



ROCHDALE
METROPOLITAN BOROUGH
COUNCIL

Delegated Decision by Cabinet Member for Children, Schools & Families

Subject: **Consultation on Proposed Change in Age Range to establish a Nursery Class and significant enlargement at St.Andrew's CE.** **Status:** For Publication

Report to: Cabinet Member for Children, Schools and Families **Date:** 17th April 2013

Report of: Head of Support for Learning Service **Author Email:** chris.swift@rochdale.gov.uk

Author: Chris Swift

Tel: 01706 925016

Cabinet Member: Councillor Donna Martin Portfolio Holder for Children, Schools and Families in consultation with Councillor Aftab Hussain Chair of Pennines Township Committee

Comments from **Section 151 Officer** X
Statutory Officers: **Monitoring Officer** X

Key Decision: Yes/ No

Forward Plan General Exception Special Urgency

1. PURPOSE OF REPORT

1.1 The purpose of this report is to seek authorisation to undertake consultation on a proposal to change the age range to 3-11 to establish a Nursery Class and for a significant enlargement of St.Andrew's CE Primary School, Dearnley from 1st September 2014.

2. RECOMMENDATIONS

2.1 The Cabinet Member, in consultation with the Chair of the Pennines Township Committee is recommended to:

- i) Authorise consultation on the proposals to change the age range to 3-11 to establish a Nursery Class and for a significant enlargement of St.Andrew's CE Primary School, Dearnley from 1st September 2014; and
- ii) note the consultation timeline and process, including reports to Pennines Township Committee and Overview and Scrutiny Committee as part of that consultation before Cabinet considers the outcome of the consultation.

3. PROPOSAL TO ENLARGE THE SCHOOL AND ADD A NURSERY CLASS

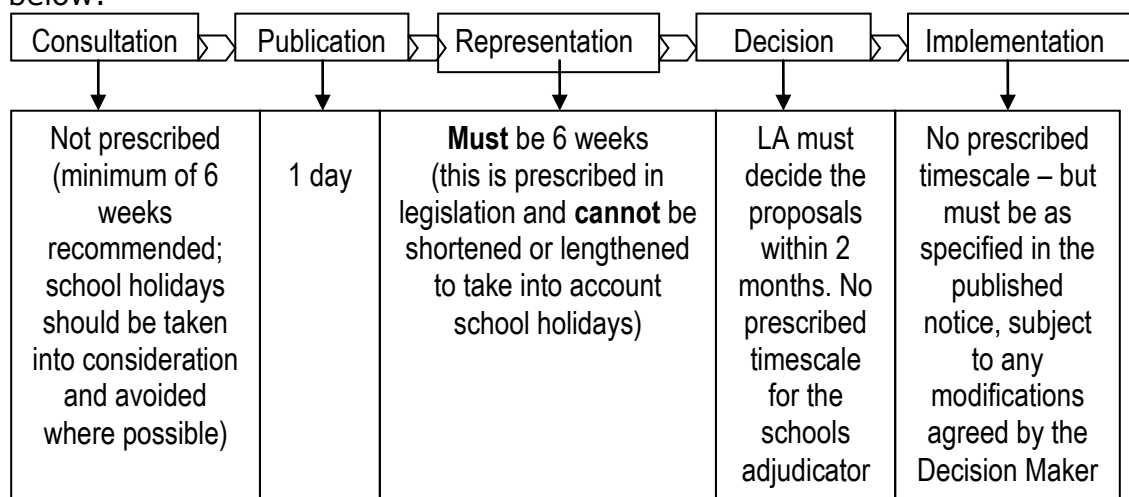
3.1 **Background:** Cabinet on 18th March considered the need for additional Reception Class places across the Borough, and this included additional Reception Class places at St.Andrew's. The need for extra places is because of the increase in birth-led demographic demand in the area, which would also

have implications for nursery provision. To accommodate the extra children additional accommodation will need to be provided at the school. The school admitted extra children in September 2012, when provision was made for up to 15 extra Reception Class children.

3.2 **Increasing the Capacity of the School:** In order to admit an additional half form of entry (15 extra children per new year group) from 2014, additional accommodation will be needed. To accommodate 45 children in each year group in 2014 to 2016 and possibly beyond, the school will need 11 classrooms. Statutory proposals for a significant enlargement are required because additional permanent accommodation will be provided at the school and the additional numbers are planned for at least each of 3 years from 2014-2016. Taken together with the space already provided at St.Andrew’s for additional pupils in 2012, this constitutes a significant enlargement of the school.

3.3 **Provision of a Nursery Class:** The Governing Body has written to the Local Authority asking that consideration be given to establishing a Nursery Class at the school – letter attached as **Appendix ONE** . The recent feasibility study undertaken for the enlargement of the school has included consideration of the provision of space for a Nursery Class. Provision of a 26 full-time-equivalent (fte) Nursery Class will add to the overall early years capacity within the area. The school puts forward a case for the establishment of a Nursery Class with particular emphasis on parental demand, supporting the economic well-being of families in an area of increasing deprivation, and improved outcomes for children.

3.4 **Consultation:** The statutory process for the consultation arrangement is set out below:



3.5 Where a Prescribed Alteration to a school is proposed, the Admission Authority for the school must undertake consultation on such proposals prior to the publication of Statutory Notices. A change in the age range of a school is such a prescribed alteration. Statutory Guidance on the consultation process must be followed. A timeline for the Consultation and Decision process is at **Appendix Two**.

4. FINANCIAL IMPLICATIONS

4.1 The revenue funding for the Nursery Class, if approved, would be through the Early Years Single Funding Formula. Capital costs associated with the

establishment of a Nursery Class would be met through Basic Need Capital Grant.

5. LEGAL IMPLICATIONS

- 5.1 Under the Council's Scheme of Delegation, the Cabinet Member for Children Schools and Families, in consultation with the Chair of the relevant Township Committee, can undertake consultation on school re-organisation proposals. A change in the age range of a school is a re-organisation proposal. The Local Authority is responsible for consultation and the publication of any statutory proposals. The Local Authority is also responsible for determining those proposals.
- 5.2 There are no other legal implications arising from this report.

6. PERSONNEL IMPLICATIONS

- 6.1 The governing body of the school would be responsible for the management of all staffing implications and appointments if the proposal is approved. There are no other personnel implications for the Local Authority.

7. CORPORATE PRIORITIES

- 7.1 The proposal is consistent with the Corporate priorities under "Aiming High" and the Children's Plan, in particular under "Building Success & Independence"- (1.1)- improving children's readiness for school.

8. RISK ASSESSMENT IMPLICATIONS

- 8.1 There are no specific risk issues for members to consider arising from this report.

9. EQUALITIES IMPACTS

9.1 Workforce Equality Impacts Assessment

There are no workforce equality issues arising from this report.

9.2 Equality/Community Impact Assessments

The Equality Impact Assessment is attached as **Appendix Three**

| Background Papers | |
|---|---|
| Document | Place of Inspection |
| School Admissions Code 2012 | <i>Department for Education website</i> |
| School Organisation Plan Update 2010-2014 | <i>Rochdale Local Authority Website</i> |

ST. ANDREW'S C of E PRIMARY SCHOOL
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**TOGETHER WE CAN
ACHIEVE**

HEAD TEACHER: Mrs J. A. Rainford

6th March 2013

FAO Admissions Officer, Rochdale LA

With reference to the Feasibility Study for St Andrew's CE Primary School, which is currently under review, we would like to make the following points-

- Since becoming Head Teacher of St Andrew's I am frequently asked by prospective parents who come to view our school whether nursery and before/after school provision is available. This issue has also been recorded on our parent questionnaires (reference Parent Surveys 2010 and 2012 – available on request). This is a facility which is clearly in demand and would be appreciated by our families. It would also free up private day care places to accommodate increasing numbers required for nursery provision for the under three age range.
- As an area of increasing deprivation (Raise on line 2013) nursery provision would support the economic well being of our families. Currently the nursery provision is located in more affluent areas. With reference to the 2012 DFE Performance Tables Free School Meals information, which is an indicator of deprivation, St Andrew's has 20.9% FSM (for 2013 this has increased to 35% with the inclusion of FSM6) whereas Smithy Bridge Primary School, our nearest neighbour has 7.5%, Littleborough Primary has 12.3% and St James' CE Wardle has 14.6%.
- Nursery provision would enhance our sense of identity in being a Church of England school, with children experiencing continuity in the rich Christian ethos we promote. It would support our contribution to the local community with children understanding, valuing and benefiting from that sense of community, and in time enabling them to give back and make a positive contribution to the community.
- This current year we have worked closely with the Local Authority and Manchester Diocese to accommodate Rochdale children. We have acknowledged that our school is here for the benefit of Rochdale children, not determined by keeping a 1st place focus which can and usually does support results at key stage 2. We have welcomed the extra children, and prevented previous uncertainty (and sometimes hostility) with the vast majority of parents happy, thereby supporting harmony in the local community.

We are constantly striving for a better future for our children and for our town, and hope these points support your decision when considering the issues at hand.

Yours sincerely

Chair of Governors – Mr Gary Walczak

Head Teacher – Mrs Judith Rainford



St.Andrew's CE- Draft Timeline for Consultation and process for Change in Age Range and Significant Enlargement of the school.

APPENDIX TWO

| W/C | WHAT | Consultation | Notes |
|------------------------|--|--|-------|
| 8 th April | <i>Easter Holiday - Delegated Decision report</i> | Cllr Martin delegated decision to consult +Cllr A Hussein | |
| 15 th April | Cllr Martin delegated decision to consult +Cllr A Hussein Start consultation- letters out to parents etc | }fri 19thApril Letters/Docs out | |
| 22 nd April | Consultation- 6 weeks excluding school holidays | } Letter to parents etc | |
| 29 th April | open drop-in session? | } consultation paper, | |
| 6 th May | | } fuller information on case | |
| 13 th May | | } website | |
| 20 th May | Pennines Township Committee 21/05/13 | } Equality Impact Assessment | |
| 27 th May | Half Term 30/05/13- Overview & Scrutiny Committee | } | |
| 3 rd June | | } Closing date Friday 17/6 midnight | |
| 10 th June | | | |
| 17 th June | | | |
| 24 th June | | | |
| 1 st July | Cabinet 1/7 - decision to publish or not if so- Statutory 6 weeks representation period- inc School Holidays. Copies of Notice to DfE Finalise Prescribed information Prepare Notice, Book advert in paper- Rochdale Observer Post Notice on Gates | } Saturday 6/7 publish }- letter to parents etc out on Friday 5/7 }- consultation paper, fuller information on }case } all papers to website | |
| 8 th July | Pennines Township Committee 09/07/13 | } equality impact assessment | |
| 15 th July | Open drop-in session tbc | } | |
| 22 nd July | Term ends Tues 23/7/13 25/7/13- Overview & Scrutiny Committee | } | |
| 29 th July | | } | |
| 5 th Aug. | | } | |
| 12 th Aug. | | }Closing date Friday 16/8 midnight | |
| 19 th Aug. | | | |
| 26 th Aug. | | | |
| 2 nd Sept. | Term starts | | |
| 9 th Sept. | | | |
| 16 th Sept. | Cabinet 16/09/13 for determination Notify DfE/OSA, School, statutory objectors etc. | | |
| 23 rd Sept. | | | |
| 30 th Sept. | | | |

COMMENTS:

Statutory Guidance to be followed- 2 separate documents

15th April 2013

1. State which function you are assessing and identify who should be involved in the equality impact analysis

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|---|
| Policy/Service Area Selected |
| St.Andrew's CE Primary School, Dearnley |
| What function, policy, procedure or practice is being assessed? |
| Establishment of a Nursery Class and Significant enlargement of the school from 1st September 2014 |
| Who is responsible for it? Council or Other Organisation/Partnership? |
| Rochdale Local Authority |
| What are the aims and objectives of the function, policy, procedure or practice? |
| <ol style="list-style-type: none"> 1. To change the age range of the school to establish a Nursery Class, and 2. Enlarge the school to admit up to and extra 15 children in each successive year group from 1st September 2014. |
| Who are the key stakeholders? |
| St.Andrew's CE Primary School- Parents, staff, pupils, governors. |
| Lead Officer for this analysis (i.e. service manager who will co-ordinate the EIA) |
| Chris Swift |
| Others consulted and involved in the analysis (i.e. colleagues/peers/key internal and external stakeholders) |
| The first stage in the development of the proposal is to undertake public consultation as prescribed by regulations. This consultation will include parents of children at the school and the staff , other schools, Early Years and Childcare providers, the Local Authority, Diocesan Authorities, Secretaries of recognised Trades Unions, elected members and the local MP. |

2. Identify the scope of the equality impact assessment

Please provide a summary of:

- What is to be included in this impact assessment/what issues will you consider? i.e. are all aspects of the policy/service to be covered or is it confined to a limited area? Please explain. This is likely to reflect the relevance to equality of different aspects.
- Does this service/policy have link to other service areas, or other Equality Impact Assessments?

- | |
|---|
| <ol style="list-style-type: none"> 1. This EIA covers only the change in age range at the school to add a Nursery Class, and to enlarge the school to admit more children in new successive year groups from 2014. 2. There are no links to other service areas |
|---|

3.State the data that you have considered for this assessment and any gaps in data identified. What action will be taken to close any data gaps?

1. The increase in births in the area will lead to an increase in demand for both nursery and school places. In November 2012 consultation was undertaken on the need for Extra Reception Class places in Pennines Township. the overall position for the Township is as follows:

| | Sept 2103 | Sept 2014 | Sept 2015 | Sept 2016 |
|------------------------------------|-----------|-----------|-----------|-----------|
| Current Reception Admission Places | 416 | 416 | 416 | 416 |
| Expected Pupil Numbers | 409 | 405 | 452 | 444 |
| Extra Places Needed | -7 | -11 | 36 | 28 |

2. The Township comprises different community areas, with different birth and demographic characteristics, so more detailed analysis of Birth data by lower level super output area provided an evidence base for changes in demographic demand at a more localized level and taken with patterns of parental preference suggests the localities where additional school places might be provided. On that basis Cabinet on 28th January 2013 agreed to putting 15 extra admission places at St.Andrew’s CE primary school to meet the expected local shortfall in places.
3. The Governing Body of the school has written to the Local Authority requesting consideration of the establishment of a Nursery Class. In considering this request the local authority has taken account of the early years and childcare sufficiency assessment for the Ward, and on the basis of current provision and places for 3-5 year olds, additional places will help meet the increased number of children. There are currently 168 children eligible for the Free Entitlement to nursery places, and 172 places in the Ward- 102% coverage.
4. The school is in an area of increasing deprivation- evidenced by the increase in eligibility for free school meals from 20.9% in 2012 to 35% in 2013, much higher than other schools in the area.
5. It is important that sufficient places are provided overall for both Nursery and Reception places, without providing too many (because that could adversely affect other schools and providers viability if too many places are provided).
6. School places should be provided so that all children can access a school place within a reasonable distance from their home.

4. Assess the impact the policy/service has on equality will reference to different groups or communities. To do this, consider the questions on page 5 of the guidance, which relate to unequal outcomes or disadvantage; access barriers; unmet needs; encouraging participation; fostering good relations. The Equality Impact Assessment Checklist may also be helpful at this stage.

Race Equality

The proposed changes do not have an adverse impact on race equality considerations.

Disabled People

The proposed changes do not have an adverse impact on disabled people

Carers

The proposed changes do not have an adverse impact on carers.

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| Gender |
| <i>The proposed changes do not have an adverse impact based on gender considerations.</i> |
| Older and Younger People |
| <i>The proposed changes will increase the number of school and Nursery places available, and so will increase the scope to meet parental preference, and access to a nearby school.</i> |
| People who are Socio-Economically Disadvantaged |
| <i>The proposed changes will have a positive impact on children who are socio-economically disadvantaged. The school is serving an area of increasing deprivation, and the establishment of a Nursery class will support the economic well-being of these families.</i> |
| Religion or Belief |
| <i>The proposed changes do not have an adverse impact on religion or belief considerations. The proposed additional places are in a voluntary controlled Church of England school. The school promotes a Christian ethos.</i> |
| Sexual Orientation |
| <i>The proposed changes do not have an adverse impact on sexual orientation considerations.</i> |
| Gender Reassignment |
| <i>The proposed changes do not have an adverse impact on gender reassignment considerations.</i> |
| Pregnant Women or Those on Maternity Leave |
| <i>The proposed changes do not have an adverse impact on pregnant women or those on maternity leave. Provision of additional Nursery Class places may improve accessibility to local provision for mothers with nursery age children.</i> |
| Marriage or Civil Partnership |
| <i>The proposed changes do not have an adverse impact on marriage or civil partnership considerations.</i> |

5. Conclusions and Recommendations

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|---|
| What are the main conclusions from this analysis? |
| The establishment of a nursery class would be an advantage to the school and the community, and to people from socio-economically disadvantaged groups. |
| What are your recommendations? |
| Equality objectives and targets to address the unequal impact/unmet needs/barriers/low participation |
| <i>The proposals do not have adverse equality impacts.</i> |
| Suggested actions to meet those targets |
| <i>No specific actions are required.</i> |

6. Consult your stakeholders on the main findings and conclusions of the equality impact analysis and ask for their comments. State your consultation and inclusion methodology.

The Consultation and Inclusion Methodology Used

Consultation on the proposal will need to comply with statutory guidance. The consultees will comprise the following: Parents, Pupils, Staff, of St. Andrew's CE School, all schools and early years providers in Pennines Township, St Andrew's PCC Manchester Diocesan Board of Education, Local MP, Councillors in Pennines Township, secretaries of recognised trades unions, neighbouring local authorities. The consultation papers will be published on the Council Website.

Outcomes from the first consultation will be considered by Overview and Scrutiny Committee and Cabinet and a decision taken whether to proceed to the next stage- that is the publication of statutory proposals.

7. Produce an impact analysis action plan for 2013/14. Details of this should be included in your service delivery plan.

8. Equality impact analysis sign off

| Name | Position | Date |
|-------------|---|-----------------|
| Chris Swift | School Organisation & Development Manager | 15th April 2013 |

Equality Impact Assessment Action Plan 2013/14

| Action | Outcome | Target Date for Completion | Resource Implications | Lead Officer |
|---|--|-------------------------------------|---|----------------------|
| Public Consultation on proposals (starts 19-04-13) | Consultees and interested parties able to express their views about the proposals. | Consultation ends 17-06-13 | Preparation, distribution & dissemination of consultation documents | Chris Swift |
| Consideration of outcomes of consultation, and decisions on whether to publish statutory proposals. | Report to Cabinet with recommendation on whether to proceed with the proposals. | Cabinet 01-07-13 | Preparation of Report for Cabinet | Chris Swift |
| Further public Consultation on proposals 08-06-13 | Consultees and interested parties able to object to proposals. | Representation period ends 16-08-13 | Preparation, distribution & dissemination of consultation documents, cost of publication of Notice in local press | Chris Swift |
| Determination of proposals | Cabinet considers representations and determines proposals | Cabinet 16-09-13 | Preparation of Report for Cabinet | Chris Swift |
| Implementation of Proposals (if approved). | Additional accommodation provided at the school, additional teaching groups established for Nursery Class and Reception Class. | 1st September 2014 | Capital resources through approved Capital programme. Revenue funding for Nursery class through the Early Years Single Funding Formula, and for the Reception Class through the Fair Funding Formula. | Chris Swift / School |