

AGENDA MANAGEMENT SHEET

Name of Committee **Rugby Area Committee**

Date of Committee **30th January 2006**

Report Title **Rokeby Primary Schools**

Summary This report seeks the views of the Area Committee for reporting to Cabinet on a proposal to amalgamate Rokeby Infant School and Rokeby Junior School.

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Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers

- Draft School Organisation Framework 2005/10
- Cabinet report 8th October 2005
- Consultation document, November 2005
- Rugby Area Committee report 11th January 2006

CONSULTATION ALREADY UNDERTAKEN:-

Details to be specified

Other Committees

Local Member(s) Cllr John Vereker and Cllr Ian Smith – Caldecott

Other Elected Members

Cabinet Member Cllr John Burton

Other Cabinet Members consulted Cllr Izzi Seccombe
Cllr Peter Fowler

Chief Executive

- Legal Jane Pollard / Richard Freeth – comments incorporated in the report
- Finance
- Other Chief Officers
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Governing bodies, staff and parents/carers of pupils at the two schools
Other local schools in the area, Diocesan Authorities, neighbouring Education Authorities and all other stakeholders

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet 23rd February 2006
- To an O & S Committee
- To an Area Committee
- Further Consultation

Rugby Area Committee – 30th January 2006

Rokeby Primary Schools

Report of the Strategic Director for Children, Young People and Families

Recommendation:

That the Area Committee consider the proposal to amalgamate Rokeby Infant School and Rokeby Junior School and make any recommendations it sees appropriate to Cabinet.

1. Introduction

- 1.1 On 8th October 2005 the Cabinet asked the County Education Officer to conduct formal consultations with stakeholders on a proposal to amalgamate Rokeby Infant School and Rokeby Junior School.
- 1.2 A consultation paper was published in November and comments were requested by 12th December 2005. The consultation paper was sent to other local schools, Diocesan Authorities, neighbouring Education Authorities, the local community association and parents, and staff and governors of the two schools. A copy of the consultation document is attached as **Appendix A** to this report. During the period of the consultation a series of scheduled meetings took place with the governing bodies and staff of the two schools and a joint meeting of the parents of both schools. In addition to these communications with statutory consultees, a public meeting was convened by members of the Area Committee to open up the process to a wider set of interested parties and to give consultees a further opportunity to discuss the issues arising.

2. Background

- 2.1 Warwickshire's School Organisation Plan supports the amalgamation of separate infant and junior schools on educational grounds. All-through primary schools generally add value to school achievement because of the continuity and progression they provide for pupils and the greater economies of scale and

access to specialised teaching that can be achieved. It is also acknowledged that there are circumstances in which separate infant and junior schools are more appropriate, e.g. when it would mean that the school would be too large.

- 2.2 Rokeby Infant School and Rokeby Junior Schools are Community schools which share a site in south-west Rugby. A map showing the location of the school and a site plan are attached as **Appendix B** to this report.
- 2.3 Rokeby Infant School has an admission number of 60 and a physical capacity of 180 pupils. At the start of the Autumn Term in September 2005 the school had a total of 139 pupils on roll. This means that the school has some 22.8% surplus places.
- 2.4 Pupil numbers at the Infant School have fallen by approximately 20% over the last seven years and forecast pupil numbers for the Rokeby area indicate that over the next four years pupil numbers may be expected to fall by a further 27%.
- 2.5 The Nursery class at the Infant School is a 39-place unit (technically, 39 part-time places in the morning and 39 in the afternoon). In practice, the County Council has introduced some full-time places and the situation in January 2006 was that 16 pupils attended on a full-time basis, 10 attend mornings only and 7 pupils attend the afternoon sessions only, giving a total of 33 different pupils, with 49 of the 78 places therefore currently occupied.
- 2.6 Rokeby Junior School serves pupils from the ages of 8 to 11 years, has an admission number of 60 and a physical capacity of 240 pupils. At the start of the Autumn Term in September 2005 the school had a total of 166 pupils on roll giving 30.8% surplus places. Forecast pupil numbers indicate a further slight fall to 159 pupils by September 2009.
- 2.7 Total pupil numbers at the two schools are forecast to fall from 377 in January 2002 to 260 by September 2009.
- 2.8 A detailed breakdown of pupil numbers is set out in **Appendix C** to this report.

3. Proposal

- 3.1 The proposal has been brought forward at this time due to falling pupil numbers at both schools and the opportunity that it is felt amalgamation would present to reorganise the school so that it would secure quality education for the Rokeby community and free up resources to support that education for its pupils.
- 3.2 The proposal is to amalgamate Rokeby Infant School and Rokeby Junior School to form a new primary school, with nursery provision. It is proposed that the school would provide one form of entry (30 pupil places per year) rather than the current capacity of two forms of entry (60 pupils per year) which would dramatically reduce the number of surplus places and allow the new school to meet the infant class size legislation and plan ahead its class organisation.

The existing nursery unit would continue but with 26 places per year instead of 39 places in order to reflect required staffing ratios and the forecast demand for places. The published proposal is that the new school would be based on the existing junior school buildings and surplus land would be sold and the proceeds re-invested in the refurbishment of that building.

- 3.3 The schools benefit from the presence of the Hillside and Rokeby Community Association (HARCA) which provides adult education, pre-school and community facilities. HARCA is based in two temporary classrooms on the infant school site.
- 3.4 It is anticipated that, if approved, the earliest date an amalgamated school could be established would be September 2007.

4. Funding

It is proposed that resources to finance the necessary re-modelling of the retained buildings and any necessary refurbishments would be met from the receipts from the sale of surplus buildings and land. However, it would be necessary to complete the proposed building works before the sale of surplus land can be achieved. In order to facilitate the disposals and achieve the income, it is proposed that this project is prioritised within the overall management of the education capital programme to maximise capacity from slippage and underspends elsewhere to avoid or minimise any cash flow shortfall.

5. Statutory implications

Technically, the proposals involve the closure of the two schools and the creation of a single primary school for children aged 4 –11 years (both of which are statutory processes).

6. Response to the consultation

- 6.1 There has been considerable response to the consultation including:
- A meeting with all parents held on 15th November which was attended by County Councillors, Borough Councillors, Chairs and Headteachers of the two schools, 77 parents and members of the public.
 - Meetings with the staff of Rokeby Infant and Rokeby Junior Schools on 8th November and 10th November respectively
 - A meeting of the Governing Body of Rokeby Infant School on 8th November and a meeting of the Governing Body of Rokeby Junior School held on 10th November.

- A petition signed by 173 persons stating that the infant school should be used for the new primary school because it is larger and has more facilities.
 - Letter and e-mails from six parents.
 - Letters from four governors.
 - Letters from four staff, some of whom are governors.
 - Letters and e-mails from two residents.
 - Letter from four others.
 - A letter from the Chair of Rokeby Junior School.
- 6.2 Paper copies of all responses have been placed for Members of the Committee in the respective group rooms at Shire Hall, Warwick.
- 6.3 There is overwhelming but not total support for the principle of amalgamating the two schools. However, there is significant opposition to the proposal to site the new school using the existing junior school buildings. A number of other, less fundamental issues have also been raised which should be considered.
- 6.4 In addition to the issues surrounding the siting of the proposed primary school, which are outlined below, a summary of the main issues is attached as **Appendix D** to this report.

6.5 Siting of the proposed primary school

It became clear during the consultation, that the location of any amalgamated school is the major though not only issue.

Options

6.5.1 *Option 1 – Junior building*

The options to create a one-form-entry primary school using the junior building are as follows:

- Provide a small extension for nursery and carry out internal alterations to create a new school
- Retain the existing accommodation and extend to provide a new nursery unit.

6.5.2 *Option 2 – Infant building*

The options to create a one form entry primary school using the infant building are as follows:

- Alter and adapt the existing infant building to create a new school. Utilise existing junior school playing fields (approximately 200m distant)

- Alter and adapt the existing infant building to create a new school. Utilise existing junior school playing fields (approximately 200m distant). Incorporate existing junior school car park (reduce the area of site for disposal at the junior school).

6.5.3 **Option 2a – Land swap**

Create a new primary school based on the existing infant building; demolish the junior building and create playing fields on the site of the demolished junior school; designate a portion of the existing playing fields as development land, in effect swapping the junior school site for a portion of existing playing fields. This would have the effect of creating playing fields immediately adjacent to the existing infant / new primary school and thus remove one of the impediments to developing the infant school site.

Comments on these options

In response to the views expressed during the consultation, the Authority undertook to carry out an appraisal of both school sites and buildings to examine the opportunities and deficiencies of each. Options 1 and 2 are considered in detail in **Appendix E** to this report. A summary of this appraisal which relates to these two options is set out below:

- (1) The report seeks to compare accommodation at each school to the benchmark of a model one-form-entry school as defined in regulations published by the Department for Education and Skills. The divergence of each school from the guidelines is quantified and a notional estimate attached. For the purposes of direct comparison, the estimates are based upon providing at each school at least the minimum space requirements set out in guidance documents.
- (2) Both buildings would require significant works to meet the requirements for a modern primary school. The work required at each school, whilst different in nature, is similar in cost. There is no financial advantage of one site over the other.
- (3) The buildings have an almost identical backlog of maintenance needs and are likely to have similar future maintenance requirements.
- (4) Both buildings are capable, following alteration, of housing the proposed new school; each would provide broadly similar levels of teaching space; each would meet the requirements for playgrounds, and arrangements could be made to provide access to playing fields from the infant building, which currently has no playing fields. Opportunities exist at both sites to accommodate future expansion; it is, however, easier to alter, extend or provide separate, additional accommodation on the junior school site by virtue of its more modern CLASP construction.

- (5) The principal nature of building works required at either school would include extensions to create nursery accommodation at the junior school and internal alteration to create support, resource spaces and age-appropriate toilet facilities at the infant school. Each scheme could be managed to reduce, but not obviate, the impact on pupils' education.
- (6) The major advantage of the junior school site is that it is immediately adjacent to its playing fields and has sufficient space elsewhere on the site to extend the existing accommodation or provide new buildings without displacing any existing facility. There are currently home and away team games' changing and showering facilities, which, together with their proximity to the playing fields and hall, could support a range of community sport and leisure activity. By contrast, there is limited space at the infant school for any future expansion without displacing existing playgrounds. The infant school has no changing facilities and no playing fields. Children would, therefore, need supervised access to the existing junior school fields approximately 200m distant. This will restrict pupil access to leisure and play during break and lunch periods and community use of the buildings and fields at other times.
- (7) The major advantage of the infant school site is the feeling of space created by the volume of the building and the length of circulation routes around the school. There is a separate dining space that could enable greater use of the hall to be made before, during and immediately after lunchtime, for school or community activity. The dining space could also be used to support additional community activity out-of-school hours. There is an existing, established nursery unit at the infant school. There is currently no nursery provision at the junior school.
- (8) Both schools could be adapted or extended to provide the accommodation required for a one-form-entry school; notionally, this could be done from within the resources that might be achieved from the disposal of either site.

6.5.4 **Option 3 – New build**

- Demolish both buildings and build a purpose designed primary school; dispose of surplus land
- Demolish the junior school and build a purpose designed primary school on the junior school site; retain the existing infant school for other community use
- Demolish the infant school and build a new school on the infant school site; retain the junior building for other community activity.

Any of the above would require substantial investment by the County Council.

6.5.4 **Option 4 – Amalgamate but retain both infant and junior buildings**

The County Council is, in the context of the Children Act, looking at ways in which school buildings could be used to provide a range of additional services to the local community they serve. One option, therefore, is to proceed with the amalgamation process but to retain both the infant and junior school buildings. The advantages of this option are that there would be minimal building issues to address initially and it would allow time to explore other potential community uses for the surplus accommodation. The disadvantage would be that the new primary school would continue to incur the running and maintenance costs of the existing buildings with some 115 surplus places. This number is likely to increase. This would reduce the amount the new school could spend on teaching resources including staff. Retention of the two buildings would not produce any capital receipt to fund the work necessary to improve and enhance the existing provision. Further, if the decision on the final location were not made as part of the formal amalgamation consultation, the decision would fall to the Authority and governing body of the new primary school outside the statutory process.

6.5.5 **Option 5 – Do nothing – retain a separate infant and junior school**

Demographic forecasts suggest that to do nothing will cause both schools to continue to admit pupils significantly below their capacity. Declining numbers will affect the schools' ability to set balanced budgets and may ultimately reduce the schools' ability to attract and retain suitable staff, maintain their buildings and invest in teaching and learning.

7. **Planned timescale**

7.1 The key milestones, subject to responses at each stage, are as follows:

- Report to Cabinet – 23rd February
- Publication of Statutory Notices – End of objection period 27th April
- School Organisation Committee (if necessary) – June
- Implementation of proposals – September 2007.

7.2 Any subsequent decision by Cabinet, which would significantly amend the proposal on which this consultation has been based, would result in further consultations being required.

8. **Summary**

The report sets out the reasons for formally consulting on a proposal to amalgamate Rokeby Infant School and Rokeby Junior School to form a single 'through' primary school with nursery unit from September 2007. It is intended that the outcome of the formal consultation will be reported to Cabinet for its consideration on 23rd February.

9. Recommendation

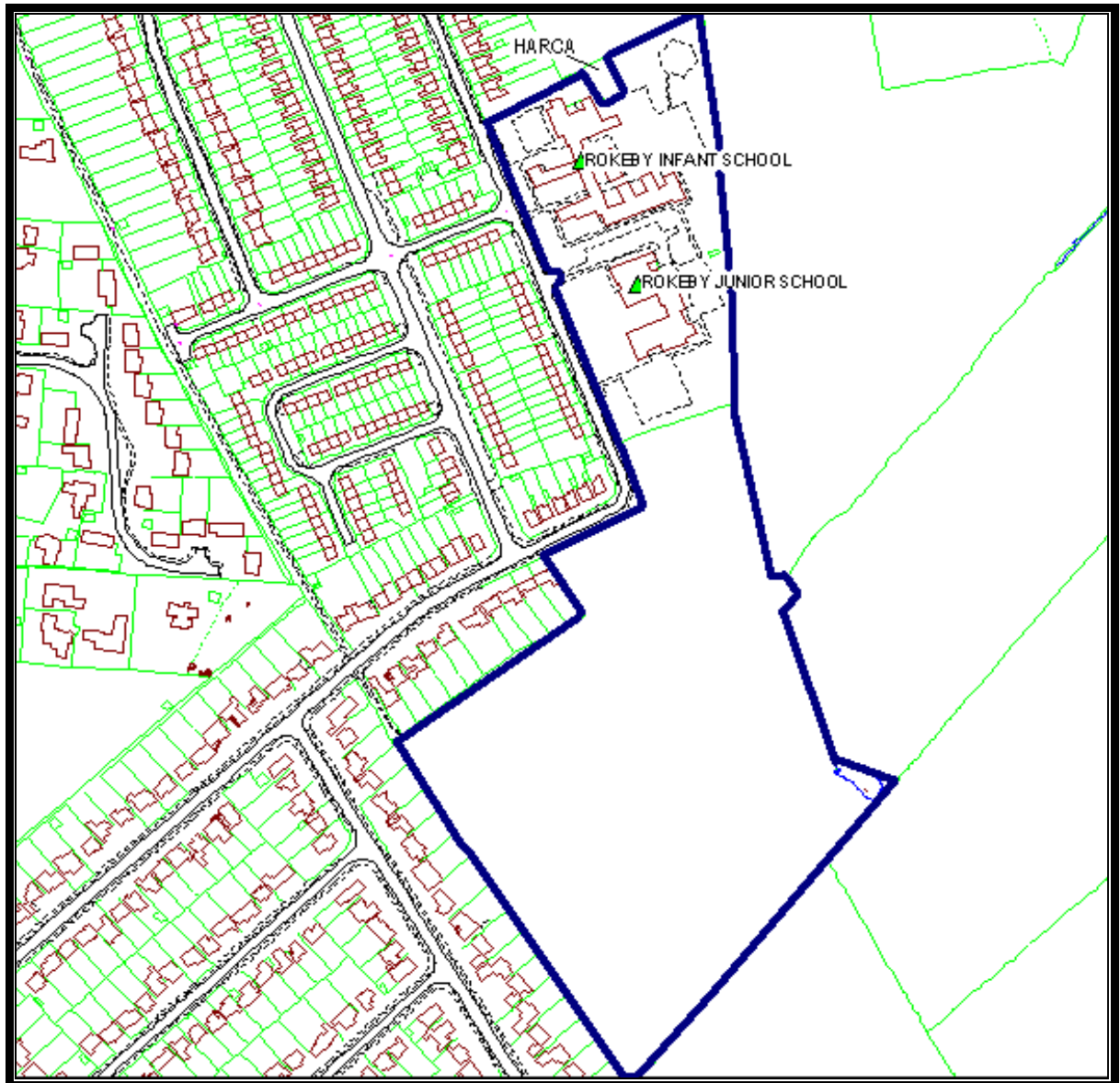
That any comments the Area Committees wish to make in relation to the proposal be reported to Cabinet.

MARION DAVIS
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Warwick

23rd January 2006

Map showing the location of Rokeby Infant and Junior Schools and the site boundary



Appendix C

Actual Numbers on Roll at Rokeby Infant School and Rokeby Junior School 2002 – 2005

Admission Number	Estab No	School Name	Year Group	Number on roll				
				January 2002	January 2003	January 2004	January 2005	September 2005
60	2418	Rokeby Infant School	0	54	28	46	46	44
			1	44	58	29	47	47
			2	55	40	57	28	50
Rokeby Infant School Total				153	126	132	121	141
60	2579	Rokeby Junior School	3	61	56	39	55	33
			4	44	65	57	37	51
			5	59	44	66	49	34
			6	60	63	46	68	46
Rokeby Junior School Total				224	228	208	209	164
Rokeby Infant + Junior TOTAL				377	354	340	330	305

Source: PLASC

Summary of consultation issues and comments by the County Council

1. Why is the junior school site the best option for developing the new school?

Comment

See the main report and appendices on building.

2. Who ultimately makes the decision as to which building will be used?

Comment

The Cabinet of Warwickshire County Council.

3. Is there a 'do nothing' option?

The proposal will involve a good deal of disruption and using temporary accommodation. We should not do it if we do not have to. With the junior school improving, it would be wrong to take away choice for parents. Why not wait and see pupil numbers increase?

Comment

Within the infant and junior schools there are currently 90 surplus places and this is forecast to grow to 160 surplus places by just 2009. There is a cost to maintain the buildings. This is diverting resources from teaching resources. There are problems balancing the budget in the two schools. Regarding surplus places, there is a government policy keep to surplus places low but government does not dictate how this should happen at a local level.

Falling pupil numbers is not just a forecast. For several years now the infant school has failed to take in 60 pupils. This year, for the first time, only one class transferred into the junior school.

It would take a very significant increase in pupil numbers in order to return to a position where the school had around 400 pupils on roll. In the absence of this, while there is always a 'do nothing' option, the likelihood is that even the present situation could not be sustained and there would be further falls in income, resulting in a further reduction in staff numbers and in teaching resources.

- 4. If the admission number is reduced from 60 to 30 pupils per year, will there be enough space for children living in the priority area? If you are wrong, would you change the school priority area?**

Comment

Over half the children currently attending the schools in Rokeby come from outside the priority area, so on the basis of existing admissions patterns there would be no question of local children not having space at the new school. There is no case for reducing the priority area of the Rokeby schools and therefore no plans to do so.

- 5. Could pupil numbers in the area go up?**

If the fall in pupil numbers is due to an ageing population in Rokeby, could this soon be reversed by younger families moving in and who would want to send their children to Rokeby schools? Also, if part of the school site is sold for housing, will that result in more pupils?

Comment

At some point more younger families may replace existing residents in the area. However, we have no knowledge of when that would be and how many new children this could mean. What is known is that the average number of children per family will be much lower than it was during the early life of the estate.

Also, while we would expect any pupils from new housing to come to the new primary school, it is important not to over-estimate the number of new pupils from what would be a small development.

- 6. Shouldn't the new school also have places for pupils living outside the priority area? Doesn't this restrict parent choice?**

Comment

The proposal is to create a new school with sufficient places for all local children. There would, however, be fewer places for out-of-area parents than at present and this may reduce as the new school establishes itself. There are surplus places in many other schools in the area. There would be choice in their own neighbourhood and in other town schools with surplus capacity.

Choice is a major part of the government agenda but even then the government accepts this has to be balanced by other considerations sometimes. The price of offering places to anyone out of the school's area is that the school will continue to find it hard to plan how many classes it has and run classes that are not full. Organising with small classes costs the school money it could use on learning resources.

7. What is the source for forecast pupil numbers?

Comment

The Pupil Level Annual School Census (PLASC) provides the actual pupil data and is collected from schools. The forecast data is based on a mix of PLASC data, live birth data from the Area Health Authority and a model of patterns of school attended data.

8. What will happen to existing pupils?

Comment

All of the pupils on roll at either of the schools in September 2006 will continue to have a place in the new school – none will need to move.

9. What will happen to pupils joining reception in 2007?

Comment

There would be an admission limit of 30 pupils and priority would be given to those pupils living in the priority area. Any spare places could be offered to parents outside of the priority area.

10. What will be put in place for all Year 2 (in 2006) children? Will their parents have to make a decision based on choice if the school doesn't exist?

Comment

By the time Year 2 parents have to express a preference of junior school next year, a decision should have been made and either they will have the existing choice or the opportunity to transfer automatically to Year 3 in the new primary school.

11. Concern that the reduction in nursery places would mean that those living a distance from the school would not be able to gain a place in the future.

This comment was made by a parent who travels 25 miles per day.

Comment

The reduction in infant places from 39 in the morning and 39 in the afternoon to 26 in the morning and 39 in the afternoon is needed to match more closely nursery numbers with the lower admission number into the Reception Year Group proposed. However, in January 2006 these numbers have fallen to 16 full-time pupils, 10 morning only pupils and 7 afternoon only pupils. This means that the school is effectively operating with 26 children in the morning and 23 in the afternoon.

12. How would the proposals be funded?

Comment

The capital costs would be met from the proceeds of the sale of surplus land on the site. The proposal consulted upon is that the infant site is sold and the proceeds entirely invested in creating the new primary school around the junior school building. However were the proposal the other way around and the infant building was retained the same principle would apply. Further details of funding issues is given in the main report.

13. Why not build a new school?

Comment

A new building would be highly desirable but the cost would be in excess of £4million. The proposal under consideration in the consultation is made on the basis that it would be self-funding. The estimated proceeds from sales of surplus land would not be enough to fund a new school building.

14. Why does the County Council consider that ‘through’ primary schools are better than separate infant and junior schools and will the new school be too large to ensure personal attention for pupils?

Comment

The new school would not be large in comparison to the county norm. A large school for Warwickshire would be 400 pupils. The proposal is for a 210-place school. Contact with staff is valuable and there is no reason why this should be reduced as a result of the proposals. Although there are some circumstances where it may not be appropriate to amalgamate separate infant and junior schools, there can be several advantages. The main advantages of a ‘through’ primary school are that it could provide greater continuity for pupils, with no break at the end Key Stage 1, consistent policies and approaches throughout the primary phase, more staff to share specialisms and subject planning workloads, and a continuity of contact with staff for parents.

15. Will staffing go down?

Comment

Staffing levels are determined by the governing body of a school but are dependent largely on the school budget, which in turn is based mostly on pupil numbers. Pupil numbers have been falling over time and this has affected and would affect the number of staff even if there were no change to the schools. Under the proposals the school is forecast to fall from having 305 pupils on roll in September 2005 to 210 pupils by 2013, and otherwise pupils numbers are forecast to fall to 260 pupils over the same period.

Clearly there is a responsibility to recognise the interests of staff. We have consulted with staff, we have a good track record as an employer.

16. Would that include the swimming pool?

Comment

Under the proposals, there would be no intention to replace the training pool on the junior site. The governors and headteacher would make appropriate arrangements for swimming, just as every other school does.

17. Will the new school have a community room, an after-school room, a pre-school room to replace existing facilities on the infant site?

Comment

There is no wish to reduce community facilities as these are valued very highly. The Extended Schools initiative assumes that on-site community facilities may be delivered using school accommodation before and after the school day. It must therefore be considered whether separate accommodation continues to be essential or if these service can be delivered in a new way, e.g. utilising rooms within the school.

18. Concern that the proposal will lead to more road traffic?

There is already a lot of traffic outside the schools at the start and end of the school day and concern that some people are speeding.

Comment

There will probably be less pupil movement and less traffic from off the estate. Any new housing may increase traffic slightly but this is unlikely to be at school times. This is an unknown at present. However, the planning authority is likely to ask for a traffic impact assessment as part of any planning application. Developers may be asked to contribute to, for example, traffic-calming measures or whatever the planning authority deems necessary.

19. Advantages of space

Facilities for ICT, Art and Music have all been possible because of surplus rooms. If the amalgamation goes ahead this must have an impact.

Comment

It is only natural that a school with a number of spare rooms will use them as effectively as it can. The County Council has invested in schools across the county to help provide ICT suites, new staffrooms, music rooms., etc. Any new school would need to provide the right number of rooms to deliver a quality curriculum.

- 20. Such a change is likely to lead to some level of turmoil. What will be done to minimise the impact on pupils while any changes take place?**

Comment

Discussions on the proposal take nearly 12 months. Planning will take another 12 months. There is a period of change and parent anxiety. This is to some extent unavoidable but the County Council and the teachers will endeavour to help children through this change. Continuity of children's learning should not be threatened by this process of change.

- 21. What happens if building work is not completed by the time the new school opens?**

Comment

Every effort would be made to ensure that any building works were completed by the proposed opening date. It should be noted that in construction terms this is not a large project. There is no question that the buildings would need to be fit to operate in school before they were occupied.

- 22. The existing nursery has a separate little playground from the main school pupils. In the new school would there be just one, shared playground? The children may be frightened by this.**

Comment

Any nursery provision would feature a separate play area.

An assessment of the opportunities presented by the Junior and Infant School buildings at Rokeby, Rugby

Proposals for a new Primary School at Rokeby, Rugby – Buildings issues

Note: *The appendices referred to in this report are available on request from John Harmon, Education Officer (Capital Programme) – tel. 01926 412150, e-mail johnharmon@warwickshire.gov.uk.*

1.0 PURPOSE OF THE REPORT

- 1.1 This report compares and contrasts current accommodation at the Rokeby Infant and Junior schools and assesses the likely works required at each school to accommodate a new one-form entry (1FE) all-through primary school.
- 1.2 The report compares existing accommodation to a model for a new 1FE school derived from guidance contained in *Building Bulletin 99, Briefing Framework for Primary Projects (Area Guidelines for Schools)* published by the Department for Education and Skills (DfES).
- 1.3 Deficiencies in the existing provision have been identified and notional estimates of the cost of rectification have been prepared.
- 1.4 The ability of each site to accommodate future expansion in response to either specific Government policies or demographic change has been examined.
- 1.5 Estimates of the cost of building works on either site have been prepared on an equal basis to allow a direct comparison of the two sites. The estimates are notional and are intended to be indicative only of the likely level of expenditure required.

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2.0 OPTIONS

2.1 Infant building

- 2.1.1 The options to create a one form entry primary school at the infant building are as follows:
- 2.1.2 Alter and adapt the existing Infant building to create a new school. Utilise existing Junior school playing fields (approximately 200m distant).
- 2.1.3 Alter and adapt the existing Infant building to create a new school. Utilise existing Junior school playing fields (approximately 200m distant). Incorporate existing Junior school car park (reduce the area of site for disposal at the Junior school).

2.2 Junior building

- 2.2.1 The options to create a one form entry primary school at the Junior building are as follows:
- 2.2.2 Provide a small extension for nursery and carry out internal alterations to create a new school.
- 2.2.3 Retain the existing accommodation and extend to provide a new nursery unit.

2.3 New build

- 2.3.1 Demolish both buildings and build a purpose designed Primary School; dispose of surplus land.
- 2.3.2 Demolish the Junior school and build a purpose designed Primary school on the junior school site; retain the existing infant school for other community use.
- 2.3.3 Demolish the Infant school and build a new school on the infant school site; retain the Junior building for other community activity.
- 2.3.4 Any of the above would require substantial investment by the County Council.

2.4 Land swap

- 2.4.1 Create a new school based on the existing infant building; demolish the junior building and create playing fields on the site of the demolished junior school; designate a portion of the existing playing fields as development land, in effect swapping the junior school site for a portion of existing playing fields. This would have the effect of creating playing fields immediately adjacent the existing infant / new primary school and thus remove one of the impediments to developing the infant school site.

2.5 Do nothing

- 2.5.1 Demographic forecasts suggest that to do nothing will cause both schools to continue to admit pupils significantly below their capacity. Declining numbers will affect the schools ability to set balanced budgets and may ultimately reduce the schools ability to attract and retain suitable staff, maintain their buildings and invest in teaching and learning.

Options 2.1 and 2.2 are considered in detail in sections 4 to 10 of this document.

3.0 SUMMARY

3.1 Generally

- 3.1.1 Both buildings would require significant works to meet the requirements for a modern primary school. The work required at each school, whilst different in nature, is similar in cost. There is no significant financial advantage of one site over the other.
- 3.1.2 Both buildings have similar repair and maintenance needs over the next five years (approximately £280,000) as identified in the Education Asset Management Plan.
- 3.1.3 Both buildings are generally in a good state of repair and are clean and bright with good display and imaginative use made of non-teaching and ancillary areas; both have benefited from recent investment. If properly maintained both buildings should last for the foreseeable future.
- 3.1.4 The buildings have an almost identical backlog of maintenance needs and are likely to have similar future maintenance requirements.
- 3.1.5 Both buildings are capable, following alteration, of housing the proposed new school; each would provide broadly similar levels of teaching space; each would meet the requirements for playgrounds, and arrangements could be made to provide access to playing fields from the infant building, which currently has no playing fields. Opportunities exist at both sites to accommodate future expansion, it is however easier to extend or provide separate, additional accommodation on the Junior school site.
- 3.1.6 The type of building works required at each school would include extensions to create nursery accommodation at the Junior school and internal alteration to create support, resource spaces and age-appropriate toilet facilities at the infant school. Each scheme could be managed to reduce, but not obviate, the impact on pupils education.
- 3.1.7 The major advantage of the junior school site is that it is immediately adjacent its playing fields and has sufficient space elsewhere on the site to extend the existing accommodation or provide new buildings without displacing any existing facility. There are currently Home and Away team games changing and showering facilities, which, together with their proximity to the playing fields and hall, could support a range of community sport and leisure activity. By contrast, there is limited space at the infant school for any future expansion without displacing existing playgrounds. The Infant school has no changing facilities and no playing fields. Children would therefore need supervised access to the existing junior school fields approximately 200m distant. This will restrict pupil access to leisure and play during break and lunch periods and community use of the buildings and fields at other times.
- 3.1.8 The major advantage of the Infant school site is the feeling of space created by the volume of the building and by the length of circulation routes around the school. There is a separate dining space that could enable greater use of the hall to be made before, during and immediately after lunchtime, for school or community activity. The dining space could also be used to support additional community activity out of school hours. There is an existing, established, nursery unit at the infant school. There is currently no nursery provision at the Junior school.
- 3.1.9 Both schools could be adapted or extended to provide the accommodation required for a one-form entry school; notionally, this could be done from within the resources that might be achieved from the disposal of either site.

3.2 Accommodation – significant differences

- 3.2.1 The total area of the Infant building is greater than that of the junior building and would remain so following conversion.
- 3.2.2 The total teaching and learning support area available in the Junior building is greater than that provided in the infant building.
- 3.2.3 Approximately 55% of the total area of the infant building does not contribute directly to teaching and learning. The comparable figure for the junior building is 39%.
- 3.2.4 Teaching space at the infant school is mostly classroom based with use made of other non-teaching spaces e.g cloakrooms, to provide additional support areas; at the Junior school teaching space is a combination of (smaller) classrooms and dedicated practical areas. The practical areas at the Junior school are open plan areas within the circulation routes of the school.
- 3.2.5 Classrooms at the infant school are generally larger than those at the junior school.
- 3.2.6 The Junior school hall is 25% larger than the infant hall.
- 3.2.7 The infant school has a dedicated dining room; the junior school hall is used for dining.
- 3.2.8 There is a nursery unit at the infant school but no nursery provision at the Junior school.
- 3.2.9 There are changing rooms for school and community use at the junior school but none at the infant school.
- 3.2.10 The junior school has direct access to extensive playing fields; there are no playing fields at the infant school.

3.3 Site

- 3.3.2 The infant school site does not have sufficient playing fields to satisfy the requirements of the Schools Premises Regulations. Use could be made of the existing Junior school playing fields, approximately 200m from the infant school site.
- 3.3.3 The infant school site has limited car parking; access to the HARCA community building is shared with the school and provides no separation of vehicles and pedestrians. There is limited opportunity to extend parking provision to meet any future demand e.g. community use. Use could be made of the existing Junior car park, which could be retained and incorporated into the Infant site but would reduce the land available for disposal at the Junior site.
- 3.3.4 The infant site offers fewer opportunities for future expansion for provision of additional services / buildings. There are large tracts of land to the side and front of the Junior building that offer opportunities for future expansion if required.
- 3.3.5 The infant site is immediately adjacent and opposite existing housing. Disposal of the infant site for say housing development would therefore blend with the streetscape. Disposal of the Junior school site would create an isolated pocket of housing forming a barrier between a school and its playing fields.

3.3.6 Neither site is secure. There is direct public access at both schools to the playgrounds throughout the school day. A public right of way crosses both sites and the junior playing fields.

3.4 Cost

3.4.1 The cost of works necessary to meet DfES guidelines at either school could be met from the income generated by the sale of either site.

3.4.2 The major cost of development at the junior school site would be the provision of a nursery unit.

3.4.3 At the infant school site the costs would be spread between providing additional support spaces; alterations to accommodate junior age children; improved access and some improvements to security and safety.

4.0 EXISTING FACILITIES

4.1 Infant building

4.1.1 Generally

4.1.2 The Infant building is generally in framed construction with flat roofs, concrete block and masonry internal and external walls. The building is well maintained, clean, and bright.

4.1.3 Floor finishes are a combination of wood block, quarry tiles and vinyl tiles; many areas have been carpeted. Windows are generally metal but a substantial number have been replaced with uPVC. Ceiling heights within classrooms are in the order of 3.5m (12ft), which, whilst creating the feeling of space and light, also create large volumes to heat. Windows to classrooms include generally one full wall of glazing / infill panels.

4.2 Accommodation

4.2.1 The functional use of the infant school building is analysed in Appendix 1(Existing use of accommodation) the following is provided as a commentary on the types of spaces available.

4.2.2 Teaching spaces are enclosed rooms with small areas for sinks / wet areas. Classrooms do not generally have direct access to the outside. Existing cloakrooms are sometimes used as additional teaching spaces.

4.2.3 There is a separate nursery unit with a discrete external play area, external toy store and covered play area. The play area is a combination of paving slabs and grassed areas.

4.2.4 There is a dedicated ICT room capable of supporting a whole class group.

4.2.5 The school library is an area within the foyer / lobby, other reading resources are located in corridor spaces throughout the school.

- 4.2.6 The school has separate hall and dining spaces. Dining for infants is currently held in two sittings. Consideration should be given to how the dining space would support the additional numbers that would arise from the inclusion of junior school pupils.
- 4.2.7 There is one dedicated support room to accommodate group work and withdrawal of pupils for learning or behavioural support. Use is made of other areas of the school to support this function, including dining space, corridor, cloaks areas and a teaching resource store / room.
- 4.2.8 The former Deputy Head's office is used for community and parent activity during the school day.
- 4.2.9 The Head Teacher's office is generous and relates well to the admin office and staffroom. It provides a workspace and meeting space for the Head Teacher.
- 4.2.10 The staffroom is adequate for the numbers of staff currently on site, but offers no facilities for staff to undertake work preparation. The staffroom would require extending or remodelling to accommodate additional staff and to provide an area for work preparation.
- 4.2.11 Corridors are long with windows at high level only. Children have no view of the outside from the corridors.
- 4.2.12 WC facilities are generous, well maintained and relate well to the classroom space and outdoor play areas but are dated in design and layout and do not offer the privacy required at KS2.
- 4.2.13 There are no visitor WC facilities.
- 4.2.14 There are no changing rooms for staff, pupils or community use.
- 4.2.15 The school would require some works, for example ramps to doorways, to make it compliant with the requirements of the Disability Discrimination Act (DDA) and Special Educational Needs and Disability Act (SENDA).
- 4.2.16 There is sufficient hard play space to accommodate Junior and Infant pupils, though consideration would need to be given to separation of Key Stage 1 (KS1) and Key Stage 2 (KS2) pupils.
- 4.2.17 Whilst there is sufficient soft play space for an infant school, it is insufficient for a primary school. Regulations require a Primary school to have, or to have access to, playing fields capable of being laid out for the playing of team games. Use would need to be made of the existing playing fields on the far side of the Junior building.
- 4.2.18 There is a separate wildlife area.
- 4.2.19 There is no physical separation of the users of the HARCA building from pupils at play.
- 4.2.20 There is no physical barrier to prevent strangers from entering the school playgrounds during the school day.
- 4.2.21 There is a public right of way across the school. This could be stopped-up with the agreement of the local planning authority / highways authority.

4.3 Junior building

4.3.1 Generally

- 4.3.2 The Junior building is of CLASP (Consortium of Local Authorities Special Projects) construction, a system of buildings provided through a consortium arrangement to which Warwickshire is party.

The building is of framed construction with flat roofs and exposed aggregate concrete panel construction. The building is well maintained, clean and bright. Floor finishes are generally carpet with vinyl coverings in the hall and wet areas. Windows are a mix of timber and uPVC. Storey heights within classrooms are generally 2.6m high with level, suspended ceilings throughout. Classrooms have at least one external, glazed wall. Each classroom has an external door that provides direct access from the classroom to the outdoor curriculum and for emergency escape.

4.4 Accommodation

- 4.4.1 The functional use of the junior school building is analysed in Appendix 1(Existing use of accommodation) the following is provided as a commentary on the types of spaces available.
- 4.4.2 Teaching spaces are enclosed rooms with small areas for sinks / wet areas. Classrooms have direct access to the outside.
- 4.4.3 There is no nursery provision on the site. A new foundation unit would need to be created as part of any amalgamation.
- 4.4.4 There is a dedicated ICT room capable of supporting a whole class group.
- 4.4.5 There is a separate discrete school library capable of supporting a whole class.
- 4.4.6 The school has a single large hall, part of which is used as a dining space at lunchtime. The hall could accommodate all diners in one or two sittings.
- 4.4.7 Adjacent the classrooms are large formal support areas. These areas support science, food technology and other group or whole class activities. There are also areas that support individual learning / withdrawal and small group work.
- 4.4.8 There is a small multi-purpose room that supports withdrawal and serves as a base for the schools Special Educational Needs Co-ordinator.
- 4.4.9 There is no dedicated community room.
- 4.4.10 The Head Teacher's office is an adequate size and relates well to the admin office and staffroom.
- 4.4.11 The staffroom is adequate for the numbers of staff currently on site but offers limited facilities for staff to undertake work preparation. Extending the staffroom should be considered to accommodate additional staff and to provide an area for work preparation.
- 4.4.12 Corridors are wide and are naturally lit from windows and rooflights. There is a view of the outside from the corridors.

- 4.4.13 There are sufficient WC facilities for an all through primary school, though additional, separate WC's would be required as part of any foundation stage development. The existing WCs have been recently refurbished.
- 4.4.14 There are no visitor WC facilities. However, additional toilets are available as part of the changing facilities. There is a disabled persons WC.
- 4.4.15 There are two team-game changing rooms for pupils or community use. Each provides changing for up to 15 persons, WC and shower facilities.
- 4.4.16 The school is generally accessible to wheelchair users but would require some works, for example, level access to the main entrance door.
- 4.4.17 There is sufficient hard play space to accommodate Junior and Infant pupils. There are two separate playgrounds that would provide separate play areas for Key Stage 1 (KS1) and Key Stage 2 (KS2) pupils.
- 4.4.18 There is sufficient soft play space for an all through primary school. Use can be made of the existing playing fields that are adjacent the Junior building.
- 4.4.19 There is a no separate wildlife area, but there are informal landscaped areas that could provide this use.
- 4.4.20 There is no physical barrier to prevent strangers from entering the school playgrounds during the school day.
- 4.4.21 There is a public right of way across the school. This could be stopped-up with the agreement of the local planning authority / highways authority.

5.0 ASSET MANAGEMENT PLAN

5.1 General

- 5.1.1 The Asset Management Plan (AMP) records the details of the schools built assets under the following headings:

Condition: the physical state of the buildings measured against a common framework and categorised according to priority.

Suitability: the Head Teacher's view of the suitability of spaces and how they impact on the delivery of teaching and learning, management or behaviour. The views are the personal assessment of the Head Teacher and are therefore, to a degree subjective. Different Head Teachers may assess the same space or school differently.

Sufficiency: a measurement against guidelines published by the Department for Education and Skills (DfES) of the number of spaces of each type provided at a school.

5.2 Condition

- 5.2.1 The AMP (Appendices 4 and 5) records a need for expenditure over the next five-year period of approximately £280,000 at each school.
- 5.2.2 It should be understood that the AMP considers only a five-year period and identifies those works that are likely to be required during that period. It does not purport to be a comprehensive analysis of the whole need at the school.

5.3 Suitability

- 5.3.1 Copies of the schools suitability returns (Appendices 6 and 7) are attached.
- 5.3.2 The assessments, carried out by the respective Head Teachers, identify few problems with each school, though notably the Head Teacher of the Junior School identified classrooms as being too small for the number of pupils. The average classroom size in the Junior building is 51.3m² with access to a range of other spaces outside of the classroom that support areas of the curriculum. The average size of (existing) classrooms in the infant building is 56m² with fewer support areas.
- 5.3.3 An analysis of accommodation at each school is set out in Appendix 1.
- 5.3.4 Classroom sizes at both schools fall below the current space standards that govern the provision of a new-build school.
- 5.3.5 Storage is considered an issue in the Junior building. The infant classrooms have substantially larger store cupboards than the Junior classrooms. The infant school also makes use of a spare classroom to store teaching resources. This spare room would be converted back to teaching and alternative storage would need to be found if amalgamation took place on the infant school site.
- 5.3.6 External paths and play surfaces are identified as a medium risk Health and Safety concern on the Infant site.

5.4 Sufficiency

- 5.4.1 There is sufficient accommodation at each school for the numbers of children currently attending.
- 5.4.2 The sufficiency of either building to accommodate both sets of pupils is examined in section 5 below.

6.0 COMPARISON WITH GUIDELINES

6.1 General

The DfES publishes a range of documents that provide guidance on design issues. There is an expectation that the guidance will inform all new-build projects and should, wherever possible or practical, be applied to alterations and refurbishment work. The key document is Building Bulletin 99, Briefing Framework for Primary School Projects, which sets out the core provision (numbers and sizes of classrooms for example) and a range of options for the overall size of a new primary school.

6.2 Method

- 6.2.1 The space utilisation of both the Infant and Junior schools has been analysed and is presented in a simple spreadsheet at Appendix 1. The analysis was produced by examination of plans of the building, by survey and from discussions with staff at both schools.
- 6.2.2 Each category of space has been expressed as a percentage of the total area of the building.
- 6.2.3 The total area and the total teaching area per pupil have been calculated. This gives a direct comparison of the efficiency of use of each building.
- 6.2.4 A model based on DfES guidelines has been produced and is attached at Appendices 8-10. The model reflects typical provision and is not intended to set out the views of the Authority as to what a new, consolidated school at Rokeby might contain. The model forms a yardstick against which deficiencies in existing provision might be identified and against which the space efficiency of the existing buildings can be measured.

6.3 A model one-form-entry primary school

6.3.1 Generally

- 6.3.2 There is no definitive size for a new 1FE primary school; there is however a range of areas into which a new school is expected to fit.
- 6.3.3 Reproduced below are the key formulae that inform the calculation of the area of a new primary school. These are intended as “rule of thumb” guides. A more detailed calculation is included in Appendices 8-10.

Appendix 1: Key Formulae

Key Formulae for Primary, First and Middle, and Middle Deemed Primary Schools

N = number of pupil places (or full-time equivalent where applicable)

	all primary schools	5 - 12 first and middle schools	8 - 12 middle schools
basic teaching	2.1N	50 + 2.2N	50 + 2.3N
halls	100 + 0.3N	250 + 0.3N	260 + 0.3N
learning resources	15 + 0.15N	50 + 0.16N	50 + 0.17N
staff & admin.	30 + 0.2N	75 + 0.21N	75 + 0.22N
storage	45 + 0.25N	100 + 0.26N	100 + 0.27N
dining & social	-	-	25 + 0.05N
'float'	10 + 0.1N	175 + 0.12N	150 + 0.14N
TOTAL NET BUILDING AREA	200 + 3.1N	700 + 3.25N	700 + 3.45N
LIKELY GROSS BUILDING AREA	250 + 4.5N	1000 + 4.5N	1000 + 5N

Minimum Site Areas	infant schools (except confined sites)	5 - 11 primary schools (except confined sites)	primary schools on confined sites
pitches	-	20N	provided 'off-site'
soft play (informal & social)	800 + 2.5N	800 + 2.5N	600 + 2N
games courts (hard surfaced)	600 + 2N	600 + 2N	1000 (MUGA)
hard play (informal & social)	400 + 1.5N	400 + 1.5N	200 + 1N
habitat	200 + 1N	200 + 1N	0.5N
'float'	5N	5N	remainder of site
TOTAL NET SITE AREA	2000 + 12N	2000 + 32N	1800 + 4N minimum
LIKELY SITE AREA: from	2300 + 14N	2200 + 36N	2500 + 5N
to	2700 + 16N	2500 + 40N	3000 + 6N

These formulae are the basis of the graphs later in this document. They can be used for 5 - 11 primary schools where there are (approximately) the same number of pupils in each year up to year 7, and all infant, middle or secondary schools. Gross area figures are approximate to allow an easy 'rule of thumb'. **Nursery pupils are not included?**

Key Formulae for Calculating Building Area for Any Primary School (except special)

Area for each school			Area for each pupil in:			
For any primary school	For any middle school	For any 'first and middle' school	nursery	recep and KS1	KS 2	KS 3

minimum building areas

Likely gross area of buildings = net area / 0.7

basic teaching	-	50	50	2.1	2.1	2.1	2.9
halls	100	250	250	-	0.3	0.3	0.3
learning resources	15	50	50	0.45	0.15	0.15	0.25
staff & admin.	30	75	75	0.2	0.2	0.2	0.28
storage	45	100	100	0.25	0.25	0.25	0.33
dining & social	-	25	25	-	-	-	0.2
'float'	10	150	150	0.1	0.1	0.1	0.24
TOTAL NET BUILDING AREA	200	700	700	3.1	3.1	3.1	4.5

minimum site areas

Likely total site area = net site area x 1.1 to 1.35

pitches	-	10000	7500	-	-	35	35
soft play (informal & social)***	800	800	800	2.5	2.5	2.5	2.5
games courts (hard surfaced)	600	600	600	-	2	2	2
hard play (informal & social)	400	400	400	1.5	1.5	1.5	1.5
habitat	200	200	200	1	1	1	1
'float'	-	1000	500	5	5	5	5

6.3.4 The formulae set out in the first table suggests that the area of any new primary school (excluding nursery) should be in the order of $250\text{m}^2 + 4.5 \times$ the number of pupils on roll.

6.3.5 In the case of a 1FE school this translates as:

$$250 + (4.5 \times 210) = 1195\text{m}^2$$

$$\text{Allowance for nursery} \quad 120\text{m}^2$$

$$\text{Total area of model 1FE} \quad 1315\text{m}^2$$

6.3.6 The more detailed calculation included in Appendices 8 -10 would suggest an area of 1385m^2 .

6.3.7 This model makes no specific allowance for community activity.

6.4 How the infant building compares with published guidance

6.4.1 Teaching

6.4.2 The infant building has a total internal floor area of 1960m^2 (excluding temporary accommodation) and an admission number of 60 pupils per year, generating a maximum number of 180 pupils. Current guidelines would suggest an area of 1960m^2 could support 370 pupils and that 180 pupils could be accommodated in a school of approximately 1060m^2 . It is clear that the infant building is significantly over-sized for its current use.

6.4.3 There is currently 666m^2 of dedicated teaching space (including hall and specialist areas), which represents 34% of the total floor area available. Staff make use of other areas such as cloakrooms to support some elements of the curriculum (Appendix 1).

6.4.4 Spaces that do not directly support teaching account for 55% of total floor space; the nursery unit represents a further 11% (Appendix 1).

6.4.5 The current use of the building provides 3.70m^2 of teaching space per pupil (based on the school being full at 180 pupils). Guidelines suggest an area per pupil of 3.1m^2 (see table above).

6.4.6 If the existing school were to be organised as a 1FE all through primary school, there would need to be some re-organisation of space to provide 7 class bases and a nursery. If reorganisation were carried out, the amount of teaching space would actually fall from 3.7m^2 to 3.61m^2 per child (based on 210 pupils).

6.4.7 The Infant school building could, following reorganisation, accommodate a 1FE primary school and satisfy the teaching space requirements of DfES.

6.4.8 Non-teaching spaces

6.4.9 The total area currently given to spaces that do not directly support teaching is over 984m^2 and represent 54% of the total building area.

- 6.4.10 Good design practice, and the expectation of DfES, suggests that, in any school, teaching will represent 60% of the total area and non-teaching spaces no more than 40%. The preferred ratio of teaching to non-teaching at 60:40 recognises that the all areas in a school whatever their use, cost much the same to operate. It follows that the more space you have the more it will cost to maintain and service. By limiting the amount of non-teaching space, it should be possible to free-up monies to support teaching and learning rather than maintenance.
- 6.4.11 Corridor spaces are long and narrow, cloaks areas very large with toilets an integral part of the cloaks space; there is only one dedicated support room for withdrawal or group work.
- 6.4.12 The dining space currently provides two sittings; with increased numbers there may be an effect on the numbers of sittings and therefore the timing of lunchtimes for infant and juniors.
- 6.4.13 **Hall**
- 6.4.14 The hall, at 190m², is sufficient for a 1FE primary school.
- 6.4.15 **Staff and management areas**
- 6.4.16 The Head Teacher's office is a suitable size and relates well to admin and the staff room.
- 6.4.17 There is no Deputy's office.
- 6.4.18 The Admin office is long and narrow and does not relate to the entrance to the school. Neither the main doors nor any approach to the school can be seen from the admin office. The staffroom is undersized for the numbers of staff and does not provide an adequate space for teachers to carry out work preparation or marking of pupil work as now required.
- 6.4.19 **Facilities for the disabled**
- 6.4.20 There are no dedicated facilities for the disabled, though there is easy circulation around the building.
- 6.4.21 **Changing facilities**
- 6.4.22 There are no changing or shower facilities at the school to support either school activity or community activity.
- 6.4.23 **Community room**
- 6.4.24 There is a room that is made available to the community.

6.5 How the junior building compares with published guidance

- 6.5.1 The Junior building has a total internal floor area of 1437m² (Appendix 1) (excluding temporary accommodation) and an admission number of 60 pupils per year, generating a maximum of 240 pupils. Current guidelines suggest that a school of 1437m² could support 260 pupils. The proposal is to support 210 pupils.

- 6.5.2 There is currently 881m² of dedicated teaching space (including hall and specialist areas), which represents 60% of the total area available.
- 6.5.3 Spaces that do not directly support teaching account for 40% of the total; there is no nursery space on site.
- 6.5.4 A 1FE school requires 7 class bases (years R-6) and optionally, a nursery class, giving a total of 8 teaching spaces. There are currently 9 teaching spaces, 8 of which are sufficient for class bases. It would be possible either by extension or by internal alteration to provide the number of spaces required to create a nursery and 7 class bases.
- 6.5.5 The current use of the building provides 3.67m² of teaching space per pupil (Appendix 1) (based on the school being full at 240 pupils). Guidelines suggest an area of 3.1m² per pupil.
- 6.5.6 If the school were to be re-organised as a 1FE all through primary, the amount of teaching space would be as follows:
- 1 Internal re-organisation ~ 3.99m² (see Appendix 9)
 - 2 Extension to form nursery ~ 4.24m²/pupil (see Appendix 10)

In either case the resultant school would provide sufficient teaching space to meet the requirements of DfES.

6.5.7 Non-teaching spaces

- 6.5.8 The total area given to spaces that do not directly support teaching is circa 557m² and currently represents 40% of the existing accommodation. Dependent on the eventual design solution this proportion would fall, in the case of an extension to form a nursery, the proportion of non-teaching space would fall to around 35%.
- 6.5.9 Good design practice and the expectation of DfES is that an efficient school building will have no more than 40% of its space supporting non-teaching activities. The Junior building both now and following any alteration or extension would provide 40% or less non-teaching space.

6.5.10 Hall

- 6.5.11 The hall at 232m² is sufficient for a 1FE school.

6.5.12 Staff and management

- 6.5.13 There is a Head Teacher's and Deputy Head Teacher's office, which relate well to each other, the admin office, reception and the staff room.
- 6.5.14 The Admin office directly overlooks the entrance to the school and controls the reception foyer, which is secured from the remainder of the school to control visitor access.
- 6.5.15 The staffroom is sufficient in size to meet the requirements of DfES guidance. There is no separate area within the staff room for work preparation. Use can be made of the Deputy Head's office for this purpose.

6.5.16 Facilities for the disabled

6.5.17 There is a disabled toilet facility. Many of the doors have level access at the thresholds; there are few inaccessible areas of the school.

6.5.18 Changing facilities

6.5.19 There are changing rooms with shower facilities for home and away teams and a disabled WC that could provide changing for the disabled.

6.5.20 Community room

6.5.21 There is currently no dedicated community room.

7.0 WHAT WORK WOULD BE REQUIRED TO CREATE A 1FE PRIMARY SCHOOL?

7.1 Infant school site

7.1.1 Meeting core provision for a 1FE

7.1.1 Accommodation at the infant school has been compared with the guideline model and deficiencies and opportunities identified. A copy of the comparison is attached at Appendix 8. This is not definitive but is indicative of the level of provision normally provided in a 1FE school.

7.1.3 Commentary on comparison

7.1.4 **Basic teaching** (classrooms): is marginally below the recommended teaching area.

7.1.5 Given the nature of the construction it would not be possible to easily or economically extend classrooms to meet guideline provision.

7.1.6 **Specialist practical:** there are no dedicated areas for food/ science / art / design or technology. These subjects are currently delivered either in the classroom or by making use of other areas e.g. cloakrooms. There is a spare class base, currently used for music that could support some of these functions. The ICT suite is larger than the model provides.

7.1.7 It would be possible to convert the existing cloaks and toilet areas to create small dedicated spaces to support these areas of the curriculum.

7.1.8 **Hall:** the main hall is larger than the model provides.

7.1.9 No work is required or proposed.

7.1.10 **Learning resource:** the library area is small but could be expanded, it would however remain an open plan space on a circulation route and may prove difficult to support whole class activity. There are too few places to withdraw children to. Currently use is made of circulation routes, cloaks areas and offices.

- 7.1.11 Dedicated SEN / withdrawal rooms should be provided.
- 7.1.12 **Total teaching space:** is broadly equivalent to the model. However, this is due in the main to the large hall and spare room used for music.
- 7.1.13 **Teaching storage:** the school has ample storage; provision would exceed the model by 240% and some opportunities may exist to make other use of some stores.
- 7.1.14 **Non-teaching storage:** there is considerably more non-teaching storage than the model allows. Most of the excess area is in cloakrooms, which are very generous spaces.
- 7.1.15 Consideration should be given to converting part of each of these spaces to provide SEN / withdrawal / specialist areas.
- 7.1.16 **Staff and admin areas:** whilst the overall area of these areas exceeds the guidance, there are shortfalls in provision. For example, the staffroom is not sufficient for the proposed number of staff; there is no space for the Special Needs Co-ordinator or for use by other agencies or for medical inspection. The level of provision is skewed by the generous reception area, which at 57m² is larger than many of the classrooms. The staff and admin areas, net of the reception /lobby, is slightly under the guideline. The admin office does not relate directly to nor does it overlook the main entrance, car park or school entrance.
- 7.1.17 It would be preferable for security purposes for the reception / admin office to directly overlook the entrance to the site and the school. This would require relocation of the admin function. This could be achieved by creating an internal office and secure lobby within the existing foyer.
- 7.1.18 **Catering:** there is a dedicated dining space. The kitchen areas are extremely large by modern standards.
- 7.1.19 No work is recommended.
- 7.1.20 **Toilets and personal care:** toilet provision for both adults and pupils is generous.
- 7.1.21 Re-sizing of appliances to suit older children and some reorganisation to provide better levels of privacy will be required. This area may also be re-organised along with cloaks areas to provide support spaces.
- 7.1.22 **Plant and circulation:** circulation is generous. The existing plant room is significantly over-sized and reflects the age of the building.
- 7.1.23 No work is recommended.
- 7.1.24 **The school,** statutory provision 5-11, is approximately 150% of the guideline area but offers no more classroom teaching space than the guidelines require. Of the 1692 m² of School, 758m² is teaching space this represents only 42% of the total building area.
- 7.1.25 **Nursery:** the nursery provision is larger than current guidelines provide. It does not link directly with the Reception year class but does share an external space. Opportunities to work with Reception Year as a foundation unit is limited by their being physically separate.

- 7.1.26 It would be possible to remodel the nursery unit to include both nursery and reception class. This would reduce the overall area of space available to the nursery but would meet current good practice of having a linked foundation unit.
- 7.1.27 **Community room:** a room is made available to support community groups. The location of the room is such that it could not be made available in the evening or out of school hours without giving free access to all other areas of the school.
- 7.1.28 It would be desirable to relocate the community room to an area more easily controlled or overlooked, one that could be secured for evening use. Alternatively additional doors along the corridor routes could provide separation for out of hours use.
- 7.1.29 **Overall:** the building is 50% larger than the guidelines would allow. There are some generous spaces (cloakrooms, nursery, foyer) but the area of classroom teaching space is less than would currently be provided.
- 7.1.30 **Security and fire:** there are no fire doors along the length of either corridor and no secondary means of escape directly from the classrooms to the outside. Rooms 330, 340 and 630 (class rooms) are dead-end situations with only one route in or out of the classroom. Security is poor, with free access to the school site and playgrounds from both the main entrance and via a public right of way. Visitors are required to ring a bell to summon the receptionist and must stand outside (in all weathers) before being allowed in. There is no holding area/ secure lobby where enquiries can be dealt with before allowing entrance to the building.
- 7.1.31 It would be desirable to create a secured lobby directly overlooked and controlled by the reception area / admin team. A full fire safety survey should be carried out to ascertain the extent of any works required but consideration should be given to the following: fire doors to reduce effective corridor length; fire doors to provide compartmentalisation; direct access to outside from each class base; protection of designated fire escape routes and rooms opening onto or off such routes. Protection of fire escape routes, where they provide the only means of escape, might include removing bookshelves/display/other flammable materials and providing fire doors to each room opening onto the route; changing external escape doors at main entrance and adjacent the ICT suite which open inwards rather than outwards.
- 7.1.32 Disabled facilities: in common with most buildings, a great deal of work would be required to make this school fully inclusive. However, as a minimum there should be equality of opportunity for pupils' staff and visitors to gain access to, and move around the building. There should be equality of access to the facilities of the school and to the curriculum.
- 7.1.33 Consideration should be given to providing level thresholds / access ramps at main doors; WC, washing and changing facilities; appropriate height tables / fixed benching. Other desirable work should be considered as needs arise eg colour contrast schemes to support the visually impaired; induction loops or sound fields to support the hearing impaired.
- 7.1.34 **Playgrounds / grounds;** there is a separate play area for nursery age children and a small enclosure for reception year pupils. There is one large playground with some play equipment and furniture. There is insufficient grassed area to comply with the Schools Premises Regulations (*Statutory Instrument nr 2*), which requires that a school of 200-300 pupils shall have team game playing field of at least 10,000m².

7.1.35 It may be desirable to separate the Junior and Infant phases at play and consideration should be given to re-planning the playground to provide separation. The school could have access to the playing fields located on the far side of the existing Junior building (c 200m distant); though this would be for organised play rather than casual play at break times.

7.2 Junior school site

7.2.1 Meeting core provision for a 1FE

7.2.2 Accommodation at the Junior school has been compared with the guideline model and deficiencies and opportunities identified. A copy of the comparison is attached at Appendices 9-10. This is not definitive but is indicative of the level of provision normally provided in a 1FE school.

7.2.3 Commentary on comparison

7.2.4 **Basic teaching** (classrooms): is marginally below the recommended teaching area. The overall level of teaching accommodation is substantially (34%) above the guideline figure. The number and size of practical and support spaces means that some parts of the curriculum can be delivered outside of the classroom. Individual classrooms, though less than the recommended area do not have to support the full range of activities. For example there are dedicated areas for science and food technology outside of the classrooms.

7.2.5 The nature of the construction lends itself to easily extend existing classrooms by re-alignment of internal partition walls if this were considered necessary.

7.2.6 **Specialist practical:** there are dedicated areas for food and science. Art, design and technology are currently delivered in a "spare classroom".

7.2.7 Depending upon the option chosen there is scope to retain the spare room (if a complete new foundation unit were to be built) or to create other practical / resource areas if the school were altered to accommodate the foundation unit.

7.2.8 **Hall:** the main hall is larger than the model provides.

7.2.9 No work is required or proposed. It would be desirable to create corridor routes around the hall.

7.2.10 **Learning resource:** the library area is very large and significantly exceeds guidelines.

7.2.11 Building a new foundation unit would retain the existing library space. Internally altering the building for a foundation unit would displace the library. A new library would be required as part of a minor extension.

7.2.12 There is one dedicated SEN / withdrawal room. There are quiet / withdrawal areas adjacent each group of classrooms.

7.2.13 **Total teaching space:** Regardless of option chosen, (major or minor extension) the amounts of teaching space available exceed the model by 25-35%. This is due in part to the large hall and dedicated music room. Discounting the excess size of the hall and the music room, the Junior school would still marginally exceed guidelines.

- 7.2.14 **Teaching storage:** is marginally below the guideline, however this does not take account of the extensive storage provided in the specialist practical areas.
- 7.2.15 No work is recommended.
- 7.2.16 **Non-teaching storage:** is marginally above the guideline.
- 7.2.17 No work is recommended.
- 7.2.18 **Staff and admin areas:** The staffroom is sufficient for the proposed number of staff. There is a dedicated space for the Special Needs Co-ordinator and a spare office for use by other agencies or for medical inspection. The admin office overlooks the main entrance, and school entrance.
- 7.2.19 No work is recommended.
- 7.2.20 **Catering:** there is no dedicated dining space. The kitchen areas are extremely large by modern standards. Dinners are served in the hall during the lunch hour. Guidance does not provide for a separate dining space in a 1FE school but assumes that the hall will be used for dining.
- 7.2.21 No work is recommended.
- 7.2.22 **Toilets and personal care:** toilet provision for both adults and pupils is adequate.
- 7.2.23 Re-sizing of appliances to suit younger children may be required. Depending upon the option chosen there may be a requirement to provide an additional set of pupil toilets.
- 7.2.24 **Changing facilities:** there are separate male and female changing facilities with showers and WC facilities. The location of these facilities, adjacent the hall and with direct access to the outside, makes them suitable to support community and after school activities.
- 7.2.25 No work is recommended.
- 7.2.26 **Plant and circulation:** circulation is very efficient. The existing plant room is oversized and reflects the age of the building.
- 7.2.27 No work is recommended.
- 7.2.28 **The school,** statutory provision 5-11, is approximately 114% of the guideline area. Of the existing 1437 m² of School, 881m² is teaching space, which represents 61% of the total building area. Following the creation of the foundation unit the teaching area would be in the range 840m² to 900m² and would represent between 55 and 60% of the remodelled building.
- 7.2.29 **Nursery:** there is currently no nursery provision. Options to be explored include altering and extending the existing building to provide an integrated foundation unit that brings together the nursery with the reception class. Dedicated external play space would need to be provided.
- 7.2.30 **Community room:** there is currently no specific community room provision. Use could be made of the existing deputy head teacher's office the location of which is such that it could be made available in the evening or out of school hours without giving access beyond the hall to other areas of the school.

- 7.2.31 Dedicated community provision should be considered as part of the remodelling.
- 7.2.32 **Overall:** a remodelled and extended building would be between 5 and 15% above guidelines, more if additional community facilities are added.
- 7.2.33 **Security and fire:** there is secondary means of escape directly from the classrooms to the outside. Security is poor, with free access to the school site and playgrounds from both the main entrance and via a public right of way. There is a holding area/ secure lobby where enquiries are dealt with before allowing entrance to the building.
- 7.2.34 A full fire safety survey should be carried out to ascertain the extent of any works required but consideration should be given to the following: fire doors to provide compartmentalisation; main entrance doors, which open inwards rather than out.
- 7.2.35 **Disabled facilities:** in common with most buildings, a great deal of work would be required to make this school fully inclusive. However, as a minimum there should be equality of opportunity for pupils' staff and visitors to gain access to, and move around the building. There should be equality of access to the facilities of the school and to the curriculum.
- 7.2.36 Consideration should be given to providing level thresholds /access ramps at main doors; appropriate height tables / fixed benching. Other desirable work should be considered as needs arise eg colour contrast schemes to support the visually impaired; induction loops or sound fields to support the hearing impaired.
- 7.2.37 **Playgrounds / grounds;** there are two separate playgrounds which lend themselves to an infant and junior playground. A separate play area for nursery age children and a small enclosure for reception year pupils would be required as part of any alteration or extension. There is adequate playing fields and other grassed areas either within the curtilage of the site or immediately adjacent (with direct access) to comply with the Schools Premises Regulations (*Statutory Instrument nr 2*).

8.0 APPROXIMATE COSTS

8.1 Infant building

It would be possible with very little alteration to create a 1FE school in the infant building. The resultant building would retain the deficiencies outlined previously. The following indicative estimate sets out the order of cost of carrying out the works described and is intended as a guide only to the likely level of cost and has been calculated and using the same datum as the estimate for alterations to the junior building. The two are therefore directly comparable.

8.2 The minimum necessary

Strip out existing areas and create infant phase boys and girls WCs within one cloaks space; create junior phase boys and girls WCs within other cloaks area; address access issues by provision of ramps etc; refurbish existing teaching storage room for use as classroom; re-plan reception year toilets to ensure wash hand basins are within the toilet space (regulations); separation of play areas for each key stage.

In the order of £210,000.

8.3 Desirable

Strip out existing areas and create infant phase boys and girls WCs within one cloaks space; create junior phase boys and girls WCs within other cloaks area; address access issues by provision of ramps etc; refurbish existing teaching storage room for use as classroom; re-plan reception year toilets to ensure wash hand basins are within the toilet space (regulations); separation of play areas for each key stage; enlarge staffroom by removal of adjacent WCs and refurbish staffroom; create withdrawal spaces/ group rooms in existing cloaks areas; extend library (remove ornamental pond).

In the order of £325,000.

8.4 Beneficial

Strip out existing areas and create infant phase boys and girls WCs within one cloaks space; create junior phase boys and girls WCs within other cloaks area Refurbish and enclose toilet facilities for Key Stage 2 pupils; address access issues by provision of ramps etc; refurbish existing teaching storage room for use as classroom; re-plan reception year toilets to ensure wash hand basins are within the toilet space (regulations); separation of play areas for each key stage; enlarge staffroom by removal of adjacent WCs and refurbish staffroom; create withdrawal spaces/ group rooms in existing cloaks areas; extend library (remove ornamental pond); create secured lobby; fire doors to corridors; create direct escape from classrooms.

In the order of £450,000.

8.5 Junior building

8.5.1 The following indicative estimate sets out the order of cost of carrying out the works described and is intended as a guide only to the likely level of cost and has been calculated and using the same datum as the estimate for alterations to the infant building. The two are therefore directly comparable.

8.5.2 In order to use the existing junior building as a 1FE school it would be necessary to create a foundation unit for Nursery and Reception year.

8.5.3 This could be achieved by either internal alteration with a small extension or by internal re-organisation and a major extension for the Nursery.

8.6 Necessary

Alterations to existing classroom, practical area and library; extend building for nursery (part) and WCs.

In the order of £200,000.

8.6.1 Extension for nursery unit (140m²); works to existing as a result.

In the order of £ £400,000.

8.7 Desirable

Nursery / foundation unit; create corridor around hall.

In the order of either £220,000 or £430,000.

8.8 Beneficial

Nursery / foundation unit; create corridor around hall; extend classrooms internally by relocating existing demountable partitions.

In the order of either £340,000 or £550,000.

9.0 EXTENDIBILITY

9.1 Generally

- 9.2 Whilst the numbers within the school priority area are forecast to remain at a level sufficient to sustain the school at 1FE, there may, at some point in the future, be a requirement to extend the school for either additional pupil places, as a Children's Centre or to provide extended school and community facilities.
- 9.3 The infant school site has little space at the front or sides and, if extended at the rear, would displace playgrounds that could not be replaced elsewhere on the site. Playgrounds could be relocated to the playing fields or alternatively not replaced and the school left with under provision.
- 9.4 The junior school site has space at the front and to one side and if extensions displaced playgrounds there is opportunity to replace them within the existing site or by extending on to the playing fields.
- 9.5 The infant building is a framed structure with blockwork infill and internal load bearing walls. Alterations to the existing would prove expensive. Extension in traditional construction (brick and tile) is possible.
- 9.6 The junior building is a framed system with non-load bearing walls throughout. Internal alterations would be relatively simple. Extensions could be carried out in the identical framed system or in traditional construction. There is sufficient space on the site to consider stand-alone, independent buildings.
- 9.7 There is insufficient space on the infant school site to meet current car parking needs. If the existing junior school car park were incorporated in the retained infant site the current pressure would be relieved. The retention of the junior school car park would however reduce the area of land released and therefore the income from any sale of the Junior school site.
- 9.8 The junior school site has more existing parking provision and more available space to extend that provision.
- 9.9 Any increase in use or addition of community facilities at either site would require additional car parking.

10.0 AFFORDABILITY

- 10.1 It would be possible to meet the likely cost of either option from the estimated capital receipts generated by release of either site.
- 10.2 Further detailed estimates are required.
- 10.3 The likely income from release of land will not provide sufficient for a general refurbishment or significant investment beyond that necessary to meet guideline provision.