assist with the implementation of the new statutory duty for entitlement to 30 Hours per week funded childcare for working parents, which was introduced in September 2017. Local Authorities have a duty under the Childcare Act 2016 to secure sufficient childcare to meet the requirements of parents who work.

All applications had to demonstrate that they would address an identified need for places in the local area, and that the provision was judged 'Good' or 'Outstanding' by Ofsted. Bids could be made for a maximum of 75% of the total cost of the project.

Warwickshire was awarded funding for Dunchurch Nursery Provision in ESFA round 2. The total project cost is £175,764. ESFA are funding £131,823 and £43,941 would be funded by education capital resources.

The Council will be responsible for monitoring the project in accordance with the grant terms and conditions, and the grant award needs to be added to the Capital Programme. Cabinet approval is requested in order to allocate this funding to the Capital Programme.

It is proposed to allocate:

Education capital resources £43,941

ESFA £131,823

The £131,823 ESFA funding was added to the capital programme as a Portfolio Holder decision on 21 April 2017. It is included again here for completeness.

3.11 Weddington Pre-School Provision, Nuneaton

Weddington Pre- School is an outstanding provision which currently has capacity for 40 children per session. Due to a shortage of Early Years places in this area of Nuneaton, a project has been identified to expand the provision in order that it can provide places for 70 children per session.

The increased demand for places is due to housing developments taking place in the surrounding area. The current location on the school site is convenient for parents and enables children to have the best start as the Pre-School work closely with the school so that children have a smooth transition to the next stage of their learning journey.

Weddington Pre-School has been running at full capacity; (limited sessions available for 3+ years at irregular times only, meaning they are not able to meet the needs of the local families, because of space restrictions, facilities and session times required by working parents).

The Nursery is a not for profit organisation and are unable to afford to cover the project costs. A new building would enable Weddington Pre-School to:

- Provide children a safe and high quality environment
- Increase the number of 30 hour places meeting the needs of local families and helping WCC meet its duty to secure sufficient early years places

Proposed plans include demolishing two existing buildings and creating a new larger nursery building, including an office and a small kitchen area, in addition to making good existing tarmac play area disturbed by works, and extend existing play area.

It is proposed to allocate:

Education capital resources £388,000

3.12 Goodyers End Primary School, Bedworth

A temporary classroom on the site of Goodyers End Primary School is currently unfit for purpose and requires demolition. The ESFA have agreed to fund the cost of the demolition project as part of the Priority School Building Programme.

The project is due to be carried out by WCC property services and will include removing the temporary classroom and making good the area.

It is proposed the project is allocated to the capital programme:

Education Skills Funding Agency £200,000

3.13 Eastlands Primary School, Rugby

In September 2014 Eastlands Primary School took a bulge reception class which required a temporary classroom to be added to the school site.

Funding approval was given for a three year lease on the temporary classroom. As the pupils in the bulge class will remain on roll at the school for a further 4 years, additional funding is required to extend the lease.

To extend the least for a further 4 years will cost £100,000. The hire period for the classroom will end in July 2021 when the bulge class leave primary school.

It is proposed to allocate:

Education capital resources £100,000

3.14 Wellesbourne Primary School

Wellesbourne Primary School has seen an increase in the number of pupils attending the school, with numbers continuing to rise over the next few years until the school is up to capacity across all year groups.

Currently pupils in the annex site have to walk to the main site every day as there are no catering facilities on the infant school site. Proposals include a new small hall and servery to the annex site and temporary classrooms on the main school site.

A feasibility study has been undertaken and it is anticipated that the proposed works will cost £900,000.

It is proposed to allocate:

Education capital resources £900,000

3.15 Michael Drayton Junior School, Hartshill

Michael Drayton Junior School has a PAN of 128, which is 4 forms of entry (FE). Due to pressure on places in the area, the number of pupils in local infant schools has risen. From September 2018, there is a need to increase Junior provision to secure sufficient school places. Officers have been working with the school on proposals to expand the school and increase capacity to 5 forms of entry.

In March 2017, the Cabinet authorised the publication of statutory proposals to make a prescribed alteration to the school. A consultation took place on increasing the capacity at Michael Drayton Junior School undertaken between 6th September and 6th October 2017. Of the 17 responses received, 11 of which were on paper, 5 disagreed with the proposal, 5 agreed with the proposal and 7 gave a neutral response. Several of the responses were worried about the traffic issues in the surrounding area and how this would place unmanageable burdens upon the infrastructure. The responses which agreed with the proposals understood there was a need in the area and how a project would have to be complete to mitigate this demand. A copy of the responses is available in **Appendix 5**.

Proposals to expand the school include 4 new classrooms and a hall extension, in addition to expanding the current staff room and providing group spaces. If approval is given, works would be carried out in phases to minimise disruption to the school and

ensure facilities are in place for the large cohort due to start at the junior school in September 2018.

It is proposed to allocate:

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| Education capital resources | £551,609 |
| Developer funding | £948,391 |
| Total | £1,500,000 |

3.16 Bilton School Refocus Unit, Rugby

In the academic Year 16/17, there were 22 students accessing full or part time provision and 19 students raised as cause for concerns at stage 1-3 of Area Behaviour Partnership (ABP) intervention/monitoring.

Bilton School has had large in-year budget deficits since 2014 but despite this huge sums of money have been spent on Alternative Provision. Some of this has been recovered by the ABP but this has been an unknown quantity.

Bilton School has a small minority of high profile students who require a base in the school where they can be educated in an environment more suited to their needs. The ultimate vision and goal of providing this is; they remain in school, in education, and achieve their full potential with outcomes which will benefit them for their entire future.

Quality of teaching at alternative providers is mixed as reflected in the ABP quality assurance visits. Vocational providers offer stronger teaching in their vocational specific areas i.e. Coventry Building Workshop (CBW) or Coombe Abbey. Quality provision in core subject and English Baccalaureate areas is less accessible with only Vineyards using qualified subject teachers. Alternative Education Provider LAMP in Leamington Spa are increasing their options for academic subjects including English and Maths as well as Japanese but are now only offering places to Autism Spectrum Disorders (ASD) students. Other providers such as PAYP are led by learning mentors and online learning where outcomes have been less positive. To create an alternative refocus area within the existing school building, led by school teachers and staff, would allow the school to remain in full control of teaching, learning and outcomes of those students.

Based on current students accessing Alternative Provision who will remain in 2017/18, a new bespoke Re-Focus area in school would aim to support the reintegration of 11 students to mainstream school. This does not take into account current students who are accessing mainstream but are at risk of permanent exclusion or on the cusp of requiring a re-focus experience.

The proposal is to divide a large room into two in order to provide small teaching and learning areas. This will give 3 areas of manageable sized segregation zones. The office

will be accessed through one of the classrooms and the creation of a corridor will allow for access through the area to the toilet, into the garden and the gym area. The option to refurbish the gym and changing rooms gives the school the ability to offer to these students education in healthy lifestyles. Mental health well-being is often linked to physical health and the intention is to equip the gym with suitable apparatus to aid this. The proposal will also create an outside area for teaching and sporting activities.

WCC has received S106 funds which must be used on secondary provision in the area.

It is proposed to allocate:

Developer funding £254,499

3.17 New Primary School, North Nuneaton (for information only)

Due to the increase in primary age pupils in the North of Nuneaton, a new school is required from September 2019.

The Department for Education (DfE) have recently approved REAch2 as a sponsor to open a new school in Nuneaton. The Education Skills Funding Agency (ESFA) is working alongside WCC and REAch2 in order the school can open in September 2019

Land for the new primary school has been transferred to WCC and the ESFA will be funding and delivering the project for September 2019. Developer Funding, once received, will be transferred to ESFA to support the development of the school and will be included in a future report to Cabinet.

3.18 Minor Works block-header

It is necessary to allocate £300,000 to a minor works block-header. This enables officers to ensure any minor works on school sites, such as urgent safeguarding issues, to be carried out throughout the year. Project spend is subject to Capital Access and Organisation Board approval.

It is proposed to allocate

Education capital resources £300,000

3.19 DDA block-header

Throughout the academic year alterations are required at identified schools to ensure pupils with SEND are able to access mainstream education.

This block-header will be used when officers are notified that a school needs capital works, for example, a disabled toilet or a ramp, in order that it is accessible to a specific child. This funding also enables Officers to add acoustic sound panels to classrooms which improves pupil's behaviour and creates a calm learning environment.

It is proposed to allocate

Education Capital Resources £400,000

3.20 Future funding for SEND Provision Nuneaton (for information only)

Warwickshire County Council is set to receive circa £400,000 allocation from the Education Skills Funding Agency (ESFA) in April 2018 for SEND provision.

Officers are giving consideration to how best make use of this funding to maximise the impact on SEND provision in Warwickshire. Education and Learning Capital Programme report to Cabinet in early 2018 will outline plans for this funding. Spend subject to a future report, subject to approval.

4.0 Finance

- 4.1 Details of currently available capital funding are listed in section 2 of the report. This available funding is a total of **£15,401,927**.
- 4.2 The project costs outlined within this report total **£14,956,085**, of which £2,552,104 is from developer funding, £331,823 is funding from Education Skills Funding Agency and £12,072,158 is from Education capital resources.
- 4.3 This leaves a balance of **£451,842** for future education capital projects. All future capital projects would be subject to a separate report to Cabinet.
- 4.4 See **Appendix 1** for breakdown of income and expenditure.

5. Revenue Implications

- 5.1 Where schools are expanding at the request of the Local Authority, there is often a revenue implication in that additional teaching staff are required in the September but the schools budget does not reflect this until the following April. The Schools Forum have agreed a policy to provide interim funding to schools to account for this and resources are provided from within the Dedicated Schools Grant (DSG). The schools noted in this report for expansion will be included in the relevant DSG budgets presented to the Forum for approval. However, it should be noted that the additional revenue costs associated with school expansions do put additional pressure on the DSG budgets which can contribute to DSG overspends.

6.0 Timescales associated with the decision and next steps

- 6.1 The Government is reviewing the responsibilities of local authorities in relation to children, although responsibility for ensuring every child has a school place and ensuring the needs of vulnerable learners are met are expected to remain. Any implications for the

proposals in this report that may arise as further details of these future proposals emerge will be brought back to Elected Members.

7.0 Background papers

7.1 Responses from Schools and other correspondence

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|--------------------------|--|--|
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Appendices

Appendix 1 – Finance Breakdown

Appendix 2 – Consultation responses for Newdigate Primary School

Appendix 3 - Consultation responses for Champion School

Appendix 4 - Consultation responses for High Meadow Infant School

Appendix 5 - Consultation responses for Michael Drayton Junior School

Appendix 6 – EQIA

This report was circulated to the following members prior to publication:

Elected Member(s):

Cllr Colin Hayfield
Cllr Jeff Morgan
Cllr Yousef Dahmash

Cllr Chris Williams
Cllr Corinne Davies
Cllr Jerry Roodhouse

Appendix 1

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| Current Basic Need budget updated 29/09/17 | | £8,496,000.00 | | |
| Q2 forecast changes Money returned to POT | | £68,000.00 | | |
| Projects no S106 funding available E&L used | | (£134,000.00) | | |
| Welford Heathcote Shipstons previous funding S106 repayments | | £2,399,000.00 | | |
| Aylesford, Bishopton, Southam previous funding S106 repayments | | £1,695,000.00 | | |
| | | Subtotal | £12,524,000.00 | |
| Projects in Cabinet Report | Total Project Cost | Basic Need C2110 | S106 C2070 | Other (ESFA) |
| Campion Phase 1 (incl Sports Hall refurb) | £7,500,000 | £6,150,786 | £1,349,214 | |
| Newdigate Primary School | £1,000,000 | £1,000,000 | | |
| High Meadow Infant School | £1,650,000 | £1,650,000 | | |
| Oakwood Special School | £60,000 | £60,000 | | |
| Ridgeway and Round Oak Schools | £250,000 | £250,000 | | |
| Arden Fields Academy | £66,000 | £66,000 | | |
| Dunchurch Nursery Provision | £175,764 | £43,941 | | £131,823 |
| Goodyers End Primary School | £200,000 | | | £200,000 |
| Eastlands Primary School | £100,000 | £100,000 | | |
| Wellesbourne Primary School | £900,000 | £900,000 | | |
| Michael Drayton Primary | £1,500,000 | £551,609 | £948,391 | |
| DDA Blockheader 18/19 | £400,000 | £400,000 | | |
| Minor Works 18/19 | £300,000 | £300,000 | | |
| Specialist Nurture Provision | £200,000 | £200,000 | | |
| Aylesford Secondary School | £11,822 | £11,822 | | |
| Weddington Nursery Provision | £388,000 | £388,000 | | |
| Bilton School Refocus Unit | £254,499 | | £254,499 | |
| Total project | £14,956,085 | £12,072,158 | £2,552,104 | £331,823 |
| | Surplus/ (Deficit) | £451,842.00 | | |

Newdigate – Consultation Responses

(Responses are included as written by the consultee)

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| <p>1. As Chair of Governors of Goodyers End Primary we currently have 43 spaces in our School. As Newdigate currently have Nursery Provision for 60 but an intake of 45 into Reception, we, as a school get some intake from Newdigate Nursery. If there reception intake was upped to 60 then these children would likely remain there meaning we lose 15 a year and as this feed through school we could end up 105 pupils down (on top of the 43 current spaces we have. This then defeats the object of having to expand a school as we will be around the corner with lots of spare spaces and having to make redundancies</p> | <p>There is some capacity in KS2 at both Goodyers End and Newdigate. However, as pupil numbers are increasing, both schools are almost full in their current reception class (with Newdigate's increased PAN of 60). If the PAN had not increased for September 2017 entry, there would have been insufficient school places in the area and no reception places for pupils moving mid-year. Pupil forecasts demonstrate a rise in the number of primary age pupils requiring a primary school place and therefore there is a need for both Goodyers End and Newdigate Primary School to be 2 forms of entry.</p> |
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Campion – Consultation Responses

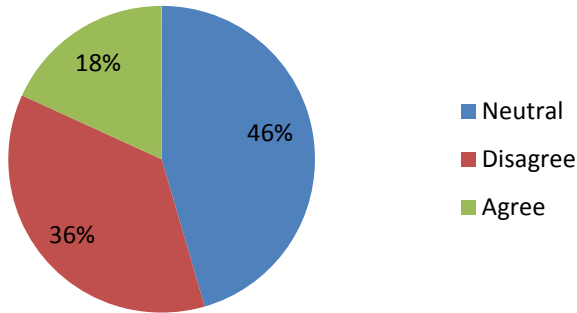
(Responses are included as written by the consultee)

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| <p>The teachers cannot cope with caring for the pupils they have at the moment so increasing the numbers would put all of the current and new pupils at risk!</p> | <p>Increasing pupil numbers would mean staffing levels would also increase respectively.</p> |
| <p>Campion's success is due to the lower numbers of pupils that attend the school. Far more manageable than increasing pupils to unmanageable levels. There is not enough teachers now, so it will only mean the present pupils will suffer.</p> | <p>Increasing pupil numbers would mean staffing levels would also increase respectively. Increasing the size of Campion School will ensure sufficient secondary school places, in addition to supporting the long term viability of the school with regards to pupil numbers and funding.</p> |
| <p>I specifically sent my child to campion due to it being a smaller secondary school</p> | <p>As above.</p> |
| <p>Both my children were Pupils at Campion.</p> | |
| <p>With increase in size and number of pupils, will come additional demands on roads nearby. It is imperative that this increase does not come with any decrease in safety hazards. Parents will use cars. Children will not always act sensibly. Additional traffic, including public transport, will increase hazards so all plans, as required by WCC standards address these issues in fact and not just in words.</p> | <p>WCC has a statutory responsibility to provide sufficient school places. Increasing the size of the school will mean parking, and traffic hazards will be assessed and responded to accordingly.</p> |
| <p>Our daughter has just begun at Campion. We chose this school for a number of reasons. One being its' small size. We loved that all the staff knew each child by their name; it was small enough to properly care and nurture every individual. My fear is that when you begin increasing numbers, you lose some of that community. It happened at our primary school; while still a good school, you are a number and it's busy and noisy and at times hectic!</p> | <p>As above.</p> |
| <p>I would want Campion to think about how they maintain the caring, thriving nurturing environment it currently has whilst taking an</p> | <p>This is a matter for the Governing Body and the Headteacher. They will of course have a strategy in place regarding these concerns.</p> |

additional 55 pupils every year.

Increasing Campion gradually year on year will allow the school to steadily roll out the successful policies and procedures to create a positive experience for all pupils.

Breakdown of Responses



High Meadow Infant School – Consultation Responses

(Responses are included as written by the consultee)

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| <p>1. I do appreciate that there is a need for the children from High Meadow to have the security of continuing school into year 3. However, I am anxious that this as well as the addition of an additional class at Coleshill will mean a drop in numbers at Shustoke School. Shustoke Primary School offers excellent education, all round individual development as well as a fabulous grounding of the Christian faith. Without maintaining full year groups this school risks closing in years to come. Having the school in the village enables local children to walk to school, be a fuller part of the community they live in as well as teaching the children to give back to community - something so important in rural communities. I hope you will consider the impact this could have on Shustoke School in your consultation.</p> | <p>Additional places are required to meet pupil forecasts.</p> |
| <p>2. The LA need to consider the possible impact that creating another 30 places would have on other local schools.</p> | <p>Impact has been assessed; additional places are required to meet pupil forecasts.</p> |
| <p>3. I am not in agreement with the proposal because I am concerned that it will simply result in splitting the already inadequate funding across an additional institution, thus starving the existing primary schools in the area of funds. By this I mean that there is a finite demand for school places in the local area and it is only recently that the local schools have reliably filled their annual intake quotas each year. It should not be underestimated how difficult it is for schools to balance their budgets if they fail to fill each years intake. Indeed it is only a few years ago that the school where I am a governor was seriously considering merging year groups in order to reduce staff costs because of exactly that and fire engines cannot access this road due to vehicles visiting school blocking their way.</p> | <p>Additional KS2 places are required in order to ensure sufficiency of school places.</p> <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>4. Unsuitable and dangerous site. Regular accidents including 3 unoccupied run away cars,</p> | <p>Traffic and parking will be assessed and responded to as part of the planning</p> |

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| <p>one involving injury. Unstable land. Children and staff constantly at risk due to blocked access for emergency services. A lot of old people live in Norton Road and ambulances problem. Although I am aware that there has recently been a "mini baby boom" and therefore the demand has increased temporarily, in all likelihood this will return to more normal levels and if we create an oversupply of school places we will cause serious difficulties in the future. Add the High Meadow proposal to the expansion to 2 form entry at Coleshill C of E Primary and I think there is a serious danger of this oversupply situation occurring. In addition to this it seems a poor use of scarce capital funds to build new classrooms at High Meadow when existing school buildings at local schools are crying out for capital investment to maintain them in a fit state for long term use for education.</p> | <p>application process.</p> <p>Increasing the size of Coleshill Primary school would not resolve the mismatch of KS1/KS2 school places.</p> <p>If pressure on places continues, there may be a need to increase the capacity of Coleshill Primary School, in addition to the proposals at High Meadow Infant School.</p> <p>Basic need funding is provided to create additional school place. Unfortunately due to the large amount of new places required, basic need funding cannot be used to fund school maintenance issues.</p> |
| <p>5. By increasing the age range of the intake the increase in numbers may affect other local primary schools. In particular Shustoke school which has an intake age 5-11 and serves the local area.</p> | <p>Additional KS2 places are required in order to ensure sufficiency of school places.</p> |
| <p>6. Working at a village school in the local area, this could be detrimental to the number of children travelling to surrounding schools such as the one I work at.</p> | <p>Additional KS2 places are required in order to ensure sufficiency of school places.</p> |
| <p>7. Concerned about additional cars used to drop and collect children from school. Cars already park in street making access to driveways difficult. Cars also use egress of Bateman Road to turn cars around rather than drive around the block, perhaps a one way system would help. Cars also park on bend between Norton road and Ennersdale road which reduces visibility whilst turning into Norton Road.</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>8. As a governor at Shustoke School, I know that many of our places are filled by an overspill of children from the Coleshill area. With an extended High Meadow intake, this will reduce the need for Coleshill parents to look outside the immediate area and thus potentially have a negative effect on Shustoke's intake. As a school struggling for cash</p> | <p>Additional KS2 places are required in order to ensure sufficiency of school places. Extending the age range of High Meadow Infant School not only provides the additional places required, but also addresses the admissions issue of infant pupils feeding in to a primary school at KS2.</p> |

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| <p>already, this will potentially be very damaging. The existing system has worked very well up to now so why change. Also, the 'infant' only intake of High Meadow has not deterred people from placing their children there in the past. In fact many parents known to me have welcomed the fact that their 4-5 year olds can join a small school without larger children in the playground. Within the wider Coleshill area we are accepting children from outside catchment-eg. Chelmsley Wood, Castle Bromwich, etc. If we had tighter controls on catchment there would be enough places and enough children to fill the existing school set up and avoid this unnecessary expansion.</p> | <p>Due to the admissions code, tightening priority areas would not allow schools or the LA to refuse pupils a place at a school based on where they live.</p> |
| <p>9. I think this is absolutely the right thing to do. I have a daughter in High Meadow and will have another child attend in a few years and by being able to have continuity and reassurance of a school primary place is key.</p> | |
| <p>10. In principle there is nothing wrong in extending the age range at High Meadow, the problem is that there are no options being consulted on as regards to how this will be done.</p> | <p>The consultation taking place is to extend the age range of High Meadow Infant School. This not only addresses school place sufficiency but also the admissions issue of an infant school feeding in to a primary school.</p> <p>If agreement is given, building plans will be consulted on through the planning application process.</p> |
| <p>11. Inconsiderate Parent driving, parking & total lack of respect for local home owners is bad enough with the school the size it is! To double the amount of traffic on roads not designed for this purpose is utterly ridiculous.</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>12. Roads around High Meadow School already extremely difficult for local residents to get in and out of their properties due to parents parking cars at any angle on corners and completely blocking footpaths. If this proposal gets approval then the council must do something about alternative access to the school so that local residents are not affected as they are at present. I live in Bateman Road - there is only one way in and out and a turning point at the top, very few parents go to the turning point instead they think it ok to turn on residents</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |

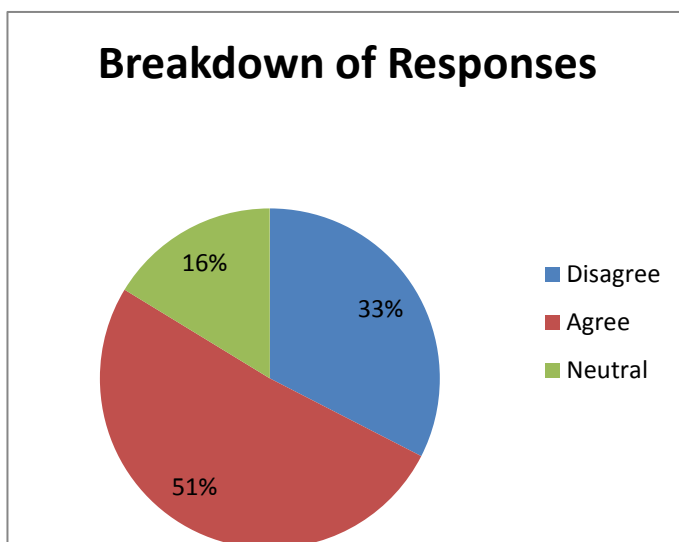
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| <p>driveways and just dump their cars. Also at school opening and closing time there is no chance of delivery vehicles or refuse vehicles accessing Bateman Road. Please consider and do something about these traffic issues before this project is given approval.</p> | |
| <p>13. Will provide stability and continuity to an outstanding school at earlier years.</p> | |
| <p>14. There is capacity at coleshill c of e which has plenty of ground space for development if needed. High Meadow site is too small and the roads are already heavily congested daily. The year 3 intake at c of e school has never been an issue as it is two form entry in ks2.</p> | <p>High Meadow Infant School site is large enough to expand. Expanding a primary school would not resolve the admissions issue which is created by an infant school feeding in to a primary school.</p> |
| <p>15. I live on Norton Road about 10 doors down from the school and believe that it is really important that the school expands. It is an excellent school and would allow pupils to benefit from the superb facilities and teaching for longer. Living so close to the school, I am aware that expanding will results in more traffic around the area but I think that is a small price to pay for a plan with such long term benefits.</p> | |
| <p>16. Parking for parents would need to be considered and taking into account local residents. Maybe a system of being able to drop children (maybe older children) at the gate where they are greeted by a member of staff similar to the system at St edwards. Or possibly different finishing times for infants and juniors.</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> <p>The Headteacher of High Meadow Infant School has confirmed she will continue to work with the existing primary school with regard to start and finish times.</p> |
| <p>17. Drop off and pick will be a nightmare for residents in roads that approach the school gates</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>18. this is excellent news for coleshill and Warwickshire as high meadow is an excellent school that goes above and beyond to educate our children</p> | |

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| <p>19. I am really excited that this is happening and my son will be the first year of Year 3s. My only slight concern is parking but I am guessing that issue will be addressed and hopefully a similar drive-through system similar to the primary will be brought in as that would be excellent</p> | |
| <p>20. I believe that this is an essential proposal for both current and future pupils at High Meadow school and for the wider town and community as a whole. With the increased intake in Coleshill Primary school and ever increasing population in Coleshill itself, there is no guarantee that current reception and year one children would be able to move to Coleshill Primary when they reach the current age limit that High Meadow has. This is extremely concerning as a parent, if there are no places in that school, it would mean having to send them to a school in another Borough within Warwickshire which would bring with a whole host of logistical challenges as well as being extremely unsettling for the children. High Meadow is a fantastic school and deserves this opportunity to grow which would be an enormous asset for the area.</p> | |
| <p>21. The proposed plans to extend the school are intended to be done in the most ecological way and will not only educate the children in keeping them at the same school to grow but also to show them how we can build using renewable energy.</p> | |
| <p>22. This is an excellent school and the expansion will hopefully build on this momentum. As residents of Bateman Road thought needs to be given to traffic management/parking around the school as it is already an issue, but I wouldn't want this to prevent the expansion.</p> | |
| <p>23. Not enough school places for the proposed age groups in the locality.</p> | |
| <p>24. This is much needed and will be fantastic for</p> | |

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| <p>both pupils and parents.</p> | |
| <p>25. High Meadow is the only Infant School in Coleshill, I feel it is crazy that the children have to change to another school to start Juniors.</p> | |
| <p>26. As much as I agree that Coleshill needs to respond to demand in relation to school places, I cannot see how expanding High Meadow will work. Norton Road struggles to cope with the traffic of 90 pupils now so adding another 120 pupils will cause massive traffic disruption. In addition to that, the school has limited parking or outdoor space for the pupils there now. Exercise is a massive part of a child's development and if the school cannot facilitate sports day, outdoor activities etc then this will be the detriment of the children attending there. I would be interested to see the drawings for how this will work. I'm concerned how all of this continued building work will affect the current pupils.</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>27. We are concerned about the traffic increase as now we are trapped in our road twice a day at school starting and finishing times a new access must be found we in Bateman road are concerned about the safety of residents as cars park on the pavements and our drives we have asked the police to monitor it but get no response</p> | <p>Traffic and parking will be assessed and responded to as part of the planning application process.</p> |
| <p>28. I am writing to inform you of my delight that High Meadow will be a Junior school. It is such a fantastic school and for my child to now be able to grow with the school into Juniors is great. Plans for the classrooms sound very exciting! A huge plus for the whole community.</p> | |
| <p>30. I was not able to attend the meeting at High Meadow earlier this week due to work commitments but would like to pledge my support to expanding High Meadow Infant School to a Primary School up to Year 6 in the foreseeable future. The school is currently a safe, secure and wonderful little Infant School with excellent teachers and support staff and my son has joined Reception Robins this September, so would love nothing more than for him to go through his school years at High Meadow</p> | |

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| <p>until he leaves for Senior School</p> <p>31. We have great concerns regarding the current proposals to extend High Meadow. We have been told that most of these issues are not part of the current consultation but have to be considered as part of the planning application process. We fail to see how these can be separated, as parents need to understand how an extension will work, both in terms of it being built and what it will look like in the future, before we can really agree that an extension at High Meadow is the best option. Current health and safety of parents, pupils, staff and residents is an on-going issue in respect of the 'school run' traffic. Provisional plans such as walking buses from the community centre, morrison's or the new care home are not scoped out enough in order to address this issue. For example a walking bus from the community centre is a health and safety concern in itself. The community centre only has a small car park and there are well known traffic problems with the road that this is accessed from. Morrison's and the new care home are too far away to be considered as appropriate walking bus locations. This has been an on-going concern for years and there has never been a solution to it. Potentially, we have been told there will be different opening times for infants and juniors in order to manage the traffic, however these fail to take into account families who already have children at Coleshill Primary. How will the infrastructure manage with the increase in pupils? It is not sufficient to say the extra pupils will not all be attending straight away but will increase over a 4 year period. At some point there will be more than double the amount of children attending, and more staff. How will the roads cope with this increase and where will there be provision to accommodate the cars of extra staff, how will the facilities within the school cater for the extra children? How will the build be managed? So far we are only aware of one access point, from Norton Rd, we are advised that contractors will be experienced in managing school builds. This is not an acceptable answer. Whilst my children attend the school I want to know how</p> | <p>The consultation was to gain views on expanding the age range of the infant school.</p> <p>The school itself will be expanded in line with the Governments Building Bulletin guidelines and will involve a separate period of consultation, including gaining a response from statutory consultees such as; Sport England (to ensure sufficient outdoor play space), WCC Highways (regarding transport issues), and local residents. These plans will be drawn up using experiences architects that have expanded many schools across the county over the years.</p> <p>As with all school expansions, WCC will only use contractors that are experienced at working on live school sites. Health, safety and safeguarding regulations are taken very seriously and will be monitored by the Headteacher and the principal contractor vigorously to ensure the safety of pupils at all times.</p> <p>The proposed changes will not only address sufficiency of school places, but will also support the long term viability of High Meadow Infant School. Becoming a primary school will offer pupils continuity of teaching and learning and would also eliminate a stressful transition for pupils required to leave High Meadow Infant School at the end of year 2.</p> |
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| <p>this building can be extended. This is especially pertinent, when last year, children were prevented from playing on the playground due to safety concerns of the access of visitors through the school gates. Will there be enough outside space when the building work is being undertaken, will it be safe AND how will it impact on children's education whilst they are currently attending the school? Current outside space is limited, even when it is restricted to individual classes. How do the new designs accommodate for this? The council have only told us of the need for additional places, yet within this consultation there has been a failure to demonstrate how the expansion of High Meadow can accommodate this need appropriately. There is a feeling amongst parents that there are no other options for the provision of school places for the current year 1 and reception groups. Why has the council failed to consult with us, before this point in time, that the pathway and feeder links into Coleshill primary no longer exist for these year groups and why are we not being offered alternative solutions elsewhere?</p> | |
| <p>32. Letter from Shustoke CofE Primary School – see Appendix 4 Continued</p> | |
| <p>33. Letter from Coleshill CofE Primary School – See Appendix 4 Continued</p> | |



Michael Drayton – Consultation Responses

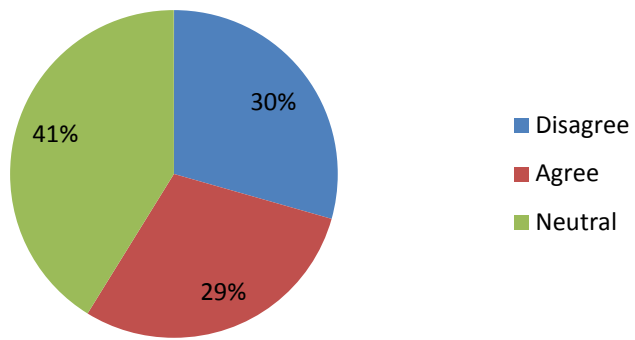
(Responses are included as written by the consultee)

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| <p>Concerned around increased traffic in the area - it's already very busy both at the turning circle and the woodlands entrance. Parking is a nightmare for residents and for parents. Class sizes would be 30 per class if all 150 spaces were given. This is on the large side - are extra teachers being employed to cover the extra load on the school? What happens if approval is not given - where would the extra children go that need a space at a junior school? If it goes ahead - are the contractors going to be DRS checked and park\work considerately given that this is a very busy school environment?</p> | <p>Increasing the size of the school would require planning permission, concerns about parking and traffic would be addressed through this process.</p> <p>The plans include increasing parking to ensure the additional teacher(s) would have the opportunity to park on the school site.</p> <p>If permission isn't granted, alternative plans would need to be considered. This would entail looking at other schools in the area and identifying which schools could be expanded to meet the need for primary places.</p> <p>As with all school expansions, WCC will only use contractors that are experienced at working on live school sites. Health, safety and safeguarding regulations are taken very seriously and will be monitored by the Headteacher and the principal contractor vigorously to ensure the safety of pupils at all times.</p> |
| <p>I think the school is more than capable being able to handle the additional children my son is at the school and my daughter is due to go sep2018 (when the new intake will increase)</p> | |
| <p>The school used to be across two sites and so can use be made of the old site, which is still standing empty? Also, if the school grows, there needs to be a larger school hall.</p> | <p>The current plans put forward are the most cost effective way of increasing capacity at the school; this includes increasing the size of the school hall. Operating a school across two sites is often expensive and creates other strategic problems.</p> |
| <p>I strongly believe that the schools facilities are at capacity already and if the proposed extension is granted outdoor space will be lost and will have a detrimental effect on pupils. Furthermore the local area is already at gridlocked at school start and finish times. Why is the council not investing in other local</p> | <p>Increasing the size of the school would mean other facilities would also be increased. WCC adhere to the Governments Building Bulletin guidelines and Sport England is a statutory consultee when expanding a school.</p> <p>Nursery Hill is a primary school, therefore increasing the size of this school would mean</p> |

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| <p>schools, i.e. Nursery Hill who have the space.</p> | <p>over capacity of KS1 places. In addition, as the places are required in the Hartshill area not in Ansley Common, a significant amount of pupils would need to be transported if Nursery Hill Primary School was expanded to meet the need.</p> |
| <p>My concern would be that additional teaching resource was also brought into the school, along with the proposed building extension, so there is no adverse affect on current teaching within the school.</p> | <p>Increasing the size of the school would mean additional teachers would need to recruited, accordingly.</p> |
| <p>Letter from Nursery Hill Governing Body – See Appendix 5 continued</p> | |
| <p>I believe it is important for the school to increase intake as demand increases, and given the plans for many more new homes to be built in the local area, it will be needed. But a bus would have to be put on as parking is a nightmare</p> | |
| <p>I think this is great and that children will find Michael Drayton a good school</p> | |
| <p>I don't agree with the proposal of making an increase in pupils for MDJS. Having a child already at the school there has been times when even now the school is crammed packed for certain events. It is full when I have been for lunch in the hall, so how will the school cope? Will by childs' education suffer? Luckily I walk but traffic around the school will be worse than it is now. I feel it will be a bad move as the school may not be able to provide all it can offer at the moment plus the safeness and flexibility it has now</p> | <p>Increasing the number of pupils on roll would mean physically increasing the capacity of the school, addressing these concerns.</p> |
| <p>I don't believe this is a good idea. If they are increasing the capacity of Hartshil and surrounding areas they should build another school, doctors etc. The Teacher are under enough pressure as it is and the teaching is adequate for the capacity of children it is. Completely Against!</p> | <p>There has been no land identified to build a new school, a 1 FE junior school would not be sustainable and there is insufficient funds to build a new school.</p> |
| <p>We have no problem with this proposal as long</p> | |

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| as you can continue your good work | |
| If capacity at the school increases, the surrounding infrastructure should be able to cope. It seems to be over the limit already. Is parking, traffic easing going to be improved to maintain safety? | Traffic and parking will be assessed and responded to through the planning application process. |
| The school itself will need to be enlarged, mainly in the cramped school halls, toilets, cloak rooms | Proposals include increasing capacity in these areas. |
| When dropping off or collecting on school run the parking is at a premium and on a collecting run I have to be in place by 2.30pm. Nearly a whole hour before home time. An extra 22 kids = possible 22 extra cars @ 14 a car say equates to 308 feet in extra parking space needed. The kids education is uttermost but I am just highlighting a potential problem. A little more understanding from police might help | Traffic and parking will be assessed and responded to through the planning application process. |
| Although the increase of capacity will not affect myself or my child as she will be at high school my first concern is - How many more children will miss out on opportunities due the increase? I already feel at times children have not all been given the same opportunities due to numbers being high on trips, school clubs etc. I hope that will be taken into consideration to minimise the impact on individual children | |
| We have no concerns with extending the school because there is a demand for more spaces. My only concern is the road infrastructure and the main entrance to the school, road traffic and parking and sheer volume, with three schools so near and similar end of day times | Traffic and parking will be assessed and responded to through the planning application process. |
| Letter from concerned resident regarding increase traffic and irresponsible parking | Traffic and parking will be assessed and responded to through the planning application process. |

Breakdown of Responses



EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Education and Learning Schools Capital Programme

Warwickshire County Council

Equality Impact Assessment/ Analysis (EqIA)

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| Group | Communities |
| Business Units/Service Area | Education and Learning |
| Plan/ Strategy/ Policy/ Service being assessed | Education and Learning Schools Capital Programme 2017/18 |
| Is this is a new or existing policy/service? If existing policy/service please state date of last assessment | New programme of work |
| EqIA Review team – List of members | Sarah Mills Chloe McCart Bern Timings |
| Date of this assessment | 18/10/2017 |
| Signature of completing officer (to be signed after the EqIA has been completed) | S.Mills |
| Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible. | <u>NO</u> |
| Name and signature of Head of Service (to be signed after the EqIA has been completed) | Chris Malone |
| Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer) | Phil Evans |

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team

Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

| Business Unit/Services: | Relevance/Risk to Equalities | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|---|---|------|---|---|------------|---|---|--------------------|---|---|-----------------|---|---|-----|---|---|---------------------|---|---|----------------------|--|-----------------------|--|--|--|
| State the Function/Policy /Service/Strategy being assessed: | Gender | | | Race | | | Disability | | | Sexual Orientation | | | Religion/Belief | | | Age | | | Gender Reassignment | | | Pregnancy/ Maternity | | | Marriage/ Civil Partnership (only for staff) | | |
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| Sufficiency Strategy | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? If yes please explain how. N/A | | | | | | | | | | | | | | | | | | | | | | | | YES/ <u>NO</u> | | | |
| Are your proposals likely to impact on a carer who looks after older people or people with disabilities? If yes please explain how. | | | | | | | | | | | | | | | | | | | | | | | | YES/ <u>NO</u> | | | |

Form A2 – Details of Plan/ Strategy/ Service/ Policy

Stage 1 – Scoping and Defining

(1) What are the aims and objectives of Plan/Strategy/Service/Policy?

The Capital Programme outlines how funds will be allocated to specific projects in order for Warwickshire County Council to undertake their legal duty.

Warwickshire County Council has a legal duty to:

- ensure sufficient schools and places in a locality;
- secure sufficient early years & childcare places;
- ensure sufficient post 16 provision;
- provide appropriate education provision for children with special educational needs and disabilities;
- promote high education standards;
- ensure fair access to educational opportunity;
- promote the fulfilment of every child's education potential;
- promote diversity and parental choice.

It is the Council's role to plan, commission and organise school places in a way that raises standards, manages supply and demand and creates a diverse infrastructure. The programme sets outlines proposals, costs and timeframes including the results of any formal consultation. The Capital Programme is in place to ensure public funds are spent in a transparent, objective, cost effective and sustainable way.

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| <p>(2) How does it fit with Warwickshire County Council's wider objectives?</p> | <p>By ensuring children are able to continue to access education it fits in with the objectives of Learning and Achievement to:</p> <ul style="list-style-type: none"> • Ensure every child and young person has access to a place in high quality early years settings, or schools, or learning providers, and providing learning opportunities for adults; • Ensure [access to] provision for children and young people with special educational needs, and vulnerable groups; and to • Support young people in the transition to adulthood and employment, especially the most vulnerable. |
| <p>(3) What are the expected outcomes?</p> | <p>To ensure sufficient and appropriate education and early years provision throughout Warwickshire.</p> |
| <p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p> | <p>The Capital Programme is in place to ensure all children have access to the most appropriate education provision. This could benefit any of the above groups with protected interests.</p> |
| <p><u>Stage 2 - Information Gathering</u></p> | |
| <p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p> | <p>Forecasting information incorporating; local plans, housing developments, birth data, early years data and school admissions data, patterns of movement. SEN Sufficiency planning and gap analysis</p> |
| <p>(2) Have you consulted on the plan/ strategy/</p> | <p>Formal consultation has been undertaken on several proposals within the Capital Programme</p> |

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| service/policy and if so with whom? | where there would be a permanent increase in the capacity of a school by:- (a) more than 30 pupils; and (b) by 25% or 200 pupils (whichever is the lesser) | | |
| (3) Which of the groups with protected characteristics have you consulted with? | Where an individual proposal has been consulted on the following parties will have been consulted: parents attending the school involved, local schools, Local Members, bordering Local Authorities | | |
| Stage 3 – Analysis of impact | | | |
| (1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination? If yes, identify the groups and how they are affected. | RACE No | DISABILITY No | GENDER No |
| | MARRIAGE/CIVIL PARTNERSHIP No | AGE No | GENDER REASSIGNMENT No |

| | RELIGION/BELIEF | PREGNANCY MATERNITY | SEXUAL ORIENTATION |
|--|---|------------------------|--------------------|
| | No | No | No |
| (2) If there is an adverse impact, can this be justified? | N/A | | |
| (3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.) | N/A | | |
| (4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done? | Whilst the Capital Programme is in place to ensure sufficient and appropriate education for all pupils within Warwickshire, there are specific proposals within the programme that address the shortage of local provision for those pupils with a Special Educational Need or Disability or facilitate access to mainstream provision for those children with SEND | | |
| (5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done? | Integration of pupils with SEND into mainstream provision | | |
| (6) Are there any obvious barriers to accessing the service? If yes how can they be overcome? | N/A | | |

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| (7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy? | It is not anticipated that the proposed changes will have a negative impact on health and wellbeing. The positive impact will be children provided with education provision within their local area. |
| (8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.) | It is not anticipated that the proposed changes will have a negative or adverse impact on population health. |
| (9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this? | No. |
| (10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence? | No. |

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| <u>Stage 4 – Action Planning, Review & Monitoring</u> | |
| If No Further Action is required then go to – Review & Monitoring | EqIA Action Plan |

| | | | | | |
|---|---|------------------------------------|----------------------------|------------------------------|-----------------|
| (1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications. | Action | Lead Officer | Date for completion | Resource requirements | Comments |
| | To review / revise the document following implementation. | Bern Timings, Emma Basden-Smith | Feb 2018 | | |
| (2) Review and Monitoring State how and when you will monitor policy and Action Plan | The Programme of works will be regularly reviewed as the proposals move through the democratic services / consultation process. | | | | |

Please annotate your policy with the following statement:

‘An Equality Impact Assessment/ Analysis on this policy was undertaken on 18/10/2017 and will be reviewed on an annual basis.