

Delegated Decisions by Cabinet Member for Schools Improvement

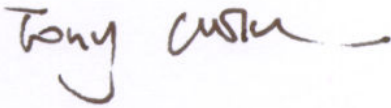
***Wednesday, 4 November 2009 at 12.00 pm
County Hall***

Items for Decision

The items for decision under individual Cabinet Members' delegated powers are listed overleaf, with indicative timings, and the related reports are attached. Decisions taken will become effective at the end of the working day on 12 November 2009 unless called in by that date for review by the appropriate Scrutiny Committee.

Copies of the reports are circulated (by e-mail) to all members of the County Council.

These proceedings are open to the public



Tony Cloke
Assistant Head of Legal & Democratic Services

October 2009

Contact Officer: **Graham Warrington**
Tel: (01865) 815321; E-Mail:
graham.warrington@oxfordshire.gov.uk

Note: Date of next meeting: 1 December 2009

If you have any special requirements (such as a large print version of these papers or special access facilities) please contact the officer named on the front page, but please give as much notice as possible before the meeting.

Items for Decision

- 1. Petitions and Public Address**
- 2. Declarations of Interest**
- 3. Questions from County Councillors**

Any county councillor may, by giving notice to the Proper Officer by 9 am on the working day before the meeting, ask a question on any matter in respect of the Cabinet Member's delegated powers.

The number of questions which may be asked by any councillor at any one meeting is limited to two (or one question with notice and a supplementary question at the meeting) and the time for questions will be limited to 30 minutes in total. As with questions at Council, any questions which remain unanswered at the end of this item will receive a written response.

Questions submitted prior to the agenda being despatched are shown below and will be the subject of a response from the appropriate Cabinet Member or such other councillor or officer as is determined by the Cabinet Member, and shall not be the subject of further debate at this meeting. Questions received after the despatch of the agenda, but before the deadline, will be shown on the Schedule of Addenda circulated at the meeting, together with any written response which is available at that time.

- 4. Burford Community College - Phase 3 New 8 Classroom Teaching Block and Drama Studio** (Pages 1 - 6)

Forward Plan Ref: 2009/098

Contact: John Phipps, Service Manager, School Organisation & Planning (01865 816455)

12.15 midday

Report by the Interim Director for Children, Young People & Families (**CMDSI4**)

- 5. Proposed Expansion of Madley Brook Primary School, Witney**
(Pages 7 - 30)

Forward Plan Ref: 2009/142

Contact: Barbara Chillman, Principal Officer School organisation, Performance and Quality assurance (01865 816459)

12:20 pm

Report by the Interim Director for Children, Young People & Families (**CMDSI5**)

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Division(s): Burford & Carterton North East
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DETAILED PROJECT APPRAISAL

APPRAISAL NO. ED 714

NAME OF SCHEME: Burford Community College – Phase 3
New 8 Classroom Teaching Block and Drama Studio

START YEAR: 2009/2010

BASIS OF ESTIMATE: Mouchel estimate based on agreed sketch scheme.

1. INTRODUCTION

Burford Community College has had a large number of temporary classrooms provided over the last 35 years to cater for growth in pupil numbers at the school. Two phases of new build replacement completed in 2005 and 2007 has enabled the removal of about half of the temporary buildings. The proposed third phase, which is the subject of this approval, will provide a further 8 new classrooms and a drama studio and the removal of all remaining 10 temporary classrooms.

The removal of all the temporary buildings from the school site will be a condition of the planning approval for the scheme and the school have confirmed their agreement to their removal on completion of the new build.

The scheme has the full support of staff and the School's governing body.

2. DESCRIPTION OF PROJECT

The proposed works will provide 8 classrooms with storage space, staff workbase, a drama studio with costume and scenery store and faculty office together with pupil and staff toilets, ancillary accommodation, siteworks, external services and landscaping.

The works include clearance of the redundant farm buildings, paving and grassed areas around the new building, the demolition and removal of the remaining 10 temporary classrooms on completion of the new building and the reinstatement of grounds with an extension to the tennis court and re-provision of grassed areas.

The school will take forward a rationalisation and re-allocation of their existing accommodation in order to provide for the internal relocation and integration of the Learning Support Department currently situated in inappropriate temporary accommodation remote from other school buildings.

3. JUSTIFICATION AND ASSESSMENT OF NEED

The County Council's Asset Management Plan has identified as a high priority the suitability and condition issues associated with the high number of teaching classrooms in ageing temporary buildings. An AMP priority is to replace temporary buildings that are beyond economic repair by the provision of permanent built accommodation.

The condition of the existing temporary buildings reflects their age and has a growing repairs and maintenance liability as identified in the Assessed Need Report. The total cost of assessed needs for both delegated and non-delegated work was £25,200 in 2007/08 in respect of the temporary classrooms that will be removed as part of this project but this figure will increase significantly as most of the temporary buildings are now considered to be beyond economic repair. The proposed work will have a significant impact in reducing the outstanding suitability and condition issues at the school, and will offer the opportunity for better educational attainment. There will be revenue savings due to the school using newly refurbished buildings and there will be a reduction in repairs and maintenance liabilities.

The temporary classrooms generally have inadequate ventilation and lighting and pupils and staff do not have access to toilet accommodation in the near vicinity. These accommodation issues have a direct impact on teaching and learning. The new accommodation is situated next to the earlier phases of new classroom accommodation and will reduce the amount of walking time at class changeovers between teaching periods. Each of these factors will offer the opportunity for an improvement in educational attainment at the school.

4. OTHER OPTIONS

There are two other options available.

The first option is to do nothing. This will leave the school with 10 classrooms in temporary buildings and will require the continued maintenance of the buildings that are beyond economic repair. This will fail to address suitability or condition issues, it will incur rising repairs and maintenance costs and it will fail to achieve savings in the assessed needs cost of £25,200 as identified above.

The second option would be to replace the temporary classrooms with new temporary units at a cost of approximately £1m. This will fail to address the suitability issues and will only achieve a reduction in repairs and maintenance liabilities in the short term. The other benefits of educational attainment noted above will not be achievable.

5. FINANCIAL IMPLICATIONS (See attached Resource Appraisal)

(i) Capital

The estimated cost of the project inclusive of professional fees is £2,500,000.

This will be met from a school contribution from their Devolved Formula Capital Grant (£100,000) and the balance (£2,400,000) will be met from government loan sanction provided as part of Oxfordshire's Supported Capital Expenditure allocation. The scheme is identified in the Capital Programme Forward Plan.

(i) Revenue

Day to day revenue costs will be met through the schools delegated budget.

The net floor area of the school will increase by 247 m² as a result of these works and this will be reflected in an adjustment in the school's funding formula.

There will be a reduction in the Delegated and Non-delegated Repairs and Maintenance Liability following a reduction in the Assessed Needs Costs

(ii) Risk

An assessment of risk has been carried out by Property Services and Mouchel and a Risk Register is being maintained for the project.

(iii) Whole Life Appraisal

Whole life appraisal techniques have been integrated within the design development of this project to reduce running costs to the end user.

6. ENVIRONMENTAL IMPLICATIONS

The building work will be carried out in accordance with the planning permission issued by the County Council. The design, materials and landscaping will be as specified in the planning consent.

The design provides for natural passive ventilation and solar shading without depriving the internal areas of natural lighting, as per "Guidelines for Environmental Design in Schools - Building Bulletin 87". Heating will be provided by an air source heat pump giving significant energy and carbon savings over traditional boiler plant.

The building is expected to receive a "Good" rating in the Building Research Establishment's Environmental Assessment Method (BREEAM). Pre-Assessment estimation, which allows a quick evaluation of the likely environmental rating a building would achieve under a formal BREEAM Schools assessment.

The sustainability principles applied to the design incorporate the values of comfort, good internal environment (heating, lighting, ventilation) and adequacy to the teaching areas. The existing quality of the site and landscape will be enhanced by re-provision of the same number of trees that will be lost. The scheme takes into account the current services and building features and in so doing will make efficient use of the available resources.

JIM CROOK

Interim Director for Children, Young People & Families

SUE SCANE

Assistant Chief Executive & Chief Finance Officer

NEIL MONAGHAN

Head of Property, Environment & Economy

Contact Officer: John Phipps, Service Manager – Capital Planning,
School Organisation and Planning,
Children, Young People & Families Directorate
Tel: (01865) 816455

October 2009

Resource Appraisal

Status: Detailed Project Approval

Appraisal Ref: ED 714

Capital Project: Burford Community College - Phase 3
New 8 Classroom Teaching Block and Drama Studio

Price Base: 1st qtr 2010

Capital Expenditure and Financing

Cost of Project	2007/08	2008/09	2009/10	2010/11	20011/12	2012/13	Total
	£000	£000	£000	£000	£000	£000	£000
Purchase - Land & Buildings							-
Construction		16	100	2,064			2,180
Furniture/Equipment							-
Other works							-
Consultant Fees			50	150			200
Other Fees & Charges			20				20
Risk / Contingency					100		100
Total Estimated Payments	-	16	170	2,214	100	-	2,500

The Net Construction Cost per square metre is ; New Build £1,907

Funding of Project	2007/08	2008/09	2009/10	2010/11	20011/12	2012/13	Total
	£000	£000	£000	£000	£000	£000	£000
Credit Approval (Borrowing)		16	110	2,194	80		2,400
Capital Receipt(s) (Corp.Resources)							-
Contribution From Third Parties			60	20	20		100
Grant(s) (Children's Centre Prog)							-
Revenue Contribution(s)							-
Other							-
Total Financing	-	16	170	2,214	100	-	2,500

Revenue Implications **

Corporate Costs

Capital Financing (Cost of borrowing)			4	72	221		
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Service Implications

	2007/08	2008/09	2009/10	2010/11	20011/12	2012/13	Total
	£000	£000	£000	£000	£000	£000	£000
Employees							
Running Costs							
Income							
Less net current cost							
Net Cost/(Saving) to Service	0	0	0	0	0	0	0

Staffing	2007/08	2008/09	2009/10	2010/11	20011/12	2012/13	Total
	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Additions/(Savings) resulting from the project							

** Repair and maintenance liabilities of approx. £25,200 will be removed (see Section 3)

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Division(s): Witney East

CABINET MEMBER FOR SCHOOLS IMPROVEMENT 4 NOVEMBER 2009

PROPOSED EXPANSION OF MADLEY BROOK PRIMARY SCHOOL, WITNEY

Report by the Interim Director for Children, Young People & Families

Introduction

1. On 21 July 2009 Cabinet agreed to the publication of formal proposals to expand Madley Brook Primary School from 1-form entry to 1.5-form entry. The report outlining the basis for that decision is attached at Annex 1.
2. Notice of the prescribed alterations to the School (Annex 2) was published by the Authority for four weeks in the Witney Gazette between 2 September 2009 and 30 September 2009 and in accordance with legislation the notice was also posted at the school gate and local library. A copy of the proposal (Annex 3) and notices were also sent to the governing body and the Secretary of State and posted on the Oxfordshire County Council website.
3. The decision-making power in terms of determining the notice lies with the Cabinet or can be delegated to the Cabinet Member for Schools Improvement. This follows decisions taken by the Cabinet in July 2007 under new legislation encompassed in the Education & Inspections Act 2006 (EIA 2006) whereby School Organisation Committees were abolished and arrangements became the responsibility of the relevant local authority. In meeting as 'decision-maker' the Cabinet or Cabinet Member must have regard to government guidance and statutory timescales otherwise a decision can be referred to the independent Schools' Adjudicator for reconsideration. Also at its meeting in July 2007 the Cabinet confirmed that in considering notices as 'Decision-maker' it was necessary for the Chairman of the Council to determine that the decision could not be subject to 'call-in' as this would, in most cases, mean that the Cabinet's role would be negated by referral to the Schools' Adjudicator. The Cabinet decision must be made within 2 months of the close of the notice period.
4. As no representations in relation to the proposal have been received the decision is referred to the Cabinet Member for Schools Improvement. The proposed implementation date for the proposal is 1 September 2010.

The Proposal

5. The proposal is to increase the admission number from 30 to 45 children, on a permanent basis from September 2010. This will eventually increase the school's total roll from 180 children in Years 1-6 to a maximum of 270.

6. To accommodate this increase, two additional classrooms will be needed by September 2012. Detailed feasibility work is underway, which will also consider the need to increase other spaces, including those shared with Springfield School, such as car parking and the school hall.

Representations

7. No representations have been received in relation to this notice during the statutory consultation process.

Making a Decision

8. In terms of reaching a decision all proposals should be considered on their merits but the following factors should be borne in mind but are not considered to be exhaustive. The Cabinet Member for Schools Improvement must be satisfied that the statutory consultation has been carried out prior to the publication of the notice. Details of the consultation should be included in the proposals. The Decision Maker must be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can make a decision on the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.
9. **The effect on standards, school improvement and diversity.** The government aims to create a dynamic system shaped by parents that delivers excellence and equality, closing weak schools, encouraging new providers and popular schools to expand. Decision Makers should be satisfied that the proposals will contribute to raising local standards of provision and improved attainment and consider the impact on choice and diversity. They should pay particular attention to the effect on groups that tend to under-perform including children from certain ethnic minorities and deprived backgrounds. The decision-maker should consider how the proposals will help deliver the 'Every Child Matters' principles.
10. **School characteristics.** The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise and whether there is supporting evidence to support the extension and take into account the existence of capacity elsewhere. The decision-maker needs to consider the accessibility of the provision for disadvantaged groups as the provision should not unduly extend journey times or cost.
11. **Funding and land.** The decision-maker should be satisfied that any capital required to implement the proposals will be available.

Financial and Staff Implications

12. The financial implications of the report are linked to the capital works that will be carried out should the proposals be approved, and these will be the subject of a separate detailed project approval. Developer contributions are already held against the future expansion of the school. There will also be on-costs for the school for additional staff and increased maintenance requirements.

Equality & Inclusion Implications

13. No equality or inclusion issues were raised.

RECOMMENDATIONS

14. **The Cabinet Member for Schools Improvement is RECOMMENDED to either:**
- (a) reject the proposals;**
 - (b) approve the proposals;**
 - (c) approve the proposals with a modification (e.g. the proposal implementation date); or**
 - (d) approve the proposals subject to them meeting a specific condition.**

JIM CROOK

Interim Director for Children, Young People & Families

Background papers: Initial consultation document; letter of concern received during initial informal consultation from Springfield School; response from OCC to Springfield School

Contact Officer: Barbara Chillman, Principal Officer School Organisation, Commissioning, Performance and Quality Assurance, Tel: 01865 816459

October 2009

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Division(s): Witney East

CABINET– 21st July 2009**PROPOSAL TO EXPAND MADLEY BROOK PRIMARY SCHOOL,
WITNEY****Report by Children, Young People & Families****Introduction**

1. Madley Brook Community School in Witney opened in 2003 to serve the new Madley Park housing development. It shares its site with Springfield Special School for children with complex learning difficulties. Madley Brook Primary School opened as a one-form entry school, and until now has been admitting 30 children into reception each year.
2. For September 2008, the school received 39 first preferences, leading to parents being refused their preferred choice of school. For September 2009 the school has received 49 first preferences. Primary Care Trust records and the annual census of children in private, voluntary and independent early years settings show that this demand, from within the catchment area, is likely to continue. Several other Witney schools are also at capacity, and numbers are rising, with more housing planned across the town.
3. The school has agreed to take 45 children in September 2009 as a temporary measure to meet this demand. To accommodate this increase, minor works will take place by September 2009 to provide sufficient space for the Foundation Stage.

The Proposal

4. The proposal is to increase the admission number from 30 to 45 children, on a permanent basis from September 2010. This will eventually increase the school's total roll from 180 children in Years 1-6 to a maximum of 270.
5. To accommodate this increase, two additional classrooms will be needed by September 2012. Detailed feasibility work will also consider the need to increase other spaces, including those shared with Springfield School, such as car parking and the school hall.

Representations

6. During the informal consultation phase (27 March 2009 - 22 May 2009) two meetings were held at the school for parents to discuss their concerns with County Council officers and the headteacher. Parents at these meetings wanted more information about the impact of the expansion on teaching, specifically the move from single-age classes to mixed age classes. The headteacher explained how teaching would be structured, and there were no written concerns submitted about this aspect of the proposal.
7. A consultation document (Annex 1) was sent to parents of children at both Madley Brook Primary School and Springfield School, as well as to local councillors, other primary schools and early years providers in Witney, and the local library; it was also available on the OCC website. Fourteen responses were received.
 - Ten responses were from parents of children already at the school, or of younger children living in Madley Park. All supported the proposal, several commenting on the importance of attendance at the local school for strengthening the sense of community.
 - One of these parents, while supporting the expansion overall, expressed some concern whether the increase in the ratio of mainstream children at Madley Brook Primary School to special needs children at the collocated Springfield Special School would be overwhelming for the special needs children.
 - Two responses were from early years providers within Witney, both of whom supported the expansion.
 - One response was received from Witney Community Primary School, concerned that the expansion of Madley Brook Primary School would have a detrimental effect on their own roll. However, in the light of rising pupil numbers in the area, we believe that demand for places at this school is likely to be sustainable.
 - The Governing Body at the collocated Springfield School responded in some detail about their concerns, and their letter is attached as Annex 2. The response from the County Council is attached as Annex 3. Essentially this school wished to be reassured on the following points:
 - i. Springfield School's continued equivalent access to facilities shared with Madley Brook Primary School, such as the hall, library and ICT room.
 - ii. Provision of staff facilities such as parking.
 - iii. The effect that increased wear and tear from higher pupils numbers might have on revenue costs to be met by Springfield School.
 - iv. The need for additional storage space.
 - v. Whether the extension of Madley Brook Primary School would preclude any possible future expansion of Springfield School.The response from the County Council addressed these points, and sought to reassure Springfield School that they would have further opportunities to contribute to the design process for the extended school.

8. As representations in relation to the proposal have been received, the decision on whether to publish a formal statutory proposal is referred to the Cabinet rather than the Cabinet Member for Schools Improvement.

Making a Decision

9. As this is a proposal to increase the size of the school by 50%, it is subject to statutory procedures, as established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments)(England) Regulations 2007 which came into force on 21 January 2008).
10. A decision is now required as to whether to publish formal proposals for this expansion. If approved, a statutory notice would be published in autumn 2009, followed by a formal consultation period of four weeks. The decision-making power in terms of determining the notice will lie with the Cabinet, and a report will be put to the Cabinet Member for Schools Improvement if no representations are received, or to Cabinet if representations are received, for a final decision in due course.
11. The Cabinet must be satisfied that the statutory consultation has been carried out prior to the publication of the notice.

Financial and Staff Implications

12. The financial implications of the report are linked to the capital works that will be carried out should the proposals be approved, and these will be the subject of a separate detailed project approval. Developer contributions are already held against the future expansion of the school. There will also be on-costs for the school for additional staff and increased maintenance requirements.

RECOMMENDATIONS

The Cabinet is RECOMMENDED to approve the publications of a statutory notice for the expansion of Madley Brook Primary School, Witney.

JANET TOMLINSON
Director for Children, Young People & Families

Background papers: consultation document; letter from Springfield School; County Council response to Springfield School

Contact Officer: Allyson Milward, Service Manager, School Organisation,
Commissioning, Performance and Quality Assurance,
01865 816447

June 2009



PUBLIC NOTICE

Proposed Enlargement at Madley Brook Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Oxfordshire County Council intends to make a prescribed alteration to Madley Brook Community Primary School, The Bronze Barrow, Cedar Drive, Witney OX28 1AR from 01 September 2010.

Current numbers of 3 and 4 year olds on Madley Park are high and the school has seen a sustained increase in demand for places over the last two years. The Local Authority proposes to increase the admission number at the school from 30 to 45, which will require an increased capacity and an extension to the school. In the first instance the increased numbers will be accommodated within existing space, with some alterations required; from September 2012 two more classrooms and other spaces will be required.

The current capacity of the school is 205 and the proposed capacity will be 270. The current number of pupils registered at the school is 171. The current admission number for the school is 30 and the proposed admission number will be 45.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Barbara Chillman, Principal Officer, School Organisation, Oxfordshire County Council, County Hall, New Road, Oxford, OX1 1ND. Tel: 01865 816453. E-mail: propertyassets@oxfordshire.gov.uk or at www.oxfordshire.gov.uk

Within four weeks from the date of publication of these proposals (30th September), any person may object to or make comments on the proposal by sending them to the postal or email address above.

Signed: Janet Tomlinson Director for Children, Young People & Families

Publication Date: Wednesday 2nd September 2009

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PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in or provided in relation to proposals

Insert the information asked for in the expandable box below each section.

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

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

1. The name, address and category of the school and a contact address for the local education authority who are publishing the proposals.

Madley Brook Community Primary School, The Bronze Barrow, Cedar Drive, Witney OX28 1AR

Oxfordshire County Council, County Hall, New Road, Oxford, OX1 1ND

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

The admission number will be increased from 30 to 45 on a permanent basis from September 2010; additional accommodation will be constructed by September 2012.

Objections and comments

3. A statement explaining the procedure for making representations, including—
- (a) the date by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Any objections or comments should be submitted in writing by 30th September 2009 to:
Barbara Chillman, Principal Officer School Organisation, Oxfordshire County Council
County Hall, New Road, Oxford OX1 1ND
Tel: 01865 816453 / Email: propertyassets@oxfordshire.gov.uk

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

Current numbers of 3 and 4 year olds on Madley Park are high and the school has seen a sustained increase in demand for places over the last two years. In September 2009 the school will admit 45 pupils against an admission number of 30, and data indicates that this level of demand will be sustained. The Local Authority therefore proposes to increase the admission number at the school from 30 to 45 on a permanent basis from September 2010.

To accommodate this increase, by September 2012 two new classrooms will need to be built, along with other spaces in line with DCSF Building Bulletin 99. Until then the school has sufficient capacity, although some alterations have been required to accommodate the additional reception class children arriving in September 2009.

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 or paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007, the proposals must also include—

- (a) details of the current capacity of the school and where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The current net capacity of the school for Years 1-6 is 205. In the first instance, the net capacity will not be increased, as the school was built with two more classes than required for a 1 form entry to allow for future growth. The construction of two more classrooms by September 2012 will bring the net capacity to 270 in Years 1-6.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

Currently 30 children are admitted to each age group. It is proposed to increase this to 45 pupils for the Reception class from September 2010.

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

Not applicable.

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

At the pupil census of January 2009 only Year 5 (9-10 year-olds) had fewer children than the indicated admission number (23 pupils).

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 to 4, and 7 and 8 of Schedule 2 or paragraphs 1, 2, 8, 18 and 19 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 a statement of the number of pupils at the school at the time of the publication of the proposals.

At the pupil census of January 2009 there were 172 pupils in Years 1-6 (with another 78 in the Foundation Stage).

Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Not applicable

Additional Site

7.—(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

No new site will be required.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

Not applicable

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 7 or 14 of Schedule 2 or 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 —

- (a) the number of pupils for whom boarding provision will be removed if the proposals are approved;

Not applicable

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

Not applicable

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

- (a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in area will be discouraged.

Not applicable

Objectives

10. The objectives of the proposals.

The school has seen a sustained increase in demand for places over the last two years, and applications and local data indicate that a demand for 45 places is likely to be sustained. Other neighbouring schools are either already full or have insufficient space to take these pupils. This proposal is therefore to meet a current and sustained demand for places.

Consultation

11. Evidence of the consultation before the proposals were published including—

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;

- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

- (a) A consultation document was sent to:
 - parents of children at both Madley Brook Primary School and Springfield School;
 - staff and governors at both Madley Brook Primary School and Springfield School;
 - county and district councillors for Witney;
 - other primary schools in Witney: West Witney County Primary School; Queen's Dyke School; Tower Hill Community Primary School; Witney Community Primary School; The Batt CE Voluntary Aided Primary School; Our Lady Of Lourdes Catholic Primary School; St Mary's Church of England Infants School; The Blake CE Primary School;
 - early years providers in Witney: Ceewood Pre-school Playgroup; Farmhouse Nursery School; Kindergarton (Thorney Leys); Stepping Stones Day Nursery; Broadhill Pre-school; Cogges Under-5s association;
 - secondary schools in Witney: Wood Green School and Henry Box School.
 - It was also available on the OCC website, and at Witney library.
- (b) There were no public consultation meetings.
- (c) Fourteen responses to the consultation document were received.
 - Ten responses were from parents of children already at the school, or of younger children living in Madley Park. All supported the proposal, several commenting on the importance of attendance at the local school for strengthening the sense of community.
 - One of these parents, while supporting the expansion overall, expressed some concern whether the increase in the ratio of mainstream children at Madley Brook Primary School to special needs children at the collocated Springfield Special School would be overwhelming for the special needs children.
 - Two responses were from early years providers within Witney, both of whom supported the expansion.
 - One response was received from Witney Community Primary School, concerned that the expansion of Madley Brook Primary School would have a detrimental effect on their own roll.
 - The Governing Body at the collocated Springfield School responded in some detail about their concerns. Essentially this school wished to be reassured on the following points:
 - Springfield School's continued equivalent access to facilities shared with Madley Brook Primary School, such as the hall, library and ICT room.
 - Provision of staff facilities such as parking.
 - The effect that increased wear and tear from higher pupils numbers might have on revenue costs to be met by Springfield School.
 - The need for additional storage space.
 - Whether the extension of Madley Brook Primary School would preclude any possible future expansion of Springfield School.
- d) All applicable statutory requirements in relation to the proposals to consult were complied with.
- (e) The full consultation document is attached to this proposal as appendix 1.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

The first phase of works is complete; £60,000 has been funded by the local authority with some additional work funded by the school. An indicative sum of £1m has been incorporated in the forward capital programme against the costs of phase 2 capital works by 2012. The feasibility process to identify firm costs is underway, and a detailed project appraisal will be presented in due course. It is anticipated that capital works will be largely funded by the local authority; a minor contribution may be sought from the school's devolved formal capital.

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

£287,733 is being held from S106 contributions towards this expansion. The balance of the cost of these proposals would be prioritised by the local authority and will be included in the next release of the forward capital programme for 2010/11-2011/12, and be confirmed by Cabinet in due course

Age range

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

Not applicable

Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

Not applicable

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

Not applicable

- (c) evidence of parental demand for additional provision of early years provision;

Not applicable

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school;

Not applicable

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

Not applicable

Changes to sixth form provision

16. (1) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (a) improve the educational or training achievements;
- (b) increase participation in education or training; and
- (c) expand the range of educational or training opportunities for 16-19 year olds in the area.

Not applicable

(2) Where the proposals are to alter the upper age limit of the school so that the school will provide sixth form education, the proposed number of sixth form places to be provided.

Not applicable

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

Not applicable

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

Not applicable

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

Not applicable

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children;

Not applicable

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

Not applicable

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

Not applicable

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

Not applicable

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision;

Not applicable

- (d) a statement as to how the authority believe that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

Not applicable

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;

- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

Not applicable

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex education in the area;

Not applicable

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

Not applicable

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

Not applicable

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area;

Not applicable

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

Not applicable

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

Not applicable

Need or demand for additional places

24. If the proposals involve adding places—

- (a) a statement and supporting evidence of the need or demand for the particular places in the area;

For 2008/09, the school was oversubscribed from within its designated area, receiving 39 first preference applications. For 2009/10 the school has 44 first preference applications, out of 80 total applications. The number of children in the area is growing due to additional housing being built.

Primary Care Trust records and the annual census of children in the age group based within the school's catchment area in private, voluntary and independent settings are indicating strong growth in demand in Witney.

Our current forecasts for school demand in Witney, based on demographic data (births, fertility rates and details of new housing), as well as historical patterns of parental preference, show that by 2011 there will be a shortfall of 33 reception places across the town if all schools remain at their current admission numbers; by 2015 this shortfall will rise to 50. This only includes the impact housing included in approved planning permissions and district council approved housing allocations within the structure plan; it does not include the likely increased allocations of housing to be published in the current district council Local Development Framework consultations.

- (b) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

Not applicable

- (c) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

Not applicable

25. If the proposals involve removing places—

- (a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice;

Not applicable

- (b) a statement on the local capacity to accommodate displaced pupils.

Not applicable

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraphs 1 and 2 of Part 1 to Schedule 2 and paragraphs 12 and 13 of Part 2 to Schedule 2; ;

(b) (for proposals published by the LA) paragraphs 1 and 2 of Part 1 to Schedule 4.

of the Prescribed Alteration regulations.

(3) Whilst not required by regulations to provide this information for any LA proposals to expand a voluntary or foundation school, it is desirable to provide this below.

This is a popular school, as shown by the high level of first preference applications for 2008 and 2009. The school's Ofsted report of October 2008 stated that "Parents are very positive about the school and how it cares for their children. One parent reflected the views of many when commenting, 'We couldn't have wished for a better start to our children's education. This is a great school.' "

The school already evidences success, and has the capacity for greater success in the future. In 2007, the number of Key Stage 2 children reaching or exceeding the expected level of attainment was above county and national averages. The school had the highest average point score and the highest contextual value added score in the town.

The 2008 Ofsted report noted that, although standards have varied significantly over time, because of the high numbers of pupils joining the school, standards are now rising, and the school's monitoring shows that more pupils are on track to attain the higher levels in 2009. Ofsted found that the recently appointed headteacher "has a good understanding of the school's strengths and weaknesses, and she is providing a clear direction in school improvement... There is a shared commitment to bring about improvement and, already, good evidence of successful outcomes with improved standards in reading. This demonstrates that the school has a good capacity to improve."

Among the school's strengths, Ofsted noted "From its initial opening in 2003, the school has established a clear identity and developed an excellent and inclusive ethos. There is an outstanding sense of community spirit among pupils, staff, governors and parents.

Excellent links exist with the co-located special school and pupils work and play together extremely well. They show outstanding levels of cooperation, respect and tolerance towards people with different needs. Pupils have an eagerness to learn and participate fully in all the school has to offer. Behaviour is excellent.”

Additional information in the case of special schools

26. Where the proposals relate to a special school the following information must also be provided—

- (a) information as to the numbers, age range, sex and special educational needs of the pupils (distinguishing boarding and day pupils) for whom provision is made at the school;

Not applicable

- (b) information on the predicted rise or fall (as the case may be) in the number of children with particular types of special educational needs requiring specific types of special educational provision;

Not applicable

- (c) a statement about the alternative provision for pupils who may be displaced as a result of the alteration;

Not applicable

- (d) where the proposals would result in the school being organised to make provision for pupils with a different type or types of special educational needs with the result that the provision which would be made for pupils currently at the school would be inappropriate to their needs, details of the other schools which such pupils may attend including any interim arrangements and transport arrangements to such schools;

Not applicable

- (e) where the proposals relate to a foundation special school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Not applicable