

For General Release

REPORT TO:	CABINET 18 January 2016
AGENDA ITEM:	8
SUBJECT:	Education Estates – School Places
LEAD OFFICER:	Paul Greenhalgh, Executive Director, People Department
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT: Local authorities have a duty to ensure sufficiency of school places and to ensure that the admission arrangements for community schools are determined each year.	
AMBITIOUS FOR CROYDON & WHY ARE WE DOING THIS: The recommendations in this report contribute to achieving priority 3 of the independence strategy to provide people with the best opportunity to maximise their life chances and have a good quality of life through the provision of high quality universal services, including an excellent learning offer.	
FINANCIAL IMPACT The overall cost of the Programme is estimated at £155.3m over the period 2015 to 2019. This is a reduction of £30m from the previously agreed programme and reflects the additional work done on sites, capacity and work with providers.	
KEY DECISION REFERENCE NO.: 03/16/CAB. This is a Key Decision as defined in the Council’s Constitution. The decision may be implemented from 1300 hours on the expiry of 5 working days after it is made, unless the decision is referred to the Scrutiny & Overview Committee by the requisite number of Councillors	

The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below.

1. RECOMMENDATIONS
The Cabinet is recommended to:

School Place Planning

- 1.1 Agree the proposed Pupil Place Supply Strategy as detailed in table 1 at para.7 for the 2016/17 to 2018/2019 academic years, which will ensure the sufficiency of primary, secondary and special school places over the next 3 years.
- 1.2 Consider the responses to and analysis of the informal and formal consultations, summarised at Appendix 1 and detailed at Appendix 2a, 2b and 2c, in relation to the 2017/18 and 2018/19 proposed permanent school expansion projects at:
Woodcote Primary School, Smitham Primary School, St Nicholas Special School, and approve the proposal to permanently expand the following schools, subject to the granting of planning permission:
 - Woodcote Primary School by 1 form of entry (1FE), an additional 30 reception pupils from September 2017;

- St Nicholas Special School to create an additional 56 Special Educational Needs (SEN) places from September 2017.
- Smitham Primary School by 1FE, an additional 30 reception pupils from September 2018.

1.3 Note that in respect of Red Gates Special School only informal consultation regarding the proposed permanent expansion to create an additional 56 SEN places has taken place but that formal consultation on the proposal will take place later in 2016 after further work has been undertaken to develop the proposal with the Governing body. The results of the formal consultation will be reported to a future meeting of Cabinet for final decision on the proposed expansion.

Schools Maintenance

1.4 To note the update on the Schools' Annual Maintenance Plan for the 2016/17 academic year at Appendix 3.

School Admissions

The Cabinet is asked to recommend the Council to:

1.5 Agree the proposed Admission Arrangements for Community Schools for the 2017/18 academic year as contained in Appendix 4 to this report.

1.6 Agree to the co-ordinated scheme for the 2017/18 academic year as set out in Appendix 5a (Primary) and Appendix 5b (Secondary) to this report and note the Published Admission Numbers for Community Schools for the 2017/18 academic year as set out in Appendix 6.

2. EXECUTIVE SUMMARY

2.1 Croydon Council has a statutory duty to ensure each child has access to a school place. As the admission authority for community schools, the Council also has a duty to determine the admission arrangements for Community schools every year.

2.2 **School Place Planning.** On 19 January 2015 the Council's Cabinet approved the programme for delivering primary pupil places as part of the 3 year (2015/16 to 2017/18) supply strategy to deliver primary pupil places, along with the necessary funding required for the supply of these places. (Min. report A10/15).

2.3 The total expected spend is now £155.3m to deliver the three year strategy. The Council expects to receive funding from the Department for Education of £33m in 2016/17. We are also still awaiting announcements on future capital funding beyond 2016/17

2.4 For the 2016/17 and 2017/18 academic years the Council has undertaken consultation on the proposed permanent expansion of: Woodcote Primary; Smitham Primary and St Nicholas Special School. These schools are located in the South West and South of the borough where projections of pupil numbers show there is a need for additional school places. A summary and an analysis of the feedback to the informal and formal consultations for each school is at Appendix 1.

- 2.5 In addition to the proposed school expansions, there are plans to open 3 new primary schools - Harris Primary Academy Purley Way; and Krishna Avanti Free School – in September 2016; and Ark Free School in September 2017 and Wallington County Free School for September 2018.
- 2.6 This report sets out how the Council proposes to meet increasing demand for additional primary, secondary and special school places from September 2016 until September 2018. The proposed supply strategy is at Table 1.
- 2.7 **Schools' Annual Maintenance Plan.** The Major Maintenance Programme is funded from the Capital Programme. The 2016/17 proposed Schools' Annual Maintenance Plan sets out those works that are to be addressed within the threshold for which the Council has responsibility. The available funding for 2016/17 is ££2,119,040 million plus slippage from 2015/16, which is currently estimated to be £94K. Please see Appendix 3 for further details.
- 2.8 **School Admissions - 2017/18 Admissions Arrangements.** The Council is the Admissions Authority for community schools within the borough. In line with the School Admissions Code, Admission authorities must consult on its admission arrangements at least once every 7 years, unless it is proposing changes; and set ('determine') those arrangements annually. There are no proposed changes to the community school admissions arrangements that were consulted upon and previously approved by Cabinet for the 2016/17 academic year. Please refer to Appendix 4 for the proposed 2017/18 Admissions Arrangements.

3. **DETAIL**

- 3.1 On 19 January 2015 the Council's Cabinet approved the 3 year (2015/16 to 2017/18) strategy to deliver primary pupil places, along with the necessary funding required for the supply of these places. (Min. A10/15).
- 3.2 This strategy has been reviewed and updated in light of the revised demand information and the Council's financial position.
- 3.3 The proposed 3 year (2016/17 – 2018/19) supply strategy for delivering primary provision is set out in Table 1 below.

4. **Projected Demand for School Places**

- 4.1 Every year the the Council projects the number of pupils that will need a school place in the borough over the next 10 years (pupil demand). It is proposed to meet local demand by projecting pupil numbers across 6 planning areas of the borough – Central, East, North West, South, South East, and South West - for primary places; and 2 planning areas for secondary places – North and South. The latest set of pupil projections were calculated in July 2015.
- 4.2 **Additional places required for the Primary phase:**
- 2016/17 academic year; an additional 13FE (390 reception places)
 - 2017/18 academic year, an additional 5FE (150 reception places)
 - 2018/19 academic year, an additional 4FE (120 reception places)

4.3 **Additional places required for the Secondary phase:**

- 2016/17 academic year, an additional 1 FE (30 year 7 places)
- 2017/18 academic year, an additional 8FE (240 year 7 places)
- 2018/19 academic year, an additional 6FE (180 year places) will be required

4.4 The Council's analysis of current and projected pupil numbers, including the available places is attached at Appendix 7. A map with schools in each planning area – primary and secondary - is attached at Appendix 8a and 8b.

4.5 Where demand for school places is greater than supply, to fulfill its statutory duty, the Council must set out how it can meet demand.

5. **Meeting demand for school places**

5.1 There are broadly three different ways to deliver new school places:

- Fixed term expansions (one or two new classes) for one year only;
- Permanent expansions (permanent increase in the size of the school in every year group);
- New schools.

5.2 Further information about each of these delivery options- process for creating new school places - is given in Appendix 9.

6. **Funding the supply strategy**

6.1 In seeking high quality, high demand and value for money places the Council has funded the delivery of the supply strategy through:

- Basic Needs Funding;
- Targeted Basic Needs funding for specific projects;
- CIL/Section 106;
- The Priority School Building Programme; and
- Council Borrowing.
- Free Schools

6.2 Please refer to Appendix 10 which sets out the budget for delivering this supply strategy from 2015/16 to 2018/19. The funding required for the earlier part of this strategy has reduced significantly since the previous cabinet agreements on this programme. The table below provides a summary of the overall spend per year and how it is funded. A further breakdown can be found on section 14.1

	2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	Total £'000
Expenditure	29,695	89,455	34,447	1,732	155,329
Funding					
Basic Needs	11,815	32,558	0	0	44,373
Targeted Basic Needs	11,657	1,623	0	0	13,289
Borrowing	6,223	55,275	34,447	1,732	97,676
Total Funding	29,695	89,455	34,447	1,732	155,329

Further funding will be allocated each year from S106 and CIL which will reduce the Council's borrowing requirement. We are still also awaiting on future basic needs funding beyond 2016/17, this will also reduce the Council's need to borrow. Council funding reduces as the proportion of supply through free school provision is planned to increase, in line with the approach set out below.

- 6.3 This report sets out a distinct change in direction resulting from the Council's current financial position. Over recent years approximately one third of all school places have been paid for through Council borrowing. In the current financial climate for local government this will not be sustainable. The Local Authority proposes to meet its statutory duty to provide sufficient school places by maximising funding provided by central government, through the free schools route. Where projected pupil numbers set out that new schools are required the Council will seek to work to attract the best providers to come to Croydon to provide residents with high quality school places and seek to use influence to deliver as much provision as possible as free schools.
- 6.4 Given the previous decisions made, the consultations detailed later in the report, and the timing of the demand for places, this paper recommends the expansion of Woodcote and Smitham and supports the proposed expansion of Oasis Byron: it would not be possible to establish a new free school in time to meet the expected demand.
- 6.5 The proposed strategy (Table 1) includes Krishna Avanti Primary Free School, Ark Primary Free School, Ark Secondary Free School, and Wallington County Secondary Free School. These free schools have already been agreed by the Department for Education.
- 6.6 The strategy proposed below includes an additional 3 form entry primary free school in the North West of the borough (to open in 2018). In going forward because of the volatility of demand for school places we will be planning for an additional 2 form entry primary free school in the South West by 2020; and a further secondary free school by 2020.
- 6.7 The Council will be working with providers and the Department for Education/Education Funding Agency to influence the awarding of these free schools and will report on this in our next school place planning report in July 2016. We are currently working to support a partnership between the BRIT School, Crescent Primary School and other partners, who intend to apply to open a secondary free school to open in Thornton Heath.

7. Proposed 3 year programme for delivering primary provision – Table 1

**Permanent expansion projects are subject to the recommendations of this report.*

Planning area	Academic Year 2016/17	Academic Year 2017/18	Academic Year 2018/19
	<i>The free schools in this year of delivery have been agreed by the Department of Education (DfE). The permanent expansions have been agreed by Cabinet in previous reports.</i>	<i>The free school in this year of delivery has been agreed by DfE. The proposed permanent expansions are subject to the recommendations of this report.</i>	<i>The free school set out in this year of delivery are subject to free school applications being submitted to and agreed by the DfE. The proposed expansions are subject to the recommendations of this report.</i>
North West			3 FE Free School – to be confirmed
Central	New school: <ul style="list-style-type: none"> • 2FE Krishna Avanti Free school • 3FE Harris Primary Academy Purley Way 		
East	Permanent expansion: <ul style="list-style-type: none"> • 1FE Heavers Farm • 1FE St Johns 		
South	Bulge: <ul style="list-style-type: none"> • 1 FE Gresham Primary Permanent expansion: <ul style="list-style-type: none"> • 1FE Christ Church Primary 	New school: <ul style="list-style-type: none"> • 3FE Ark Free school Planning area/site to be identified by EFA *Permanent expansion: <ul style="list-style-type: none"> • St Nicholas Special School – SEN 56 places 	*Permanent expansion: <ul style="list-style-type: none"> • Red Gates Special School – SEN 56 places
South East	<ul style="list-style-type: none"> • Bulge TBC 		
South West	Bulge: <ul style="list-style-type: none"> • 1FE Woodcote Primary • 1FE Oasis Academy Byron (subject to Academy Trust agreement) Permanent expansion: <ul style="list-style-type: none"> • 1FE Chipstead Valley 	*Permanent expansion: <ul style="list-style-type: none"> • 1FE Woodcote • 1FE Oasis Academy Byron, subject to Academy/Secretary of State agreement. 	*Permanent expansion: <ul style="list-style-type: none"> • 1FE Smitham
Additional SEN provision	Nurture provision in 2 primary schools for pupils with social, emotional and mental health needs – 24 places	Nurture provision in 2 primary schools for pupils with social, emotional and mental health needs – 24 places	Post 16 community based pathways to independent living – 50 places dependent on funding application to EFA with FE sector partner

8. Secondary school supply strategy

- 8.1 The Department for Education has approved Wallington County to open a 6FE secondary Free School in Croydon in September 2018. The school site is to be determined.
- 8.2 Plans are currently underway for the 6FE Ark Free Secondary School to be located at Morland Road, in the North of the Borough.
- 8.3 The proposed 3 year (2016/17 – 2018/19) supply strategy for delivering secondary provision is set out in table 2 below.
- 8.4 Beyond the 3 year strategy, there is a need for a secondary school providing an additional 180 places per year group to open in the borough in 2020.

Proposed 3 year programme for delivering secondary provision – Table 2

Planning area	2016/17	2017/18	2018/19	2019/20
North	1FE Norbury Manor Business Enterprise College (Academy)	6FE Ark Secondary free school at Morland Road.		Working up bid for secondary free school in Thornton Heath (see paras 6.7 and 9.4)
		2FE expansion of Archbishop Lanfranc through PSBP2 programme		
South			6FE Wallington County Free School (Site TBC)	

9. Academies / Free Schools

- 9.1 There has been a change of education sponsor for Oasis Academy Fiveways. Harris Federation will now be managing this new school - Harris Primary Academy Purley Way – which will be located at the junction of Propeller Crescent and Purley Way. The school will be offering 90 reception places from September 2016.
- 9.2 The Department for Education has given approval for a new primary Free School and a new secondary school to be opened in Croydon. The Krishna Avanti Free School will be opened in the Central planning area in September 2016, providing 60 reception places; and Wallington County Free School will open in September 2018, providing 180 year 7 places.
- 9.3 A site is yet to be identified for the 3FE primary Ark Free School which is scheduled to open in the South of the Borough, providing 90 reception places from September 2017.
- 9.4 As set out in paragraph 6.7, the Council is working with the BRIT school, the Crescent Primary school and other partners to put forward a free school proposal for a secondary free school in Thornton Heath.

10. Consultation and Statutory notices for additional supply previously agreed

Proposed school expansions (as set out in the supply strategy at Table 1)

10.1 On 04 August 2015, under delegated powers (40/15/CYPL) from the Leader of the Council (39/15/LR), the Cabinet Member for Children, Young People and Learners agreed to the publication of statutory notice and consultations for the 2017/18 proposed permanent school expansions projects for:

- Woodcote Primary
- Smitham Primary
- St Nicholas Special School
- Red Gates Special School

10.2 The permanent primary school expansion projects have been proposed to create an additional 30 reception places from September 2017; and an additional 30 reception places from September 2018. The proposed expansion of St Nicholas School will create an additional 56 special educational needs places from September 2017.

10.3 Statutory consultation on the proposed expansion of Red Gates School (Special) will take place later in 2016 to allow for further proposals to be developed in conjunction with the Governing Body.

11. Stakeholder Engagement (Informal consultation)

11.1 The Council, in partnership with the schools sought the initial views of stakeholders about the proposed expansion of:

- Woodcote Primary and Smitham Primary from 21 September to 19 October 2015 - including a public meeting at the school on 28 September 2015 and 08 October 2015 respectively.
- St Nicholas and Red Gates Special Schools from 23 September 2015 to 19 October 2015 - including a public meeting at the school on 01 and 06 October 2015 respectively.

11.2 Outcomes from Engagement (informal consultation) period

11.3 Overall, the responses received during this engagement period indicate that the:

- the majority of respondents object to the proposed expansion of Woodcote Primary school
- the majority of respondents object to the proposed expansion of Smitham Primary school
- an even split between those who support and object to the proposed expansion of St Nicholas school
- the majority of respondents object to the proposed expansion of Red Gates School. This includes the responses from the Chair of Governors, on behalf of the Governing Body of Red Gates; and Ward Councillor/Chair of Governors, on behalf of the Governing Body of Gilbert Scott Primary School.

- 11.4 The main concerns raised for all of the 4 proposed expansion projects relate to:
- Traffic/congestion/parking
 - Health and Safety
 - Insufficient space
 - Disruption caused by building works

11.5 For all the 4 proposed expansion projects, respondents suggested that a new school should be built.

11.6 An outcomes report, including officers responses to concerns raised during the engagement period for each proposed expansion is attached at Appendix 11a, 11b and 11c.

12. Formal Consultation

12.1 For a proposal to permanently expand a school, where it would increase the capacity of the school by more than 30 pupils and 25% of the school's capacity the Council is required to follow a statutory process.

- Stage 1 - Publication
- Stage 2 – Representation
- Stage 3 - Decision
- Stage 4 – Implementation

The full statutory process for creating new school places is set out in Appendix 9.

12.2 Stages 1 & 2 – Publication and Representation

12.3 A statutory notice was published on 04 November 2015, starting a 4 week representation (formal consultation) period (04 November to 02 December 2015) for the proposed permanent expansion at:

- Woodcote Primary School by 1 form of entry (1FE), an additional 30 reception pupils from September 2017;
- Smitham Primary School by 1FE from September 2018 (*a change from 2017 in line with demand information*); and
- St Nicholas School to create an additional 56 Special Educational Needs places from September 2017.

12.4 In relation to the proposed expansion of Smitham Primary School, the implementation date on the Statutory Notice was published as September 2018 in line with the published projections. Details of the proposed school expansion projects were circulated to key stakeholders, including parents/carers, local residents, Ward Members and Member of Parliament. Stakeholders were given the opportunity to express their view on the proposal to expand the schools via email, post, including completion of a questionnaire and at the public meeting at each school. The Governing Bodies, of the above schools, have agreed in principle to the proposed expansions. In relation to Woodcote Primary School the Governing Body have set their support for the proposed expansion subject to the position of the extension. A viability study has been undertaken for each school which show that the proposed projects are both feasible and affordable.

12.5 Following the period of representation, responses received during the formal consultation, including comments made at the public meetings, have been

analysed and a consultation outcomes report produced for each school. A summarised version of the informal and formal consultation outcomes report is attached at Appendix 1.

12.6 **Outcomes from Representation (formal consultation) period**

12.7 Largely, the responses received during representation periods indicate that a majority of respondents object to the proposed expansion of Woodcote Primary School; and Smitham Primary School. In relation to St Nicholas Special School there is almost an equal amount of respondents who support and object the proposed expansion of the school.

12.8 We also received a 840 signatory petition to “Build a new school in Coulsdon”. A copy of the petition is available upon request.

12.9 Attendees at the public meeting for each school and respondents to the questionnaire raised same/similar concerns during the consultation period as cited during the engagement period, about the impact of the proposed expansion on:

- Traffic
- Congestion
- Parking
- Potential loss of communal space
- Disruption caused by building works.

12.10 Some of the concerns raised, such as relating to traffic will be addressed as part of the planning application process. The key outcomes from the consultations (informal/ formal), including our responses to concerns raised, for the 3 maintained schools are included in Appendix 1.

12.11 In making a decision about the proposed expansion, the Cabinet should consider the views of all respondents, with a greater weight to those who made representations during the formal consultation period and are likely to be affected by the proposed change. In line with Government policy/advice, there is a general presumption in favour of the expansion of successful and popular schools. The proposed expansion projects meet this criteria.

12.12 Please note that no formal consultation has taken place in respect of the proposed expansion of Red Gates Special School because further work is being undertaken to ensure that proposals are developed further.

12.13 **Stage 3 – Decision**

12.14 The Council, as Decision Maker, can decide to:

- reject the proposal;
- approve proposal;
- approve the proposals with modification (e.g., the proposed implementation date) or
- approve the proposal subject to a limited range of specific conditions being met.

- 12.15 The Council must make a decision within two months of the end of the representation (formal consultation) period, by 02 February 2016, or the decision defaults to the Schools Adjudicator.
- 12.16 In order to proceed to the last two stages of the statutory process – decision and implementation of the proposed expansions - **the Cabinet is recommended to approve the implementation of the proposed expansion projects:**
- **Woodcote Primary, and St Nicholas Special School for the 2017/18 academic year; and**
 - **Smitham Primary for the 2018/19 academic year.**

12.17 **Stage 4 – Implementation**

- 12.18 Subject to Cabinet's approval and planning permission being granted, the proposed expansion projects will be implemented, resulting in:
- Woodcote Primary offering an additional 30 reception places from September 2017;
 - St Nicholas offering an additional 56 SEN places from September 2017; and
 - Smitham Primary offering an additional 30 reception places from September 2018.
- 12.19 The supply strategy agreed by Cabinet in January 2015 for the 2017/18 academic years included a 1FE permanent expansion at Oasis Academy Byron; and Oasis Academy Fiveways - now called 'Harris Primary Academy Purley Way'. These schools are Academies and subject to different statutory requirements, with the Secretary of State for Education retaining responsibility for the decision to make any significant changes to an existing academy.

13. **School Admissions**

- 13.1 Admission Authorities, including Local Authorities are responsible for ensuring that admission arrangements are compliant with the School Admissions Code.
- 13.2 This includes consulting on proposed changes to admission arrangements annually and at least every 7 years where there have been no changes. In addition, Admission Authorities are required to determine their admission arrangements on an annual basis.
- 13.3 The admission arrangements include the admission criteria (oversubscription criteria) - the priority order used to decide who to admit to a school if there are more applications than available school places.
- 13.4 The Council is the Admission Authority for Community schools as set out in (Appendix 6) to this report and is therefore responsible for determining the admission arrangements for these schools.
- 13.5 In February 2015, the Cabinet Committee agreed the 2016/17 admission criteria for Community, and Voluntary Controlled Primary schools; and arrangements for Pan London co-ordinated admissions. For the 2017/18 arrangements, there are no longer any Voluntary Controlled schools within Croydon.
- 13.6 For the 2017/18 academic year, Admission Authorities are required to consult on their admission arrangements for a minimum of 6 weeks between 01

October 2016 and 31 January 2017, with arrangements determined by 20 February 2017. The council is not planning any proposed changes to the current admission arrangements and therefore there is no requirement to consult.

- 13.7 Cabinet is recommended to determine the proposed Admission Arrangements for Community Schools for the 2017/18 academic year, attached at Appendix 4.
- 13.8 The Governing Body or Academy Trust is the admission authority for Foundation, Voluntary Aided schools and Academies. All secondary schools within Croydon are their own admissions authorities and determine their own admission arrangements and criteria.
- 13.9 The Governing Bodies of all schools are required to admit all children whose statement of special educational needs (SEN) or Education, Health and Care Plan (EHCP) names the school.
- 13.10 Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years. This arrangement allows all boroughs to exchange data and facilitate choice for parents by offering places across borough boundaries within the same parameters and timetable. The Cabinet is recommended to approve the arrangement for the 2017/18 academic year, attached at Appendix 5a (Primary) and Appendix 5b (Secondary), to allow this participation to continue.

Prospectus

- 13.11 The Council has complied with the requirement in the Code to publish a composite prospectus online - with hard copies available for those who do not have access to the internet. The prospectus contains the admission arrangements and information about how to obtain supplementary information forms where applicable for the state-funded schools in Croydon to which parents can apply.
- 13.12 The Council has also produced an Ebook version of the composite prospectus to make it more user friendly for parents and the Admissions Service has continued to provide assistance to parents with their online application by attending sessions at primary schools. 100% of applications for the 2016/17 academic year within the secondary co-ordinated round were made on-line and 99.9% of primary applications were made on-line.
- 13.13 As a result of Croydon's success in achieving almost 100% of online applications for the coordinated admission processes the following proposals will further contribute towards savings for the Council as well as Croydon's Green Commitment Policy.
- 13.14 Over the past two years Croydon has significantly reduced the number of hard copies of the prospectus available from 9000 to 200 printed copies. However in view of the limited demand for hard copies of the prospectus, Croydon proposes to cut the cost of using outsourced agencies.
- 13.15 It would be more cost effective to print copies using the Council's printing facilities according to the demand. This option ensures Croydon remains compliant with the School Admissions Code's requirement to make hard copies of the prospectus available for those who do not have access to the internet.

National Offer Day – Outcome Letters

- 13.16 The 2016/17 arrangements proposed to only send outcome letters to parents who receive an offer of a place at their 2nd-6th preference school. The 2017/18 arrangements propose not to issue any outcome letters and that all applicants receive their outcome online. The service is facilitated by London Grid for Learning (LGFL) through the Pan London coordinated admission arrangements.

In-Year Admissions – Outcome Letters

- 13.17 Croydon is in the process of switching to an online application process for all in-year admissions. Applicants will be able to submit their application through the 'My Account' facility on the Croydon Website. It is proposed that once the facility is live outcome letters are no longer posted but sent via email.

14. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

14.1 Revenue and Capital consequences of report recommendations

	Current year	Medium Term Financial Strategy – 3 year forecast			Total
	2015/16	2016/17	2017/18	2018/19	2015-19
	£'000	£'000	£'000	£'000	£'000
Capital Budget available					
Total Budget	36,307	91,238	55,942	203	183,786
Effect of decision from report					
Primary Permanent Expansions	11,831	63,967	23,521	1,532	100,852
Primary Fixed Term Expansions	1,728	1,385	0	0	3,113
Secondary places	12,165	8,500	139	0	20,804
SEN places	3,971	15,603	10,786	200	30,560
Total Expenditure	29,695	89,456	34,446	1,732	155,329
Remaining budget	6,621	1,878	21,496	-1,529	28,457

14.2 The effect of the decision

The use of free schools to provide school places within the borough has led to a significant reduction in the requirements from the future capital programme. As the Council has not been granted any Government funding for the delivery of school places beyond its allocation of £32m in 2016/17, the reduced programme will reduce the Council's need to borrow approximately £28m over the next 3 years and therefore reduce our debt costs by approximately £1m per annum. The updated Capital Programme will be approved in February 2016 as part of the annual budget report.

15. Risks

- 15.1 If the proposed expansion projects are not approved, there is likely to be a shortage of primary school places for the 2016/17 and 2017/18 academic years, resulting in the Council not fulfilling its statutory duty. A decision is required for the implementation of the 2016/17 projects in order for planning application process to be started, and if permission is granted, building works can start at the schools. A decision is required for the 2017/18 proposed expansion projects so that the statutory process can start.

16. Future savings/efficiencies

- 16.1 If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in future years. The Council Borrowing requirement may also be reduced if further funding is allocated from the Department of Education.

(Approved by: Richard Simpson, Assistant Chief Executive (Corporate Resources and Section 151 Officer).

18. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

- 18.1 The Council Solicitor comments that there are no additional duties or legal considerations in respect of the provision of school places beyond those detailed in the body of the report

(Approved by **Gabriel Macgregor, Head of Corporate Law on behalf of the Council Solicitor & Monitoring Officer**

19. HUMAN RESOURCES IMPACT

- 19.1 This report makes recommendations that may have an impact on the staffing structure for the relevant schools, which would be managed in accordance with the school's policies and procedures. There are no human resources implications arising from this report for Council staff.

(Approved by: **Deborah Calliste, HR Business Partner on behalf of, Heather Daley, Director of Human Resources**)

20. EQUALITIES IMPACT

- 20.1 The equality analysis indicates that the proposed Education Estates Strategy is likely to have a neutral or positive impact on equality groups that share a "protected characteristic" in terms of disability, race/ethnicity, age, and religion/belief.
- 20.2 The proposed strategy will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of category, size and educational sponsors. These include special schools, enhanced learning provision at mainstream schools; and Academies /Free Schools. Pupils are allocated a school place based on admissions criteria which aim to promote fair access to schools and are compliant with the Admissions Code.
- 20.3 The proposed strategy is in line with the Council's Equality and Inclusion Policy 2014-16 and will enable the delivery of the following priorities:
- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
 - Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.

- Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.

20.4 The proposed strategy is consistent with the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.

21. ENVIRONMENTAL IMPACT

21.1 None.

22. CRIME AND DISORDER REDUCTION IMPACT

22.1 None.

23. REASONS FOR RECOMMENDATIONS

23.1 To ensure that the Council fulfil its statutory duty to provide sufficient school places for pupil of statutory age within the Borough.

24. OPTIONS CONSIDERED AND REJECTED

24.1 Temporary (bulge) classes have been considered and where agreement has been reached with the schools Governing Body/Academy Trust, these have been put in place. However bulge classes are a temporary solution, providing additional places for one year only, and it is predicted that additional school places will be required beyond 2016.

The use of free schools to provide additional school places has been considered as outlined in the supply strategy at Tables 1 & 2.

CONTACT OFFICER: Jennifer Duxbury, Head of Service, School Places and Admissions, 020 8604 7156

BACKGROUND PAPERS – none

Appendices:

- Appendix 1 – Informal and formal consultations outcomes report
- Appendix 2a – Woodcote Primary School formal consultation outcomes report
- Appendix 2b- Smitham Primary School formal consultation outcomes report
- Appendix 2c – St Nicholas School formal consultation outcomes report
- Appendix 3 – Schools' Annual Maintenance Plan
- Appendix 4 – Admissions Arrangements for Community School for 2017/18
- Appendix 5a – Primary Pan-London Co-ordinated scheme for 2017/18
- Appendix 5b – Secondary Pan – London Co-ordinated scheme for 2017/18
- Appendix 6 - Published Admission Numbers for Community Primary Schools for 17/18
- Appendix 7 – Analysis of projected pupil numbers
- Appendix 8a – Primary map
- Appendix 8b – Secondary map
- Appendix 9 – The full statutory process for creating new school places

Appendix 10 – Budget for 2015/16 to 2018/19 delivery
Appendix 11a- Woodcote Primary School engagement (informal) outcomes report
Appendix 11b -Smitham Primary School engagement (informal) outcomes report
Appendix 11c -St Nicholas School engagement (informal) outcomes report
Appendix 12 – Equalities Impact Assessment

Appendix 1

PROPOSED PERMANENT SCHOOL EXPANSIONS

WOODCOTE PRIMARY SCHOOL SMITHAM PRIMARY SCHOOL ST NICHOLAS SPECIAL SCHOOL

ENGAGEMENT AND REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

1. Introduction

1.1 The purpose of this report is to provide the Council's Cabinet Committee with a summarised version of the outcomes report from the engagement (informal consultation) and representation (formal consultation) periods in respect of the proposed permanent expansion of:

- Woodcote Primary School by 1 form of entry
- Smitham Primary School by 1 form of entry
- St Nicholas Special School by 56 places

1.2 The outcomes report is based on responses received during the engagement period where the Council sought views on the principle of permanently expanding the above schools during the engagement and representation periods. This outcomes report is appended to the Education Estates Strategy report which will be part of the Cabinet meeting on 18 January 2016.

1.3 The Council has a statutory duty to ensure that: sufficient school places are available within its Borough for every child of school age, to promote high educational standards, to ensure fair access to educational opportunity, and to help fulfil every child's educational potential. It must also ensure that there are sufficient schools in its Borough and promote diversity and parental choice

1.4 In accordance with statutory regulations for making significant changes to schools, a statutory proposal was published, which started a 4 week representation and invited anyone with an interest to make representations – comment, support or object to the proposals to expand the schools.

1.5 This consultation is focused on the educational rationale behind the proposed expansion of the schools.

2 Background

2.1 The proposal to permanently expand the schools is part of the Council's supply strategy to ensure sufficient school places are available within the borough to meet its statutory duty.

2.2 The Schools' Leadership Team, including the Governing Bodies have agreed in principle to the proposed expansion. A viability study, including option appraisal of the school sites has been commissioned by the Council which shows that the proposed expansions are both feasible and affordable. The details of the options will be worked out in consultation with the school's representatives, architect and contractor.

3. Engagement and Representation (formal consultation) periods

- 3.1 The Engagement and Consultation periods took place from 21 September to 19 October 2015; and 04 November to 02 December 2015, respectively.
- 3.2 The engagement period, although not a statutory requirement, was used to inform stakeholders about the proposal to expand the schools – Woodcote Primary, Smitham Primary, and St Nicholas Special School - and to help gauge their views.
- 3.3 Following the period of engagement, stakeholders were given the opportunity to formally submit their views and make representations (support or object the proposed expansion) during the 4 week statutory consultation period.
- 3.4 A wide range of communication methods were used to promote and facilitate feedback from stakeholders, including parents/carers, local residents and elected members. Stakeholders were able to express their views about the proposed expansions verbally and in writing.
- 3.5 Equality and Diversity Monitoring
As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire. The information collected will help identify any special requirements; promote equality; and improve choice and diversity.

4. Proposed school expansions

4.1 Woodcote Primary School

Woodcote Primary school is a Community School located at Dunsfold Rise, Coulsdon, Croydon CR5 2ED. The school normally admits 3 classes, 90 reception pupils per year, although it will take an additional 30 pupils in September 2016 because of exceptional demand. The proposal is to permanently expand the school by one form of entry to offer an additional 30 reception places from September 2017.

4.2 Engagement (informal consultation) Woodcote Primary

Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of Woodcote Primary School. Of the 93 respondents who completed the questionnaire:

- 61 object to the proposal (strongly against or not in favour)
- 27 support the proposal (strongly agree or in favour)
- 5 not sure about the proposal

4.3 Of the 28 email responses, 27 object to the proposed expansion of the school.

4.4 The main comments/concerns raised fall under the following broad themes:

- Traffic/congestion/parking
- Educational impact
- Communal space
- Need for a new school

4.5 Representation (formal consultation) Woodcote Primary

Overall the responses received during the representation period indicate that a high majority of respondents object to the proposed expansion of the school. A total of 206 completed questionnaires have been received, of which:

- 141 “Strongly against”

- 29 “Not in favour”
- 25 “Strongly in favour” / “In favour”
- 11 “Not sure”

4.6 In addition 11 email responses have been received, of which 7 objected to the proposed expansion of Woodcote Primary School.

4.7 The majority of respondents are Parent or carer of child/children at Woodcote Primary School.

4.8 The main concerns raised during the representation period are the same/similar to those raised during the engagement period.

4.9 Smitham Primary School

Smitham Primary school is a Community School located at Portnalls Road, Coulsdon, Croydon CR5 3DE. The school admits 2 classes, 60 reception pupils per year. The proposal is to permanently expand the school by one form of entry to offer an additional 30 reception places from September 2018.

4.10 Engagement (informal consultation) – Smitham Primary

Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of Smitham Primary School. Of the 72 respondents who completed the questionnaire during the engagement period:

- 59 object to the proposal (strongly against or not in favour)
- 9 support the proposal (strongly agree or in favour)
- 4 not sure about the proposal

4.11 The main comments/concerns cited on the questionnaire and mentioned at the public meeting fall under the following broad themes:

- Traffic related
- Loss of ethos / feel / atmosphere
- Disruption to teaching / learning
- Communal space
- Need to build a new primary school

4.12 Representation (formal consultation) – Smitham Primary

Overall the responses received during the representation period indicate that a high majority of respondents object to the proposed expansion of Smitham Primary School. Of the 40 respondents were completed the questionnaire during the representation period:

- 23 “Strongly against”
- 9 “Not in favour”
- 3 “Strongly in favour” / “In favour”
- 5 “Not sure”

4.13 In addition 5 email responses have been received, of which 2 are against the proposed expansion of Smitham Primary School.

4.14 The majority of respondents are parent or carer of child/children at Smitham Primary School.

4.15 The main concerns raised during the representation period are the same/similar

to those raised during the engagement period.

4.16 St Nicholas Special School

St Nicholas school is a special community school for boys and girls with moderate learning difficulties and autism. The school is located at Old Lodge Lane, Purley CR8 4DN. The proposal is to permanently expand the school to create an additional 56 Special Educational Needs (SEN) places from September 2017.

4.17 Engagement (informal consultation) St Nicholas School

Overall, the responses received during this engagement period indicate that an even split between those who support and object to the proposed expansion of the school. Of the 25 written responses (5 emails & 20 response sheet) received:

- 12 support the proposal
- 12 object to the proposal
- 1 not sure about the proposal

4.18 The main comments/concerns mentioned on the response sheet and at the public meeting fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to current children during building works
- New school should be built

4.19 Representation (formal consultation) – St Nicholas Special School

A total of 9 questionnaires were completed, of which:

- 2 “Strongly against”
- 5 “Not sure”
- 2 “In favour”

4.20 In addition 4 email responses have been received, of which 1 objected to the proposed expansion of St Nicholas Special School.

4.21 All of the responses are from local residents.

4.22 The only new concern raised during the representation period is about the quality of support from staff to pupils if the proposal is implemented.

4.23 Petition

During the representation period, we received a 840 signatory petition to “Build a new school in Coulsdon”. A copy of the petition is available upon request.

5. Response to concerns

5.1 Parking/Traffic issues

The Council will commission a transport impact assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers ‘drop off’ and ‘pick up’ children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.

5.2 If Cabinet approve the implementation of the proposed school expansion projects,

planning applications will be required. Through the planning application process the impact of the additional pupils will be addressed.

5.3 The Schools' Travel Plan will continue to encourage walking to school. The health and safety of the whole school community is paramount.

5.4 Educational impact

The proposed expansions are at schools which are judged as 'Good' or 'Outstanding' by Ofsted. The schools are popular with parents, and the strong leadership and teaching staff at the schools will ensure that the schools continue to be successful and popular.

5.5 There are also benefits to be derived from expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.

5.6 Communal space

Initial viability study shows that the school sites have the capacity to be expanded. If approval is given by Cabinet to implement the proposed expansions, a detailed feasibility study will be carried out as part of the planning process, where options will be carefully considered by the Council, school leadership team and the architect which include ensuring that the size of communal areas are maximised to accommodate the additional pupils at the school.

5.7 A range of measures, e.g. staggered play and lunch times will be explored to enable pupils to have sufficient space.

5.8 The expansion proposal includes additional classrooms with associated cloaks/toilets required for the additional number of pupils.

5.9 Disruption caused by building works

The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.

5.10 The Council, in partnership with the architect and contractor, will ensure that any disruption to the school is minimised or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.

5.11 Need for a new primary school to be built

A key part of the Council's strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.

5.12 Every year we project the number of school places that will be needed in the borough in future years. The methodology we use to project pupil numbers includes the number of children we expect to live in new housing developments. Information from the Cane Hill housing development is included in our most recent projections for pupil places required in the South West of the Borough.

5.13 The plan is for this additional demand to be met through the expansion of

Smitham Primary and other proposed school expansions in the South West.

5.14 The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.

These are:

- Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).
- However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school.
- As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have is committed to existing identified projects.
- Lack of Council owned sites
- High cost of other sites that could be used for educational use.
- Available sites not in area of demand for pupil places
- Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places.
- Expansion of existing school means that we have more certainty of high quality education.

6. Conclusion from Engagement and Representation period

Largely, the responses received during both the engagement and representation periods indicate that a majority of respondents object to the proposed expansion of Woodcote Primary School; and Smitham Primary School. In relation to St Nicholas Special School there is almost an equal amount of respondents who support and object the proposed expansion of the school.

6.1 Some of the concerns raised in relation to the 3 proposed school expansions can be addressed during the planning application process.

6.2 The Schools' Leadership Team, including the Governing Body support the principle of expanding the school.

6.3 The need for a new school to be built has been mentioned during engagement and representation periods for the 3 proposed school expansion projects.

7. Next steps

7.1 The Council's Cabinet Committee will decide whether the proposals should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.

7.2 In line with the DfE School Organisation guidance, decisions must be made within a period of two months, **by 02 February 2016**, of the end of the representation period or they must be referred to the Schools Adjudicator.

7.3 If approval is given by Cabinet to proceed to the implementation stage, stakeholders, including parents/carers and local residents will be consulted again at the planning application stage, when building designs and traffic considerations will be available.

Appendix 2a

PROPOSAL TO EXPAND WOODCOTE PRIMARY SCHOOL

REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

1 Introduction

- 1.1 The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning, and the School's Leadership Team with the outcomes from the formal consultation to expand Woodcote Primary School.
- 1.2 Woodcote Primary School is a Community School located at Dunsfold Rise, Coulsdon, Croydon CR5 2ED, in the South West of the Croydon. The school normally admits 3 classes, 90 reception pupils per year, although it will take an additional 30 pupils in September 2016 because of exceptional demand.
- 1.3 The proposal is to permanently expand the school by one form of entry to offer an additional 30 reception places from September 2017. This means that a total of 120 places will be offered to children applying for reception places from September 2017. The school would continue to receive an additional class in reception each year, so that by 2023 the school would have an extra 210 pupils in total, with 120 pupils in every year group - from Reception to Year 6. A viability study has been undertaken which shows that the school site has the capacity to be expanded to accommodate the additional pupils.
- 1.4 Woodcote Primary School is a popular and successful school with strong leadership and governance. The school has been judged by Ofsted as an outstanding school, highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs.
- 1.5 This report is based on responses received during the representation (formal consultation) period following the publication of statutory proposal where anyone with an interest could object or comment on the proposal to expand the schools.

2. Background

- 2.1 The proposal to permanently expand Woodcote Primary School by one form of entry (an additional 30 pupils) is part of the Council's supply strategy to ensure sufficient pupil places are available within the South West borough to meet its statutory duty.
- 2.2 The Schools' Leadership Team, including the Governing Body have agreed in principle to the proposed expansion (subject to conditions being met on placement of any new build in a currently underutilised area of the site that's operationally works from an education provision, causes minimal disruption for the building works stage and does not affect the outdoor play space). A viability study has been undertaken which shows that the proposed expansion project is both feasible and affordable.
- 2.3 The Council has a statutory duty for ensuring a sufficient supply of school places to meet demand from within its Borough for every child of school age, to promote high educational standards, to ensure fair access to educational opportunity, and to help fulfil every child's educational potential. It must also ensure that there are sufficient schools in its Borough and promote diversity and parental choice.

3 Cross-border pupil mobility

3.1 The Greenwich Judgment makes it unlawful for admission authorities to give priority in school admissions to their own residents, allowing pupils free movement across borough borders. Cross border movement of pupils is one of the factors that can affect the demand for school places. The amount of pupils living in Croydon who attend schools in another borough can reduce the demand for school places; and the amount of pupils living in another borough and attend schools in Croydon can increase the demand for school places.

4 Parental preference - diversity of provision in the South West

There are 13 primary schools in the South West of Croydon. Of which:

- 6 are Community schools
- 4 are Academies
- 1 Church of England
- 2 Roman Catholic

5. Information / Engagement

Council Officer informed parents/carers about the proposed permanent expansion of Woodcote Primary School at the school's Vision Meeting with parents 8 September 2015.

5.1 Engagement (informal consultation) on the proposed permanent expansion of Woodcote Primary School ran from 21st September to 19th October 2015, including a public meeting at the school on 28 September 2015. Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of the school. The main comments/concerns raised fall under the following broad themes:

- Traffic/congestion/parking
- Educational impact
- Communal space
- Need for a new school

5.2 Please refer to the full outcomes report – “Stakeholder Engagement Outcomes Report” – for the Council's response to concerns.

6. Publication / Representation (formal consultation)

6.1 For a proposal to permanently expand a school, where it would increase the capacity of the school by more than 30 pupils and 25% of the school's capacity (the number of places and pupils in a school), the Council is required to follow a statutory process, including publication of statutory proposal; and a four week representation (formal consultation) period where anyone can comment on or object to the proposed expansion

6.2 In accordance with statutory regulations for making significant changes to schools, a statutory proposal was published, which started a 4 week representation period – 04 November to 02 December 2015 – which invited anyone with an interest to make representations – comment or object to the proposal.

6.3 The statutory proposal was published in the local Croydon Guardian newspaper; on the Council's and school's websites; displayed on the school gates; and in the local library. A copy of the statutory notice was sent to the Member of Parliament and Ward councillors.

6.4 **Communication and Consultation activities**

A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents, about educational rationale and inviting feedback on the proposed permanent expansion of Woodcote Primary School.

6.5 A range of modes and methods of communication were used to inform and facilitate feedback from stakeholders on the proposed expansion of Woodcote Primary School. Stakeholders were given the opportunity to express their views in writing – via completion of questionnaire; email; and post – and verbally at the public meeting at the school.

6.6 Communication activities included the circulation of the consultation document, including questionnaire and leaflet via:

- **Schools E-Bulletin**
 - ✓ Schools' E-bulletin to all schools within the borough
- **Email:**
 - ✓ Ward Councillors / MP
 - ✓ schools within neighbouring/adjourning borough
- **Website:**
 - ✓ consultation document including questionnaire published on the Croydon website
 - ✓ Consultation document, including questionnaire on school's website
 - ✓ Online questionnaire (survey monkey)
- **Printed documents**
 - ✓ consultation document /questionnaire available at school and from Council
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting - 858 leaflets were distributed to residents living within the vicinity of the school
 - ✓ document sent/given to parents/carers by school
 - ✓ Posters advertising consultation and public meeting date
 - ✓ Leaflet displayed in local library

6.7 **Public meeting at Woodcote Primary School**

Senior officers from the Council attended separate meetings with parents, staff and governors of the school where the issues surrounding the potential expansion was discussed

6.8 **Frequently Asked Questions (FAQ)**

A Question and Answer sheet was published and distributed to help answer some of the legitimate concerns raised by stakeholders about the proposed permanent expansion of Woodcote Primary School.

6.9 **Equality and Diversity Monitoring**

As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements; promote equality; and improve choice and diversity

6.10 Equalities Impact Assessment

An Equalities Impact Assessment (EQIA) has been undertaken for the proposed permanent school expansion programme, including Woodcote Primary School. The Equality analysis enables the Council to target its services, and budgets, more effectively and understand how they affect all our communities.

- 6.11 The conclusion of the EQIA is that increasing the number of school places through the proposed permanent school expansion programme will either have a positive or neutral impact on protected groups, including children, disability, ethnicity / race. The EQIA is attached to the Education Estates Strategy report for the 18 January 2016 Cabinet meeting.

7. Summary of representations

7.1 Consultation questionnaire

- 7.2 A total of 206 completed questionnaires have been received. The majority (141) of respondents are 'Strongly against' the proposed expansion of Woodcote Primary School; of which 107 are a parent/carer of child/children at Woodcote Primary School.

Public consultation meeting

- 7.3 A total of 27 people attended the public meeting that was held at the school on 10 November 2015. The school's leadership team and Council representatives: explained the educational rationale for the proposed expansion of the school; sought your views on the proposal; and responded to questions.

Email responses

- 7.4 The Council also received an additional 11 representations via email. Of which 7 were "Not in favour" of the proposed expansion of Woodcote Primary School.

7.5 Paper responses

In addition, we received 2 letters via post, which stated that 'strongly against' the proposed expansion of the school and citing issues/concerns as outlined at paragraph 8 below.

8. Key issues raised during the representation period

8.1 The main comments/concerns raised during the representation period are the same/similar to those raised during the engagement period. These comments/concerns fall under the following broad themes:

- Traffic/congestion/parking
- Educational impact
- Communal space
- Need for a new school

8.2 A detailed analysis of responses, including equality and diversity monitoring is attached at Annex A below.

9. Response to concerns

9.1 Traffic/congestion/parking

The Council will commission a transport impact assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers 'drop off' and 'pick up' children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.

9.2 If Cabinet approve the implementation of the proposed school expansion project, planning applications will be required. Through the planning application process the impact of the additional pupils will be addressed.

9.3 The Schools' Travel Plan will continue to encourage walking to school. The health and safety of the whole school community is paramount.

9.4 Educational impact

Woodcote Primary School is a popular and successful school with strong leadership and governance. The school has been judged by Ofsted as an outstanding school, highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. The strong leadership and teaching staff at the schools will ensure that the schools continue to be successful and popular.

9.5 There are also benefits to be derived from the expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.

9.6 Communal space

Initial viability study shows that the school sites have the capacity to be expanded. If approval is given by Cabinet to implement the proposed expansions, a detailed feasibility study will be carried out as part of the planning process, where options will be carefully considered by the Council, school leadership team and the architect which include ensuring that the size of communal areas are maximized to accommodate the additional pupils at the school.

9.7 A range of measures, e.g. staggered play and lunch times will be explored to enable pupils to have sufficient space.

9.8 The expansion proposal includes additional classrooms with associated cloaks/toilets required for the additional number of pupils.

9.9 Need for a new primary school to be built

A key part of the Council's strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.

9.10 Every year we project the number of school places that will be needed in the borough in future years. The methodology we use to project pupil numbers includes the number of children we expect to live in new housing developments. Information from the Cane Hill housing development is included in our most recent projections for pupil places required in the South West of the Borough.

9.11 The plan is for this additional demand to be met through the expansion of Woodcote Primary School and other proposed school expansions in the South West of the Borough.

9.12 The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.

These are:

- Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).
- However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school.
- As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have been committed to existing identified projects.
- Lack of Council owned sites
- High cost of other sites that could for educational use.
- Available sites not in area of demand for pupil places
- Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places.
- Expansion of existing school means that we have more certainty of high quality education.

10. Petition

In addition to the above comments/concerns, some respondents suggested that a new school should be built in the South West of the Borough instead of the proposed expansion of existing schools. **The Council was sent an 840 signature petition to "Build a new school in Coulsdon" during the representation period.**

10.1 There are plans for new housing developments in the South West of the

Borough, for example, the Cane Hill Housing Development. The mix of housing type will affect the number of new school places required. The potential child/pupil yield, including school age population - from the Cane Hill Housing Development has been accounted for in the Council's latest annual projections for pupil places.

11. Tree Protection Order

Under powers contained in the Town and Country Planning Act 1990 and the Town and Country (Tree Preservation) (England) Regulations 2012, there is an interim Tree Preservation Order (TPO) in place (which has been objected to by the Governing Body and has not yet been formalised) to protect trees within the ground of Woodcote Primary School site. The TPO prohibits anything to be done to the trees without the local planning authority's written consent. The viability options for the proposed expansion of Woodcote Primary School include removal/replacement of some of the trees.

12. Key points made in support of the proposed expansion

- *“Every child has the right to be taught in an excellent school and the lack of school spaces in the area can make that hard to get our children into an excellent school. This expansion is clearly needed.”*
- *“A brilliant school which could educate even more children”*
- *“I believe it is fundamental that every individual child in Croydon deserves a good education in their early school years whether in Woodcote primary or alternative state primary schools”*

13. General points

If the proposal is approved, the Council and the school would work with the local community and parents/carers to explore ways to minimise any negative impact resulting from the expansion.

13.1 The Council will also work directly with the school to further develop their School Travel Plan document, with an aim of discouraging car usage and encouraging pupils, parents and staff to use more environmentally friendly modes of travel to school. In addition, the school will highlight any road safety issues in relation to roads within the vicinity of the school, and capture these in their Travel Plan so that the Council can investigate and develop safety measures.

13.2 The representations will be shared with the Council's Highways Improvement Team.

14. Next steps

14.1 Following the representation period, the Council's Cabinet Committee will decide whether the proposal to permanently expand Woodcote Primary School should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.

14.2 Education standards

The Cabinet will also take into account the extent to which the proposed permanent expansion of Woodcote Primary School is consistent with the government's policy for there to be a presumption in favour of expanding popular and successful schools. Woodcote Primary School has been judged by Ofsted

as an outstanding school; and is popular with parents/carers.

14.3 In line with the DfE School Organisation guidance, decisions must be made within a period of two months, by 02 February 2016, of the end of the representation period or it must be referred to the Schools Adjudicator.

14.4 If approval is given by Cabinet to proceed to the implementation stage, stakeholders, including parents/carers and local residents will be consulted again at the planning application stage, when building designs and traffic considerations will be available.

Please see Annex A below – detailed analysis of responses.

Annex A

Woodcote Primary School - Detailed Analysis of Questionnaire Responses

1. Please tell us who you are?

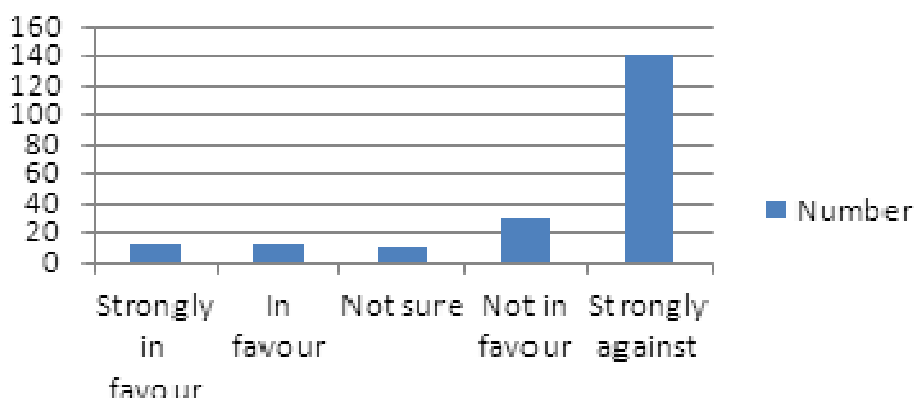
Who are you?	Number	%
Parent or carer of child/children at Woodcote Primary School?	145	70%
Parent or carer of child/children at another School.	5	3%
Parent or carer of a child/children not yet of school age	15	7%
A pupil at Woodcote Primary School	13	6%
A member of staff at Woodcote Primary School	1	0.5%
A member of staff at another school.	2	1%
A local resident	24	12%
Other	1	0.5%
Total	206	100%

- Of the 145 Parent or carer of child/children at Woodcote Primary school:
 - 27 are also local residents and 1 stated other.
 - 1 is also a member of staff at another school and a local resident
 - 2 are members of staff at Woodcote Primary schools and 1 of these is also a local resident
 - 2 selected pupils at Woodcote Primary and 1 of these is also a local resident
 - 1 is School Governor and a local resident
 - 5 are parents of a child at another school
 - ✓ 4 of these are also local residents
 - ✓ 1 is also a parent/carer of a child/children not yet school age
 - 6 are parents of child/children not yet school age and 5 of these are also local residents.
- Of the 24 local residents 1 also selected other.
- Of the 2 members of staff at another school both are also local residents
- Of the 13 pupils at Woodcote Primary school 7 are also local residents
- Of the 5 parent/carer of a child/children at another school 3 are also local residents and one of these is also a parent /carer of a child/children not yet of school age
- Of the 15 parent/carer of a child/children not yet of school age
 - 1 is also a local resident
 - is also member of staff at Woodcote Primary School.

2. What is your view of the proposal to permanently expand Woodcote Primary School to create places for 30 additional places each year?

View	Number	Percentage
Strongly in favour	13	6%
In favour	12	6%
Not sure	11	5%
Not in favour	29	14%
Strongly against	141	69%
Total	206	100%

What is your view ?



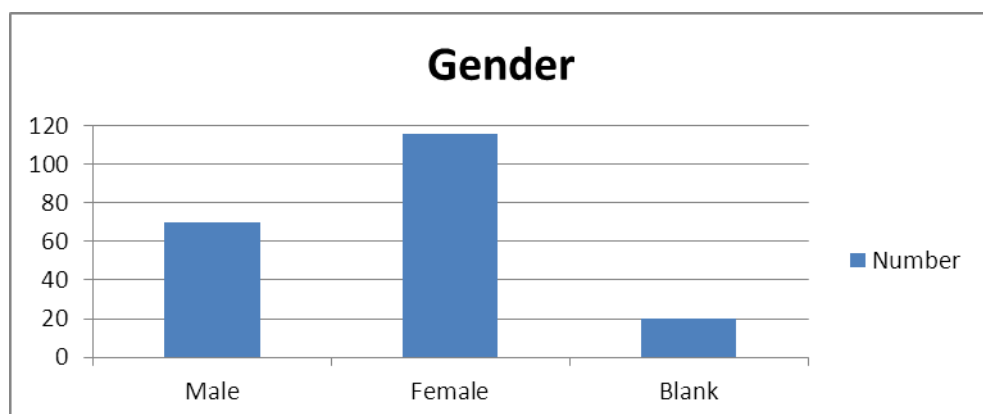
- Of the **13 Strongly in favour** of the proposed expansion:
 - 1 is a local resident
 - 1 stated other
 - 1 is a parent of child/children at another school
 - 5 are a parent/carer of child/children not yet school age and 1 of these was also a member of staff at Woodcote Primary School
 - 5 are a parent/carer of child/children at Woodcote Primary School, of these:
 - ✓ 1 is also a local resident
 - ✓ 1 selected a pupil at Woodcote Primary School and a local resident
 - ✓ 1 is a parent of child/children at another school and also a parent/carer of child/children not yet school age.
- Of the **12 in favour** of the proposed expansion:
 - 3 are local residents and 1 of these also stated other.
 - 2 are parents of child/children not yet school age
 - 7 are parents of child/children at Woodcote Primary School of these:
 - ✓ 1 is a parent of child/children at another school & a local resident
 - ✓ 1 is a parent of child/children not yet of school age & local resident
- Of the **11 not sure** about the proposed expansion:
 - 2 are also local residents
 - 1 is a member of staff at Woodcote Primary School
 - 4 are parents of child/children not yet school age

- 4 are parents of child/children of a child at Woodcote Primary school and 1 of these is also a School Governor at Woodcote Primary School and a local resident.
- Of the **29 not in favour** of the proposed expansion:
 - 2 are local residents
 - 1 is a member of staff at another school and also a local resident
 - 1 is a pupil at Woodcote Primary School
 - 22 are a parent/carer of child/children at Woodcote Primary school and 4 of these are also local residents
 - 3 are a parent/carer or child/children not yet school age and 1 is also a local resident.
- Of the **141 Strongly against** the proposed expansion:
 - 16 are local residents
 - 1 is a member of staff at another school and also a local resident
 - 12 are pupils at Woodcote Primary School and 7 are also local residents
 - 4 are parents of a child at another school, 3 of these are also local residents and 1 of these is a parent/carer of child/children not yet school age
 - 1 is a parent/carer of child/children not yet school age.
 - 107 are a parent/carer of child/children at Woodcote Primary School of these:
 - ✓ 22 are also local residents and 1 of these also stated other
 - ✓ 1 is also a member of staff at another school and a local resident
 - ✓ 2 are also member of staff at Woodcote Primary School and 1 of these is also a local resident
 - ✓ 3 are also a parent/carer of child/children at another school and all were local residents
 - ✓ 4 are also a parent of child/children not yet school age and all were also local residents.
 - ✓ 1 also selected a pupil at Woodcote Primary School.

Equality and Diversity Monitoring

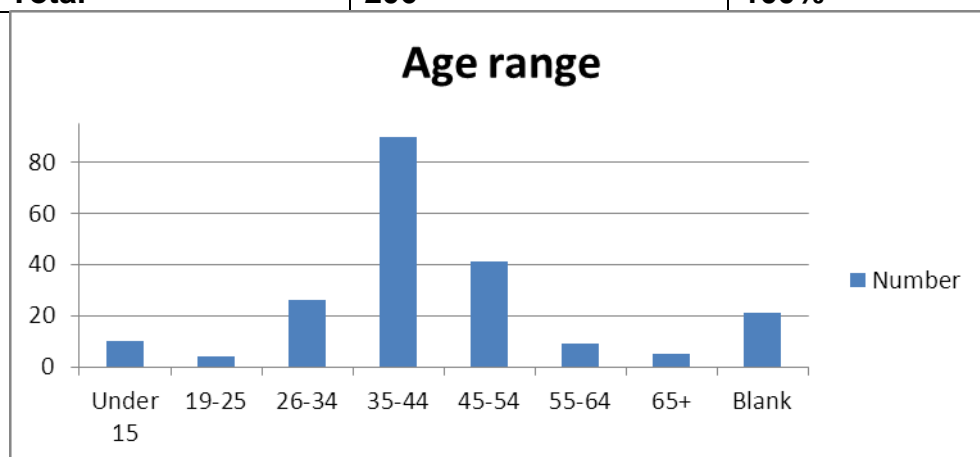
Gender

Gender	Number	Percentage
Male	70	34%
Female	116	56%
Blank	20	10%
Total	206	100%



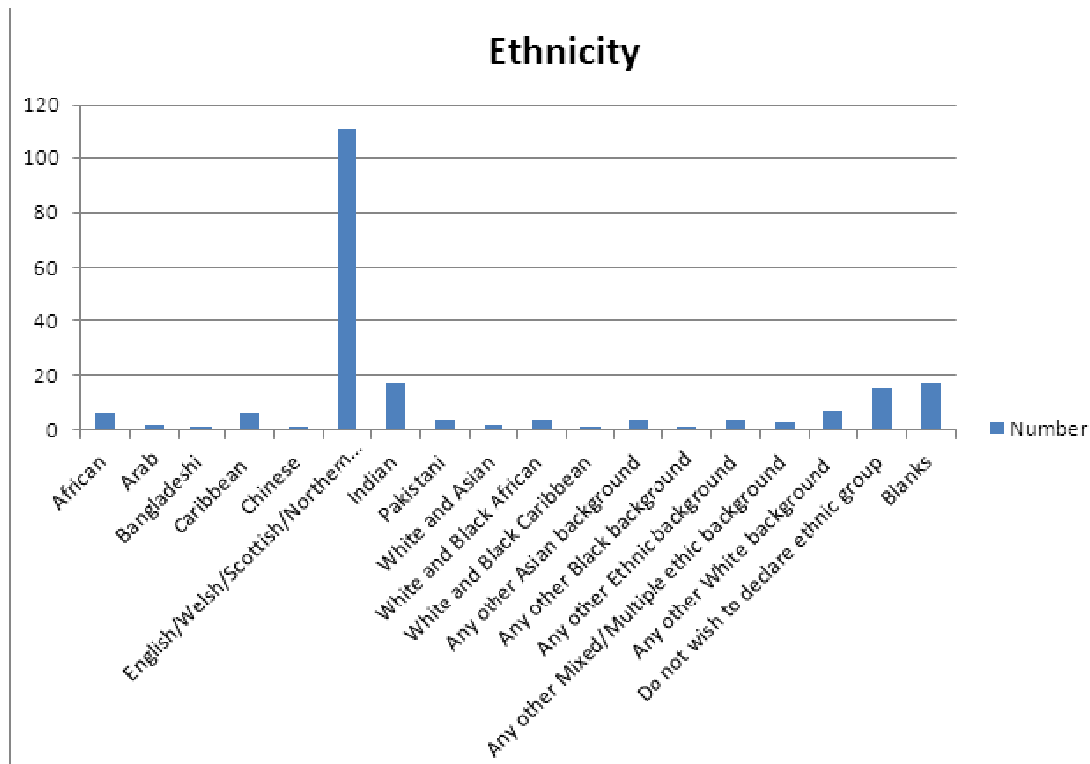
Age range

Age range	Number	Percentage
Under 15	10	5%
19-25	4	2%
26-34	26	13%
35-44	90	43%
45-54	41	20%
55-64	9	4%
65+	5	3%
Blank	21	10%
Total	206	100%



Ethnicity

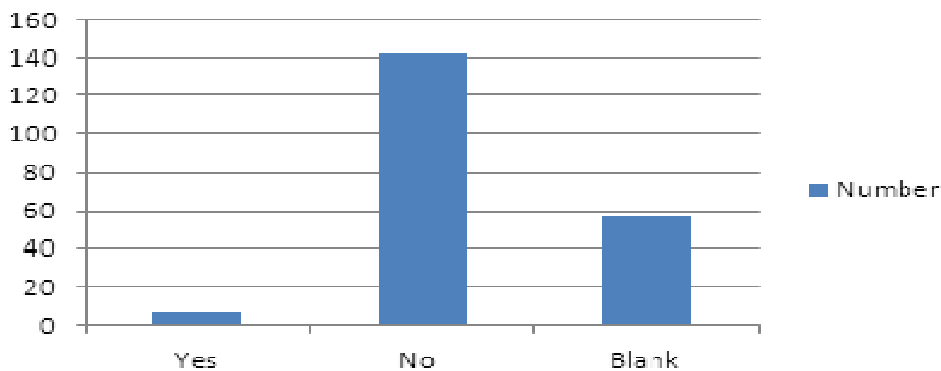
Ethnicity	Number	Percentage
African	6	3%
Arab	2	1%
Bangladeshi	1	0.5%
Caribbean	6	3%
Chinese	1	0.5%
English/Welsh/Scottish/Northern Irish/British	111	54%
Indian	17	8%
Pakistani	4	2%
White and Asian	2	1%
White and Black African	4	2%
White and Black Caribbean	1	0.5%
Any other Asian background	4	2%
Any other Black background	1	0.5%
Any other Ethnic background	4	2%
Any other Mixed/Multiple ethnic background	3	1%
Any other White background	7	4%
Do not wish to declare ethnic group	15	7%
Blanks	17	8%
Total	206	100%



Disability

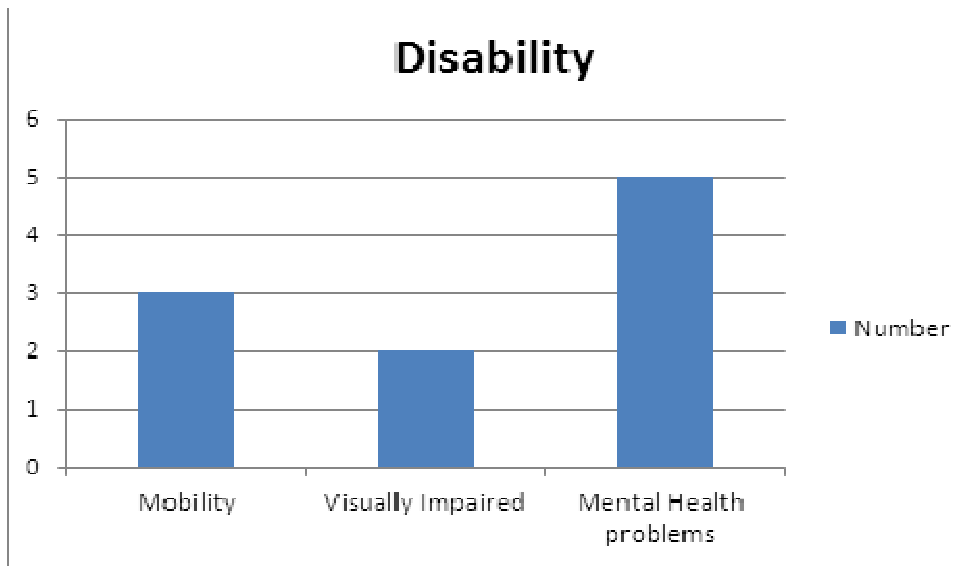
Yes or No	Number	Percentage
Yes	7	4%
No	142	69%
Blank	57	27%
Total	206	100%

Do you consider yourself to have a disability?



Disability	Number	Percentage
Mobility	3	30%
Visually Impaired	2	20%

Mental Health problems	5	50%
Total	10	100%



Appendix 2b

PROPOSAL TO EXPAND SMITHAM PRIMARY SCHOOL REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

1. Introduction

- 1.1 The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning, and the School's Leadership Team with the outcomes from the formal consultation to expand Smitham Primary School.
- 1.2 Smitham Primary school is a Community School located at Portnalls Road, Coulsdon, Croydon CR5 3DE in the South West of the Borough. The school admits 2 classes, 60 reception pupils per year. The proposal is to permanently expand the school by one form of entry to offer an additional 30 reception places from September 2018.
- 1.3 A total of 90 places will be offered to children applying for reception places from September 2018. The school would continue to receive an additional class in reception each year, so that by 2024 the school would have an extra 210 pupils in total, with 90 pupils in every year group - from Reception to Year 6. A viability study has been undertaken which shows that the school site has the capacity to be expanded to accommodate the additional pupils.
- 1.4 Smitham Primary School is a popular and successful school with strong leadership and governance. The school has been judged by Ofsted as a school that is good in serving its pupils well. For 2015 admission, 296 applications were received for the 60 reception places available.
- 1.5 This report is based on responses received during the representation (formal consultation) period following the publication of statutory proposal where anyone with an interest could object or comment on the proposal to expand the Smitham Primary School.

2 Background

- 2.1 The proposal to permanently expand Smitham Primary School by one form of entry (an additional 30 pupils) is part of the Council's supply strategy to ensure sufficient pupil places are available within the South West borough to meet its statutory duty.
- 2.2 The Schools' Leadership Team, including the Governing Body have agreed in principle to the proposed expansion. A viability study has been undertaken which shows that the proposed expansion of the school site is both feasible and affordable.
- 2.3 The Council has a statutory duty for ensuring that a sufficient supply of school places is available within its Borough for every child of school age. It also has a duty to promote high educational standards, to ensure fair access to educational opportunity, and to help every child fulfil their educational potential. It must also ensure that there are sufficient schools in its Borough and promote diversity and parental choice.

3 Cross-border pupil mobility

- 3.1 The Greenwich Judgment makes it unlawful for admission authorities to give

priority in school admissions to their own residents, allowing pupils free movement across borough borders. Cross border movement of pupils is one of the factors that can affect the demand for school places. The amount of pupils living in Croydon who attend schools in another borough can reduce the demand for school places; and the amount of pupils living in another borough and attend schools in Croydon can increase the demand for school places.

4 Parental preference - diversity of provision in the South West

4.1 There are 13 primary schools, including Smitham Primary, in the South West of the Borough. Of which:

- 6 are Community schools
- 4 are Academies
- 1 Church of England
- 2 Roman Catholic

5. Stakeholder Engagement

5.1 Engagement (informal consultation) on the proposed permanent expansion of Smitham Primary School started on the 28th September and ended on 19th October 2015, including a public meeting at the school on 08 October 2015.

5.2 Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of the school. The main comments/concerns cited on the questionnaire and mentioned at the public meeting fall under the following broad themes:

- Traffic related
- Loss of ethos / feel / atmosphere
- Disruption to teaching / learning
- Communal space
- Need to build a new primary school

5.3 Please refer to the full outcomes report – “Stakeholder Engagement Outcomes Report” Proposed Permanent Expansion of Smitham Primary School – for the Council’s response to concerns.

6. Publication / Representation (formal consultation)

6.1 For a proposal to permanently expand a school, where it would increase the capacity of the school by more than 30 pupils and 25% of the school’s capacity (the number of places and pupils in a school), the Council is required to follow a statutory process, including publication of statutory proposal; and a four week representation (formal consultation) period where anyone can comment on or object to the proposed expansion

6.2 In accordance with statutory regulations for making significant changes to schools, a statutory proposal was published, which started a 4 week representation period – 04 November to 02 December 2015 – which invited anyone with an interest to make representations – comment or object to the proposal.

6.3 The statutory proposal was published in the local Croydon Guardian newspaper; on the Council’s and school’s websites; displayed on the school gates; and in the local library. A copy of the statutory notice was sent to the Member of Parliament

and Ward councillors.

6.4 Communication and Consultation activities

A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents, about educational rationale and inviting feedback on the proposed permanent expansion of Smitham Primary School.

6.5 A range of modes and methods of communication were used to inform and facilitate feedback from stakeholders on the proposed expansion of Smitham Primary School. Stakeholders were given the opportunity to express their views in writing – via completion of questionnaire; email; and post – and verbally at the public meeting at the school.

6.6 Communication activities included the circulation of the consultation document, including questionnaire and leaflet via:

- **Schools E-Bulletin**
 - ✓ Schools' E-bulletin to all schools within the borough
- **Email:**
 - ✓ Ward Councillors / MP
 - ✓ schools within neighbouring/adjourning borough
- **Website:**
 - ✓ consultation document including questionnaire published on the Croydon website
 - ✓ Consultation document, including questionnaire on school's website
 - ✓ Online questionnaire (survey monkey)
- **Printed documents**
 - ✓ consultation document /questionnaire available at school and from Council
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting - 858 leaflets were distributed to residents living within the vicinity of the school
 - ✓ document sent/given to parents/carers by school
 - ✓ Posters advertising consultation and public meeting date
 - ✓ Leaflet displayed in local library

6.7 Public meeting at Smitham Primary School

A public consultation meeting at Smitham Primary School on 11 November 2015 where the educational rationale and consultation process for the proposed expansion were explained. Attendees were able to express their views and ask questions, raise concerns and offer suggestions.

6.8 Frequently Asked Questions (FAQ)

A Question and Answer sheet was published and distributed to help answer some of the legitimate concerns raised by stakeholders about the proposed permanent expansion of Smitham Primary School.

6.9 Equality and Diversity Monitoring

As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements; promote equality; and improve choice and diversity

6.10 Equalities Impact Assessment

An Equalities Impact Assessment (EQIA) has been undertaken for the proposed permanent school expansion programme, including Smitham Primary School. The Equality analysis enables the Council to target its services, and budgets, more effectively and understand how they affect all our communities.

- a. The conclusion of the EQIA is that increasing the number of school places through the proposed permanent school expansion programme will either have a positive or neutral impact on protected groups, including children, disability, ethnicity / race. The EQIA is attached to the Education Estates Strategy report for the 18 January 2016 Cabinet meeting.

7. Summary of representations

7.1 Consultation questionnaire

A total of 40 completed questionnaires have been received. The majority (23) of respondents are 'Strongly against' the proposed expansion of Smitham Primary School; of which 19 are a parent/carer of child/children at Smitham Primary School.

7.2 Public consultation meeting

A total of 30 people attended the public meeting that was held at the school on 10 November 2015. The school's leadership team and Council representatives: explained the educational rationale for the proposed expansion of the school; sought your views on the proposal; and responded to questions.

Email responses

7.3 The Council also received an additional 5 representations via email. Of which 2 were against of the proposed expansion of Smitham Primary School.

7.4 Overall the responses received during the representation period indicate that a high majority of respondents object to the proposed expansion of Smitham Primary School. Of the 40 respondents were completed the questionnaire during the representation period:

- 23 "Strongly against"
- 9 "Not in favour"
- 3 "Strongly in favour" / "In favour"
- 5 "Not sure"

8 Key issues raised during the representation period

8.1 The main comments/concerns cited on the questionnaire and mentioned at the public meeting fall under the following broad themes:

- Traffic related
- Loss of ethos / feel / atmosphere
- Disruption to teaching / learning
- Communal space
- Need to build a new primary school

8.2 A detailed analysis of responses, including equality and diversity monitoring is attached at Annex A below.

9 Response to concerns

9.1 Traffic/related

The Council will commission a transport impact assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers 'drop off' and 'pick up' children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.

9.2 If Cabinet approve the implementation of the proposed school expansion project, planning applications will be required. Through the planning application process the impact of the additional pupils will be addressed.

9.3 The Schools' Travel Plan will continue to encourage walking to school. The health and safety of the whole school community is paramount.

9.4 Loss of ethos / feel / atmosphere

Smitham Primary is a popular and successful school with strong leadership and governance. We are confident that the strong leadership and excellent teaching staff at the school will maintain the ethos/feel/atmosphere of the school if the proposal implemented.

9.5 There are also benefits to be derived from the expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.

9.6 Disruption to teaching / learning

The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.

9.7 The Council, in partnership with the architect and contractor, will ensure that any disruption to the school is minimise or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.

9.6 Communal space

Initial viability study shows that the school sites have the capacity to be expanded. If approval is given by Cabinet to implement the proposed expansions, a detailed feasibility study will be carried out as part of the planning process, where options will be carefully considered by the Council, school leadership team and the architect which include ensuring that the size of communal areas are maximized to accommodate the additional pupils at the school. The health and safety of the whole school community is of paramount importance.

9.7 A range of measures, e.g. staggered play and lunch times will be explored to enable pupils to have sufficient space.

9.8 The expansion proposal includes additional classrooms with associated cloaks/toilets required for the additional number of pupils.

9.9 Need to build a new primary school

A key part of the Council's strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.

9.10 Every year we project the number of school places that we will need in the borough in future years. The methodology we use to project pupil numbers includes the number of children we expect to live in new housing developments. Information from the Cane Hill housing development is included in our most recent projections for pupil places required in the South West of the Borough.

9.11 The plan is for this additional demand to be met through the expansion of Smitham Primary School and other proposed school expansions in the South West of the Borough.

9.12 The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.

9.13 These are:

- Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).
- However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school.
- As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have been committed to existing identified projects.
- Lack of Council owned sites
- High cost of other sites that could be used for educational use.
- Available sites not in area of demand for pupil places
- Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places.
- Expansion of existing school means that we have more certainty of high quality education.

10 Petition

In addition to the above comments/concerns, **the Council was sent an 840 signature petition to "Build a new school in Coulsdon" during the representation period.**

10.1 There are plans for new housing developments in the South West of the Borough, for example, the Cane Hill Housing Development. The mix of housing type will affect the number of new school places required. The potential child/pupil yield, including school age population - from the Cane Hill Housing Development has been accounted for in the Council's latest annual projections for pupil places.

11 Key point made in support of the proposed expansion

Some of the respondents stated that they recognise the need for the expansion of Smitham Primary School given the increased demand for school places but have concerns about the disruption that will be caused and the traffic impact.

12 General points

If the proposal is approved, the Council and the school would work with the local community and parents/carers to explore ways to minimise any negative impact resulting from the expansion.

12.1 The Council will also work directly with the school to further develop their School Travel Plan document, with an aim of discouraging car usage and encouraging pupils, parents and staff to use more environmentally friendly modes of travel to school. In addition, the school will highlight any road safety issues in relation to roads within the vicinity of the school, and capture these in their Travel Plan so that the Council can investigate and develop safety measures.

12.2 The representations will be shared with the Council's Highways Improvement Team.

13 Next steps

13.1 Following the representation period, the Council's Cabinet Committee will decide whether the proposal to permanently expand Smitham Primary School should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.

13.2 Education standards

- . The Cabinet will also take into account the extent to which the proposed permanent expansion of Smitham Primary School is consistent with the government's policy for there to be a presumption in favour of expanding popular and successful' schools. Smitham Primary School has been judged by Ofsted as a school that is good in serving its pupils well.

14.2 In line with the Department for Education School Organisation guidance, **decisions must be made within a period of two months, by 02 February 2016**, of the end of the representation period or it must be referred to the Schools Adjudicator.

14.3 If approval is given by Cabinet to proceed to the implementation stage, stakeholders, including parents/carers and local residents will be consulted again at the planning application stage, when building designs and traffic considerations will be available.

Annex A

Smitham Primary School - Detailed Analysis of Responses

1. Please tell us who you are?

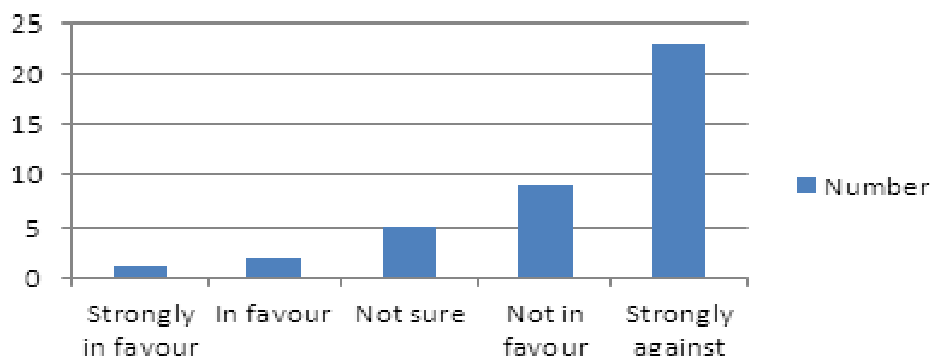
Who are you?	Number	%
Parent or carer of child/children at Smitham Primary School?	19	48%
Parent or carer of child/children at another School.	2	5%
Parent or carer of a child/children not yet of school age	3	8%
A pupil at Smitham Primary School	1	2
A member of staff at Smitham Primary School	2	5
A member of staff at another school.	1	2
A local resident	11	28
Other	1	2
Total	40	100%

- Of the 19 parent or carer of child/children at Smitham Primary School:
 - 5 are also local residents and 1 of these are also a Parent/carer of child/children at another school and a School Governor at Smitham Primary School.
 - 1 is also a member of staff at another school and a local resident
 - 1 is also a member of staff at Smitham Primary School and a local resident
 - 1 is also a parent/carer of child/children not yet of school age and is also a member of staff at another school.
- Of the 2 parent or carer of child/children at another school, both are also local residents and 1 of these are also a parent or carer of a child/children not yet of school age.
- The 1 is a member of staff at another school is also a local resident

2. What is your view of the proposal to expand Smitham Primary School to create places for 30 additional pupils each year?

View	Number	Percentage
Strongly in favour	1	2%
In favour	2	5%
Not sure	5	13%
Not in favour	9	23%
Strongly against	23	57%
Total	40	100%

What is your view?



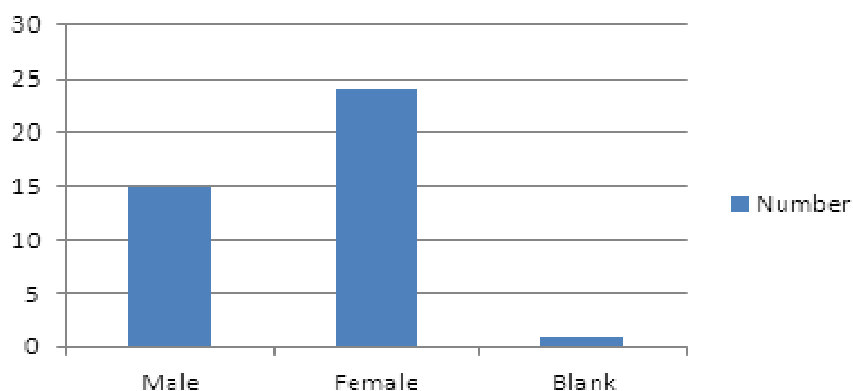
- The 1 respondent strongly in favour is a parent/carer of a child/children not yet of school age
- Of the 2 In favour of the proposal;
 - 1 is a local resident
 - 1 is a parent or carer of child/children at Smitham Primary School, a parent or carer of child/children at another school, a School Governor at Smitham Primary school and a local resident.
- Of the 9 not in favour of the proposed expansion:
 - 6 are local residents
 - 3 are a parent/carer of a child/ children at Smitham Primary School, of these:
 - 2 are local residents and 1 of these is also a member of staff at Smitham Primary School.
- Of the 5 not sure about the proposed expansion:
 - 1 is a member of Staff at Smitham Primary School
 - 2 are a parent/carer of a child/ children at Smitham Primary School and both are also local residents
 - 1 is a parent or carer of child/children at another school and also a local resident
 - 1 is a parent or carer of child/children not yet of school age.
- Of the 23 Strongly against the proposed expansion:
 - 4 are local residents
 - 1 is a member of staff at another school and also a local resident
 - 1 is a member of staff at Smitham Primary School
 - 1 is a pupil at Smitham Primary School
 - 1 stated other
 - 1 is a parent or carer of child/children not yet of school age.
 - 1 is a parent/carer of child/children at another school , a parent/carer of child/children not yet of school age and a local resident
 - 13 are parent or carer of a child/children at Smitham Primary School , of these:
 - 1 is also a local resident
 - 1 is also a parent or carer of child/children not yet of school age and a member of staff at another school
 - 1 is a member of staff at another school and a local resident.

Diversity and Equality Monitoring

Gender

Gender	Number	Percentage
Male	15	38%
Female	24	60%
Blank	1	2%
Total	40	100%

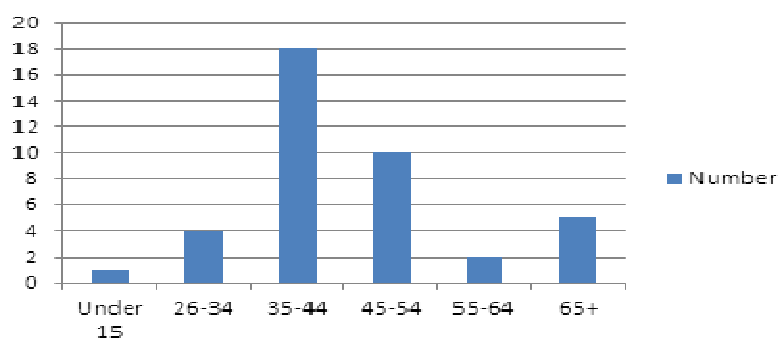
Gender



Age Range

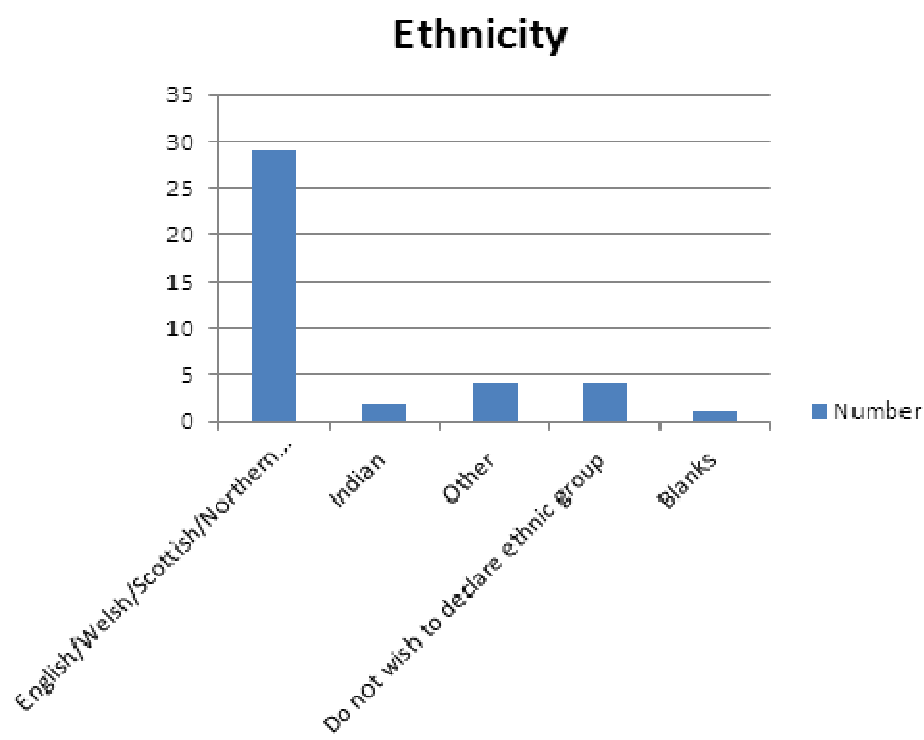
Age range	Number	Percentage
Under 15	1	2%
26-34	4	10%
35-44	18	45%
45-54	10	25%
55-64	2	5%
65+	5	13%
Total	40	100%

Age range



Ethnicity

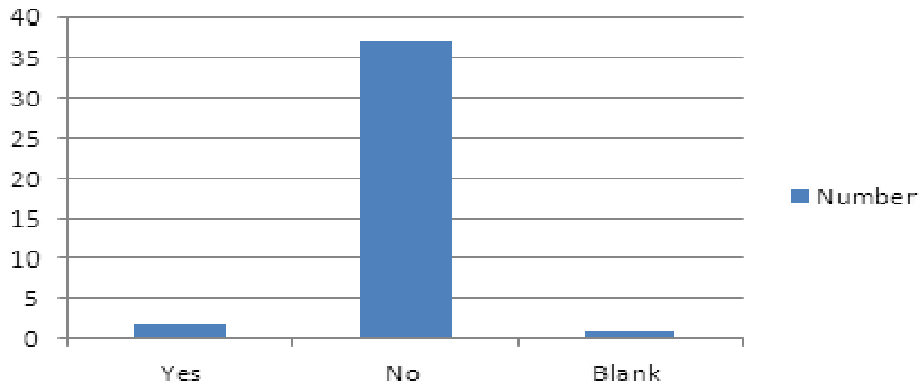
Ethnicity	Number	
English/Welsh/Scottish/Northern Irish/British	29	73%
Indian	2	5%
Other	4	10%
Do not wish to declare ethnic group	4	10%
Blanks	1	2%
Total	40	100%



Disability

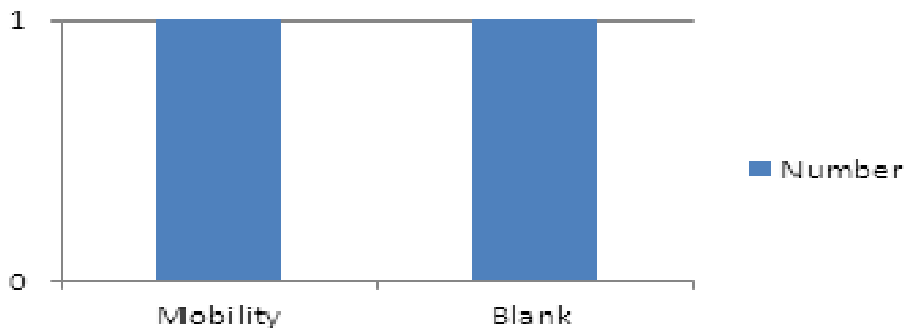
Yes or no?	Number	Percentage
Yes	2	5%
No	37	93%
Blank	1	2%
Total	40	100%

Do you consider yourself to have a Disability ?



Disability	Number	Percentage
Mobility	1	50%
Blank	1	50%
Total	2	100%

Disability



Appendix 2c

PROPOSAL TO EXPAND ST NICHOLAS SPECIAL SCHOOL REPRESENTATION (FORMAL CONSULTATION) OUTCOMES REPORT

1 Introduction

- 1.1 The purpose of this report is to provide the Cabinet Member for Children, Young People & Learning, and the School's Leadership Team with the outcomes from the formal consultation to expand St Nicholas Special School.
- 1.2 St Nicholas school is a special community school for boys and girls with moderate learning difficulties and autism. The school is located at Old Lodge Lane, Purley CR8 4DN.
- 1.3 The proposal is to permanently expand St Nicholas school to allow an additional 56 pupils, aged 4 - 11 to be offered a school place from September 2017. The current capacity of the school is 120 and the proposed capacity will be 176. The total number of pupils registered at the school is currently 126.
- 1.4 St Nicholas School is a popular and successful school with strong leadership and governance. The school has been judged by Ofsted as a good school that is effective in delivering outcomes that provide well for all its pupils' needs. The behaviour and safety of pupils has been judged as outstanding.
- 1.5 An initial viability study has indicated that the school site has the physical capacity to be expanded, although further investigation is to be carried out including a traffic assessment.
- 1.6 This report is based on responses received during the representation (formal consultation) period following the publication of statutory proposal where anyone with an interest could object or comment on the proposal to expand the St Nicholas Special School.

2 Background

- 2.1 The proposal to permanently expand St Nicholas Special School to create an additional 56 Special Educational Needs (SEN) places from September 2017. This is part of the Council's supply strategy to ensure sufficient SEN pupil places are available within the borough to meet increasing demand for SEN school places.
- 2.2 The Schools' Leadership Team, including the Governing Body have agreed in principle to the proposed expansion. A feasibility study has been undertaken which shows that the proposed expansion of the school site is both feasible and affordable.
- 2.3 In line with the Special Educational Needs Code of Practice, Local Authorities have a duty to ensure that SEN provision is in place as specified in the Education, Health and Care Plan (EHCP).

3. Stakeholder Engagement

3.1 Engagement (informal consultation) on the proposed permanent expansion of St Nicholas School began on 23rd September to 19th October 2015, including a public meeting at the school on 01 October 2015.

3.2 Overall, the responses received during this engagement period indicate that an even split between those who support and object to the proposed expansion of St Nicholas Special School.

3.3 Of the 25 written responses (5 emails & 20 response sheet) received:

- 12 support the proposal
- 12 object to the proposal
- 1 not sure about the proposal

3.4 The main comments/concerns mentioned on the response sheet and at the public meeting fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to current children during building works
- New school should be built

3.5 Please refer to the full outcomes report – “Stakeholder Engagement Outcomes Report” St Nicholas School Proposed Permanent Expansion – for the Council’s response to concerns.

4. Publication / Representation (formal consultation)

4.1 For a proposal to permanently expand a school, where it would increase the capacity of the school by more than 30 pupils and 25% of the school’s capacity (the number of places and pupils in a school), the Council is required to follow a statutory process, including publication of statutory proposal; and a four week representation (formal consultation) period where anyone can comment on or object to the proposed expansion

4.2 In accordance with statutory regulations¹ for making significant changes to schools, a statutory proposal was published, which started a 4 week representation period – 04 November to 02 December 2015 – which invited anyone with an interest to make representations – comment or object to the proposal.

4.3 The statutory proposal was published in the local Croydon Guardian newspaper; on the Council’s and school’s websites; displayed on the school gates; and in the local library. A copy of the statutory notice was sent to the Member of Parliament and Ward councillors.

4.4 Communication and Consultation activities

A consultation document, including a questionnaire was used as a basis of informing stakeholders, including parents/carers and local residents, about educational rationale and inviting feedback on the proposed permanent expansion of St Nicholas Special School.

4.5 A range of modes and methods of communication were used to inform and facilitate feedback from stakeholders on the proposed expansion of St Nicholas

School. Stakeholders were given the opportunity to express their views in writing – via completion of questionnaire; email; and post – and verbally at the public meeting at the school.

4.6 Communication activities included the circulation of the consultation document, including questionnaire and leaflet via:

- **Schools E-Bulletin**
 - ✓ Schools' E-bulletin to all schools within the borough
- **Email:**
 - ✓ Ward Councillors / MP
 - ✓ schools within neighbouring/adjourning borough
- **Website:**
 - ✓ consultation document including questionnaire published on the Croydon website
 - ✓ Consultation document, including questionnaire on school's website
 - ✓ Online questionnaire (survey monkey)
- **Printed documents**
 - ✓ consultation document /questionnaire available at school and from Council
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting – 1,224 leaflets were distributed to residents living within the vicinity of the school
 - ✓ document sent/given to parents/carers by school
 - ✓ Posters advertising consultation and public meeting date
 - ✓ Leaflet displayed in local library

4.7 Public meeting at St Nicholas Special School

A public consultation meeting was held at St Nicholas School on 24 November 2015 where the educational rationale and consultation process for the proposed expansion were explained. Attendees were able to express their views and ask questions, raise concerns and offer suggestions.

4.8 Equality and Diversity Monitoring

As part of the consultation process, respondents were asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help identify any special requirements; promote equality; and improve choice and diversity.

4.9 Equalities Impact Assessment

An Equalities Impact Assessment (EQIA) has been undertaken for the proposed permanent school expansion programme, including St Nicholas Special School. The Equality analysis enables the Council to target its services, and budgets, more effectively and understand how they affect all our communities.

- a. The conclusion of the EQIA is that increasing the number of school places through the proposed permanent school expansion programme will either have a positive or neutral impact on protected groups, including children, disability, ethnicity / race. The EQIA is attached to the Education Estates Strategy report for the 18 January 2016 Cabinet meeting.

5. **Summary of representations**

5.1 Consultation questionnaire

A total of 9 completed questionnaires have been received. There is an even split between those who support and object to the proposed expansion of St Nicholas school. All 9 responses are from local residents, of which 2 in favour, and 2 strongly against the proposed expansion of the school.

5.2 Public consultation meeting

A total of 7 people attended the public meeting that was held at the school on 24 November 2015. The Council representatives: explained the expansion proposal for St Nicholas' School and the feedback from the engagement period and responded to questions.

5.3 Email responses

The Council also received an additional 6 representations via email. Of which 1 was not in favour and 1 in favour of the proposed expansion of St Nicholas School; 2 were MP enquiries on behalf of local residents who were concerned about the impact of traffic if the proposal is implemented.

5.4 Overall the responses received during the representation period show that an equal amount of respondents support and object the proposed expansion of St Nicholas School. Of the 9 respondents who completed the questionnaire during the representation period:

- 2 in favour of the proposed expansion
- 2 strongly against the proposed expansion
- 5 not sure about the proposed expansion

6 **Key issues raised during the representation period**

6.1 The main comments/concerns mentioned on the questionnaire, email and at the public meeting fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to current children during building works
- New school should be built

6.2 A detailed analysis of responses, including equality and diversity monitoring is attached at Annex A below.

7 **Response to concerns**

7.1 Traffic/related

The Council will commission a Transport Assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers 'drop off' and 'pick up' children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.

7.2 The Schools' Travel/Accessibility Plan will be amended to take account of the additional pupils at the school. Additionally consideration will be given to improving

access for Council minibuses in development proposals for the site.

7.3 If Cabinet approve the implementation of the proposed school expansion project, planning applications will be required. Through the planning application process the impact of the additional pupils and their travel modes will be addressed.

7.4 Safety of children and residents

The Health and Safety of the whole school community, including residents is of paramount importance. This will be an essential criterion for assessing site development proposals.

7.5 We recognise that traffic is a key concern for local residents. Mitigating measures will be considered as part of the Transport Statements.

7.6 Disruption to current children during building works

The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.

7.7 The Council, in partnership with the architect and contractor, will ensure that any disruption to the school is minimise or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.

7.8 Need to build a new primary school

A key part of the Council's strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.

7.9 The plan is for this additional demand to be met through the expansion of St Nicholas School and other proposed school expansions in the within the Borough.

7.10 The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.

7.11 These are:

- Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).
- However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school.
- As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest

financial settlement from central government have is committed to existing identified projects.

- Lack of Council owned sites
- High cost of other sites that could be used for educational use.
- Available sites not in area of demand for pupil places
- Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places.
- Expansion of existing school means that we have more certainty of high quality education.

8 General points

If the proposal is approved, the Council and the school would work with the local community and parents/carers to explore ways to minimise any negative impact resulting from the expansion..

8.1 The representations will be shared with the Council's Highways Improvement Team.

9 Next steps

9.1 Following the representation period, the Council's Cabinet Committee will decide whether the proposal to permanently expand St Nicholas School should be implemented. This will be based on responses received which will be balanced against the needs for pupil places.

9.2 Education standards

- . The Cabinet will also take into account the extent to which the proposed permanent expansion of St Nicholas School is consistent with the government's policy for there to be a presumption in favour of expanding popular and successful' schools. St Nicholas School has been judged by Ofsted as a good school that is effective in delivering outcomes that provide well for all its pupils' needs. The behaviour and safety of pupils has been judged as outstanding.

9.3 In line with the Department for Education School Organisation guidance, **decisions must be made within a period of two months, by 02 February 2016**, of the end of the representation period or they must be referred to the Schools Adjudicator.

9.4 If approval is given by Cabinet to proceed to the implementation stage, stakeholders, including parents/carers and local residents will be consulted again at the planning application stage, when building designs and traffic considerations will be available.

Annex A

St Nicholas School - Detailed Analysis of Responses

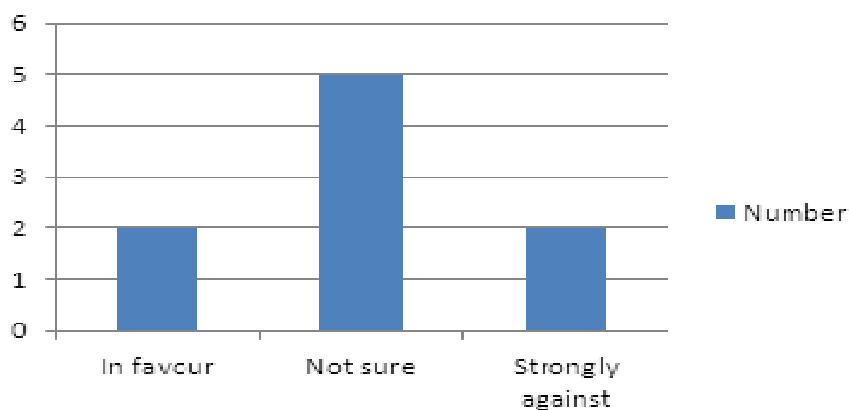
3. Please tell us who you are?

Who are you?	Number	Percentage
Local residents	9	100%
Total	9	100%

4. What is your view of the proposal to expand St Nicholas School to create an additional 56 Special Educational Needs (SEN) places from September 2017.

View	Number	Percentage
In favour	2	22%
Not sure	5	56%
Strongly against	2	22%
Total	9	100%

What is your view?

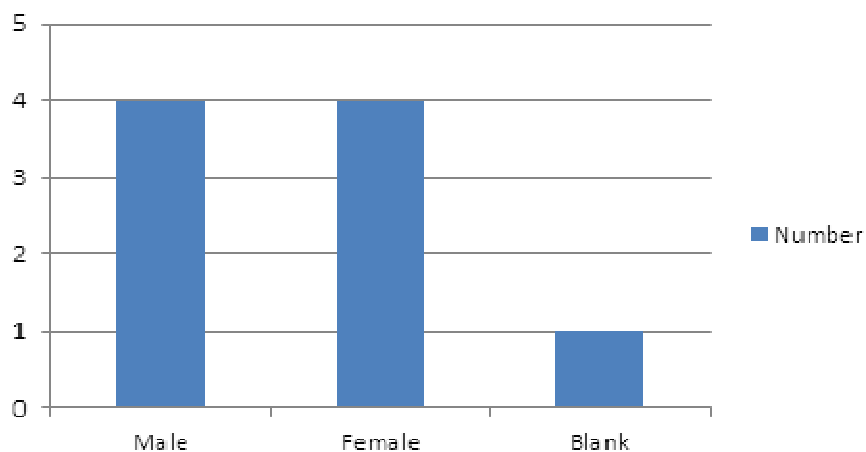


Diversity and Equality Monitoring

Gender

Gender	Number	Percentage
Male	4	44%
Female	4	44%
Blank	1	12%
Total	9	100%

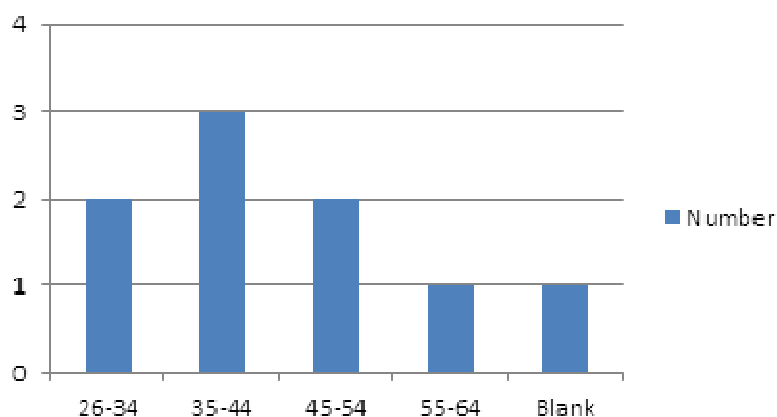
Gender



Age Range

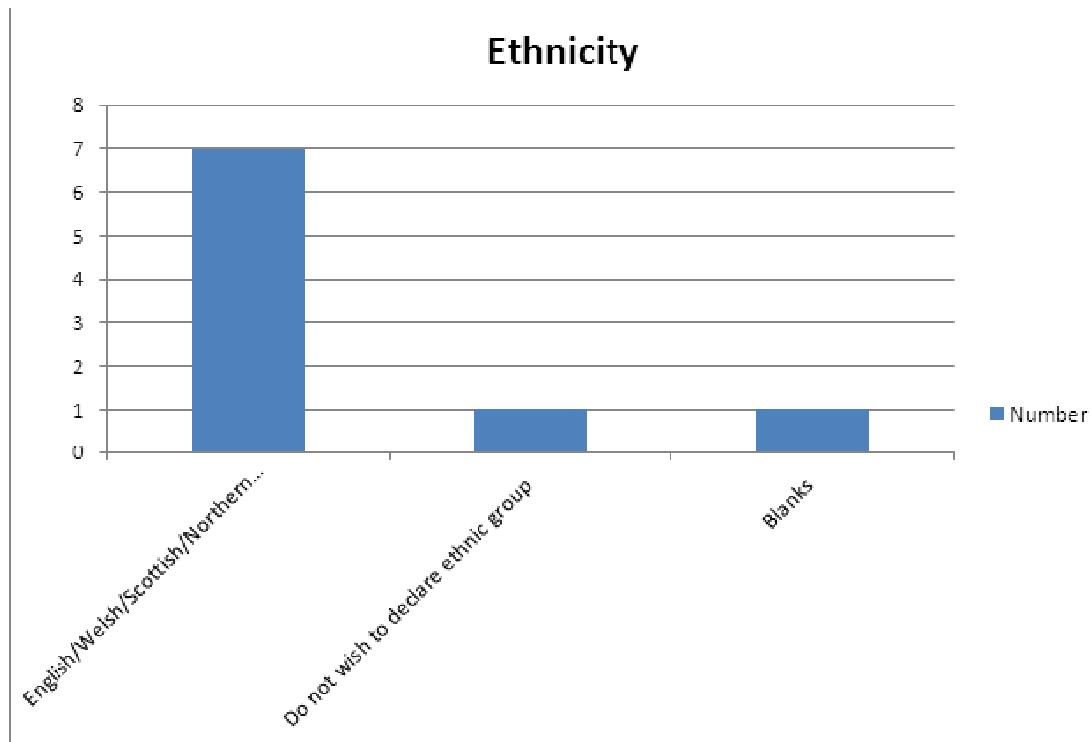
Age range	Number	Percentage
26-34	2	22%
35-44	3	34%
45-54	2	22%
55-64	1	11%
Blank	1	11%
Total	9	100%

Age range



Ethnicity

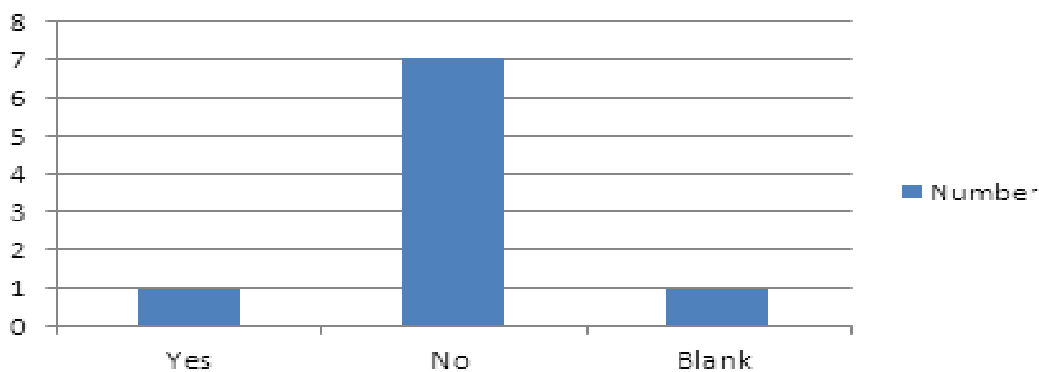
Ethnicity	Number	%
English/Welsh/Scottish/Northern Irish/British	7	78%
Do not wish to declare ethnic group	1	11%
Blanks	1	11%
Total	9	100%



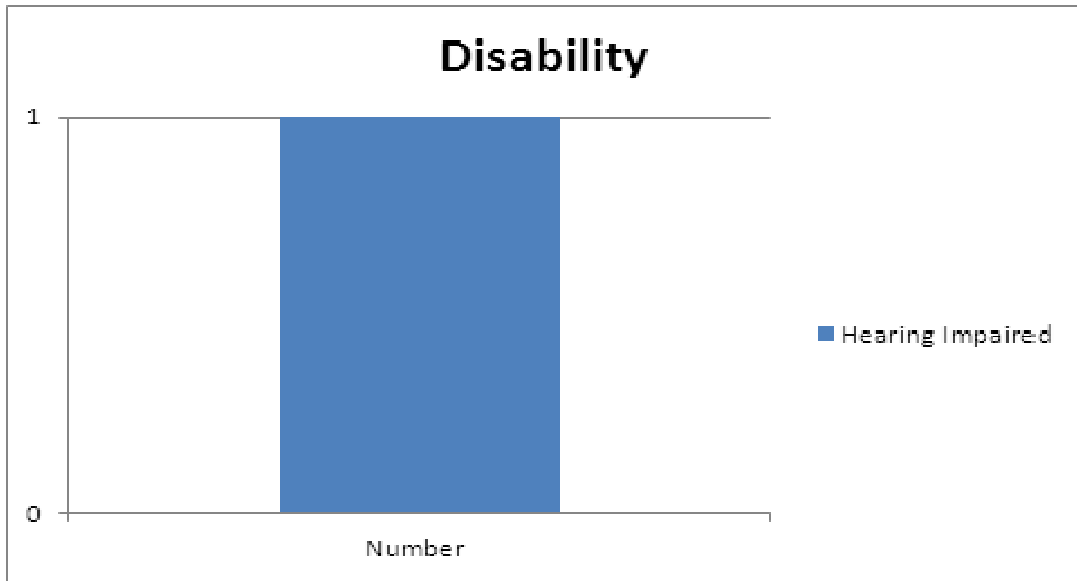
Disability

Yes or no?	Number	Percentage
Yes	1	11%
No	7	78%
Blank	1	11%
Total	9	100%

Do you consider yourself to have a disability?



Disability	Number	Percentage
Hearing Impaired	1	100 %
Total	1	100%



Appendix 3 - Planned Programme of Works for 2016/2017

School	Works	Estimated Costs
Monks Orchard	Boiler replacement	£150,000.00
Selsdon Primary	Leaking roofs	£3,687.00
Beckmead (Special)	Window replacement (Slipped from 2015/16 programme)	£0
Kinglsey Primary	Roofing Works (Phase 1)	£120,000.00
Winterbourne Infants	Heating works	£120,000.00
Beckmead (Special)	Heating works	£245,000.00
Smitham Primary	Pipework and emitters to school	£245,000.00
Gilbert Scott	Bubbling floor services	£8,000.00
St. Giles (Special)	Replacement of hot/cold water services	£220,000.00
Cypress Infants	New retaining walls and other repairs	£150,000.00
Various Schools	Radon Monitoring	£1,500.00
Roofs	Courtwood Primary and Bensham Manor Schools	£200,000.00
Doors, Windows	Cypress Infants and Gilbert Scott schools	£150,000.00
Electrical works	Beckmead, Wolsey Infants and St. Giles schools	£200,000.00
Reactive Maintenance 10%		£200,000.00
Other Costs		£115,000.00
		£2,128,187.00

Appendix 4 - 2017/18 Admissions criteria for Community schools

The criteria outlined below apply only to Croydon community schools. Should any community school convert to academy status prior to September 2017, their admissions arrangements will apply as published below or otherwise in their funding agreement.

The local authority uses the equal preference model for deciding which school is offered. This means that all school preferences are considered together and the admissions criteria applied equally. The order of preference will be used only if it is possible to offer more than one of the preferences. The highest preference offer available will be made, except where the authority is unable to offer any of the preferences, in which case, a place at the nearest school with a place available will be offered.

Where the number of applications for a community school is higher than the published admission number, after admitting to that school the children with an Education, Health & Care plan (EHCP) or statement of special educational need that names this school, the following criteria will be applied in the order set out below to decide the allocation of places:

1. **Looked-after children and previously looked-after children** (see Note 1).
2. In the case of Beulah Junior and Elmwood Junior schools, children who are on the roll of their linked infant school at the time of application, and in the case of Winterbourne Junior Girls, girls who are on the roll of Winterbourne Nursery and Infants at time of application (see Note 2).
3. **Siblings:** Children with a brother or sister who will be in attendance at the school or the linked infant/junior school at the time of enrolment of the new pupil (see Note 3).
4. **Medical:** Pupils with serious medical reasons for needing to attend this school. For primary age children, their need to attend this school because of a parent's serious and continuing medical condition may also be relevant. Supporting evidence should be set out on the medical form which is available online at: <https://www.croydon.gov.uk/education/schools-new/school-admissions/how-to-apply/school-place-home> giving the particular reasons why this school is the most suitable and the difficulties that would be caused if the child had to attend another school. The medical reason must be verified by a GP or consultant, and both the completed medical form and the supporting evidence from the GP or consultant must be submitted with the application (see Note 4)
5. **Distance:** Priority will be given to pupils living nearest to the school as measured in a straight line (see Notes 5 and 6).

Tiebreaker

In the event that the number of applications for places exceeds the number of places available after application of the admissions criteria, distance will be used to decide between applications. Where distance is the same for two or more applications the authority will use random allocation, which will be independently verified.

Note 1: Looked-after children are defined as ‘children in public care at the date on which the application is made’. Previously looked-after children are children who were looked after, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order, immediately after being looked-after. If an application is made under the ‘looked-after’ criterion, it must be supported by a letter from the relevant local authority children’s services department and/or relevant documents.

Note 2: This criteria does not include siblings on the roll of the infant school’s nursery class, if it has one.

Linked Infant School	Linked Junior School
Beulah Infants	Beulah Junior
Elmwood Infants	Elmwood Junior
Winterbourne Infants	Winterbourne Junior Girls

Note 3: A sibling is defined as a brother or sister, half-brother or sister, step brother or sister, foster-brother or sister or adopted brother or sister whose main residence is the same address as the child for whom the school place application is being made. This criteria does not include siblings on the roll of the school’s nursery class, if it has one.

Note 4: All schools have experience in dealing with children with medical needs. In a very few exceptional cases, however, there may be reasons why a child needs to attend a specific school. If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the section provided in your application, and complete the medical form which is available online at: www.croydon.gov.uk/education/schools-new/school-admissions/howto-apply/school-place-home or you can obtain a paper version from your local Croydon primary school or by contacting the council on 020 8726 6400), setting out the reasons to support your case.

All requests for priority consideration on medical grounds must be supported in writing by a doctor or consultant, and this must make clear which school you are making a special case for, the reason why it is necessary for your child to attend this school in particular, and the difficulties it will cause for your child to attend another school. It is for you to decide how to support your case and what documents to provide, but these must be submitted, together with the completed medical form and supporting statement by the GP/consultant, by the closing date of **15 January 2017**. The admissions team is not responsible for contacting professionals for information about your case. Any decision will be based on documents you submit by the closing date. The local authority, using guidance received from Croydon’s admissions panel (this is comprised of professionals from health and education), will decide whether an application for a school is to be prioritised on medical grounds, in light of the medical evidence submitted by the parent for their child to attend this particular school. Claims for priority of admission on medical grounds will not be considered if submitted after a decision on the original application has been made.

Applicants who submit supporting information on medical grounds will not be advised whether their application is likely to be successful prior to the offer of places on 18 April 2016. If evidence is received after the closing date of 15 January 2016, it will not be taken into account until after places have been offered on the 17 April 2017.

Note 5: ‘Home’ is defined as the address where the child normally resides as their

only or principal residence.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called DataTank. If after these checks have taken place, we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required; solicitors letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicant's name.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called DataTank. If after these checks have taken place, we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required; solicitors letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicants name.

If the parents/carers are found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn. Should there be doubts about the address to be used parents/carers may be asked to provide evidence concerning the child's normal place of residence. This could include a court order stating where the child should live during the course of the week. The local authority would expect that the parents/ carer with whom the child is normally resident receives the child benefit for the child.

If parents/carers have more than one property they may be required to provide proof of the normal place of residence for the child.

Note 6: Distance will be measured in a straight line from the centre of the pupil's main home to the designated main school entrance, nominated by the school, using the local authority's computerised measuring system, with those living closer to the school, receiving higher priority. For shared properties – e.g. flats – the centre will be taken from the centre of the building.

Distance measurements can be obtained using various internet sources however these do not replicate the system used by Croydon Council. Additionally, the distance measurement which can be obtained from the Croydon website using the 'Find It' link on the home page will not always be identical to that of the measurement obtained using the Croydon school admissions measuring tool (known as GIS) as the 'Find It' link is set up to measure to a range of council facilities, and is not set up to measure for school admission purposes, that is from the centre of a house/building to the designated main entrance of a school. It also does not give measurements to three decimal points.

Note 7: Child-minding cannot be taken into account when allocating places at oversubscribed community or voluntary-controlled schools.

Note 8: Parents of children attending the nursery class at an infant or primary school must apply for a reception class place in the usual way. These children are not guaranteed a reception place at the school where they are attending the nursery class.

All applications are considered strictly in accordance with a school's admission criteria. Unless otherwise stated, children on the roll of a school's nursery class are not given priority admission into a reception class.

Note 9: Twins/triplets or other multiple births for admission into an infant class

If you are applying for twins, or children from a multiple birth, and there is only one place available at the school, legislation allows us to admit them all i.e. all siblings from a multiple birth. The government school admissions code does state that infant classes must not contain more than 30 pupils with a single school teacher, but the code considers multiple birth to be an 'exceptional circumstance' and they can be admitted in excess of the published admission number.

Waiting lists

If you are offered a place at a school and you have also expressed a higher preference for another school or schools, you will automatically be placed on the waiting list for your higher preference school/schools. Waiting lists for community/voluntary-controlled schools are held for the first term of the reception year and thereafter, applicants are required to complete the local authority's in-year common application form (iCAF) if they wish to remain on the waiting list. In-year waiting lists are maintained for one academic year and applicants are required to re-apply for each academic year.

Admission of children outside their normal age group

Parents may request that their child is exceptionally admitted outside their normal age group. The admission authority will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

It is the expectation of Croydon Council that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.

All requests to educate a child outside their normal year group must include written explanation of why this is necessary and where applicable, evidence of the child's circumstances from a relevant professional detailing the child's educational need which makes education outside the normal age group necessary.

Decisions are made on the basis of the circumstances of each case and in the best interest of the child. This includes taking account of the following:

- Parents views
- Information relating to the child's academic, social and emotional development, where relevant
- Medical history and the views of a medical professional
- Any previous history of being educated outside of their normal age group
- If child may naturally have fallen into a lower age group if it were not for being born

prematurely

- Views of the head teacher of the school(s) concerned

Appendix 5a

London Borough of Croydon

Template Pan-London Scheme for Co-ordination of Admissions to Reception in Maintained Schools and Academies in 2017/18

Contents

Page 2: Definitions used in this document

Page 4: Template scheme for co-ordination of admissions to Reception in September 2017

Page 14: Content of Common Application Form -Reception Schemes (**Schedule 1**)

Page 16: Template outcome letter -Reception Schemes (**Schedule 2**)

Page 18: Timetable for Reception Scheme (**Schedule 3B**)

PAN-LONDON CO-ORDINATED ADMISSIONS TO RECEPTION IN 2017/18

Definitions used in the scheme

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it).
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible
“the Home LA”	the LA in which the applicant/parent/carer is resident
“the LIAAG Address Verification”	the document containing the address verification policy of each participating LA

Register

“the Local Admission System (LAS)”	the IT module for administering admissions in each LA and for determining the highest offer both within and between participating LAs
“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed
“the Mandatory Elements”	those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary school, which is attached as Schedule 2
“the Prescribed Day”	<p>the day on which outcome letters are posted to parents/carers.</p> <p>1 March (secondary) and 16 April (primary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.</p>
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2014, for co-ordinating arrangements for the admission of children to maintained primary and secondary schools and academies.

Primary Scheme for co-ordination of admissions to reception in September 17/118

- The mandatory elements of the Pan-London scheme are in normal text.
- Highly desirable elements of the Pan-London scheme are denoted by a star.
- Local clarification of our scheme is in italics.

Applications

1. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
2. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in a nursery class within a maintained school, either in this LA or any other maintaining LA, is able to access a copy of Croydon LA's '*Admissions to Primary Schools*' prospectus with details of how to apply online. This information will also be available to parents/carers who do not live in Croydon LA. Croydon LA also advertise on Deco boards, in Libraries, GP surgeries and schools, additionally an event is held in the town centre running for two full days each year as well as information training sessions within schools
3. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, the LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with *paragraph 2.4 of the School Admissions Code 2014*.
4. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on this LA's website or on the school's website, or a paper copy of the supplementary information form can be requested directly from the school. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon's admission prospectus and website will indicate which schools in this LA require supplementary forms to be completed and where they can be obtained.
5. Where a school in Croydon LA receives a supplementary information form, this LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2014.
6. *Applicants will be able to express a preference for up to six maintained primary schools or academies within and/or outside the Home LA.

7. *Applicants will be advised that they will receive no more than one offer of a school place on 18 April 2017, unless they have also applied for a school in an LA which is not participating in the Pan-London scheme and it has not been possible to resolve a multiple offer with the LA. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school in a non-participating LA, this LA will pass relevant details on to that authority, but if possible, will resolve any multiple offers with them.*
8. The order of preference given on the Common Application Form will not be revealed to a school within the area of Croydon LA in accordance with paragraph 1.9 of the School Admissions Code 2014. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
9. Croydon LA undertakes to carry out the address verification process as defined by the Pan-London Coordinated Admissions Scheme. This will in all cases include validation of resident applicants against Croydon LA's maintained nursery and primary school data and the further investigation of any discrepancy. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **17 February 2017**.
10. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a 'Child Looked After' and will provide evidence to the maintaining LA in respect of a preference for a school in its area by **3 February 2017**.
11. Croydon LA will advise a maintaining LA of the reason for any preference expressed for a school in its area, in respect of a resident child born outside of the correct age cohort, and will forward any supporting documentation to the maintaining LA by **3 February 2017**.

Processing

12. Applicants resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted on-line, to this LA by **15 January 2017**. Submitted applications cannot be amended after the closing date.
13. *Supplementary Information Forms for schools in Croydon LA must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
14. *This LA will send admission authorities details of their applications on **6 February 2017**. Schools that require a supplementary information form will*

check that a supplementary information form has been completed for each child. Schools will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common application Form, schools will share this information with Croydon LA.

15. *Any changes to the preferences or the order of preference on a Common Application Form after **15 January 2017** will usually mean that the application will be treated as late by Croydon LA (see paragraphs 39 to 44 for more details on late applications).*
16. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of this Croydon LA's scheme, will be up-loaded to the PLR by **6 February 2017**. Supplementary information provided with the Common Application Form will be sent to maintaining LAs by the same date.
17. *Alternative arrangements will be made by Croydon LA to forward applications and supporting information to non-participating LAs.*
18. Croydon LA shall, in consultation with the admission authorities within this LA's area and within the framework of the Pan-London timetable in Schedule 3B, determine its own timetable for the processing of preference data and the application of oversubscription criteria.
19. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is 8 February 2017.*
20. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
21. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **10 February 2017**.
22. *Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up to **17 February 2017**, on the basis that an on-time application already exists within the Pan-London system.
23. Croydon LA will participate in the application data checking exercise scheduled between **20 and 28 February 2017** in the Pan-London timetable in Schedule 3B.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order in accordance with

paragraphs 1.9 of the School Admissions Code 2014. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.

25. *Own Admission authority schools must provide Croydon LA with the electronic list of their applicants in criteria order by **3 March 2017**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **16 March 2017**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved or until **24 March 2017** if this is sooner.
29. Croydon LA will not make an additional offer between the end of the iterative process and **18 April 2017** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at one of this LA's schools, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, Croydon LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **27 March and 10 April 2017** in the Pan-London timetable in Schedule 3B.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **12 April 2017**. (33 London LAs & Surrey only).

Offers

33. Croydon LA will ensure, so far as is reasonably practical, that each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place. *This will usually be the nearest school to the child's home address which has a place available.*
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. This LA's notification of the outcome will include the information set out in Schedule 2.
36. *On **18 April 2017**, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters by post.*
37. *Resident applicants who are not successful in their application will be offered the right to appeal.*

Late applications

38. **Croydon LA will accept late applications as 'on-time' only if they are late for a good reason, deciding each case on its own merits. Examples of what will be considered as 'good reason' include when a single parent has been ill for some time, or has been dealing with the death of a close relative; a family who has just moved into the area or is returning from abroad (proof of ownership or tenancy of a property within Croydon LA will be required in these cases). Other circumstances will be considered and each case decided on its own merits.*
39. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
40. *The latest date that an application, that is late for good reason, can be accepted for a resident of Croydon LA will be the **8 February 2017**. The date for an out-borough resident is fixed by the relevant home LA.*
41. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **17 February 2017**.
42. **Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up to **17 February 2017**, on the basis that an on-time application already exists within the Pan-London system.*

43. *Applications which are late for no good reason and those that are received after 10 February 2017 but before 18 April 2017 will not be considered in the initial allocation round but will be allocated after all on-time preferences have been processed. If the application is from a resident of Croydon LA and they cannot be offered a place at one of their preferences, they will be considered for a place at other maintained schools in this LA with vacancies, in accordance with the school's admissions criteria, after all unplaced on-time applicants have been considered. If the application is from a resident of another LA, their application will only be considered for the schools to which they have applied.*

Post Offer

44. Croydon LA will request that resident applicants accept or decline the offer of a place by **2 May 2017**, or within two weeks of the date of any subsequent offer.
45. *If resident applicants do not respond by this date, Croydon LA or the school, where it is its own admission authority, will make every reasonable effort to contact the applicant to find out whether or not they wish to accept the place. Only where the applicant fails to respond and the admission authority can demonstrate that every reasonable effort has been made to contact the applicant, will the offer of a place be withdrawn.*
46. Where an applicant resident in Croydon LA accepts or declines a place in a school maintained by another LA by **2 May 2017**, Croydon LA will forward the information to the maintaining LA by **9 May 2017**. Where such information is received from applicants after **2 May**, Croydon LA will pass it on to the maintaining LA as it is received.
47. Where a place becomes available in an oversubscribed maintained school or academy in Croydon LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.14 of the School Admissions Code 2014.
48. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
49. When acting as a maintaining LA, Croydon LA and the admission authorities within it will not inform an applicant resident in another LA that a place can be offered.
50. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
51. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.

52. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 50 and 51 shall apply to the revised order of preferences.
53. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
54. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
55. *Acceptances and declines from out-borough residents will be passed onto the appropriate schools once received by Croydon LA.*

Late Applications received between 18 April 2017 and 31 August 2017

57. *In the period 18 April 2017 to 31 August 2017, Croydon LA will accept new applications (including additional preferences) from applicants living within its area.*
58. *New applicants living within Croydon LA must complete a Common Application Form. Where such an application includes a preference for out-borough schools, this LA will pass on the preferences to the maintaining LAs without delay.*
59. *When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools in this area.*

Waiting lists

60. *Croydon LA will maintain waiting lists for each school in its area with the exception of Voluntary Aided Schools who will maintain their own waiting lists. Applicants not offered a place at a school or at a school listed as a higher preference on their Common Application Form will be automatically placed on the waiting list in the order of the published oversubscription criteria. Applicants will be notified by Croydon LA if a place becomes available and will be asked to confirm their acceptance. Where the place is accepted, any lower preference previously offered will be withdrawn.*
61. *Requests to be placed on a waiting list for a school which was placed as lower preference than the school offered or for a new school must be made via the home LA. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school.*
62. *Resident applicants who are unsuccessful in receiving an offer at one of their preferred schools will be given the opportunity to make late applications to schools they did not originally apply for.*

63. *Applications received after 18 April 2017 will be added to the waiting lists for the schools in this LA. Waiting lists will be ordered in accordance with each school's admission criteria.*
64. *Admission authorities for each school within Croydon LA will share details of their waiting lists with this LA.*
- 65 *When a vacancy occurs at a school within this LA, the first child on the waiting list will be considered for the place. Croydon LA will liaise with the admissions authority for the school and advise the parent/carer or home LA of the offer.*
66. *Where the first child is a resident of this LA, Croydon LA will issue notification of the outcome to the parent, provided that the school is ranked higher on the Common Application Form than any other school already offered.*
- 67 *When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.*
- 68*When acting as a maintaining LA, Croydon will not inform an applicant resident in another LA that a place can be offered.*
69. *Admission authorities within Croydon LA will not inform any applicant that a place can be offered.*
70. *When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.*
71. *When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.*
72. *When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 63, 64 and 65 shall apply to the revised order of preferences.*
73. *When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.*
74. *Waiting lists for schools in Croydon LA will be held for the first term of the Reception Year only, until **31 December 2017**. Applicants wishing to remain on a school's waiting list after this date must apply using the LA or school's In- Year Application Form in accordance with each admission authority's arrangements.*
75. *Waiting lists will be maintained and places allocated, as they become available, in accordance with each admissions authority's published admission and oversubscription criteria, and without regard to the date the application was received or when a child's name was added to the waiting list.*

Applications for places in Reception after 31 December 2017 and applications to year groups other than to the Reception class.

76. *Applications for places in Reception after 31 December 2017 and to year groups other than the normal year of entry to primary school will be treated as in-year admissions (except in the case of applications for transfer from Year 2 in infant schools to Year 3 in junior schools – please refer to Croydon’s primary prospectus ‘Admissions to primary schools 2017/18’ for more information.*
77. *Applications will be made and considered in line with the local Authority’s admission arrangements. Please refer to Croydon’s website and in-year guidance for more information.*

SCHEDULE 1

This LA's Common Application Form for Reception will contain the following fields as a minimum.

Child's details:

Surname
Forename(s)
Middle name(s)
Date of Birth
Gender
Home address
Name of current school
Address of current school (if outside home LA)

Parent's details:

Title
Surname
Forename
Address (if different to child's address)
Telephone Number (Home, Daytime, Mobile)
Email address
Relationship to child

Preference details (x 6 recommended):

Name of school
Address of school
Preference ranking
Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)
Does the child have a statement of SEN? Y/N*
Is the child a 'Child Looked After(CLA)'? Y/N
Is the child formerly CLA but now adopted or subject of a 'Residence Order' or 'Special Guardianship Order'? Y/N
If yes, name of responsible local authority
Surname of sibling
Forename of sibling
DOB of sibling
Gender of sibling
Name of school sibling attends

Other:

Signature of parent or guardian

Date of signature

* Details of children with a Statement or Education, Health and Care plan will not be sent via the PLR.

DRAFT OUTCOME LETTER FOR ADMISSION TO RECEPTION IN 2017/18

- ***Paragraphs in bold italic will be included in a first preference offer notifications.***
- ***All paragraphs will be included in any other preference offer notification.***

From: Home LA

Date: **18 April 2017**

Dear Parent/Carer

Application for a Primary School

I am writing to let you know the outcome of your application for a primary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places and other applicants has a higher priority than your child under the school's published admission criteria.

Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the London Borough of Croydon are given in the attached guidance notes. If the school is outside the London Borough of Croydon, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by responding and submitting the response online. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

Your child's name will automatically be placed on the waiting list for any school which was a higher preference on your application form than the school you have been offered. If you need to find out your child's position on the waiting list please contact

the admission authority or the borough in which the school is situated.

Please submit your response by 2 May 2017. If you have any questions about this letter, please contact me on _____.

Yours sincerely

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3B**

Timetable for Admissions to Reception/Junior in 2017/18

Sun 15 Jan 2017	Statutory deadline for receipt of applications
Mon 6 Feb 2017	Deadline for the transfer of application information by the Home LA to the PLR (ADT file)
Fri 10 Feb 2017	Deadline for the upload of late applications to the PLR.
Mon 17 – Tues 23 Feb 2017	Checking of application data
Thu 16 Mar 2017	Deadline for the transfer of potential offer information from the Maintaining LAs to the PLR (ALT file).
Fri 24 Mar 2017	Final ALT file to PLR
Mon 27 Mar- Mon 10 Apr 2017	Checking of offer data
Weds 12 Apr 2017	Deadline for on-line ALT file to portal
Tues 18 April 2017	Offer letters posted.
Tue 2 May 2017	Deadline for receipt of acceptances
Tue 9 May 2017	Deadline for transfer of acceptance to maintaining LAs.

London Borough of Croydon

**Template Pan-London Scheme for Co-ordination of Admissions to
Year 7 in Maintained Schools and Academies in 2017/18**

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PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Schemes for Co-ordination of Admissions to Year 7

Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application i.e. in relation to the academic year of entry, the academic year preceding it
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the oversubscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible
“the Home LA”	the LA in which the applicant/parent/carer is resident
“the LIAAG Address Verification Register	the document containing the address verification policy of each participating LA
“the Local Admission System (LAS)”	the IT module for administering admissions in each LA and for determining the highest offer both within and between participating LAs

“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council
“the Maintaining LA”	the LA which maintains a school, <i>or within whose area an academy is situated, for which a preference has been expressed</i>
“the Mandatory Elements”	those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2
“the Prescribed Day”	the day on which outcome letters are posted to parents/carers. For secondary schools: 1 March in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2014, for co-ordinating arrangements for the admission of children to maintained secondary schools, free schools and academies.

PAN LONDON CO-ORDINATED ADMISSIONS SYSTEM

Template Scheme for Co-ordination of Admissions to Year 7 in 2017/18

All the numbered sections contained in this scheme are mandatory,
With the exception of those marked with an* which are highly desirable.

Local clarification of Croydon scheme is in italics.

Applications

1. Croydon LA will advise home LAs of their resident pupils on the roll of this LA's maintained primary schools and academies who are eligible to transfer to secondary school in the forthcoming academic year.
2. Applications from Croydon residents will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
3. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in their last year of primary education within a maintained school, either in Croydon LA or any other maintaining LA, has access to Croydon's admissions prospectus and Common Application Form, including details of how to apply online. The admissions prospectus will be available online for parents/carers who do not live in Croydon LA, and will include information on how they can access their home LA's Common Application Form *if unable to apply online*.
4. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, the LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2014.
5. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on the schools' websites or a paper copy of the supplementary information form can be requested from the schools. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's admission prospectus and website will indicate which schools in this LA require supplementary forms to be completed and where they can be obtained.

6. Where an admission authority in this LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2014.
7. *Applicants will be able to express a preference for up to six maintained secondary schools or Academies within and/or outside the Home LA.
8. *Applicants will be advised that they will receive no more than one offer of a school place on 1 March 2017, unless they have also applied for a school in an LA which is not participating in the Pan-London scheme and it has not been possible to resolve a multiple offer with the LA. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school in a non-participating LA, this LA will pass relevant details on to that authority, but if possible, will resolve any multiple offers with them.*
9. The order of preference given on the Common Application Form will not be revealed to a school within the area of Croydon LA in accordance with paragraph 1.9 of the School Admissions Code 2014. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
10. Croydon LA undertakes to carry out the address verification process as defined in the Pan-London Coordinated Admissions Scheme. This will in all cases include validation of resident applicants against Croydon LA's primary school data and the further investigation of any discrepancy using Council Tax and Electoral Register records. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **12 December 2016**.
11. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is a 'Child Looked After' and will provide evidence to the maintaining LA in respect of a preference for a school in its area by **11 November 2016**.
12. Croydon LA will advise a maintaining LA of the reason for any preference expressed for a school in its area, in respect of a resident child born outside of the correct age cohort, and will forward any supporting documentation to the maintaining LA by **11 November 2016**.

Processing

13. Applicants resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted on-line to this LA by **31 October 2016**.
14. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of Croydon LA's scheme, will be up-loaded to the PLR by **11 November 2016**. Supporting documentation provided with the Common Application Form will be sent to maintaining LAs by the same date.
15. Croydon LA shall, in consultation with the admission authorities within its area and within the framework of the Pan-London timetable in Schedule 3A, determine and state its own timetable for the processing of preference data and the application of published oversubscription criteria.
16. *Supplementary information forms must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
17. *Croydon LA will send admission authorities details of their applications on **18 November 2016**. Schools that require a supplementary form will check that a supplementary form has been completed for each child and will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common Application Form, schools will share this information with Croydon LA.*
18. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **12 December 2016**.*
19. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
20. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **12 December 2016**.
21. *Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up until **12 December 2016**, on the basis that an on-time application already exists within the Pan-London system.

22. *Applications which are late for no good reason and applications received after **12 December 2016** but before **1 March 2017** will be considered after all on-time applications have been processed.*
23. Croydon LA will participate in the application data checking exercise scheduled between **13 December 2016** and **3 January 2017** in the Pan-London timetable in Schedule 3A.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order in accordance with paragraphs 1.9 of the School Admissions Code 2014. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Schools must provide Croydon LA with an electronic list of their applicants ranked in criteria order by **13 January 2017**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **3 February 2017**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **16 February 2017** if this is sooner.
29. Croydon LA will not make an additional offer between the end of the iterative process and **1 March 2017** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at one of Croydon LA's schools, this LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, this LA will accept that the applicant(s) affected might receive a multiple offer.

31. Croydon LA will participate in the offer data checking exercise scheduled between **17 and 23 February 2017** in the Pan-London timetable in Schedule 3A.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **24 February 2016**. (33 London LAs & Surrey LA only).

Offers

33. Croydon LA will ensure, so far as is reasonably practical, that each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place. *This will usually be the nearest school to the child's home address which has a place available, after the allocation of places.*
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. This LA's online notification will include the information set out in Schedule 2.
36. On **1 March 2017**, *all Resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters by post.*
37. Resident applicants who are not successful in their application will be offered the right to appeal.
38. *Croydon LA will provide primary schools with destination data of its resident applicants by the end of the Summer term 2017.

Post Offer

39. Croydon LA will request that resident applicants accept or decline the offer of a place by **15 March 2017**, or within two weeks of the date of any subsequent offer.
40. Where an applicant resident in this LA accepts or declines a place in a school within the area of another LA by **15 March 2017**, Croydon LA will forward the information to the maintaining LA by **24 March 2017**. Where such information is received from applicants after **15 March**, Croydon LA will pass it on to the maintaining LA as it is received.
41. Where a place becomes available in an oversubscribed maintained school or academy in this LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.14 of the School Admissions Code 2014.

42. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
43. When acting as a maintaining LA, Croydon LA and the admission authorities within it will not inform an applicant resident in another LA that a place can be offered.
44. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
45. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
46. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 43 and 44 shall apply to the revised order of preferences.
47. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
48. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
49. Children without an offer of a place at any of their preferred schools or at higher preference schools will automatically be placed on the waiting list. Requests to be placed on a waiting list for a school ranked as a lower preference than the school offered or for a new preference school must be made via the home LA.
Waiting lists will be maintained by the schools for at least one term until **31 December 2017** and places will be filled in accordance with each school's admission criteria. After this date, parents/carers will need to apply through the in-year application process if they wish their child to remain on a school's waiting list.

Parents/carers' enquiries regarding waiting list positions or appeal procedures must be made directly to the schools.

The PAN London Coordinated Admission Scheme ends on 31 August 2016. Applications for Year 7 received after this date will be treated as in-year applications. Please refer to Croydon Council's website and the in-year admissions guidance for more information.

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 1**

**Minimum Content of Common Application Form for Admissions to Year 7 in
2017/18**

Child's details:

Surname
Forename(s)
Middle name(s)
Date of Birth
Gender
Home address
Name of current school
Address of current school (if outside home LA)

Parent's details:

Title
Surname
Forename
Address (if different to child's address)
Telephone Number (Home, Daytime, Mobile)
Email address
Relationship to child

Preference details (x 6 recommended):

Name of school
Address of school
Preference ranking
Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)
Does the child have an Education, Health and Care Plan? Y/N*
Is the child a 'Child Looked After (CLA)'? Y/N
Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order'
or 'Special Guardianship Order'? Y/N
If yes, name of responsible local authority
Surname of sibling
Forename of sibling
DOB of sibling
Gender of sibling
Name of school sibling attends

Other:

Signature of parent or guardian
Date of signature

* Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

SCHEDULE 2

Template Outcome Letter for Admissions to Year 7 in 2017/18

From: Home LA

Date: **1 March 2017**

Dear Parent,

Application for a Secondary School

I am writing to let you know the outcome of your application for a secondary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places and other applicants has a higher priority than your child under the school's published admission criteria.

Offers which could have been made for any schools which you placed lower in your preference list were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason why your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of Croydon are attached to this letter. If the school is outside the borough of Croydon, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by responding and submitting your response online. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

(You can also request that your child's name is placed on the waiting list for a school which was a higher preference on your application form than the school you have been offered. Please use the enclosed reply slip and return it to this office) OR

Your child's name has been placed on the waiting list for any school which was a higher preference on your application form than the school you have been offered. If you need to find out your child's position on the waiting list please contact the admission authority or the borough in which the school is situated.

*Please submit your response online by **15 March 2017**. If you have any questions about the contents of this notification, please contact me the school admissions team on 020 8726 6400 _____.*

Yours sincerely

(First preference offer notifications will include the paragraphs in italics only)

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3A**

Timetable for Admissions to Year 7 in 2017/18

Mon 31 Oct 2016	Statutory deadline for receipt of application
Fri 11 Nov 2016	Deadline for the transfer of application information by the Home LA to the PLR (ADT file).
Mon 12 Dec 2016	Deadline for the upload of 'late for good reason' applications to the PLR.
Tues 13 Dec 2016 – Tues 3 Jan 2017	Checking of application data
Fri 3 Feb 2017	Deadline for the transfer of potential offer information from Maintaining LAs to the PLR (ALT file)
Thurs 16 Feb 2017	Final ALT file to PLR
Fri 17 – Thurs 23 Feb 2017	Checking of offer data
Fri 24 Feb 2017	Deadline for the upload of the ALT offer file to the e.Admission system
Wed 1 Mar 2017	Parents notified of the outcome of their application online
Wed 15 Mar 2017	Deadline for return of acceptances
Wed 22 Mar 2017	Deadline for transfer of acceptances to maintaining LAs

Appendix 6 - Published Admission Numbers for Community Primary schools

School	2017/18 PAN
Beaumont Primary School	30
Beulah Juniors School	90
Courtwood Primary School	30
Cypress Primary School	90
Davidson Primary School	60
Downsview Primary School	90
Elmwood Infant School	120
Elmwood Juniors School	120
Forestdale Primary School	60
Gilbert Scott Primary School	30
Greenvale Primary School	30
Gresham Primary School	30
Heavers Farm Primary School	120
Howard Primary School	60
Kenley Primary School	30
Kensington Avenue Primary School	90
Keston Primary School	60
Kingsley Primary School	120
Monks Orchard Primary School and Nursery	90
Norbury Manor Primary School	90
Orchard Way Primary School	30
Park Hill Infant School	90
Purley Oaks Primary School	90
Ridgeway Primary School	90
Rockmount Primary School	60
Smitham Primary School	60
South Norwood Primary School	60
St Peter's Primary School	60
The Hayes Primary School	60
Winterbourne Infant & Nursery School	150
Winterbourne Junior Girls School	90
Wolsey Infant School	90
Woodcote Primary School	90
Woodside Children's Centre and Primary School	120

Appendix 7 - Primary school – available places vs forecasts

The information in this takes in to consideration the planned provision set out in the supply strategy in table 1 of this report.

Planning area	Academic year	Available places	Forecast	Deficit/Surplus
Central	2016/17	720	652	68
	2017/18	720	668	52
	2018/19	720	691	29
	2019/20	720	714	6
	2020/21	720	735	-15
East	2016/17	1590	1571	19
	2017/18	1590	1522	68
	2018/19	1590	1522	68
	2019/20	1620	1522	68
	2020/21	1620	1522	68
North West	2016/17	1530	1578	-48
	2017/18	1530	1564	-34
	2018/19	1620	1603	17
	2019/20	1620	1634	-14
	2020/21	1620	1661	-41
South	2016/17	660	676	-16
	2017/18	720	643	77
	2018/19	720	643	77
	2019/20	720	643	77
	2020/21	720	643	77
South East	2016/17	390	372	18
	2017/18	360	343	17
	2018/19	360	343	17
	2019/20	360	343	17
	2020/21	360	343	17
South West	2016/17	690	686	4
	2017/18	690	670	20
	2018/19	720	697	23
	2019/20	720	722	2
	2020/21	720	742	-22

Appendix 7

Secondary school – available places vs forecasts

Area	Academic year	Available places (Yr 7)	Forecasts (SCAP 2015) Year 7	Difference between available places and Forecasts (SCAP 2015) Yr 7
Borough wide				
	2016/17	4220	3793	427
	2017/18	4470	3842	628
	2018/19	4650	4153	497
	2019/20	4650	4415	235
	2020/21	4650	4428	222
	2021/22	4650	4669	-19

Appendix 8a

London Borough of Croydon Primary Schools by Planning Area

Central Croydon

- 1 Aerodrome School
- 2 Howard Primary School
- 3 The Minster C of E Nursery & Infant School
- 4 The Minster Junior School
- 5 Park Hill Infant School
- 6 Park Hill Junior School
- 7 St Mary's Catholic Infant School
- 8 St Mary's Catholic Junior School
- 9 St Peter's Primary School
- 10 Heathfield Primary Academy
- 11 Harris Academy, Purley Way
- 12 Krishna Avanti Free School

East

- 13 Ark Oval Primary Academy
- 14 Harris Academy Benson (Benson)
- 15 Broadmead Primary Academy
- 16-16a Cypress Primary School
- 17 Davidson Primary School
- 18 Heavers Farm Primary School
- 19 Monks Orchard Primary School and Nursery
- 20 Oasis Academy Shirley Park
- 21 Orchard Way Primary School
- 22 Oasis Academy Ryelands
- 23 South Norwood Primary School

- 24 Forest Academy
- 25 St Chad's Catholic Primary School
- 26 St John's CoFE Primary School
- 27 St Mark's CoFE Primary School
- 28 St Thomas Becket Catholic Primary School
- 29 The Crescent Primary School
- 30 Whitehorse Manor Infant - Pegasus Academy Trust
- 31 Whitehorse Manor Junior - Pegasus Academy Trust
- 32 Woodside Primary School and Children's Centre
- 33 The Robert Fitzroy Academy

North West

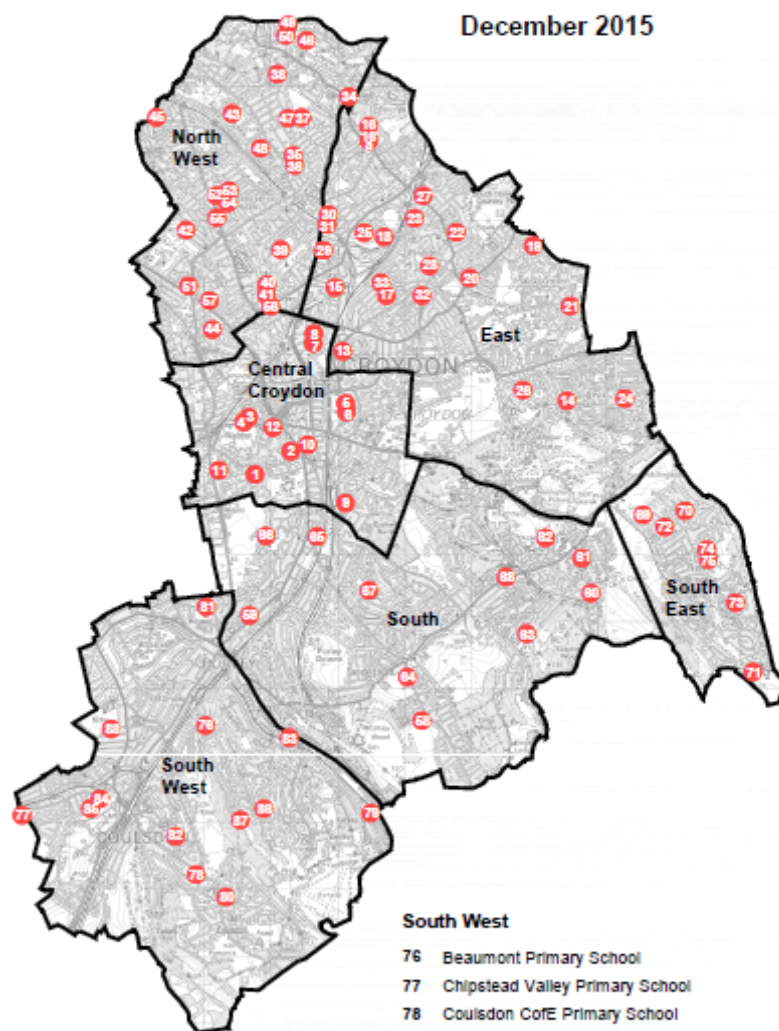
- 34 All Saints Primary School
- 35 Beulah Juniors School
- 36 Beulah Nursery and Infant School
- 37 David Livingstone Primary Academy
- 38 Downsview Primary School
- 39 Ecclesbourne Primary - Pegasus Academy Trust
- 40 Elmwood Infant School
- 41 Elmwood Juniors School
- 42 Gonville Academy
- 43 Kensington Avenue Primary School
- 44 Kingsley Primary School
- 45 Norbury Manor Primary School
- 46 Rockmount Primary School
- 47 St Cyprian's Greek Orthodox Primary School
- 48 St James The Great RC Primary and Nursery School
- 49 St Joseph's RC Infant School
- 50 St Joseph's RC Junior School
- 51 West Thornton Primary Academy
- 52 Winterbourne Infant & Nursery School
- 53 Winterbourne Junior Boys School
- 54 Winterbourne Junior Girls School
- 55 Paxton Academy Sports & Science
- 56 Chestnut Park Primary School
- 57 West Thornton Primary Academy Annexe

South

- 58 Atwood Primary Academy School
- 59 Christ Church C of E Primary School (Purley)
- 60 Courtwood Primary School
- 61 Forestdale Primary School
- 62 Gilbert Scott Primary School
- 63 Greenvale Primary School
- 64 Gresham Primary School
- 65 Purley Oaks Primary School
- 66 Reg Ina Coell RC Primary School
- 67 Ridgeway Primary School
- 68 Sealdon Primary and Nursery School

South East

- 69 Applegarth School
- 70 Castle Hill Primary School
- 71 Fairchildes Primary School
- 72 Good Shepherd Catholic Primary School
- 73 Rowdown Primary School
- 74 Wolsey Infant School
- 75 Wolsey Junior School



South West

- 76 Beaumont Primary School
- 77 Chipstead Valley Primary School
- 78 Coulsdon CoFE Primary School
- 79 Kenley Primary School
- 80 Keston Primary School
- 81 Margaret Roper Catholic Primary School
- 82 Oasis Academy Byron
- 83 Harris Academy Kenley
- 84 Smitham Primary School
- 85 St Aidan's Catholic Primary School
- 86 The Hayes Primary School
- 87 New Valley Primary Academy
- 88 Woodcote Primary School

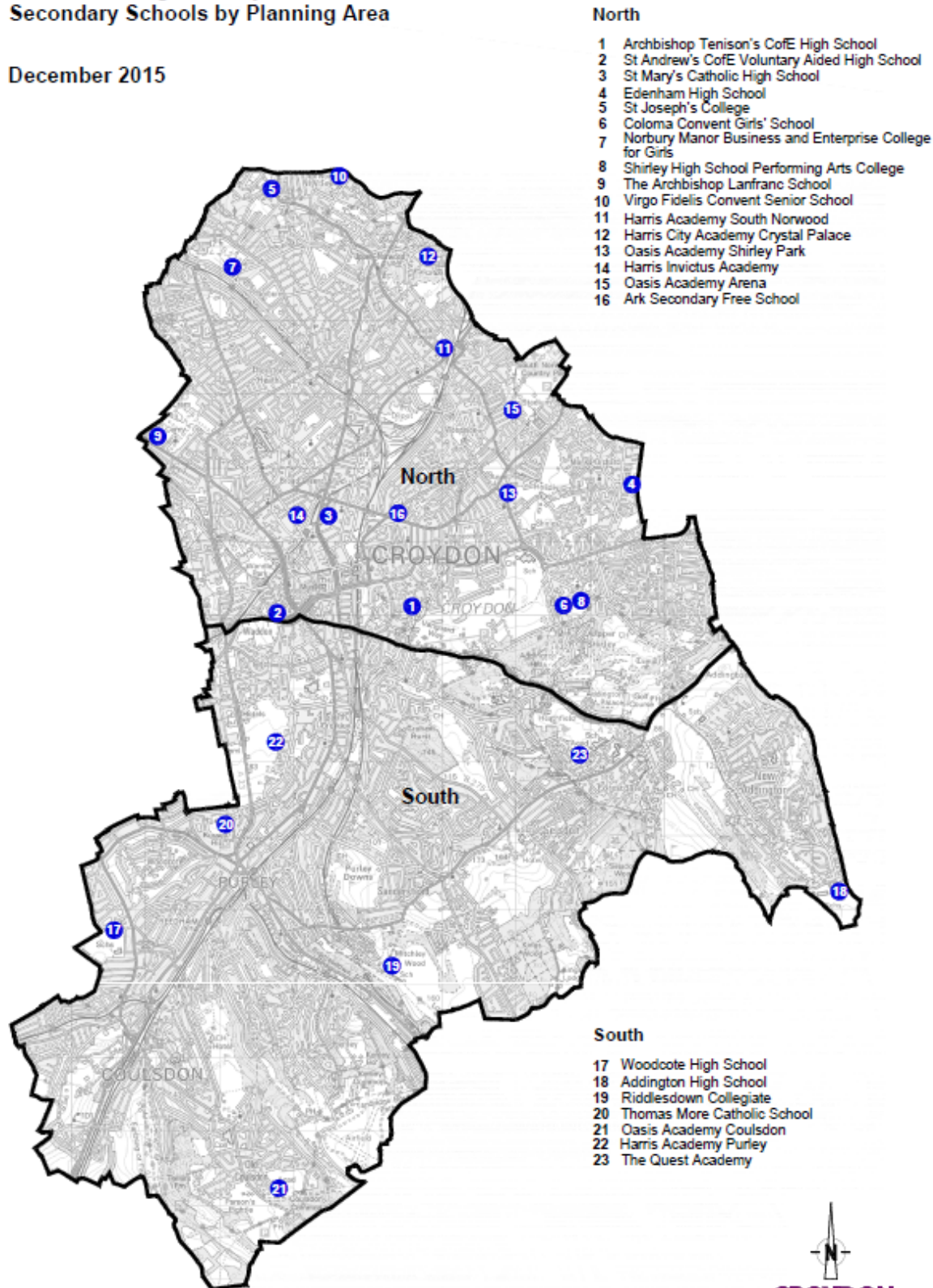


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Appendix 8b

London Borough of Croydon Secondary Schools by Planning Area

December 2015



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Appendix 9 – Full statutory process for creating new school places

TYPE OF CHANGE	PROCESS
Fixed Term Expansion	<p>The School Admissions Code allows schools to admit above their Published Admission Number (PAN), which does not constitute a permanent change to the PAN. Admissions authorities are therefore able to temporarily increase the number of children they admit in a way that meets parental preference. These are called 'Fixed Term Expansions' 'Bulge Classes' or 'Temporary Expansions'. Where Fixed Term Expansions are commissioned by the Council they will be funded as per the local formula approved by the Schools Forum. Temporary arrangements should be consulted upon as part of the annual admissions arrangement consultation.</p>
Permanent Expansion	<p>If the proposal is to permanently expand a maintained school, then the Council must follow a statutory process if: the proposed enlargement to the premises of the school is permanent (longer than three years) and would increase the capacity of the school by: more than 30 pupils; and 25% or 200 pupils (whichever is the lesser).</p> <p>The statutory process for making significant changes to schools has four stages: Publication of statutory proposal; 4 weeks representation period; Decision ((usually the Council) within 2 months; and Implementation of the proposed expansion.</p> <p>Governing bodies seeking to expand a school do not have to follow a statutory process.</p> <p>If the proposal is to expand an academy, then the academy trust will need to consult stakeholders and seek the Secretary of State for Education approval to expand the Academy and to make an alteration to its funding agreement.</p>
New School	<p>The local authority must first seek proposals to establish an academy or free school, under "The academy/free school presumption" .</p> <p>The presumption arrangements require LAs to seek proposals to establish an academy/free school where they have identified the need for a new school in their area.</p> <p>The Local Authority:</p> <ul style="list-style-type: none"> • must notify the Secretary of State of their plans to seek proposals for a new school • should consult on the proposed new school • seek proposals groups or organisations that might be interested in establishing the new school • must provide the Secretary of State with details of all proposers

- | | |
|--|---|
| | <ul style="list-style-type: none">• should assess all proposals received and may, if they wish, recommend their preferred proposal to the SoS, however, The SoS reserves the right to agree a sponsor of her own choice.• The SoS will only consider entering into a funding agreement with an approved sponsor. |
|--|---|

Academies

An “Academy” is the legal term which also covers free schools of all types.

All new academy/free school proposals require the Secretary of State’s approval as it is the Secretary of State who will enter into a funding agreement with the proposer. Academies/Free schools are funded by the government but are not run by the local council.

Free Schools

Educational proposers can apply directly to the DfE to set up a new school

Appendix 10 Budget – 2015/16 to 2018/19 delivery

Planning Area		2015/16	2016/17	2017/18	2018/19	Total
		£	£	£	£	£
	Table 1 - Proposed Primary Provision					
	Permanent Expansions					
North West	2FE West Thornton Academy	1,250,000	11,049,044	-	-	12,299,044
North West	3FE Chestnut Park	5,319,083	7,028,000	253,306	-	12,600,389
Central	3FE Harris Academy Purley Way	750,000	9,300,000	4,880,000	-	14,930,000
Central	2FE Heathfield Academy Aberdeen Road	1,750,000	9,046,672	-	-	10,796,672
Central	2FE Avanti Free School at Victoria House	-	-	-	-	-
Central	1FE Ark Oval	900,000	5,190,000	-	-	6,090,000
East	1FE St John's C of E	341,712	2,749,765	2,148,353	8,532	5,248,362
East	1FE Heavers Farm	355,138	3,012,015	2,073,492	9,355	5,450,000
South	3FE Ark Free School	-	-	-	-	-
South	1FE Christ Church	330,453	2,735,239	2,124,620	8,478	5,198,790
South East	1FE Wolsey Infants and Juniors	50,000	2,541,500	2,600,000	-	5,191,500
South West	1FE Chipstead Valley	352,638	3,239,088	1,849,257	9,017	5,450,000
South West	1FE Woodcote	334,783	2,718,789	2,136,212	8,434	5,198,218
South West	1FE Smithan	-	2,700,789	2,355,712	1,143,499	6,200,000
South West	1FE Oasis Bryon	98,074	2,656,700	3,100,500	344,726	6,200,000
	Bulges					
North West	1FE Gonville	287,000		-	-	287,000
East	1FE Heavers Farm	276,000	250,000	-	-	526,000
South	1FE Christ Church CE	250,000	250,000	-	-	500,000
South	1FE Gresham	-	50,000	-	-	50,000

South East	Unidentified	-	250,000	-	-	250,000
South East	1FE Wolsey Juniors	275,000	250,000	-	-	525,000
South West	1FE Chipstead Valley	325,000	-	-	-	325,000
South West	1FE Woodcote	15,000	85,000	-	-	100,000
South West	1FE Oasis Byron	300,000	250,000	-	-	550,000
Table 2 - Secondary School Places						
North	6FE School at Arena	12,089,915	8,499,575	138,998	-	20,728,488
	2FE Archbishop Lanfranc - Priority School Building Programme 2 (PSBP2)	75,000	-	-	-	75,000
	6FE ARK Secondary Free School	-	-	-	-	-
	1FE Expansion Norbury Manor Business Enterprise College	-	-	-	-	-
	6FE Wallington County Free School (Site TBC)	-	-	-	-	-
Table 3 - Delivery of SEN Places						
South	St Nicholas	250,000	4,000,000	5,318,030	100,000	9,668,030
South	Red Gates	-	4,250,000	5,318,030	100,000	9,668,030
North	Beckmead School on Tension Road	3,720,657	7,203,188	-	-	10,923,845
Various	Nurture Provision in 2 Primary Schools	-	150,000	150,000	-	300,000
Various	Post 16 Pathway to Independent Living	-	-	-	-	-
	Total Required	29,695,453	89,455,364	34,446,510	1,732,041	155,329,368
Table 4 Funding Sources						
	Targeted Basic Needs	11,657,149	1,622,725			44,372,824
	Basic Needs	11,815,024	32,557,800			13,279,874
	Borrowing	6,223,280	55,274,839	34,445,510	1,732,041	97,675,670
	Total Funding	29,695,453	89,455,364	34,445,510	1,732,041	155,328,368

Appendix 11a

WOODCOTE PRIMARY SCHOOL PROPOSED PERMANENT EXPANSION STAKEHOLDER ENGAGEMENT OUTCOMES REPORT

The purpose of this report is to present the outcomes from the stakeholder engagement period in relation to the proposed expansion of Woodcote Primary School by one form of entry (an additional 30 reception pupils) from September 2017.

1 Background

- 1.1 There are insufficient primary pupil places available in the South West of Croydon to meet future demand. To help meet its statutory duty, the Council is proposing to permanently expand Woodcote Primary school by one form of entry, thereby increasing the size of the school. An initial feasibility study shows that the school size can accommodate the proposed expansion.
- 1.2 The Council, in partnership with the school, sought the views of stakeholders about the proposed expansion during a four week engagement period - 21 September to 19 October 2015 - including a public meeting at the school on 28 September 2015.
- 1.3 There is not a statutory requirement to consult stakeholders before the publication of a statutory proposal; however the Council recognises the benefits of seeking the views of key stakeholders at an early stage of the proposal.
- 1.4 Stakeholders will have another opportunity during the representation (formal consultation) period – 04 November to 02 December 2015 - to express their views in writing - comment on, support or object the proposed expansion.

2. Engagement

- 2.1 A stakeholder engagement document, with an accompanying response sheet was used as a means of informing and seeking initial views of stakeholders on the proposal to permanently expand Woodcote Primary School. The document outlined details about the proposed expansion of the school, the reasons for the proposed change and details of how those with an interest can respond.
- 2.2 During the period - 21 September to 19 October – the school community, involving staff, governing body, parents/carers and local residents were able to express their views about the proposed expansion verbally and in writing.

3. Communication and Engagement activities

- 3.1 A range of methods were used to inform and facilitate feedback from stakeholders on the proposed expansion of Woodcote Primary School. Communication activities included the circulation of the consultation document, including response sheet and leaflet via:

- **Schools' E-bulletin**

- ✓ circulated to schools within the Borough

- **Email**

- ✓ sent to Ward Councillors / MP
- ✓ schools within neighbouring/adjourning borough

- **Website:**
 - ✓ consultation document and response sheet published on the Croydon website
 - ✓ Consultation document, questionnaire on school's website
 - ✓ Online questionnaire (survey monkey)
- **Printed documents**
 - ✓ consultation documents /response sheet available at school
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting - 858 leaflets were distributed to residents living within the vicinity of the school
 - ✓ document sent/given to parents/carers by school
- **Posters advertising consultation and public meeting dates**
 - ✓ displayed in local library
- **Public meeting at Woodcote Primary School**

4. Summary of Responses

4.1 Response sheet

Respondents were asked for their views on the proposed expansion of Woodcote Primary, by selecting either 'strongly agree'; 'In favour'; 'Not sure'; 'Not in favour'; and 'strongly against'. Respondents were also given the opportunity to make comments on the proposal.

4.2 The Council received a total of 93 written responses from parents/carers; pupils and local residents during the engagement period. The majority of respondents (51) selected 'Strongly against' the proposed expansion of the school. Of the 51 respondents who selected 'Strongly against'; 46 identified themselves as parents/carers of children at Woodcote Primary School.

4.3 Email responses

In addition to the completed response sheet, the Council received 28 responses via email. Of these, 27 objected to the proposed expansion of the school.

4.4 Public meeting

There were 40 people, mainly parents/carers, in attendance at the public meeting on 28 September 2015. The main concerns mentioned on the response sheet were the same/similar to those raised at the public meeting.

4.5 Some respondents that support the proposed expansion mentioned the need for additional places within the area.

4.6 Comments/concerns

The main comments/concerns raised fall under the following broad themes:

- Traffic/congestion/parking
- Educational impact
- Communal space
- Need for a new school

4.7 A sample of comments supporting and objecting to the proposed expansion is at Annex A.

4.8 The table at Annex B outlines the concerns and our responses to these.

5. Conclusion

Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of the school. Of the 93 respondents who completed the questionnaire:

- 61 object to the proposal (strongly against or not in favour)
- 27 support the proposal (strongly agree or in favour)
- 5 not sure about the proposal

5.1 Of the 28 email responses, 27 object to the proposed expansion.

5.2 The main reason given by those who object to the proposed expansion of the school focused on the additional traffic and parking problems if the proposal is implemented.

5.3 Respondents felt that traffic related problems already exist and the proposed expansion will exacerbate the problem.

5.4 Some respondents that support or not sure about the proposed expansion mentioned traffic related problems.

5.5 Some of the concerns raised can be addressed through the design and planning stage of the process. Woodcote Primary senior leadership team, including the governing supports the principle of expanding the school.

6. Next steps

6.1 Stakeholders will be able to make representations – comment on; support or object the proposed expansion - during the formal consultation process – 04 November to 02 December 2015.

7. Annexes

- Annex A - sample of comments supporting and objecting to the proposed expansion
- Annex B - Table - outlines the Concerns and our Response to these.
- Annex C - detailed analysis of the responses

End

Annex A

Below is a sample of comments supporting and objecting to the proposed expansion

A selection of comments 'strongly against the proposal

"Don't like it when mummy shouts at me to come back not to walk in my driveway because of turning cars. It's hard to find my friends to play with at school. "

"Adding so many pupils while not expanding communal areas will lead to a decrease in quality of educational experience for current and future children. "

"A new school should be built as a result of the 700n homes being built at Cane Hill."

"The traffic area is already very bad. We travel from Purley and it takes 25 - 30 mins. Parking is also a problem. Concerned about children with SEN who struggle with too much noise "

A selection of comments supporting the proposal:

"Generally I am in favour. I think it is important to share the success of the school within the borough as a whole to improve our community. Like to see school places allocated to local children."

"Such a brilliant school so I think more children should benefit from it. There is such a lack of schools in Purley."

"I realise the need for additional primary places and woodcote is an obvious choice. Concerned about the effect on the school facilities - sports activities/play areas."

"Its clearly a school that has a huge turn around especially to try and develop and give the skills to kids. A carefully planned and supported expansion will be great for the community."

Annex B

Summary of Concerns / Questions and Responses

Key Concerns / Questions	Council / School Responses
<p>Traffic/congestion/parking Some residents living in close proximity to the school complained that parents driving their child/ren to school have been blocking their driveway and causing disruption at the beginning and end of the school day. Parents who walk their children to school have expressed concern that pavements are made dangerous by parked cars. Respondents cited their concerns that emergency vehicles might not be able to access the area at peak times.</p> <p>The option of a back entrance was mentioned; however as this is a Cul-de-sac, some respondents felt that would not be viable.</p>	<p>The Council will commission a transport impact assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers ‘drop off’ and ‘pick up’ children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks. The Schools’ Travel Plan will continue to encourage walking to school. The health and safety of the whole school community is paramount.</p>
<p>Educational impact .</p>	<p>Woodcote Primary is an outstanding school popular with parents, and we are confident that the strong leadership and excellent teaching staff at the school will ensure that the school continues to be an outstanding and popular school.</p> <p>The school leadership team supports the proposal, in principle, and believe that as an oversubscribed Community School providing “Outstanding” education to local children they felt obliged to consider the Council’s expansion request to expand the school.</p> <p>There are also benefits to be derived from the expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.</p>

<p>Disruption caused by building works</p>	<p>Building works The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.</p> <p>The Council, in partnership with the architect/contractor, will ensure that any disruption to the school is minimise or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.</p>
<p>Impact on educational standard</p>	<p>Increase in school / class size In accordance with national legislation, class size for years reception to two, will not exceed 30 pupils. If the proposal is implemented, extra facilities, such as, classrooms will be built to accommodate the additional pupils from the proposed expansion. Furthermore, the school will receive more funding for the additional pupils and staff resulting from the expansion.</p> <p>The school will grow gradually by 30 pupils each year from September 2017 until it reaches its full capacity in September 2023 with 120 pupils in each year group.</p>
<p>Insufficient communal space – play space; dining room</p>	<p>Communal space The proposed viability options will be carefully considered by the Council, school leadership team and the architect which include ensuring that the size of communal areas are increased to accommodate the additional pupils at the school. In relation to play space, Sport England will be consulted and the Council will adhere to national guidelines.</p> <p>A range of measures, e.g. staggered play and lunch times will be explored to enable pupils to have sufficient space.</p> <p>The expansion proposal includes additional classrooms with associated cloaks/toilets required for the additional number of pupils.</p>
<p>A new school should be built The new housing development</p>	<p>A key part of the Council’s strategy for providing additional pupil places is to firstly invest in</p>

at Cane Hill is likely to result in more children needing a school place; a new school should be built.

expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.

Every year we project the number of school places that will be needed in the borough in future years. The methodology we use to project pupil numbers includes the number of children we expect to live in new housing developments. Information from the Cane Hill housing development is included in our most recent projections for pupil places required in the South West of the Borough.

The plan is for this additional demand to be met through the expansion of Woodcote Primary and other proposed school expansions in the South West.

The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.

These are:

- Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school).
- However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school.
- As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have is

	<p>committed to existing identified projects.</p> <p>The full DfE guidance on ‘The free school presumption’ is attached to this report.</p> <ul style="list-style-type: none"> • Lack of Council owned sites • High cost of other sites that could for educational use. • Available sites not in area of demand for pupil places • Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places. • Expansion of existing school means that we have more certainty of high quality education.
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Annex C – Analysis of Responses

What is your view of the proposal to expand Woodcote Primary School to create places for 30 additional places?

What is your view?	Amount
Strongly agree	12
In favour	15
Not sure	5
Not in favour	10
Strongly against	51
Total	93

- Of the 12 respondents that said ‘strongly agree’ with the proposal :
 - All 12 are parent/carers; and of these 2 are also local residents
- Of the 15 respondents that said ‘In favour’ of the proposal:
 - 11 are parent/carers
 - 4 are local residents
- Of the 5 respondents that said ‘not sure’ about the proposal:
 - All 5 are parent/carers
- Of the 10 respondents that said ‘not in favour ‘ of the proposal:
 - All 10 are parent/carers; and of these 4 are also local residents
- Of the 51 respondents that said ‘Strongly against’ the proposal:
 - 46 are parent/carers ; and 13 of these are also local residents
 - 5 are pupils.

Tell us who you are:

Who are you?	Amount
Parent/carer	84
Pupil	5
Governor	0
Local resident	4
Other	0
Total	93

- Of the 84 Parent/carer :
 - 21 were also local residents
- Of the 4 local residents:
 - 1 also put other
- Of the 5 pupils:
 - 4 are also local residents

Appendix 11b

SMITHAM PRIMARY SCHOOL PROPOSED PERMANENT EXPANSION STAKEHOLDER ENGAGEMENT OUTCOMES REPORT

The purpose of this report is to present the outcomes from the stakeholder engagement period in relation to the proposed expansion of Smitham Primary School by one form of entry (an additional 30 reception pupils) from September 2018.

1. Background

- 1.1 There are insufficient primary pupil places available in the South West of Croydon to meet future demand. To help meet its statutory duty, the Council is proposing to permanently expand Smitham Primary school by one form of entry, thereby increasing the size of the school. An initial feasibility study shows that the school size can accommodate the proposed expansion.
- 1.2 The Council, in partnership with the school, sought the views of stakeholders about the proposed expansion during a four week engagement period - 21 September to 19 October 2015 - including a public meeting at the school on 28 September 2015.
- 1.3 The original proposal was to expand the school by one form of entry from September 2017; however, following careful consideration of all the information available during the engagement period, we are recommending that proposed expansion takes place from September 2018. We have discussed this change of date with the leadership team at Smitham Primary.
- 1.4 Stakeholders will have another opportunity during the representation (formal consultation) period – 04 November to 02 December 2015 - to express their views in writing - comment on, support or object the proposed expansion of Smitham Primary School by one form of entry from September 2018.

2. Engagement

- 2.1 There is not a statutory requirement to consult stakeholders before the publication of a statutory proposal; however the Council recognises the benefits of seeking the views of key stakeholders at an early stage of the proposal.
- 2.2 During the period - 21 September to 19 October – the school community, involving staff, governing body, parents/carers and local residents were able to express their views about the proposed expansion verbally and in writing.
- 2.3 A stakeholder engagement document, with an accompanying response sheet was used as a means of informing and seeking initial views of stakeholders on the proposal to permanently expand Smitham Primary School. The document outlined details about the proposed expansion of the school, the reasons for the proposed change and details of how those with an interest can respond.

3. Communication and Engagement activities

- 3.1 A range of methods were used to inform and facilitate feedback from stakeholders on the proposed expansion of Smitham Primary School. Communication activities

included the circulation of the consultation document, including response sheet and leaflet via:

- **Schools' E-bulletin**
 - ✓ circulated to schools within the Borough
- **Email**
 - ✓ sent to Ward Councillors / MP
 - ✓ schools within neighbouring/adjourning borough
- **Website:**
 - ✓ consultation document and response sheet published on the Croydon website
 - ✓ Consultation document, questionnaire on school's website
 - ✓ Online questionnaire (survey monkey)
- **Printed documents**
 - ✓ consultation documents /response sheet available at school
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting - 1829 leaflets were distributed to residents / businesses within the vicinity of the school
 - ✓ document sent/given to parents/carers by school
- **Posters advertising consultation and public meeting dates**
 - ✓ displayed in local library
- **Public meeting at Smitham Primary School**

4. Summary of Responses

4.1 Response sheet

Respondents were asked for their views on the proposed expansion of Smitham Primary, by selecting either 'strongly agree'; 'In favour'; 'Not sure'; 'Not in favour'; and 'strongly against'. Respondents were also given the opportunity to make comments on the proposal.

4.2 The Council received a total of 72 written responses from parents/carers and local residents during the engagement period. The majority of respondents (49) selected 'Strongly against' the proposed expansion of the school. Of the 72 respondents; 65 identified themselves as parents/carers of children at Smitham Primary School.

4.3 Public meeting

There were 55 people, including parents/carers and local residents, in attendance at the public meeting on 08 October 2015. Representatives from the Council and the Smitham Primary leadership team explained the rationale for the proposed expansion and answered attendees' questions.

4.4 Comments/concerns about the proposed expansion

The main comments/concerns cited on the questionnaire and mentioned at the public meeting fall under the following broad themes:

- Traffic related
- Loss of ethos / feel / atmosphere
- Disruption to teaching / learning

- Communal space
- Need to build a new primary school

4.5 The table at Annex A outlines the concerns and our responses to these.

5. Conclusion

5.1 Overall, the responses received during this engagement period indicate that the majority of respondents object to the proposed expansion of the school. Of the 72 respondents who completed the questionnaire:

- 59 object to the proposal (strongly against or not in favour)
- 9 support the proposal (strongly agree or in favour)
- 4 not sure about the proposal

5.2 The main reason given by those who object to the proposed expansion focused on the additional traffic and parking problems that would be caused if the proposal is implemented.

5.3 Some of the concerns raised can be addressed through the design and planning stage of the process. Smitham Primary senior leadership team, including the Governing Body supports the principle of expanding the school.

6. Next steps

6.1 Stakeholders will be able to make representations – comment on; support or object the proposed expansion – during the formal consultation process – 04 November to 02 December 2015.

7. Annexes

- Annex A - outlines the Concerns / Questions raised by respondents and our Responses.
- Annex B - detailed analysis of the responses

End

Annex A

Summary of Key Concerns / Questions and Responses

Key Concerns / Questions	Council / School Responses
<p>Traffic related</p> <ul style="list-style-type: none"> • <i>Transport issues/congestion in the area</i> • <i>The extra traffic would be a safety issue</i> • <i>The parking is already a major issue</i> • <i>It's dangerous and impossible to park</i> • <i>Parking is awful in residential roads - access driveways and on path ways. More children will only make this worse</i> • <i>Inadequate parking as it is at the moment. Staff car parking already over capacity. Parents' park all over the roads.</i> 	<p>The Council will commission a transport impact assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers 'drop off' and 'pick up' children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.</p> <p>The Schools' Travel Plan will continue to encourage walking to school. The health and safety of the whole school community is paramount.</p>
<p>Loss of ethos / feel / atmosphere</p> <ul style="list-style-type: none"> • <i>Concerned about losing the unique 'feel'</i> • <i>The school will lose its small school identity</i> • <i>..taking away the community feel</i> • <i>Lose its 'village' feel</i> • <i>Will destroy the community feel</i> • <i>School would lose its uniqueness</i> 	<p>Smitham Primary is a popular and successful school with strong leadership and governance. We are confident that the strong leadership and excellent teaching staff at the school will maintain the ethos/feel/atmosphere of the school if the proposal implemented.</p> <p>There are also benefits to be derived from the expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.</p>

<p>Disruption to teaching / learning</p> <ul style="list-style-type: none"> • <i>...building works etc will be too disruptive through term time learning</i> • <i>Disruption to existing children during building</i> • <i>..concerned about how the building work will impact on children and staff</i> • <i>Building works etc will be too disruptive through term time learning</i> • <i>Will have a negative effect on the school</i> • <i>From previous experience - expanding the school will affect the school and pupils- at my sons school it went to inadequate from outstanding.</i> 	<p>The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.</p> <p>The Council, in partnership with the architect and contractor, will ensure that any disruption to the school is minimise or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.</p>
<p>Insufficient communal space – play space; dining room</p> <ul style="list-style-type: none"> • <i>The grounds of the school are not big enough to build on without impacting on children’s outside learning and exercise</i> • <i>Loss of outside playing space and pressure on remaining space with extra pupils</i> • <i>Outside spaces is limited and building on this is detrimental playground space would be lost is a concern</i> • <i>School is 2 form purpose built it cannot absorb a 3rd classroom around the 'shared space'</i> • <i>An increase in pupils will put a strain on the current facilities</i> 	<p>Communal space Initial viability study shows that the school site has the capacity to be expanded.</p> <p>A detailed feasibility study will be carried will be carefully out and options considered by the Council, school leadership team and the architect which include ensuring that the size of communal areas are increased to accommodate the additional pupils at the school.</p> <p>In relation to play space, Sport England will be consulted and the Council will adhere to national guidelines.</p> <p>A range of measures, e.g. staggered play and lunch times will be explored to enable pupils to have sufficient space.</p> <p>The expansion proposal includes additional classrooms with associated cloaks/toilets required for the additional number of pupils.</p>
<p>Need to build a new primary school</p> <ul style="list-style-type: none"> • <i>why not build another school -</i> 	<p>A key part of the Council’s strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps</p>

<p><i>especially with the new cane hill development underway</i></p> <ul style="list-style-type: none"> • <i>Build another primary school on cane hill and another high school</i> • <i>Two schools close together is bad enough let alone with increased traffic through the cane hill development. Need a new school</i> • <i>Why have developer not been asked to build a new school as part of the plans</i> • <i>700 homes in Cane Hill alone is still not going to be enough spaces by expanding the school. A new school would make more sense to reduce disturbance to current pupils</i> 	<p>in meeting parental preference as well as ensuring value for money for Croydon taxpayers.</p> <p>Every year we project the number of school places that will be needed in the borough in future years. The methodology we use to project pupil numbers includes the number of children we expect to live in new housing developments. Information from the Cane Hill housing development is included in our most recent projections for pupil places required in the South West of the Borough.</p> <p>The plan is for this additional demand to be met through the expansion of Smitham Primary and other proposed school expansions in the South West.</p> <p>The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.</p> <p>These are:</p> <ul style="list-style-type: none"> • Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school). • However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school. • As under the previous new school competition arrangements, the Local Authority is responsible for providing the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have is committed to existing identified projects. <p>The full DfE guidance on 'The free school presumption' is attached to this report.</p> <ul style="list-style-type: none"> • Lack of Council owned sites • High cost of other sites that could for educational use.
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	<ul style="list-style-type: none"> • Available sites not in area of demand for pupil places • Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places. • Expansion of existing school means that we have more certainty of high quality education.
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Annex B – Analysis of Responses - Proposed expansion of Smitham Primary
What is your view of the proposal to expand Smitham Primary School to create places for 30 additional places?

What is your view?	Amount
Strongly agree	1
In favour	8
Not sure	4
Not in favour	10
Strongly against	49
Blank	0
Total	72

- The 1 respondent that said ‘Strongly agree’ with the proposal to expand Smitham Primary School was a parent/carer and a local resident.
- Of the 8 ‘In favour’ of the proposal
 - > 7 are parent/ carer; and 1 is also a local resident
 - > 1 said ‘other’
- Of the 4 ‘Not sure’ about the proposal:
 - > all are parent/carers; and 3 of these are also local residents.
- Of the 10 ‘Not in favour’ :
 - > 8 are parents/carers; one is a local resident; and one also said other.
- Of the 49 ‘Strongly against’
 - > 45 are Parent/Carer; and of these 12 are also local residents and 1 of these also stated other.
 - > 4 of these are local residents; and 2 of these also said other.

Tell us who you are?

Who are you?	Amount
Parent/carer	65
Pupil	0
Governor	0
Local resident	5
Other	2
Total	72

- Of the 65 Parent/carer
 - >18 are also local residents; 1 of these is a pupil; and 1 said other.
- Of the 5 local residents
 - >2 also said other
- 2 said other

Appendix 11c

ST NICHOLAS SCHOOL PROPOSED PERMANENT EXPANSION STAKEHOLDER ENGAGEMENT OUTCOMES REPORT

The purpose of this report is to present the outcomes from the stakeholder engagement period in relation to the proposed expansion of St Nicholas School to create an additional 56 Special Educational Needs (SEN) places from September 2017.

1. Background

- 1.1 There is a continuous rise in demand for SEN places in schools and there are more children with complex learning needs both locally in Croydon and nationally. As a result, Croydon Council is exploring ways of increasing the number of places available in the borough for children with Special Educational Needs (SEN). An initial feasibility study shows that the school site has the capacity to accommodate the proposed expansion.
- 1.2 The Council, in partnership with the school, sought the views of stakeholders about the proposed expansion from 23 September 2015 to 19 October 2015 - including a public meeting at the school on 01 October 2015 .
- 1.3 There is not a statutory requirement to consult stakeholders before the publication of a statutory proposal; however the Council recognises the benefits of seeking the views of key stakeholders at an early stage of the proposal.
- 1.4 Stakeholders will have another opportunity during the representation (formal consultation) period – 04 November to 02 December 2015 - to express their views in writing - comment on, support or object the proposed expansion.

2. Engagement

- 2.1 A stakeholder engagement document, with an accompanying response sheet was used as a means of informing and seeking initial views of stakeholders on the proposal to permanently expand St Nicholas School. The document outlined details about the proposed expansion of the school, the reasons for the proposed change and details of how those with an interest can respond.
- 2.2 During the period - 23 September 2015 to 19 October 2015 – the school community, involving staff, governing body, parents/carers and local residents were able to express their views about the proposed expansion verbally and in writing.

3. Communication and Engagement activities

- 3.1 A range of methods were used to inform and facilitate feedback from stakeholders on the proposed expansion of St Nicholas School. Communication activities included the circulation of the consultation document, including response sheet and leaflet via:
 - **Schools' E-bulletin**
 - ✓ circulated to schools within the Borough
 - **Email**

- ✓ sent to Ward Councillors / MP
- ✓ schools within neighbouring/adjourning borough
- **Website:**
 - ✓ consultation document and response sheet published on the Croydon website
 - ✓ Consultation document, questionnaire on school's website
- **Printed documents**
 - ✓ consultation documents / response sheets available at school
 - ✓ consultation leaflets distributed to local residents informing them about the consultation and invitation to public meeting
 - ✓ document sent/given to parents/carers by school
- **Posters advertising consultation and public meeting dates**
 - ✓ displayed in local library
- **Public meeting at St Nicholas School**

4. Summary of Responses

4.1 Response sheet

Respondents were asked for their views on the proposed expansion of St Nicholas, by selecting either 'strongly agree'; 'In favour'; 'Not sure'; 'Not in favour'; and 'strongly against'. Respondents were also given the opportunity to make comments on the proposal.

4.2 The Council received a total of 20 completed response sheets from parents/carers and local residents during the engagement period. The majority of respondents (12) selected 'Strongly in favour' or 'In favour' the proposed expansion of the school. Of the 12 respondents who selected 'Strongly in favour' or 'In favour'; 11 identified themselves as parents/carers of children at St Nicholas School. 6 of the 7 respondents who selected 'Strongly against' or 'Not in favour' of the proposal identified themselves as local residents. The main concern mentioned on the response sheet is around traffic and parking.

4.3 Email responses

The Council received an additional 5 responses via email objecting to the proposed expansion of St Nicholas School.

4.4 Public meeting

There were 22 people, comprising of parents/carers, local residents and staff, in attendance at the public meeting on 01 October 2015. The main concern stated at the meeting was 'parking'.

4.5 Respondents who support the proposed expansion cited that it is a good school and will meet the educational needs.

4.6 Comments/concerns

The main comments/concerns mentioned on the response sheet and at the public meeting fall under the following broad themes:

- Traffic and parking issues
- Safety of children and residents
- Disruption to current children during building works
- New school should be built

The table at Annex A outlines the concerns and our responses to these.

5. Conclusion

Overall, the responses received during this engagement period indicate that an even split between those who support and object to the proposed expansion of the school.

5.1 Of the 25 written responses (5 emails & 20 response sheet) received:

- 12 support the proposal
- 12 object to the proposal
- 1 not sure about the proposal

5.1 The main reason given by those who object to the proposed expansion of the school focused on additional parking problems if the proposal is implemented.

5.2 Respondents felt that traffic related problems already exist and the proposed expansion will exacerbate the problem.

5.3 Some of the concerns raised can be addressed through the design and planning stage of the process. St Nicholas senior leadership team, including the governing body, supports the principle of expanding the school.

6. Next steps

6.1 Stakeholders will be able to make representations – comment on; support or object the proposed expansion - during the formal consultation process – 04 November to 02 December 2015.

7. Annexes

- Annex A - Table - outlines the Concerns and our Response to these.
- Annex B - detailed analysis of responses from response sheet.

End

Annex A

Summary of Concerns / Questions and Responses

Key Concerns / Questions	Council / School Responses
<p>Traffic / parking issues</p>	<p>The Council will commission a Transport Assessment around the school to ascertain how the local area would cope with all modes of movements by people and vehicles, taking account of accessibility and safety issues. This assessment would take place at peak times, including when parents/carers ‘drop off’ and ‘pick up’ children; and would give an indication of any potential impact of traffic as a result of the additional pupils at school, and mitigating actions against any identified risks.</p> <p>The Schools’ Travel/Accessibility Plan will be amended to take account of the additional pupils at the school.</p> <p>Additionally consideration will be given to improving access for Council minibuses in development proposals for the site.</p>
<p>Safety of children and residents</p> <p>There are 2 elements to this: Safety of pupils during drop off and pick up times. Currently pupils are dropped off outside the school. An increase of 56 pupils would increase pressure on managing this situation.</p> <p>Safety of residents, particularly in relation to increased traffic outside the school. Many residents currently walk up Reedham Drive from Reedham railway station; increased traffic from staff, pupil buses and visitors to the school increase risk of accidents in neighbourhood</p>	<p><i>Please see the above response relating to traffic/parking issues.</i></p> <p>The Health and Safety of the whole school community, including residents is of paramount importance. This will be an essential criterion for assessing site development proposals.</p> <p>We recognise that traffic is a key concern for local residents. Mitigating measures will be considered as part of the Transport Statements</p>

<p>Disruption caused by building works</p>	<p>Building works The Council is experienced in successfully managing school expansion projects. If approval is given for the proposal to be implemented, the project will have a dedicated Council officer who will manage the construction process so that the Head teacher and staff can continue to focus on teaching and not having to deal with the any issue arising from the construction.</p> <p>The Council, in partnership with the school, architect/contractor, will ensure that any disruption to the school is minimise or eradicated through careful planning and delivery of the project, for example, using off site construction methods, and school holidays to carry out heavy construction works.</p>
<p>A new school should be built</p>	<p>A key part of the Council’s strategy for providing additional pupil places is to firstly invest in expanding existing successful and popular schools in areas of demand. This strategy helps in meeting parental preference as well as ensuring value for money for Croydon taxpayers.</p> <p>The plan is for this additional demand to be met through the expansion of St Nicholas and other proposed school expansion in the Borough.</p> <p>The option of building a brand new school on a new site to provide additional pupil places is a potential alternative. However, there are a number of reasons for considering the expansion of existing school site rather than building a new school.</p> <p>These are:</p> <ul style="list-style-type: none"> • Changes in legislation - the Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school). However, it is still possible to publish proposals for brand new maintained schools outside the competitive arrangements in certain circumstances, for example, where a competition does not identify a suitable academy/free school. As under the previous new school competition arrangements, the Local Authority is responsible for providing

	<p>the site for the new school, and meeting all associated capital costs. Currently all funding from the latest financial settlement from central government have is committed to existing identified projects.</p> <ul style="list-style-type: none"> • Lack of Council owned sites • High cost of other sites that could be used for educational use. • Building a new school takes a longer time to complete and might not be ready in time to meet the demand for pupil places. • Expansion of existing school means that we have more certainty of high quality education.
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Annex B – St Nicholas - Analysis from Response sheet

What is your view?	Amount
Strongly in favour of the proposal	8
In favour of the proposal	4
Not sure whether I support the proposal	1
Not in favour of the proposal	1
Strongly against the proposal	6
Total	20

- Of the 8 respondents 'Strongly in favour of the proposal' :
 - 7 are a parent/carer of a child at St Nicholas School; and 1 of these is also a parent of a child with a Special Educational Needs; and of these is a parent of a child with a Special Educational Need and a School Governor at St Nicholas School.
 - 1 is a local resident
- Of the 4 respondents 'In favour of the proposal':
 - All 4 are a parent/carer of a child at St Nicholas School; and 1 of these is also a parent/ carer of a child with a Special Educational Need.
- The 1 respondent 'Not sure whether I support the proposal' is a local resident.
- The 1 respondent 'Not in favour of the proposal' is a local resident.
- Of the 6 respondents 'Strongly against the proposal':
 - > 5 of these are local residents
 - > 1 of these is a parent/carer of a child at St Nicholas School

I am	Amount
A parent/carer of a child at St Nicholas School	12
Local resident	8
Total	20

- Of the 12 parent/carer of a child at St Nicholas School:
 - 2 are also parent/carer of a child with a Special Educational Need
 - 1 is parent/carer of a child with a special educational need and a School Governor at St Nicholas School
- 8 are local residents.

Appendix 12 Croydon Council Equality Analysis Form

Stage 1 Initial Risk Assessment - Decide whether a full equality analysis is needed

At this stage, you will review existing information such as national or local research, surveys, feedback from customers, monitoring information and also use the local knowledge that you, your team and staff delivering a service have to identify if the proposed change could affect service users from equality groups that share a “protected characteristic” differently. You will also need to assess if the proposed change will have a broader impact in relation to promoting social inclusion, community cohesion and integration and opportunities to deliver “social value”.

Please note that the term ‘change’ is used here as shorthand for what requires an equality analysis. In practice, the term “change” needs to be understood broadly to embrace the following:

- Policies, strategies and plans
- Projects and programmes
- Commissioning (including re-commissioning and de-commissioning)
- Service Review
- Budgets
- Staff structures (including outsourcing)
- Business transformation programmes
- Organisational change programmes
- Processes (for example thresholds, eligibility, entitlements, and access criteria)

You will also have to consider whether the proposed change will promote equality of opportunity; eliminate discrimination or foster good relations between different groups or lead to inequality and disadvantage. These are the requirements that are set out in the Equality Act 2010.

1.1 Analysing the proposed change

1.1.1 What is the name of the change?

Education Estates Strategy for 2015/16 to 2018/19 academic years

1.1.2 Why are you carrying out this change?

Please describe the broad aims and objectives of the change. For example, why are you considering a change to a policy or cutting a service etc.

Under the Education Act 1996, the Council has a statutory duty to ensure there are sufficient school places in its area. Under s.14 of the Education Act 1996, sufficient means sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. Croydon has the highest demand for school places in comparison with other London Borough’s. The demand is disproportionately high in areas of high birth rate and areas with increased population sizes - the Croydon Observatory contains further information around this for example population trends, ward profiles, population groups etc.

<http://www.croydonobservatory.org/>

1.1.3 What stage is your change at now?
See **Appendix 1** for the main stages at which equality analyses needs to be started or updated.

Report to cabinet committee for decision on the proposed change.

Seeking Council's Cabinet Committee approval to implement the proposed school expansion projects – Woodcote Primary; Smitham Primary and St Nicholas Special School.

Cabinet Report 18 January 2016.

**Please note that an equality analysis must be completed before any decisions are made.
If you are not at the beginning stage of your decision making process, you must inform your Director that you have not yet completed an equality analysis.**

1.2 Who could be affected by the change and how

1.2.1 Who are your internal and external stakeholders?
For example, groups of council staff, members, groups of service users, service providers, trade unions, community groups and the wider community.

Universal People Dept; Capital Delivery Hub (CDH); School Admissions, Ward Councillors, Finance, Legal, HR.

Schools – leadership team, governing body and staff; pupils; parents/carers and local residents / resident & community groups, including those from protected groups; contractors; Trade union; neighbouring boroughs.

1.2.2 What will be the main outcomes or benefits from making this change for customers / residents, staff, the wider community and other stakeholders?

This will ensure that sufficient school places are available to match local demand. The school expansion proposals are for schools judged as 'Good' or 'Outstanding' by Ofsted. For new schools, Croydon is investing in providers of high quality and with a sound track record.

The main aim of the strategy is to ensure there is equality of opportunity in the provision of school places across the Borough. This will help meet parental preference and local school for local children.

A supply of high quality school places that match the demand and includes the expansion of SEN provision is required in order to meet Croydon's extreme demand

for additional school places.

There are also benefits to be derived from the expanding an existing school, such as, better recruitment and retention of good teaching staff; wider curriculum offer; and improved facilities.

1.2.3 Does your proposed change relate to a service area where there are known or potential equalities issues?

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response. If you don't know, you may be able to find more information on the Croydon Observatory (<http://www.croydonobservatory.org/>)

No. The proposed school expansions will create additional school places in mainstream and special education needs schools. For mainstream schools, if the number of applications for the school is higher than the number of places available then, after admitting to that school the children with a statement of special educational need that names this school, the schools' admissions criteria will be applied in the order set out below to decide the allocation of places in line with the School Admissions Code.

Children with SEN are not proven to be disproportionately represented within these wards but SEN provision will ensure that children do not need to travel outside the borough away from their communities to go to school.

1.2.4 Does your proposed change relate to a service area where there are already local or national equality indicators?

You can find out from the Equality and Inclusion Policy 2014-16
<https://www.croydon.gov.uk/community/equality/ei-policy>

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response



The proposed service change relates to an area where there are known local equality indicators as listed below (taken from the Equality Policy 2014-16).

<https://www.croydon.gov.uk/community/equality/ei-policy>

- Make Croydon a place of opportunity and fairness by tackling inequality, disadvantage and exclusion.
- Close gaps in educational attainment by working with local businesses and community groups to enable people of all ages to reach their full potential through access to quality schools and learning.
- Work in partnership to lift people out of poverty by increasing employment opportunities across the borough ensuring local people have a pathway into employment, education and training.

1.2.5 Analyse and identify the likely advantage or disadvantage associated with the change that will be delivered for stakeholders (customers, residents, staff etc.) from different groups that share a "protected characteristic"

Please see Appendix 2 (section 1) for a full description of groups.

	Likely Advantage 	Likely Disadvantage 
Disability	<p>Additional Special Education Need (SEN) pupil places available within borough to meet increasing demand for SEN school places.</p> <p>Equality and Diversity Monitoring As part of the consultation process on the proposed school expansion projects, respondents were asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability.</p> <p>The information collected will help identify any special requirements; promote equality; and improve choice and diversity.</p> <p>In line with the Special Educational Needs Code of Practice, Local Authorities have a duty to ensure that SEN provision is in place as specified in the Education, Health and Care Plan (EHCP).</p> <p>In line with the Equality Act 2010 - reasonable adjustments will be made to a school building to enable accessibility for pupils.</p> <p>The needs of children with SEN will be taken into account at all stages of the design process for the proposed expansion projects.</p>	
Race/ Ethnicity	<p>The Admission Criteria, based on the Admissions Code, is used to allocate school places and do not include ethnicity or race as criteria.</p> <p>The proposed change is not likely to have any negative impact on pupils from different ethnic groups.</p>	
Gender	As above,- children are allocated a school place in line with Admissions Code. The proposed school expansion projects are at schools that are not gender specific.	
Transgender	N/A	
Age	Compliant with Statutory school age guidelines and Admissions Code.	
Religion /Belief	None of the proposed school expansions are faith-based.	

Sexual Orientation	N/A	
Pregnancy and Maternity	N/A	
Social inclusion issues	N/A	
Community Cohesion Issues	Local schools for local children	
Delivering Social Value	N/A	

1.2.6 In addition to the above are there any other factors that might shape the equality and inclusion outcomes that you need to consider?

For example, geographical / area based issues, strengths or weaknesses in partnership working, programme planning or policy implementation

The proposed school expansion projects are in a part of the borough that is considered more affluent with a diverse mix of schools, including grammar.

1.2.7 Would your proposed change affect any protected groups more significantly than non-protected groups?

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response. For a list of protected groups, see Appendix.....

No. The education estates strategy will not affect any protected groups more significantly than non-protected groups. .

The proposals will help the Council meet its statutory duty to provide sufficient school places for protected and non-protected groups.

1.2.8 As set out in the Equality Act, is your proposed change likely to help or hinder the Council in advancing equality of opportunity between people who belong to any protected groups and those who do?

In practice, this means recognising that targeted work should be undertaken to address the needs of those groups that may have faced historic disadvantage. This could include
a focus on addressing disproportionate experience of poor health, inadequate housing, vulnerability to crime or poor educational outcomes *etc.*

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response.

Yes – likely to help. The equality impact of the proposed changes is likely to be neutral. Croydon schools provide diverse educational provision in terms of category, size and

educational sponsors. These include special schools, enhanced learning provision at mainstream schools; and Academies /Free Schools.

The proposed expansion projects are intended to increase the number of places available at these schools to help the Council meet its statutory duty to provide sufficient school places.

The Council also has a duty to respond to parental preferences and where possible, the Council seeks to expand popular and successful schools to help meet the demand for additional school places, as well as parental preferences.

1.2.9 As set out in the Equality Act, is the proposed change likely to help or hinder the Council in eliminating unlawful discrimination, harassment and victimisation in relation to any of the groups that share a protected characteristic?

In practice, this means that the Council should give advance consideration to issues of potential discrimination before making any policy or funding decisions. This will require actively examining current and proposed policies and practices and taking mitigating actions to ensure that they are not discriminatory or otherwise unlawful under the Act

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response.

Yes. The Education Estates Strategy includes the creation of additional school places for pupils with special educational needs.

1.2.10 As set out in the Equality Act, is your proposed change likely to help or hinder the Council in fostering good relations between people who belong to any protected groups and those who do not?

In practice, this means taking action to increase integration, reduce levels of admitted discrimination such as bullying and harassment, hate crime, increase diversity in civic and political participation etc.

Please answer either "Yes", "Don't know" or "No" and give a brief reason for your response

Yes. The Education Estates Strategy will provide additional school places in mainstream and special schools.

1.3 Decision on the equality analysis

If you answer "yes" or "don't know" to ANY of the questions in section 1.2, you should undertake a full equality analysis. This is because either you already know that your change or review could have a different / significant impact on groups that share a protected characteristic (compared to non-protected groups) or because you don't know whether it will (and it might).

Decision	Guidance	Response
No, further equality analysis is not required	<p>Please state why not and outline the information that you used to make this decision. Statements such as 'no relevance to equality' (without any supporting information) or 'no information is available' could leave the council vulnerable to legal challenge.</p> <p>You must include this statement in any report used in decision making, such as a Cabinet report</p>	
Yes, further equality analysis is required	<p>Please state why and outline the information that you used to make this decision. Also indicate</p> <ul style="list-style-type: none"> • When you expect to start your full equality analysis • The deadline by which it needs to be completed (for example, the date of submission to Cabinet) • Where and when you expect to publish this analysis (for example, on the council website). <p>You must include this statement in any report used in decision making, such as a Cabinet report.</p>	<p>The full equality analysis will form part of an Education Estates Strategy report to the Council's Cabinet Committee on 18 January 2016, seeking approval for the implementation of the proposed school expansion projects.</p> <p>In making a decision, the Cabinet will consider the quality and diversity of schools in the relevant area.</p> <p>The Education Estates strategy and analysis will be published on the council website.</p>
Officers that must approve this decision	<p>Name and position Jennifer Duxbury – Head of School Place Planning and Admission</p>	Date
Report author	Denise Bushay	
Director	Jane Doyle	

1.4 Feedback on Equality Analysis (Stage 1)

Please seek feedback from the corporate equality and inclusion team and your departmental lead for equality (the Strategy and Planning Manager / Officer)

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Name of Officer		
Date received by Officer		Please send an acknowledgement
Should a full equality analysis be carried out?		Note the reasons for your decision
