

Notice of Meeting

Cabinet Member for Education Decisions

**Date & time**

Tuesday, 13 June
2017 at 3.30 pm

Place

Committee Room C,
County Hall, Kingston
upon Thames, Surrey
KT1 2DN

Contact

Andrew Baird & Joss Butler
Room 122, County Hall
Tel 0208 541 7609 or 0208
541 9702

Chief Executive

David McNulty

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This meeting will be held in public. If you would like to attend and you have any special requirements, please contact Andrew Baird & Joss Butler on 0208 541 7609 or 0208 541 9702.

Elected Members

Mrs Mary Lewis

AGENDA

1 DECLARATIONS OF INTEREST

All Members present are required to declare, at this point in the meeting or as soon as possible thereafter

- i. Any disclosable pecuniary interests and / or
- ii. Other interests arising under the Code of Conduct in respect of any item(s) of business being considered at this meeting

NOTES:

- Members are reminded that they must not participate in any item where they have a disclosable pecuniary interest
- As well as an interest of the Member, this includes any interest, of which the Member is aware, that relates to the Member's spouse or civil partner (or any person with whom the Member is living as a spouse or civil partner)
- Members with a significant personal interest may participate in the discussion and vote on that matter unless that interest could be reasonably regarded as prejudicial.

2 PROCEDURAL MATTERS

a Members' Questions

The deadline for Members' questions is 12pm four working days before the meeting (07/06/2017).

b Public Questions

The deadline for public questions is seven days before the meeting (06/06/2017).

c Petitions

Notice of Petition

Received from Elena van der Graaf, 575 signatures

Children born 1Apr–31Aug are not required to start school until the September following their 5th birthday (Compulsory School Age or CSAge). If parents wish for them to start in reception at CSAge, rather than year1, they must ask the admissions authority. Legally, the decision about when a child starts full time education is solely down to the parents. The School Admissions Code states that the admissions authority must then decide which year group is in the child's best interests to join - reception or year1. If placed in year1, the child will miss a whole year of essential/critical education, which is not in their best interests, and defies the government's position on school attendance. Unlike other LAs, Surrey County Council does not adopt a flexible approach to these requests. Parents are routinely advised that, without exceptional circumstances, their child will be placed directly into year1 or miss a year later on if reception entry is agreed. We urge Surrey County Council to allow summer born children to start at CSAge in reception and continue their

education with that cohort, if this is their parents' wish.

A response will be tabled at the meeting.

3 SELECTION OF PREFERRED PROPOSER FOR THE HORLEY NORTH WEST FREE SCHOOL (Pages 1 - 58)

Under Section 6A of the Education and Inspections Act 2006 (the 'free school presumption'), where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish a Free School. Surrey County Council (SCC) has identified the need to establish a new two Form Entry (2FE) Primary School in the North West Sector of Horley to open in September 2020. The Authority has therefore sought proposals from appropriate sponsors to open this new school. The window for the receipt of applications ran from 6 February 2017 to 31 March 2017.

4 PROPOSED EXPANSION OF OAKWOOD SCHOOL (Pages 59 - 84)

Surrey County Council (SCC), has consulted on a proposal to expand Oakwood School by one form of entry from September 2018 and a further one form of entry in September 2019 (making a two form entry expansion, in total). The Education Consultation was conducted between 24 April 2017 and 22 May 2017.

The Cabinet Member for Education is asked to review the education rationale for the project and summary of the consultation process/feedback provided within this report and associated annexes and, on that basis, decide whether to determine the associated Statutory Notice.

David McNulty
Chief Executive
Published: 5 June 2017

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Thank you for your co-operation

SURREY COUNTY COUNCIL**CABINET MEMBER FOR EDUCATION****DATE: 13 JUNE 2017****LEAD OFFICER: JULIE FISHER, DEPUTY CHIEF EXECUTIVE****SUBJECT: SELECTION OF PREFERRED PROPOSER FOR THE HORLEY NORTH WEST FREE SCHOOL****SUMMARY OF ISSUE:**

Under Section 6A of the Education and Inspections Act 2006 (the 'free school presumption'), where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish a Free School. Surrey County Council (SCC) has identified the need to establish a new two Form Entry (2FE) Primary School in the North West Sector of Horley to open in September 2020. The Authority has therefore sought proposals from appropriate sponsors to open this new school. The window for the receipt of applications ran from 6 February 2017 to 31 March 2017.

RECOMMENDATIONS:

It is recommended that the Cabinet Member for Education review the background to the project and summary of Internal Assessment Panel scoring process provided within this report and associated Annexes and, on that basis, decide on a preferred proposer to open and operate the new 2FE Primary Free School in North West Horley from September 2020 and to submit this preference to the Secretary of State for Education for their consideration.

REASON FOR RECOMMENDATIONS:

There is an increasing demand for primary school places in the Horley area, which reflects a rise in the primary-age population over recent years. This demand will be augmented by the Westvale Park development in North West Horley which is due to deliver over 1,500 new homes across the period 2016/17 to 2026/27. The proposal to create a new 2FE Primary Free School in Westvale Park represents SCC's strategy to deliver additional places in this area and thereby meet rising demand. Accordingly, SCC has undertaken the requisite competition process to seek proposers for the new Free School and six formal bids were received as part of this. Of these bids, the Internal Assessment Panel scored the submission of Aurora Academies Trust the highest, on the grounds that the '8 Pillars' educational model and vision, together with the 'Paragon' curriculum were particularly well suited to adding an exciting new dimension to the educational offer in the local area (thereby promoting parental choice).

For these reasons, it is recommended that the Cabinet Member approves the selection of Aurora Academies Trust as the preferred proposer in respect of the Horley North West Primary Free School, for onward communication to the Regional Schools Commissioner.

DETAILS:

Background

1. The Horley Master Plan (HMP) represents a long-term strategy to delivery high-quality, sustainable new development in the town and forms part of Reigate and Banstead Borough Council's 2005 adopted Local Plan. The HMP plans for 2,600 new homes, along with enhanced infrastructure and facilities for local people. The majority of these homes will be provided in the form of two new sustainable urban extensions, which are known as the North East Sector and the North West Sector, as well as on a number of smaller sites in the town. The North East Sector development is now largely complete and includes a new 1FE primary school, which has been operational since September 2014.
2. The North West Sector's marketing name is Westvale Park and this development is the second of the two urban extensions to come forward. Outline planning permission for Westvale Park was granted in December 2014, following extensive consultation and the completion of a Section 106 Agreement secures infrastructure and service improvements. Work on the Westvale Park site began in December 2015 and housing units are expected to complete in the period 2016/17 – 2026/27. When complete, Westvale Park will include:
 - 1,510 market and affordable homes (75% and 25% respectively);
 - a 'Neighbourhood Centre', comprising a community hall, local shops and sites for a place of worship, medical centre, public house/restaurant and employment use;
 - open space and play facilities; and
 - two new link roads connecting the development to the A213 and A217.
3. Westvale Park will also incorporate a new 2FE Primary School which will be located adjacent to the Neighbourhood Centre element of the development. The proposed location of the school is shown on the plan attached to this report as Annex 1. On the basis of child yield data, it is estimated that the development itself will generate approximately 1.5FE worth of additional primary pupil demand within Horley. In addition to fully serving the needs of the development itself, the new school will also therefore be able to accommodate the small amount of surplus demand currently being experienced within the wider Horley area, as shown in the below table:

Year	YR PAN	YR Projection	Projected Surplus
2018/19	300	309	- 9
2019/20	300	302	- 2
2020/21	300	302	- 2
2021/22	300	304	- 4
2022/23	300	308	- 8
2023/24	300	311	- 11
2024/25	300	310	- 10

4. Funding is secured for this school through the associated Section 106 Agreement, which will be supplemented by SCC Basic Need funding, if required. The school site has also been secured in the terms of the Section 106 Agreement, which was seen to be warranted on the basis of the development's scale and the desire for it to be "sustainable" in terms of its supporting infrastructure. The handover of the site to SCC is linked to the

300th occupation within the Westvale Park development, which is currently projected to occur in the fourth quarter of 2018. Given the timescales involved in building a new school, SCC is working on the basis of the new facility being open from September 2020. As the detailed design process is scheduled to commence in September 2017, it is necessary to appoint a proposer at this stage, in order that they can be fully engaged in the design of the new school.

5. Admission to the new school will be to Year R in September 2020 and in all following years, in order that the school grows incrementally, year-on-year, as the initial intake moves its way progressively through the age range. As such, it is projected that the new school would reach its new capacity of 420 places in September 2026, as shown in the table below:

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
2020/21	60	-	-	-	-	-	-	60
2021/22	60	60	-	-	-	-	-	120
2022/23	60	60	60	-	-	-	-	180
2023/24	60	60	60	60	-	-	-	240
2024/25	60	60	60	60	60	-	-	300
2025/26	60	60	60	60	60	60	-	360
2026/27	60	60	60	60	60	60	60	420

Assessment Process

6. Under Section 6A of the Education and Inspections Act 2006 (the 'free school presumption'), where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish a Free School. In line with this, SCC ran an eight week competition between 6 February 2017 and 31 March 2017, in which potential sponsors were invited to submit proposals for the new school. The competition was advertised on SCC's and the Department for Education's (DfE) website. At the close of the application window, bids had been received from six proposers.
7. The Application Form that constituted the basis for assessment contained five sections, in which bidders were invited to provide details of the following:
 - Applicant Details – applicants were asked to provide details of their academy trust.
 - The School – applicants were asked to explain how their organisation's knowledge and experience of the local area would be used to inform plans to establish this particular school.
 - Vision – applicants were asked to explain their vision for the new school and how it met the requirements in the published specification (appended as Annex 2). The vision was expected to cover high academic standards; engagement with the local community; and the needs of looked after children, pupils with Special Educational Needs (SEN) and those in receipt of the Pupil Premium.
 - Education Plan – applicants were asked to explain how their educational offer/curriculum plan met the requirements in the published specification. The Education Plan was expected to present an ambitious, broad and balanced, deliverable curriculum plan which was consistent with the vision and expected pupil intake. Alongside this the proposed staffing structure, strategies for assessment and potential enrichment activities were expected to be provided.

- Capacity and Capability – applicants were asked to provide details that they had the range of skills and abilities necessary to set up and run this new school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding as well as health and safety.

8. The evaluation of the bids received was undertaken by an SCC Internal Assessment Panel on 10 May 2017. The Panel was composed of the Area Education Officer (South East); School Commissioning Officer (South East); School Commissioning Officer (North West); and a Senior Education Consultant from Babcock 4S. For each bid, the five sections listed in paragraph 7 were scored in line with the following four-point scale:

0 = The evidence and argument contained in the application is ‘inadequate’.

1 = The evidence and argument contained in the application is ‘adequate’.

2 = The evidence and argument contained in the application is ‘good’.

3 = The evidence and argument contained in the application is ‘excellent’.

9. Consequently, each of the applications was scored on a scale of 0-15 by the four members of the Panel, which were aggregated to provide an overall score in the range 0-60. The Assessment Panel’s overall scores for each bidder are summarised in the table below:

No.	Proposer	Score
1	Aurora Academies Trust	45
2=	GLF Schools	42
2=	The Collegiate Trust	42
4	Southwark Diocesan Board of Education	41
5	The Kemnal Academies Trust	40
6	Everychild Trust	36

10. The **full bids** are available for further scrutiny, in addition the scoring rationale underpinning the above scores is contained in the assessment sheets appended as Annex 3. The Panel’s overall preference for Aurora Academies Trust was based on the following key points:

- The Panel was genuinely engaged by Aurora’s '8 Pillars' educational model and vision, together with the 'Paragon' curriculum that Aurora had set out in the bid. The pillars are indicated below



- The proposed Paragon model is an approach to humanities at Key Stages 1, 2 and 3. Paragon is split into six units covering different periods of time and places in the world. Each unit incorporates parent and community events that end each learning unit. As such it is intended that the Paragon model is used as a way of increasing parental engagement in teaching and learning and thereby improve parental outcomes.
- The Paragon model and '8 pillars' approach is successfully operated in all Aurora Schools and therefore offers the opportunity for school to school learning in a local cluster and area. This unit based approach, whilst not new within education, is not widely used in the local area and therefore offers difference within the current pattern of provision. Amongst the panel there was a feeling that this would be particularly well suited to adding a different dimension to the educational offer in the local area (thereby promoting parental choice) whilst maintain a traditional focus on established outcome metrics.
- The Panel also felt that Aurora had grasped the local context and expected intake particularly well and reflected this in the formation of the Vision and Education Plan.
- The fact that, with five schools, Aurora represented a small, but firmly established Trust was a distinct advantage in the Panel's view. It was felt that this would lend the necessary capacity in establishing the new school, as well as the ability to truly focus on the school in building it as an individual institution, reflective of the needs of its local community.
- The proximity of the Gatwick School and the added support/capacity that this would bring to the start-up of the new school.

Future Process

11. At the point at which the Cabinet Member has made a formal decision with respect to the Council's preferred proposer, this decision will be relayed to Secretary of State (along with the details of the assessment process), via the Regional Schools Commissioner for South-East England and South London. The Regional Schools Commissioner will then consider the Council's assessments and recommendation before deciding which proposer is in the best position to take forward the new school. The Regional Schools Commissioner will inform the Council and the successful proposer of this decision, and the Council will inform the unsuccessful proposers.

School Building Requirements

12. The rationale for undertaking the appointment of the new school proposer at this stage is to enable their engagement in the development of the design for the new school. In outline, the building work is anticipated to comprise:
- a 420-place Primary School;
 - space for an Early Years setting;
 - external playing field;
 - hard play areas;
 - staff and visitor parking; and
 - such other ancillary facilities as might be required as part of the planning process.
13. The new school building will be designed in line with BB103 guidelines for a 2FE Primary School. SCC will manage and have ultimate budgetary responsibility for the project. The indicative timescales for the build project are set out in the below table:

No.	Action	Date
1	Feasibility Study	March 2017 – July 2017
2	Establishment of project resource	July 2017 – August 2017
3	Design and tender process, including securing planning permission	September 2017 – September 2018
4	Delivery of new school buildings	October 2018 – August 2020
5	New school opens	September 2020

CONSULTATION:

14. Surrey County Council ran an eight week competition between 6 February 2017 and 31 March 2017, in which potential sponsors were invited to submit proposals for the new school. The Authority advised the Department for Education (DfE) of the proposal, in line with guidance, and the proposal was promoted on the DfE website.
15. Further consultation pertaining to the establishment of the new school following confirmation of the approved bidder will be managed by the successful Trust and determined by the Secretary of State in line with the provisions in the Education and Inspections Act 2006.
16. In relation to the master planning process, Reigate and Banstead Borough Council sought to involve all stakeholders in the process of formulating the Horley Master Plan, with a view to taking account of their concerns and ambitions into the plans as they were formulated. In particular, considerable work was undertaken to ensure that the necessary infrastructure, social and recreation facilities could be secured to meet the perceived needs of the new development, and so as to avoid over-burdening services elsewhere in the town. Consultation and engagement with local residents took the form of printed literature, public exhibitions and meetings with defined stakeholder groups.

17. In formulating the specific proposals for the Westvale Park development (and in advance of the submission of the associated outline planning application), the Horley North West Sector Development Consortium undertook consultation with local stakeholders which again incorporated printed literature, public exhibitions and meetings with defined stakeholder groups. This consultation was utilised to inform the further development of infrastructure and service proposals for the development.

RISK MANAGEMENT AND IMPLICATIONS:

18. There are naturally risks associated with the building project required to facilitate the creation of the new school. Ultimately, these are, in large part, related to cost and programme, i.e. the capacity to deliver the requisite project within the defined financial parameters, in line with the timeline for increased demand. A Risk Register is being maintained and updated on a regular basis by the Project Manager of the scheme and this should serve to both mitigate risk (in part) and to provide early foresight of any issues as they materialise. A contingency allowance appropriate to the scheme will be included within the project budget to mitigate for potential identified risks.

Financial and Value for Money Implications

19. The building project associated with this proposal is included in the 2017-22 Medium Term Financial Plan (MTFP). A scheme of works will be developed and agreed by Property Services and this will subsequently go to Cabinet for approval. All schemes are expected to remain within the funding that has been allocated to them in the MTFP.
20. The funding for this scheme comprises a S106 contribution from the developers of Westvale Park, to offset the forecast additional pupil demand created by the development, combined with a contribution from SCC's Basic Need programme, targeted at meeting increased demand in the wider area (primarily driven by increasing birth rates). The forecast S106 contribution amounts to £4.6 million and this will be augmented by an SCC capital sum, in line with the funding gap that is identified within the Feasibility Study. This is reflective of the fact that, at 2FE, the scale of the school means that it will serve pupil growth outside of the development itself.
21. SCC will provide the successful proposer with a one-off grant of £100,000 to cover the non-capital pre-opening development costs associated with establishing a new school, including advance appointment of staff and other costs. In addition to this, after the opening date, the Council will provide support with diseconomies of scale funding based on the number of missing year groups and with funding for classroom resources for new classes. The precise amount will be determined by the growth fund criteria agreed annually with the Schools Forum and/or by the school funding regulations in place at the time. Furthermore, the arrangements may well change as part of the introduction of a National School-level Funding Formula for schools in the near future. However, as an indication, for the 2016/17 financial year, SCC's diseconomies of scale rate was set at £13,500 per missing year group, per academic year. Additionally, £8,000 is presently provided for each new class for non-capital resources. It is expected that all other revenue costs will be met from the school's General Annual Grant, in the normal way.

Section 151 Officer Commentary

22. The basic need scheme for this school is included in the school basic need programme of works and has a funding allocation in the 2017-22 MTFP.

Legal Implications – Monitoring Officer

Free School Presumption

23. Under Section 6A of the Education and Inspections Act 2006 (the ‘free school presumption’), where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish a Free School. In line with this, SCC ran an eight week competition between 6 February 2017 and 31 March 2017, in which potential sponsors were invited to submit proposals for the new school. This report sets out how the Authority will meet its duties in response to increasing demand for school places in Horley, in line with the general increase across the whole of Reigate and Banstead Borough. Under the presumption route the local authority is responsible for providing the site for the new school and meeting associated capital and pre/post-opening costs. Following the competition the local authority assessed all the proposals received and recommends its preferred proposer. Cabinet is asked to adopt the recommendation to select Aurora Academies Trust as its preferred proposer to the Secretary of State.

General Decision-Making

24. In coming to a decision on this issue the Cabinet Member needs to take account of all relevant matters. The weight to be given to each of the relevant matters is for the Cabinet Member to decide. Relevant matters in this context will include the non-statutory advice, the assessment of the proposals, the policy considerations, the impacts of the options on service provision, the medium term financial plan, the Council’s fiduciary duty, any relevant risks, the results of the consultation and the public sector equality duty.

Fiduciary Duty

25. The Council owes a fiduciary duty to its Council tax payers, analogous to that owed by trustees responsible for looking after property belonging to other people. Accordingly in deciding to spend money a local authority must take account of the interests of Council taxpayers who have contributed to the Council’s income and balance those interests against those who benefit from the expenditure. It will also need to act in a prudent way having regard to the short and long term consequences of the decision.

Best Value

26. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision. This will become relevant once the Secretary of State has decided on the preferred proposer and on whom the Secretary of State wishes to enter into a funding agreement.

Equalities and Diversity

27. An Equality Impact Assessment (EIA) has been produced in respect of the proposal to establish this new school, which is appended to this report as Annex 4. The EIA did not identify any significant issues arising from this proposal that would have a disproportionately negative impact on groups with protected characteristics. The Action Plan for the potential issues that were identified is shown below:

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Children in the earlier cohorts will be in a largely empty school for the first years of their education, limiting their social opportunities.	School to support these children with a targeted range of after-school clubs.	September 2020	Free School Sponsor
Public transport links are yet to be established in/to the new development of which this school will be part. There is the potential that poor servicing in this respect could serve to undermine the utility of the new school, from the perspective of parents/carers, pupils and staff with a disability.	Engage with the wider Horley North West Sector Masterplan process, so as to ensure that sufficiently good public transport links are provided to the new school.	September 2018	SCC School Commissioning

28. The school building will comply with Disability Discrimination Act (DDA) regulations.
29. As its own admissions authority, it will be for the new Free School to determine its own admissions arrangements, with the proviso that these must be in line with the DfE's School Admissions Code and School Admissions Appeals Code. In addition, it is a requirement that the school will participate in SCC's coordinated admissions process and Fair Access Protocol.

Corporate Parenting/Looked After Children implications

30. This proposal would provide increased provision for primary places in the area which would be of benefit to the community served by the school. This would therefore also be of benefit to any Looked After Children who have the opportunity to attend the school with this grouping of children receiving the highest priority ranking within the terms of the School Admissions Code.

Climate change/carbon emissions implications

31. The design philosophy is to create buildings that will support low energy consumption, reduce solar gain and promote natural ventilation. The expansion will be undertaken in line with the local planning authority's adopted core planning strategy. In addition, the provision of additional school places to meet local demand is likely to have a positive impact on reducing journey times (and therefore carbon emissions), relative to the scenario of not doing this. The school will be expected to formulate a School Travel Plan which reflects its intake, with a view to ensuring that the majority of pupils attending the school use sustainable modes of transport when travelling to/from school.

WHAT HAPPENS NEXT:

32. Subject to Cabinet Member approval of the recommendation to select Aurora Academies Trust as SCC's preferred proposer to open and operate the new 2FE Primary Free School in North West Horley, the next steps are:
- To submit details of the assessment process and preferred proposer to the Regional Schools Commissioner.
 - Upon receipt of the School Commissioner's final decision with respect to the appointment of a preferred proposer, to notify unsuccessful proposers of the outcome of the competition.
 - To take a Business Case for the associated capital works scheme to SCC's Cabinet at a future date.
 - If approval to the above referenced Business Case is granted, the project will move to delivery, with a view to having the expanded school facilities ready to accommodate the new cohort, in line with the timeline for increased demand.

Contact Officer:

Oliver Gill, School Commissioning Officer, Tel: 020 8541 7383

Consulted:

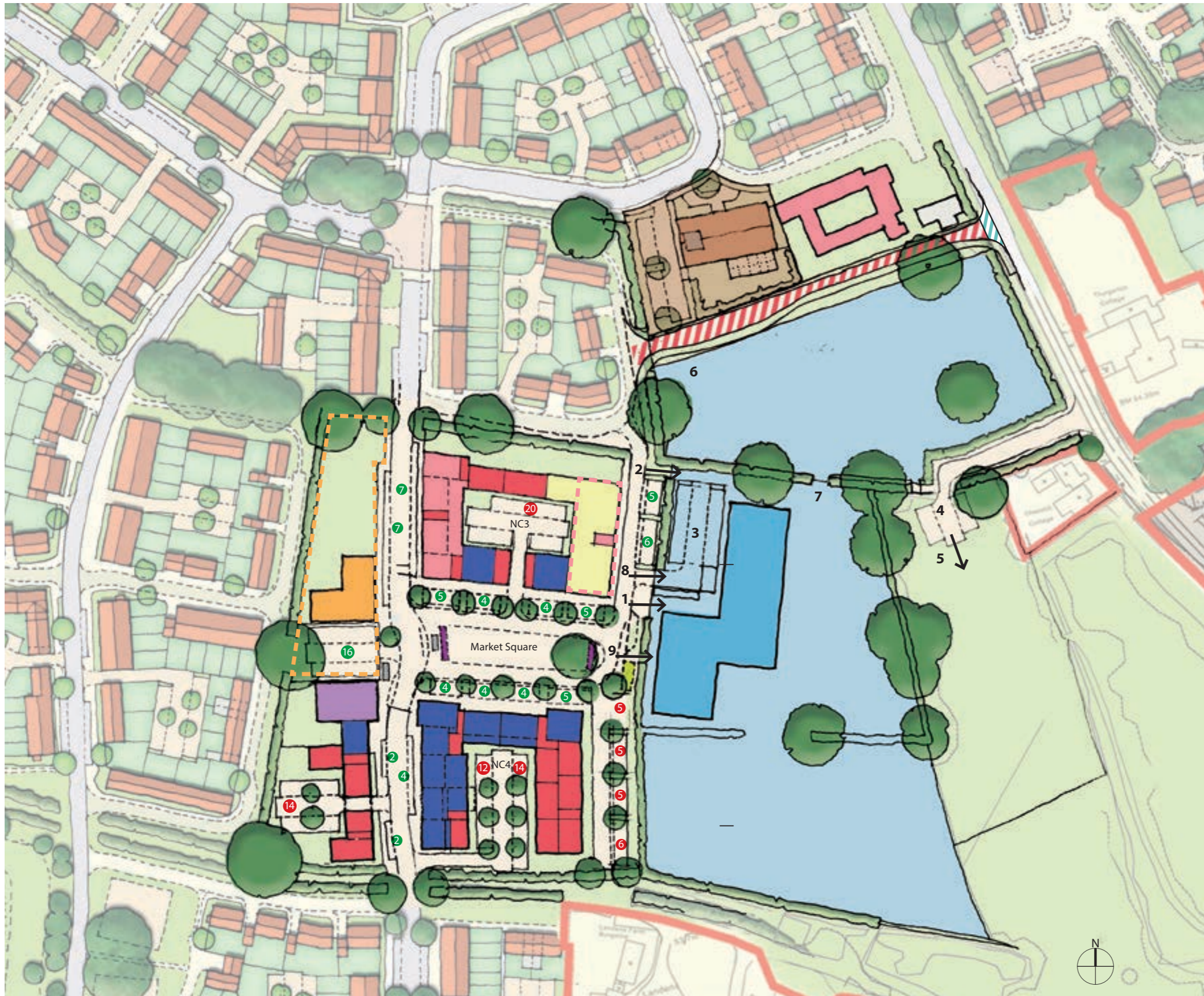
Liz Mills, Assistant Director for Schools and Learning
School Admissions Forum

Annexes:

Annex 1 – Proposed Site Plan
Annex 2 – Specification for a new 2 Form Entry Primary School in North West Horley
Annex 3 – Assessment Panel Scoring Sheets
Annex 4 – Equality Impact Assessment

Sources/background papers:

N/A



- Key**
- School Site (1.87 Ha) incorporating 0.66 Ha for dual use recreation
 - School building - predominantly 2 storeys
 - Faith site (0.18 Ha)
 - Medical Centre 2 floors@ 500sqm - Total 1000sqm
 - North West Sector local shops (minimum of 900sqm)
 - Commercial facilities (up 1000 sqm) ground
 - Commercial facilities (up to 1000 sqm) upper
 - Residential - Flats and cores
 - Public House and restaurant
 - North West Sector neighbourhood hall
 - North West Sector neighbourhood hall site (0.18 Ha)
 - North West Sector recycling facility
 - Bus shelter
 - Cycle stands
 - Temporary bus link
 - Bus only access measure
Form to be agreed with Surrey County Council
 - 7 No. of private parking spaces (Total 81)
 - 7 No. of public parking spaces (Total 104)
 - 1.** Main school entrance (pedestrians)
 - 2.** Nursery entrance
 - 3.** Car Park - 20 spaces
 - 4.** Parking for allotment users (10 spaces)
 - 5.** Access to allotments
 - 6.** Pedestrian access to dual use recreation
 - 7.** Lockable gate between school and 'Dual use recreation area'
 - 8.** Main school entrance (vehicles)
 - 9.** Vehicular access (deliveries)

Plan is indicative only and is subject to a subsequent reserved matters application.

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Specification for a new 2 Form Entry Primary School in North West Horley

**February
2017**

Introduction

Under section 6A of the Education and Inspections Act 2006 (the ‘free school presumption’) where a local authority identifies the need to establish a new school it must, in the first instance, seek proposals to establish an academy. Surrey County Council (SCC) has identified the need to establish a new 2 Form Entry (2FE) Primary School in the North West Sector of Horley to open in September 2020.

The Horley Master Plan (HMP) represents a long-term strategy to delivery high-quality, sustainable new development in the town and forms part of Reigate and Banstead Borough Council’s 2005 adopted Local Plan. The HMP plans for 2,600 new homes, along with enhanced infrastructure and facilities for local people. The majority of these homes will be provided in the form of two new sustainable urban extensions, which are known as the North East Sector and the North West Sector, as well as on a number of smaller sites in the town. The North East Sector development is now largely complete and includes a new 1FE primary school, which has been operational since September 2014.

The North West Sector’s marketing name is Westvale Park and this development is the second of the two urban extensions to come forward. Outline planning permission for Westvale Park was granted in December 2014, following extensive consultation and the completion of a Section 106 Agreement secures infrastructure and service improvements. Work on the Westvale Park site began in December 2015 and housing units are expected to complete in the period 2016/17 – 2026/27. When complete, Westvale Park will include:

- 1,510 market and affordable homes (75% and 25% respectively);
- A new, 2FE Primary School;
- A ‘Neighbourhood Centre’, comprising a community hall, local shops and sites for a place of worship, medical centre, public house/restaurant and employment use;
- Open space and play facilities; and
- Two new link roads connecting the development to the A213 and A217.

This document relates to the opportunity to open and operate the development’s new 2FE Primary School. It is estimated that the development itself will generate the majority of the demand for places at the new school, with this being supplemented by additional demand in the wider Horley area, resulting from elevated birth rates in recent years. Funding is secured for this school through the associated Section 106 Agreement, which will be supplemented by SCC Basic Need funding, if required. The school site has also been secured in the terms of the Section 106 Agreement, which was seen to be warranted on the basis of the development’s scale and the desire it to be “sustainable” in terms of its supporting infrastructure.

The strategy of installing a new free school within this development is also in alignment with Surrey County Council’s School Organisation Plan 2016/17 – 2025/26, available, along with this document and the associated application form, via the following link:

<http://www.surreycc.gov.uk/newschoolproposals>

Surrey County Council will be responsible for the delivery of the new 420-place school building, upon handover of the site (with suitable access) by the developer.

The authority is therefore seeking proposals from appropriate sponsors to open this new school. This school would be deemed a free school. Proposers should complete the Free School Presumption application form and return it electronically to:

schoolorg@surreycc.gov.uk

Completed forms must be received by SCC no later than **5:00pm on Friday 31 March 2017**.

The below tables provides an outline of the key competition and build dates, leading through to the opening of the new Free School building in September 2020:

Free School Competition:		
No.	Action	Date
1	Start of the Free School competition	6 February 2017
2	Closing date for the receipt of proposals from potential Free School sponsors	31 March 2017
3	SCC submits details of the competition and a copy of all proposals to the DfE	7 April 2017
4	SCC Internal Assessment Panel held to assess proposals received	10 May 2017
5	Cabinet Member Decision to determine SCC’s preferred proposer	13 June 2017
6	SCC submits details of the assessment process and preferred proposer to the Secretary of State	16 June 2017
7	DfE notifies SCC, the successful proposer and the local MP of the Secretary of State’s decision with respect to the outcome of the competition	July 2017
8	SCC notifies unsuccessful proposers of the outcome of the competition	July 2017
Build Process:		
No.	Action	Date

9	Feasibility Study	March 2017 – June 2017
10	Establishment of project resource	July 2017 – August 2017
11	Design and tender process, including securing planning permission	September 2017 – September 2018
12	Delivery of new school buildings	October 2018 – August 2020
13	New school opens	September 2020

As shown at point 3, SCC is required to submit a copy of all proposals that it receives to the DfE. In this respect, it is important to note that once the proposals are submitted to the Department, the information provided, including personal information, may be subject to publication or disclosure in accordance with the Freedom of information Act 2000 and the Data Protection Act 1998.

It should be noted that SCC does *not* intend to invite proposers to the Internal Assessment Panel listed at point 4 of the above timeline. As such, proposals will be scored and evaluated *solely* on the basis of the written proposal submitted. Scoring will be conducted on the basis of the model assessment criteria for Free School proposals, produced by the DfE as Annex C of the free school presumption guidance and available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/499883/Annex_C_-_model_criteria_for_local_authorities_and_proposers.pdf

Each of Section A through to Section E below will be scored using the following four-point scale:

0 = The evidence and argument contained in the application is ‘inadequate’.

1 = The evidence and argument contained in the application is ‘adequate’.

2 = The evidence and argument contained in the application is ‘good’.

3 = The evidence and argument contained in the application is ‘excellent’.

Each section will be given equal weighting, meaning that proposals will be scored on an aggregate scale of 0-15, which will be provided to the DfE along with SCC’s determination of its preferred proposer.

The Regional School Commissioner (RSC) for South-East England and South London, on behalf of the Secretary of State, will consider the local authority assessments and recommendations before deciding which proposer is in the best position to take forward the new school. The RSC will inform the local authority and

the successful proposer of its decision, and the local authority will inform any unsuccessful proposers.

If you would like further information or wish to discuss your application, please contact:

Oliver Gill
Room 326
County Hall
Penrhyn Road
Kingston-upon-Thames
Surrey
KT1 2DN

Email: oliver.gill@surreycc.gov.uk

Tel: 020 8541 7383

Please return your completed application form to: schoolorg@surreycc.gov.uk

NB: the local authority led free school presumption is a different route to the DfE's free school programme. Further information about how to establish a new school via the DfE's free school programme route can be found at:

<https://www.gov.uk/government/publications/free-schools-in-2014-how-to-apply-mainstream-and-16-to-19-free-schools>

Section A – APPLICANT GROUPS

In this section applicants provide information about their group. Proposers must be DfE approved sponsors. If you are not already an approved sponsor you will need to separately apply via the formal sponsor approval process. You should contact the DfE about becoming a sponsor before submitting a proposal and you can find out more information at <https://www.gov.uk/guidance/sponsor-an-academy>

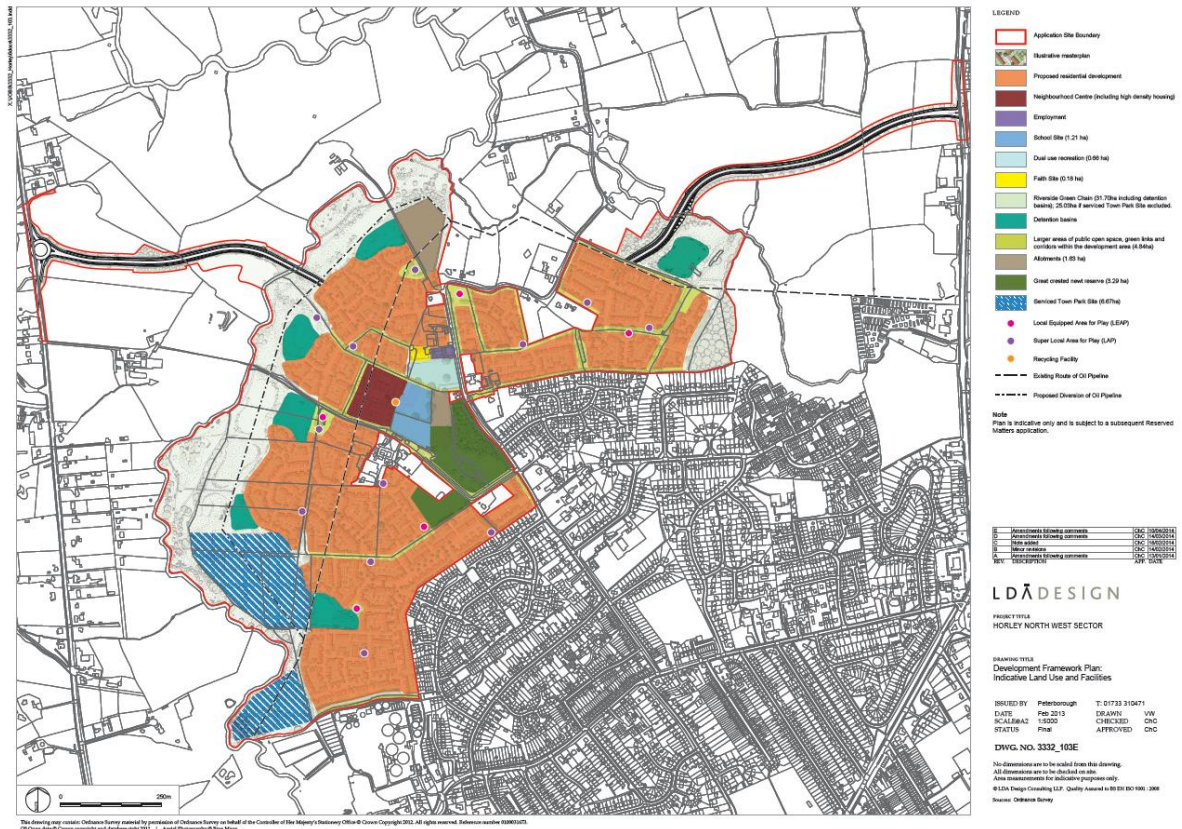
It should be noted that the application to become an approved sponsor can be run in tandem with the application to operate the school that is the subject of the current document. As such, Surrey County Council will consider bids from parties who have applied to become an approved sponsor, but whose application is outstanding.

Section B -THE SCHOOL

- Site details

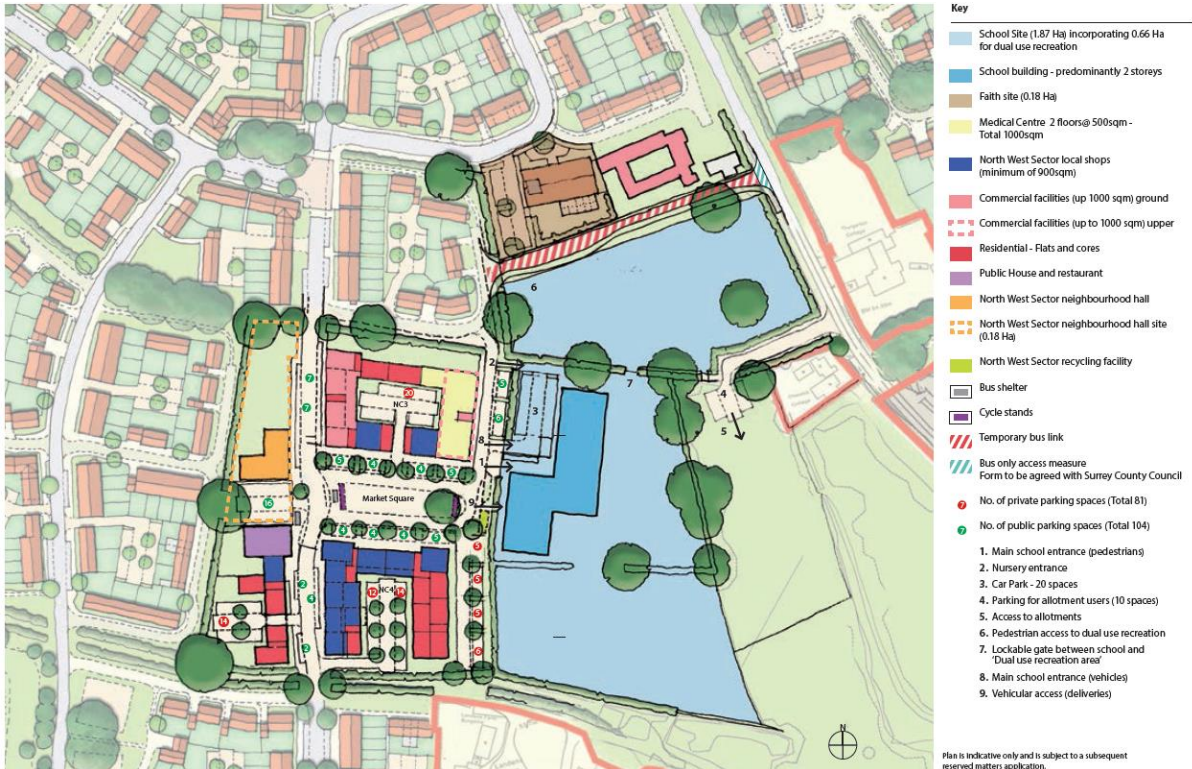
The new school will be located within the Westvale Park development, in the North West Sector of Horley. The particular site that has been set aside by the developer is located at the centre of the development, adjacent to the Neighbourhood Centre. For reference, the closest existing property is Meath Green Farm (RH6 8HZ). The school site is shown by the dark and light blue areas marked blue in the below plan:

Development Plan



The site is 18,700m² (incorporating 6,600m² for dual use recreation) and a plan of the area in question (highlighted in blue) is provided below:

Site Plan



The site is due to be handed over the SCC upon the occupation of 300 homes within the wider development. This is projected to be in October 2018. In advance of this date, the Council plans to work in partnership with the successful proposer to develop a design for the new school and, together with an appointed contractor, to take this design through the planning process, in order that building work commences as soon after the site handover date as practicably feasible.

In outline, the building work will comprise:

- A 420-place Primary School;
- External playing field;
- Hard play areas;
- Staff and visitor car parking; and
- Such other ancillary facilities as required as part of the planning process

The new school building will be built in line with BB103 guidelines for a 2FE Primary School. SCC will be managing and have ultimate budgetary responsibility for this project. On that basis, by submitting a bid to operate this Free School, all proposers accept that any decisions with respect to the specification of the building are at the ultimate discretion of SCC.

- **Pupil capacity**

The capacity of the school will be 420 pupils.

- **PAN**

The school's Planned Admission Number (PAN) will be 60.

- **Age range**

The school will serve the primary age range (4-11 years).

- **Gender**

The school will serve a mixed cohort of both male and female pupils.

- **Nursery provision**

N/A

- **Sixth form provision**

N/A

- **SEN provision**

It is expected that the new Free School should be an inclusive school. The school will provide for the normal range of Special Educational Needs (SEN) as would be found in a typical mainstream primary school. This will include providing places for pupils with SEN, where the school is named on the child's Education, Health and Care Plan (EHCP). It is not expected that there will be any specific SEN provision or specialist unit at the school upon opening.

- **Community use / shared facilities**

The new Free School will be expected to provide the standard range of before- and after-school clubs as are provided in a typical mainstream primary school. In this respect, the school would be expected to serve as a resource and hub for the community within the new development.

In particular, it should be noted that 6,600m² of the playing field area has been formally designated as being for "dual use recreation". On this basis, it will be expected that this area of the site (marked in light blue on the Development Plan) will be before the school's exclusive use during the school's core hours and opened up to use by the wider community outside of these hours. It is expected that the successful proposer will enter into a formal agreement in this respect.

- **Catchment area**

Whilst it will be for the school to determine its own admission arrangements, the use of catchment areas is not standard practice for primary schools in this area.

- **Proposed admission arrangements**

The school will have a PAN of 60 from September 2020. Admission will be into Year R in this year and in all following years, in order that the school grows incrementally, year-on-year, as the initial intake moves its way

progressively through the age range. As such, it is projected that the new school would reach its capacity of 420 places in September 2025, as shown in the below table:

Year	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
2020/21	60	-	-	-	-	-	-	60
2021/22	60	60	-	-	-	-	-	120
2022/23	60	60	60	-	-	-	-	180
2023/24	60	60	60	60	-	-	-	240
2024/25	60	60	60	60	60	-	-	300
2025/26	60	60	60	60	60	60	-	360
2026/27	60	60	60	60	60	60	60	420

As its own admissions authority, it will be for the new Free School to determine its own admissions arrangements, with the proviso that these must be in line with the DfE's School Admissions Code and School Admissions Appeals Code. In addition, it is a requirement that the school will participate in SCC's coordinated admissions process and Fair Access Protocol, information on both of which can be accessed from the associated website:

<https://www.surreycc.gov.uk/schools-and-learning/schools/school-admissions>

- **Transport arrangements**

It is anticipated that the new Free School will serve a wider area than the wider housing development of which it is part. The school will be expected to formulate a School Travel Plan reflective of this wider intake, with a view to ensuring that the majority of pupils attending the school use sustainable modes of transport when travelling to/from school.

Home to school transport will only be provided in line with SCC's Home to School Transport Policy, which is accessible at:

<https://www.surreycc.gov.uk/schools-and-learning/schools/school-transport>

- **Equalities impact analysis**

An Equalities Impact Assessment has been undertaken separately. This identified no detrimental impact on either other existing local education establishments or particular groups of pupils from an equalities perspective. This has been provided to the Department for Education and is available from

SCC on request.

Section C –VISION

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum, please ensure you include the following:

- A strong educational vision and a curriculum delivery based on high standards of attainment for each key stage.
- Plans for appropriate engagement with the local community and parents/carers during the pre-opening period and any on-going engagement.
- Excellent support facilities to meet the needs of all children, including looked after children, those with Special Educational Needs, etc.
- Details of how the school would focus on the needs of pupils for whom the pupil premium provides support and how this additional funding would be used to close the attainment gap for this group of pupils.
- A commitment to excellent outcomes and a high quality of teaching and learning.

Section D – EDUCATION PLAN

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum please ensure you include the following:

- An ambitious, broad and balanced, deliverable curriculum plan which is consistent with the vision and pupil intake.
- Strategies for measuring/monitoring pupil performance and progress effectively and setting challenging targets.
- A whole school approach to continuous school improvement.
- A staffing structure that will deliver the planned curriculum within the expected income levels, with a focus on outstanding teaching (including strategies for effective performance management).
- The needs of all children are fully provided for and how the school will be fully inclusive.
- Details of enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs
- The school's approach to: PHSE; the Prevent Duty; safeguarding and welfare; promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs); and promoting the Spiritual, Moral, Social and Cultural development of pupils.

Section E – CAPACITY AND CAPABILITY

Applicants should take account of the relevant criteria in Annex C of the free school presumption guidance.

As a minimum please ensure you include the following:

- The resources you would draw on and/or deploy to support the development of the new free school by the opening date.
- Clear evidence that you have the range of skills and abilities necessary to set up and then run a school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety.
- How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures.

Section F – FUNDING AND COSTS

SCC has allocated sufficient funding for a 2FE Primary School on this site, within its 2016-21 Medium Term Financial Plan. This comprises a S106 contribution from the developers of Westvale Park, to offset the forecast additional pupil demand created by the development, combined with a contribution from SCC's Basic Need programme, targeted at meeting increased demand in the wider area (primarily driven by increasing birth rates). The forecast S106 contribution amounts to £4.6 million and this will be augmented by an SCC capital sum, in line with the funding gap that is identified within the Feasibility Study that will be conducted in partnership with the successful proposer.

SCC will build the school with this capital and subsequently transfer ownership of the site and buildings to the successful proposer by way of a 125-year lease, based on the DfE standard model.

The DfE currently provides £25,000 for legal expenses to the successful sponsor.

SCC will provide the successful proposer with a one-off grant of £100,000 to cover the non-capital pre-opening development costs associated with establishing a new school, including advance appointment of staff and other costs. In addition to this, after the opening date, the Council will provide support with diseconomies of scale funding based on the number of missing year groups, and with funding for classroom resources for new classes. The precise amount will be determined by the growth fund criteria agreed annually with the Schools Forum and/or by the school funding regulations in place at the time. Furthermore, the arrangements may well change as part of the introduction of a National School-level Funding Formula for schools in the near future. However, as an indication, for the 2016/17 financial year, Surrey County Council's diseconomies of scale rate was set at £13,500 per missing year group, per academic year. Additionally, £8,000 is presently provided for each new class for non-capital resources. We would expect all other revenue costs to be met from the school's General Annual Grant, in the normal way.

Section G – IMPACT AND EQUALITIES ASSESSMENTS

As prescribed by section 9 of the Academies Act 2010 and section 149 of the Equality Act 2010, the local authority must assess the potential impact of any new school on existing educational provision in the area. The local authority must also consider whether the new school would impact on any groups with protected characteristics.

The Equalities Impact Assessment conducted in advance of this Free School competition identified no detrimental impact on either other existing local education establishments or particular groups of pupils from an equalities perspective. The associated documentation has been provided to the Department for Education and is available from SCC on request.

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Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: Aurora Academies Trust

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• 8th national MAT in Reading progress.• Average national in Writing progress.• 12th national in Maths progress.• Robust arrangements for monitoring standards (Regional Standards Councils).• Ofsted: 3x 'Good' and 1x 'Requires Improvement'.	10
B	<ul style="list-style-type: none">• Knowledge of socio-economic profile of area and experience of meeting demand in the relative locality (Gatwick), including an element of demand directly from Horley.• Experience of establishing a school in the relative locality.• Potential for joint working with The Gatwick School.	7
C	<ul style="list-style-type: none">• Solid educational vision and academic standards, based on the '8 pillars'.• Strong overarching vision for building/expanding the MAT in the future.• Strong focus on engagement with the local community and, in particular, parents.• Lacking specific reference to addressing the needs of those with SEN, or those in receipt of pupil premium funding.	9
D	<ul style="list-style-type: none">• Offers 'paragon' curriculum that is proven as deliverable, based on the Gatwick School model, as well as other MAT primaries.• Have an understanding of the expected intake, based on the Gatwick School, as well as how to cater for the specific needs of this intake.• Emphasis on constructivist, child-centred learning, as well as parental engagement in the learning journey.• Vertical grouping, based on house system.• Details provided of multiplicity of enrichment activities likely to be offered.• Specific mention of the strategy for improving outcomes for those in receipt of pupil premium funding, e.g. 'Pupil Premium Champion'.	9

	<ul style="list-style-type: none"> • Suitable emphasis on SMSC. • Robust arrangements for pupil performance and target setting, inclusive of whole school and pupil-level targets, through a broad range of methodologies, together with benchmarking against national standards. • Personalised Student Achievement Plan agreed in partnership with both student and parent/guardian. • “Authentic Assessment” supports the overarching curriculum model. • Data-driven teaching. • Robust structure for measuring and improving the quality of teaching, include of 90 hours p/a of professional development. • A flexible staffing model, that can cross-fertilise with the Gatwick School and the rest of the MAT, especially in the early years of growth. • Detailed and clear SEN plan with ofsted evidenced statements reflecting high quality local practice in trust schools • Suitably inclusive ethos, with a focus on SMSC and the promotion of British values, supported by Ofsted judgements at other schools. 	
E	<ul style="list-style-type: none"> • Fully competent experience and credentials of the pre-opening project lead and Executive Head, as well as the support team that would assist in the early phase of development. • RSC supports MAT expansion. • Robust Governance arrangements, together with an awareness of the need for a range of skills in this respect (as evidenced by identified gap in skill set that the MAT is seeking to bridge). 	10
General	<ul style="list-style-type: none"> • Strong, well argued application overall. • An engaging educational vision and proposed curriculum that would be particularly well suited to the expected intake of the new school. It was felt that, if selected, Aurora would provide an exciting new educational offer for the area, thereby augmenting parental choice. • Clear understanding of the expected intake of the new school. • Clear focus on the needs of pupils in receipt of Pupil Premium Funding. • A good balance between a growing Trust, whilst still being somewhat established. This should give it both ‘proximity’ to the new school, whilst also assuring sufficient in built capacity to support its development. 	
	Total (/60)	45

Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: Everychild Trust

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• Encouraging trajectory of improvement in outcomes, both for pupils, as well as at the school level, although this is limited to a single institution.• Clear evidence of focus on and understanding of the needs of priority groupings of pupils, including those in receipt of pupil premium funding.• A young trust, in the early days of expansion, with its second school due to be brought online for 2018.• Ofsted: 1x 'Good'.• Robust governance arrangements.	7
B	<ul style="list-style-type: none">• Knowledge of socio-economic profile of area, inclusive of the likely makeup of the new housing estate, and experience of meeting demand in the relative locality (Reigate).• Experience of establishing a school in the relative locality (a 2FE Free School in Reigate area by 2018).• Potential for joint working with Sandcross School.• Plans to actively engage with the community.	7
C	<ul style="list-style-type: none">• Robust educational vision, with a particular focus on improving standards for all pupils, including disadvantaged groups (e.g. 'Finding Excellence in Everyone'; letter from David Laws).• Clear commitment to high outcomes for all• A measured MAT expansion strategy, in keeping with the "young" nature of the organisation	8
D	<ul style="list-style-type: none">• Evidence of a broad and balanced curriculum presented, which is presumed deliverable, as based on the Sandcross model.• A list of suitable enrichment activities provided.• No reference to the expected intake, although it does address the needs of disadvantaged pupils.• Proposed procedures for pupil monitoring seem robust, inclusive of benchmarking against local schools (and Trust schools, in future).• More information could be provided on how targets are / will be set, especially at the "whole school" level.	6

	<ul style="list-style-type: none"> Processes for involving parents in the review process seem robust, although more detail could be provided. Viable staffing structure provided that grows in line with the needs of the school. Information on how this structure / the MAT could accommodate fluctuations in PAN (i.e. its flexibility) is lacking. No information provided on improving the teaching standards. Strong statement provided with respect to inclusivity for all. Mention of promotion of British Values (e.g. through the School Council). No mention of how pupils' SMSC would be promoted. 	
E	<ul style="list-style-type: none"> Considered strategy for resourcing the project to opening (including a project plan), plus growing the school after that point. Proposal to appoint a Principal Designate a year in advance of opening. Pre-opening lead identified and suitably qualified, having had experience of similar projects. Extensive information provided on current Governance arrangements and how these will grow, in line with the demands of the expanding MAT. 	8
General	<ul style="list-style-type: none"> The application did not make reference to a number of the pre-defined criteria, as specified in the bidding documentation. Whilst knowledge of the local area might be assumed, due to the location of the Trust, this didn't come across fully in the bid. Some concern that the Trust was not yet proven and that it would be prudent to assess how well it succeeds with establishing its first school. 	
	Total (/60)	36

Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: GLF Schools

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• 23-school-strong MAT, with enhanced capacity for joint working / support and definite robust, long-term prospects.• All academies that have been Ofsted inspected since joining the MAT have been judged as 'Good' or 'Outstanding'.• Focus on continual improvement with respect to governance arrangements, with a view to meeting the demands of a growing MAT (e.g. review of Scheme of Delegation).	9
B	<ul style="list-style-type: none">• Five MAT schools in the vicinity of Horley that could provide a base for support / joint working with the new school.• Good latent knowledge of the Horley area within the MAT's Education Team, including previous Headteachers.• Strong prior experience of opening new schools in the wider area.	7
C	<ul style="list-style-type: none">• Robust educational vision that stresses inclusivity.• A stated commitment to delivering improved outcomes for pupils with SEND, EAL and those in receipt of the Pupil Premium, with specific cross-Trust strategies readily deployable in the new school.• A strong growth strategy, with a cluster structure that could readily incorporate the new school within an immediate network of inter-school support.• A clear vision for engagement with the local community, including local early years providers	9
D	<ul style="list-style-type: none">• A proposed curriculum that is both broad & balanced and presumed deliverable, as modelled on Chestnut Primary School, Croydon.• A clear and considered strategy presented with respect to the EYFS and how to maximise outcomes at this level, through the 'seven areas for learning and development.• Provision made for enrichment activities, although details as to what these might comprise is lacking.• Detailed and thoughtful consideration given to the likely pupil intake, based on the existing demographic of	8

	<p>the area, together with the likely yield from the new housing development (e.g. expected higher intake of FSM, owing to the 25% social housing mix).</p> <ul style="list-style-type: none"> • Statement provided that the curriculum would be adapted in accordance with the pupil intake. Limited details provided as to what such adaptations might comprise. • Strong arrangements for cross-school moderation via the 'Pupil Asset' system. • Proposals for a "data-rich" school and extensive arrangements for measuring pupil performance, inclusive of both summative and formative assessment, peer assessment and self-assessment. • Detailed information on school-level target-setting and assessment, with benchmarking against national standards / performance levels. • Specific targets for pupils with SEN and those in receipt of the pupil premium, as well as targets related to pupil engagement with enrichment activities. • Clear and detailed proposals for intervention, if targets are not being achieved, at the level of both individual pupils (i.e. enhanced pupil support packages), as well as for teachers (e.g. CPD). • A flexible staffing model that can cross-fertilise with schools in the rest of the MAT, especially in the early years of growth. • Clear experience provided of growing similar schools in the past (e.g. Forge Wood Primary School, Lime Tree Primary School etc.). • No specific mention of the arrangements for continuous improvement of teaching. • Detailed proposals for promoting British Values and pupils' SMSC (e.g. proposed school parliament), as well as the national Prevent Strategy and pupil Safeguarding in general. 	
E	<ul style="list-style-type: none"> • No specific reference to pre-opening lead, nor proposed arrangements for appointing a Principal Designate. • RSC supports MAT expansion. • Clear experience of the establishment of similar schools in the past and providing the requisite HR support arrangements for this. • Robust Governance arrangements, together with a clear commitment to reviewing these, so as to ensure that they keep pace with the changing and future needs of the MAT. 	9
General	<ul style="list-style-type: none"> • A strong and well argued bid, although there was a feeling that it lacked a particular vision for <i>this</i> new school. • Clear capacity to deliver the new school, if chosen. 	
	Total (/60)	42

Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: Southwark Diocesan Board of Education

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• 93% of the Diocese's schools Ofsted rated 'Good or better', with 36% 'Outstanding'.• Robust arrangements in place for external assurance on school assessments (Diocese conducts its own inspections in this regard).• Trinity Oaks (local MAT school) Ofsted-rated 'Good'.	9
B	<ul style="list-style-type: none">• Knowledge of socio-economic profile of the area, together with experience of establishing a school in parallel circumstances (i.e. Trinity Oaks C of E Primary School).• Potential for joint working with and support (especially in the phase of early growth) from Trinity Oaks C of E Primary School.• Clear priority places on placing the school at the heart of the community and integrating it with community life (e.g. through use by community groups), inclusive of community consultation to define future provision.	7
C	<ul style="list-style-type: none">• Detailed and comprehensive educational vision that comprehensively covers all of the requisite areas.• A clear commitment to high standards in education for the school and, by extension, for each pupil, inclusive of specific targets for Good / Outstanding quality of teaching, as well as a commitment to close scrutiny, via Governance (e.g. 'link' governors for each Key Stage).• A vision that stresses a strong sense of community at its core, with the school being viewed as a "learning hub" for both pupils and the wider community.• A stated commitment to developing a personalised learning experience for pupils with SEND and developing provision that is synergised with SEND 2020.• An ICT Strategy that is future-sensitive and ensures the suitable deployment of ICT throughout the curriculum.• Consideration given to the likely makeup of the pupil cohort, in terms of pupils with EAL, LAC, those in receipt of FSM; and Gifted & Talented pupils.• A commitment to Safeguarding integrated within the vision.	8

D	<ul style="list-style-type: none"> • A proposed curriculum that is both broad & balanced and presumed deliverable. • ICT embedded throughout the proposed curriculum. • A suitable list of potential enrichment activities. • Strong detail on the proposed support for pupils at key transition points, including home visits, links with nurseries and analysis of individual learners' needs. • A stated drive to encourage independent learning / "learning how to learn". • Evidence of strong SMSC provision at the proposed partner school (Trinity Oaks Primary). • Clear emphasis on the promotion of British Values threaded throughout the proposed curriculum. • Plan for both summative and formative assessment, although more detail could be provided in respect of the details of the actual assessment methodologies that would be employed. • Clear and stretching targets for whole school performance, with benchmarking against national standards. • Clear plans to monitor and use assessment data to inform intervention strategies, where required. • Suitable priority placed on CPD for staff, inclusive of formal training and ongoing coaching. • A robust staffing structure that is well planned to grow in line with the needs of the school. • More information could be provided on how the staffing structure could be amended / "flexed" to accommodate a less-than-expected roll (e.g. sharing of resources with other local schools). 	8
E	<ul style="list-style-type: none"> • A project steering group proposed to lead the project from the MAT's perspective pre-opening. A broad range of disciplines listed, which would indicate sufficient capacity to take this forward, although more details on the credentials of some key individuals would have been useful (e.g. CVs). • Support of local partner school (Trinity Oaks Primary) adds to the capacity to support the early growth of the school. • Clear plan for the appointment of the Headteacher Designate provided, inclusive of a programme to appoint in Easter 2020. • Governance arrangements appear robust; details are provided at the beginning of the application. 	9
General	<ul style="list-style-type: none"> • Strong local experience of recently establishing a new school in the area. • A feeling that the bid was over-reliant on the link with and modelling on Trinity Oaks and the fact that a replication of this offer in Horley may not serve the interests of parental choice. 	
	Total (/60)	41

Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: The Collegiate Trust

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• A small trust, running two schools at present, in Croydon and West Sussex, with a further two schools in the pipeline and an additional one having been bid for.• Support of the RSC to expand the Trust by five schools over the next three years.• The Trust's schools have Ofsted inspection ratings of 'Outstanding' and 'Requires Improvement', although the latter may be a legacy issue.	8
B	<ul style="list-style-type: none">• Statement provided regarding the capacity to deliver for a range of need types (e.g. SEND, EAL etc.).• Two existing schools in relative proximity, although not local; no reference made to support between schools.• Admissions criteria provided are acceptable and entirely in line with standard Surrey practice.	6
C	<ul style="list-style-type: none">• Suitably aspirational educational vision that blends the acquisition of core skills with the development of wider skills and qualities.• A clear focus on educational excellence, built around a strong curriculum, which has been developed in partnership with expert professionals.• Clear plans for the development of complimentary enrichment activities to the core curriculum.• A commitment to engaging with the local community, inclusive of the potential for developing onsite nursery provision. More detail could be provided with respect to the exact engagement / consultation activities that would be conducted pre-opening and on an ongoing basis.• A measured MAT expansion strategy that balances the need to build capacity against a desire to closely nurture the effectiveness of the MAT's schools.• Evidence of <i>some</i> understanding of the local profile, in terms of EAL, SEND, disadvantage etc., as well as an outline of how these needs might be met, with a focus on confidence and language fluency. However, more information on the precise ambitions for these pupils could be provided.	8
D	<ul style="list-style-type: none">• A broad and balanced curriculum presented that has the development of language and communication skills at its core. Tuition in French and Latin would provide a solid grounding for the acquisition of deep language	10

	<p>and communication skills.</p> <ul style="list-style-type: none"> • Approach to curriculum delivery split between Discovery Approach (in EYFS and KS1), based on Project Based Learning, and Mastery Approach (in KS2), emphasising pupils engagement in the learning dialogue and directing their own learning. • A learning profile created for each child, allowing the curriculum to be tailored for individual pupils. This would be supported by pupil assessment at the start of each academic year, to identify a learning plan for the coming year. • Utilisation of these assessments would be used to formulate intervention plans, if appropriate. • ‘Learning Coaches’ in place of Teaching Assistants; required to have (or train to achieve) a Level 3 qualification. • Location of family engagement at the core of the school’s work, inclusive of the ‘family sharing learning’ approach to pupil-reported progress. • Clear and rigorous plans for addressing the needs of pupils in receipt of Pupil Premium funding, inclusive of individualised learning and emotional support, coaching and data-based planning. • A considered balancing of the demands of inclusivity and promoting British Values. • Robust and thoroughgoing proposals for measuring performance, at both a whole school and individual pupil level, benchmarked against national and personal standards and indicators. Whole school targets are suitably aspirational. • All assessment data also used within the performance management process for teachers. • Proposed methods of assessment both varied in terms of proposed methodologies and broad in terms of the subject matter (e.g. from expected levels in reading to public speaking). • A flexible staffing model that grows in line with the needs of the school and borrows usefully from centralised functions (e.g. Finance), so as to promote efficient use of resources. • A detailed programme of work for the staff team, both pre- and post-opening. • A clear and costed model for managing the staffing structure inna flexible fashion, should anticipated numbers not materialise. • Proposal to appoint Principal Designate from January 2020. 	
E	<ul style="list-style-type: none"> • TCT’s CEO would be the pre-opening and would also act as the Executive Principal post-opening, ensuring strong transition and continuity of vision. • Identified gap in the pre-opening lead’s expertise in relation to primary and suitable additional arrangements have been identified to “bridge” this, with support from an established primary head of a top performing 	10

	<p>primary in Croydon.</p> <ul style="list-style-type: none"> • Thoroughgoing audit of skills within the Trust, showing clear capacity in all relevant respects, e.g. Finance, HR, Safeguarding etc. • Robust Governance arrangements in place that ensure accountability, supported by a regime of external 'Responsible Officer' audits, that should ensure that arrangements remain fit-for-purpose. 	
General	<ul style="list-style-type: none"> • A strong bid, although somewhat let down by a lack of detail in Section B ('The School'). • The educational model was well presented and would present an interesting new 'offer' to Horley parents, if TCT were selected. • Some concern that the bid had not fully grasped the expected intake of the new school, as a simple average of the area had been taken, within which there is a wide degree of variance. • Overall, the Panel was assured of TCT's capacity to deliver a new school, if selected. 	
	Total (/60)	42

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Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: The Kemnal Academies Trust

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• One of the largest MATs in south of England, with over 40 schools, established since 2010, indicating significant central capacity to manage and support the establishment of a new school.• Attainment at Trust schools is broadly in line with the national average, although slightly favourable when assessed in terms of progress measures.• A mixed picture in relation to the current Ofsted rating of the MAT's schools, with over a quarter of primary schools classified as RI.	7
B	<ul style="list-style-type: none">• Considered growth strategy, based on measured expansion of its regional hub model, with a view to building local capacity, where required.• Proposal to link the new school into the Crawley schools hub, with collaboration and mutual support at the heart of this model.• Anticipated intake projected, in terms of EAL, Pupil Premium and SEN, based on the Trust's experiences in the neighbouring area.• A 'community-based approach' is proposed as the core means of addressing the needs of the local community, whereby both the work of the school and the curriculum itself is interwoven with the operation of the local community.• Detailed admissions policy information provided, which is entirely compliant with national standards.	8
C	<ul style="list-style-type: none">• A robust general educational vision, which incorporates aspirational targets for learners, as well as placing the school at the heart of its local community.• A clear and thorough plan for engaging with the local community and other relevant stakeholders, which covers the pre-opening and ongoing engagement phases.• The vision does not make specific reference to the aspirations for pupils in receipt of the Pupil Premium, nor those with SEN.	8
D	<ul style="list-style-type: none">• The proposed curriculum is broad and balanced and is presumed deliverable, on the basis that similar curriculum forms have been rolled-out across the MAT's significant number of schools.	8

	<ul style="list-style-type: none"> • A community curriculum, with a focused outcome on improving, enhancing or contributing to the community within each unit of work. • A strong focus on teacher training and evident capacity in this regard in respect of the MAT's Teaching School Alliance. • No reference to how the curriculum would be tailored to the needs of the expected pupil intake, or for particular need types (SEN, Pupil Premium etc.). • No details provided with respect to potential enrichment activities. • Robust plans for measuring pupil performance inclusive of benchmarking against national performance measures, based on the use of the Target Tracker system. • Personal targets set for each pupil, within individual 'flight paths' and suitable arrangements proposed for parental involvement in this. • Ambitious 'whole school targets' of all groups of pupils attaining above the national average by the end of KS2, together with closing attainment gaps entirely. It would have been useful to understand the proposals for achieving this latter target. • Targets for attendance levels established, although not as ambitious as other bidders. • Limited information on how targets would be reviewed and fine-tuned, in accordance with progress. • Intelligent staffing structure that is well planned to grow in line with the needs of the school, as well as utilising the capacity of other local MAT schools to support early development. • Promotion of pupils' SMSC a distinct priority, as evidenced in the integration of distinct Psychology and Philosophy modules within the wider curriculum. 	
E	<ul style="list-style-type: none"> • Comprehensive resource structure for the pre-opening phase of the project, inclusive of an identified pre-opening lead (the MAT's Senior Director of Primary Education) and a Project Board and Project Working Group that comprise the full range of requisite disciplines (e.g. Finance, HR, Governance, Estates etc.). • Proposal to appoint the Headteacher designate from the TKAT leadership pool. • Sound proposals for the incremental growth of governance arrangements, in line with the progress of the project and to seek to mix locally-recruited governors with experienced governance capacity extant within the Trust, to ensure an appropriate range of skills and, ultimately, good governance. • RSC supports MAT expansion. 	9
General	<ul style="list-style-type: none"> • A competent bid, although it was felt that it lacked specificity, especially in relation to the expected intake and how their needs would be met. • A general sense that the bid could have been for "any school", although no significant doubts about TKAT's 	

	general capacity.	
		Total (/60) 40

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What equalities legislation is there?

The [Equality Act 2010](#) is a single legal framework that seeks to provide a clear basis upon which to tackle disadvantage and discrimination. Most of the provisions of the Act came into force in October 2010, replacing and consolidating nine pieces of legislation. The Act seeks to ensure people are not discriminated against because they **share certain ‘protected characteristics’**¹, are **assumed to share** those characteristics or **associate with other people** that share a protected characteristic. It also aims to increase equality of opportunity and foster good relations between groups.

In the Act the Government created a [Public Sector Equality Duty](#). This Duty seeks to ensure public authorities play their part in making society fairer by requiring them to have ‘due regard’ to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and those who do not share it.

The Act covers both direct and indirect discrimination². The Act also extended protection to those experiencing associative discrimination. This occurs when a victim of discrimination does not have a protected characteristic but is discriminated against because of their association with someone who does e.g. the parent of a disabled child. It also extended the concept of discrimination by perception, where a victim of discrimination is presumed to have a protected characteristic, whether they do have it or not.

What does ‘due regard’ mean?

Having ‘due regard’ means giving an appropriate level of consideration to equalities issues. The Equality Act 2010 explains that having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

¹ The ‘protected characteristics’ defined in the Act are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnic or national origins, colour or nationality); religion or belief (including lack of belief); sex and sexual orientation. Marriage and civil partnerships is also protected but only with regards to the need to eliminate discrimination.

² Equality Law provides [useful summaries](#) of different types of discrimination.

The Act also states that meeting different needs involves taking steps to take account of disabled people's disabilities. It also describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. Further, it states that compliance with the duty may involve treating some people more favourably than others.

The issue of 'due regard' has been considered in a number of Court cases³. It has been emphasised that there are no "prescribed" steps that public bodies must take to demonstrate due regard. In addition there are no particular outcomes that authorities must achieve for those that share protected characteristics as a result of having had 'due regard'. Rather the test of whether an authority has given due regard is a test of substance not "of mere form or box ticking". The duty therefore must be performed "with rigour and with an open mind" and where it forms part of a decision to be made by Members it is important for officers to "be rigorous in enquiring and reporting to them".

Surrey County Council demonstrates how it has applied 'due regard' to equalities by developing Equality Impact Assessments (EIAs) and incorporating the findings from these assessments into changes it makes to services, functions or policies.

Surrey County Council has also made a wider commitment to fairness and respect, which underpins everything we do. Our [One Council One Team Fairness and Respect Strategy 2012-2017](#) sets out our equality objectives for the organisation. It also demonstrates our commitment to deliver these objectives in partnership with local organisations and public bodies that are best placed to improve services for Surrey's residents.

³ The Equality and Human Rights Commission has produced a summary of the implications of these cases in [The Public Sector Equality Duties and financial decisions](#).

EQUALITY IMPACT ASSESSMENT

1. Topic of assessment

EIA title:	Proposal for a new 2 Form Entry Primary School in North West Horley
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EIA author:	Oliver Gill, School Commissioning Officer
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2. Approval

	Name	Date approved
Approved by	Liz Mills	

3. Quality control

Version number	1	EIA completed	
Date saved	9 November 2016	EIA published	

4. EIA team

Name	Job title (if applicable)	Organisation	Role
Oliver Gill	School Commissioning Officer (South East Surrey)	Surrey County Council	Author
Ginni Smedley	Strategy & Policy Development Manager	Surrey County Council	Advisor

EQUALITY IMPACT ASSESSMENT

5. Explaining the matter being assessed

<p>What policy, function or service is being introduced or reviewed?</p>	<p>The Horley Master Plan (HMP) represents a long-term strategy to delivery high-quality, sustainable new development in the town and forms part of Reigate and Banstead Borough Council’s 2005 adopted Local Plan. The HMP plans for 2,600 new homes, along with enhanced infrastructure and facilities for local people. The majority of these homes will be provided in the form of two new sustainable urban extensions, which are known as the North East Sector and the North West Sector, as well as on a number of smaller sites in the town.</p> <p>The North West Sector’s marketing name is Westvale Park and this development is the second of the two urban extensions to come forward. Outline planning permission for Westvale Park was granted in December 2014, following extensive consultation and the completion of a Section 106 Agreement secures infrastructure and service improvements. Work on the Westvale Park site began in December 2015 and housing units are expected to complete in the period 2016/17 – 2026/17. When complete, Westvale Park will include:</p> <ul style="list-style-type: none"> • 1,510 market and affordable homes (75% and 25% respectively); • A new, 2FE Primary School; • A ‘Neighbourhood Centre’, comprising a community hall, local shops and sites for a place of worship, medical centre, public house/restaurant and employment use; • Open space and play facilities; and • Two new link roads connecting the development to the A213 and A217.
<p>What proposals are you assessing?</p>	<p>This EIA relates to SCC’s plans to seek proposals from authorised free school sponsors to open and operate the new 2FE Primary School, which will be located at the centre of the development, on a dedicated site adjacent to the Neighbourhood Centre. It is proposed that the ‘competition’ to run the new school will be run between January and June 2017.</p> <p>Funding is secured for the build of this school through the associated Section 106 Agreement, which will be supplemented by SCC Basic Need funding, if required. The school site has also been secured in the terms of the Section 106 Agreement, which was seen to be warranted on the basis of the development’s scale and the desire it to be “sustainable” in terms of its supporting infrastructure. It is proposed that the new school should open from September 2020.</p> <p>The strategy of installing a new free school within this development is also in alignment with Surrey County Council’s School Organisation Plan 2016/17 – 2025/26</p> <p>Surrey County Council will be responsible for the delivery of the new 420-place school building, after which the operation of the school will</p>

EQUALITY IMPACT ASSESSMENT

	be handed over to the successful free school proposer.
Who is affected by the proposals outlined above?	The proposal has the potential to have an impact on the following groups: <ul style="list-style-type: none">• Residents within the Westvale Park development;• Pupils (and their parents/carers) who require a primary school place in the Horley planning area;• Those members of staff who ultimately work at the new Primary Free School; and• Extant primary schools within the Horley planning area.

EQUALITY IMPACT ASSESSMENT

6. Sources of information

Engagement carried out
<p>Reigate and Banstead Borough Council sought to involve all stakeholders in the in the process of formulating the Horley Master Plan, with a view to taking account of their concerns and ambitions into the plans as they were formulated. In particular, considerable work was undertaken to ensure that the necessary infrastructure, social and recreation facilities could be secured to meet the perceived needs of the new development, and so as to avoid over-burdening services elsewhere in the town. Consultation and engagement with local residents took the form of printed literature, public exhibitions and meetings with defined stakeholder groups.</p> <p>In formulating the specific proposals for the Westvale Park development (and in advance of the submission of the associated outline planning application), the Horley North West Sector Development Consortium undertook consultation with local stakeholders, which again incorporated printed literature, public exhibitions and meetings with defined stakeholder groups. This consultation was utilised to inform the further development of infrastructure and service proposals for the development.</p>
Data used
<p>The following data sets were used to inform this analysis:</p> <ul style="list-style-type: none">• Edge-ucate pupil forecast data;• Surrey-i JSNA Chapter: Ethnicity; and• Surrey-i JSNA Chapter: Religion and Belief.

EQUALITY IMPACT ASSESSMENT

7. Impact of the new/amended policy, service or function

7a. Impact of the proposals on residents and service users with protected characteristics

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	<p>Children aged 4-11 will benefit from a greater amount of school places in the Horley planning area.</p> <p>Children in the earlier cohorts will be in a largely empty school for the first years of their education, potentially augmenting the pedagogical focus they receive.</p>	<p>Children in the earlier cohorts will be in a largely empty school for the first years of their education, limiting their social opportunities.</p>	<ul style="list-style-type: none"> • Edge-ucate pupil forecast data.
Disability	<p>The new school will be purpose designed to comply with Disability Discrimination Act (DDA) regulations, meaning that it will be fully accessible for all parents/carers and/or pupils with a disability.</p> <p>Parents/carers and/or pupils with a disability could potentially benefit from having an additional local school, within closer proximity to their place of residence, thereby augmenting service accessibility.</p>	<p>Public transport links are yet to be established in/to the new development of which this school will be part. There is the potential that poor servicing in this respect could serve to undermine the utility of the new school, from the perspective of parents/carers and/or pupils with a disability.</p>	<ul style="list-style-type: none"> • Consultation process. • Edge-ucate pupil forecast data.

EQUALITY IMPACT ASSESSMENT

	Children with Special Educational Needs (SEN) whose Education, Health and Care Plan (EHCP) identifies the school as the will gain automatic admittance to the school.		
Gender reassignment	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Pregnancy and maternity	<p>Parents/carers will benefit from a greater diversity of school choice, facilitating greater scope for parental preference.</p> <p>Parents/carers will benefit from a greater overall number of local school places, thereby enabling greater flexibility to accommodate demand for school places, as well as in year admissions.</p>	No impact identified.	<ul style="list-style-type: none"> • Consultation process. • Edge-ucate pupil forecast data.
Race	The ethnic composition of Reigate and Banstead broadly aligns with the Surrey average. It is not expected that this proposal will have a differential impact on persons of different ethnicities.	No impact identified.	<ul style="list-style-type: none"> • Surrey-i JSNA Chapter: Ethnicity.
Religion and belief	The proposal may have a differential impact on persons of different religions, depending on the provider that is selected as a result of the Free School competition. Should a faith school proposal be selected, there is the potential for up to 50% of admissions to be determined on the basis of faith. The		<ul style="list-style-type: none"> • Surrey-i JSNA Chapter: Religion and Belief.

EQUALITY IMPACT ASSESSMENT

	religious composition of Reigate and Banstead broadly aligns with the Surrey average and, as such, there is no particular overriding need for faith-based provision in the area. As such, the competition will evaluate bids on the basis of educational and operational merit, with no reference to the religious nature of the proposals (or otherwise).		
Sex	The school will be co-educational. As such, no impact is identified in respect of sex.	The school will be co-educational. As such, no impact is identified in respect of sex.	<ul style="list-style-type: none"> • N/A
Sexual orientation	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Marriage and civil partnerships	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Carers	<p>Parents/carers will benefit from a greater diversity of school choice, facilitating greater scope for parental preference.</p> <p>Parents/carers will benefit from a greater overall number of local school places, thereby enabling greater flexibility to accommodate demand for school places, as well as in year admissions.</p>	No impact identified.	<ul style="list-style-type: none"> • Consultation process. • Edge-ucate pupil forecast data.

EQUALITY IMPACT ASSESSMENT

7b. Impact of the proposals on staff with protected characteristics

Protected characteristic	Potential positive impacts	Potential negative impacts	Evidence
Age	No impact identified.	No impact identified.	<ul style="list-style-type: none"> N/A
Disability	<p>The new school will be purpose designed to comply with Disability Discrimination Act (DDA) regulations, meaning that it will be fully accessible for all staff with a disability.</p> <p>Staff residing in the locality with a disability could potentially benefit from having an additional local school, thereby augmenting workplace accessibility.</p>	Public transport links are yet to be established in/to the new development of which this school will be part. There is the potential that poor servicing in this respect could serve to undermine the utility of the new school, from the perspective of staff with a disability.	<ul style="list-style-type: none"> Consultation process.
Gender reassignment	No impact identified.	No impact identified.	<ul style="list-style-type: none"> N/A
Pregnancy and maternity	No impact identified.	No impact identified.	<ul style="list-style-type: none"> N/A
Race	The ethnic composition of Reigate and Banstead broadly aligns with the Surrey average. It is not expected	No impact identified.	<ul style="list-style-type: none"> Surrey-i JSNA Chapter: Ethnicity.

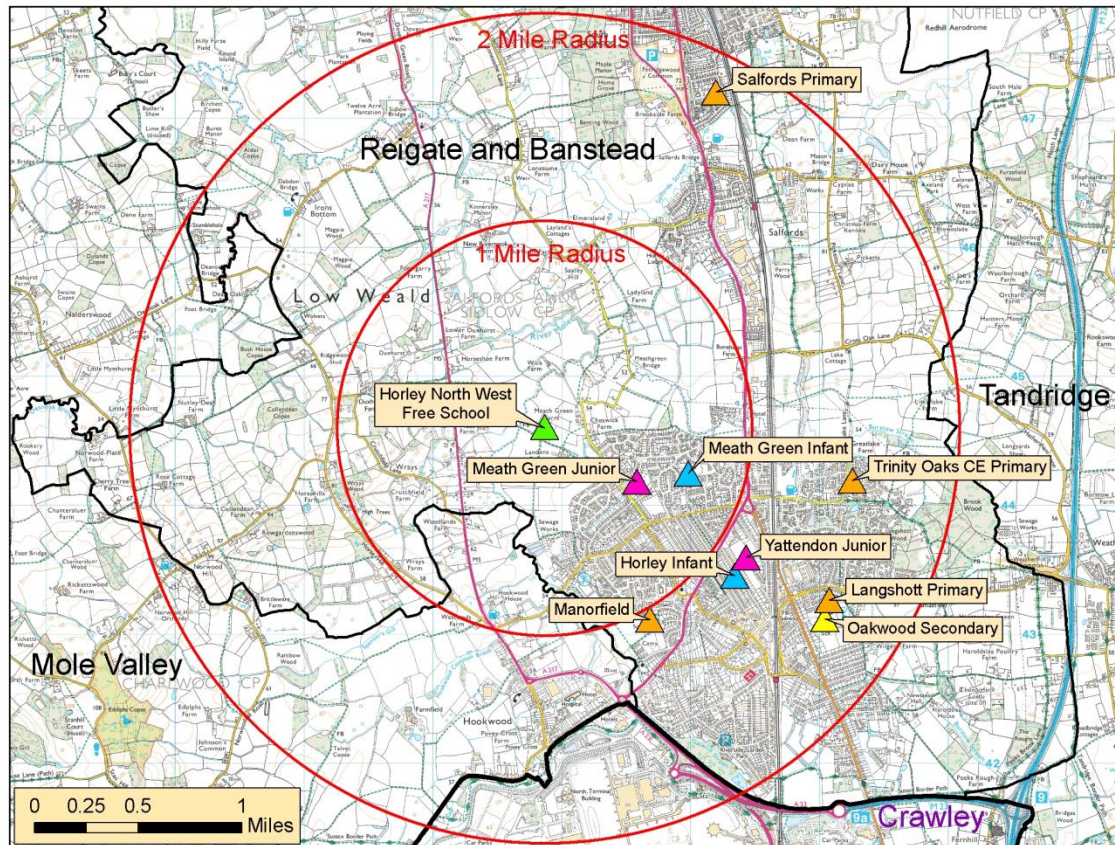
EQUALITY IMPACT ASSESSMENT

	that this proposal will have a differential impact on staff of different ethnicities.		
Religion and belief	The ethnic composition of Reigate and Banstead broadly aligns with the Surrey average. It is not expected that this proposal will have a differential impact on staff of different religions.	No impact identified.	<ul style="list-style-type: none"> • Surrey-i JSNA Chapter: Religion and Belief.
Sex	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Sexual orientation	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Marriage and civil partnerships	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A
Carers	No impact identified.	No impact identified.	<ul style="list-style-type: none"> • N/A

EQUALITY IMPACT ASSESSMENT

7c. Impact of the proposals on existing education provision in the local area

The impact assessment conducted with respect to existing education provision in the area extended its focus to primary provision within 1 mile and secondary provision within 2 miles of the proposed development. As can be seen from the below diagram, there are two primary-age schools and a single secondary school that meet these parameters:



The ambition is for the new development is that it should be “sustainable”, in terms of the local infrastructure that is provided to support its residents. As such, the plan is for the development to be relatively self-contained with respect to the primary pupil demand it generates. In line with this, it is estimated that the development itself will generate the majority of the demand for places at the new school, with this being supplemented by additional demand in the wider Horley area, resulting from elevated birth rates in recent years.

EQUALITY IMPACT ASSESSMENT

The pupil forecasts for the Horley area were used to provide additional context, with respect to the impact that the proposed Free School may have on existing provision.

The impact assessment for the existing education providers is presented below:

School	Anticipated Impact	Evidence
Meath Green Infant School	Neutral – the school is presently operating at full capacity and it is not anticipated that this fact will be significantly altered by the current proposal. The new Free School is expected to cater for demand arising from the Westvale Park development, as well as accommodate any surplus demand currently forecast for the wider Horley area.	<ul style="list-style-type: none"> • Edge-ucate pupil forecast data.
Meath Green Junior School	Neutral – Meath Green Infant School acts as a “feeder school” to the Junior School and the neutral impact at the infant stage is expected to translate to this school also, for the reasons referred to above.	<ul style="list-style-type: none"> • Edge-ucate pupil forecast data.
Oakwood School	Positive – SCC is currently working with Oakwood School on a potential expansion from 2018 onwards. It is fully expected that, owing to their relative proximity, pupils from the new Free School would feed into Oakwood School in the future, thereby augmenting this school’s long-term sustainability.	<ul style="list-style-type: none"> • Edge-ucate pupil forecast data.

As should be evident from the above, SCC does not anticipate any negative impact on local education infrastructure as a consequence of this proposal. Consequently, this aspect of the Impact Assessment supports the case to proceed with a Free School competition in this instance.

EQUALITY IMPACT ASSESSMENT

8. Amendments to the proposals

Change	Reason for change
Evaluation of the Free School competition will be "faith neutral".	Owing to the fact that no overarching need for faith provision has been identified in the area.

9. Action plan

Potential impact (positive or negative)	Action needed to maximise positive impact or mitigate negative impact	By when	Owner
Children in the earlier cohorts will be in a largely empty school for the first years of their education, limiting their social opportunities.	School to support these children with a targeted range of after-school clubs.	September 2020	Free School Sponsor
Public transport links are yet to be established in/to the new development of which this school will be part. There is the potential that poor servicing in this respect could serve to undermine the utility of the new school, from the perspective of parents/carers, pupils and staff with a disability.	Engage with the wider Horley North West Sector Masterplan process, so as to ensure that sufficiently good public transport links are provided to the new school.	September 2018	SCC School Commissioning

10. Potential negative impacts that cannot be mitigated

Potential negative impact	Protected characteristic(s) that could be affected
N/A	

11. Summary of key impacts and actions

Information and engagement underpinning equalities analysis	<ul style="list-style-type: none"> • Consultation process; • Edge-ucate pupil forecast data; • Surrey-i JSNA Chapter: Ethnicity; and • Surrey-i JSNA Chapter: Religion and Belief.
Key impacts (positive and/or negative) on people with protected characteristics	<p>Positive:</p> <ul style="list-style-type: none"> • Greater school choice. • Building DDA compliant. • Accessible location. <p>Negative:</p>

EQUALITY IMPACT ASSESSMENT

	<ul style="list-style-type: none"> • Limited social opportunities for initial cohorts. • Potential for the site to be poorly served by public transport. <p>Neutral:</p> <ul style="list-style-type: none"> • Potential for the selection of a faith school to have a differential impact on persons of different religions.
Changes you have made to the proposal as a result of the EIA	<ol style="list-style-type: none"> 1. Evaluation of the competition to be “faith neutral”.
Key mitigating actions planned to address any outstanding negative impacts	<ol style="list-style-type: none"> 1. After school clubs. 2. Engage with the HNW Masterplan process.
Potential negative impacts that cannot be mitigated	<p>None identified</p>

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SURREY COUNTY COUNCIL**CABINET MEMBER FOR EDUCATION****DATE:** 13 JUNE 2016**LEAD OFFICER:** JULIE FISHER, DEPUTY CHIEF EXECUTIVE**SUBJECT:** PROPOSED EXPANSION OF OAKWOOD SCHOOL**SUMMARY OF ISSUE:**

Surrey County Council (SCC), has consulted on a proposal to expand Oakwood School by one form of entry from September 2018 and a further one form of entry in September 2019 (making a two form entry expansion, in total). The Education Consultation was conducted between 24 April 2017 and 22 May 2017.

The Cabinet Member for Education is asked to review the education rationale for the project and summary of the consultation process/feedback provided within this report and associated annexes and, on that basis, decide whether to determine the associated Statutory Notice.

RECOMMENDATIONS:

It is recommended that the Cabinet Member for Educations determines the Statutory Notice, thereby bringing into effect the formal expansion of Oakwood School by one Form of Entry (1 FE) for September 2018 and a further 1FE for September 2019 onwards.

REASON FOR RECOMMENDATIONS:

There is an increasing demand for primary school places in the Horley area, which reflects a rise in the primary-age population over recent years that is beginning to transition into the secondary sector. In order to meet this demand, SCC is overseeing an ongoing school expansion programme, designed to increase the capacity of the school estate. The proposal to expand the capacity of Oakwood School by 1FE represents SCC's strategy to deliver additional places in this area. In line with this, SCC has undertaken the requisite statutory consultation to inform the decision making process, to which there were 90 responses. For these reasons, it is recommended that the Cabinet Member determines the Statutory Notice (appended to this report as Annex 1), so as to bring the expansion of the school formally into effect.

DETAILS:**The Proposal**

1. On 24 April 2017, SCC published a proposal to:
 - enlarge Oakwood School from eight forms of entry (8FE) at Year 7 to nine forms of entry at Year 7 (9FE) from 1 September 2018;
 - further enlarge Oakwood School from nine forms of entry (9FE) at Year 7 to ten forms of entry at Year 7 (10FE) from 1 September 2019, to allow for an

- eventual roll of 1,500, comprising ten classes of 30 pupils in each year group; and
- build additional classrooms and ancillary space to facilitate this.
2. It is proposed that the school would grow incrementally, year-on-year, as the higher intake works its way progressively through the age range. As such, the school would effectively reach its new capacity of 1,500 places in September 2023. The incremental expansion in capacity is shown in the table below:

Year	Y7	Y8	Y9	Y10	Y11	Total
2018/19	270	240	240	240	240	1,230
2019/20	300	270	240	240	240	1,290
2020/21	300	300	270	240	240	1,350
2021/22	300	300	300	270	240	1,410
2022/23	300	300	300	300	270	1,470
2023/24	300	300	300	300	300	1,500

Reasons for the Proposal

3. Reigate & Banstead is experiencing a significant increase in the demand for school places, reflecting both a rise in birth rate and increased house building and migration within the area. Births in the Borough in 2014 were 27.7% higher than births in 2002. The increased pupil cohort is starting to make the transition into the secondary sector. As such, there is now the need to accommodate increased demand, via the expansion of local secondary provision.
4. Oakwood School is the only school in the Horley Planning Area and presently provides 240 places per year in Year 7.
5. Demand for secondary school places in Horley is projected to rise over the coming years, in line with the general increase across the whole of the Reigate & Banstead Borough. Projections of future demand for school places are presented in the below table:

Year	Y7 PAN	Y7 Projection	Deficit
2017/18	240	224	- 16
2018/19	240	269	29
2019/20	240	270	30
2020/21	240	270	30
2021/22	240	296	56
2022/23	240	307	67
2023/24	240	294	54
2024/25	240	292	52
2025/26	240	299	59
2026/27	240	285	45

6. As can be seen from the above, there is a sustained need for additional secondary places in the area. The strategy devised to meet this need is the proposed expansion of Oakwood by two Forms of Entry which (if approved) would reduce all of the above projected deficits by 60 places.

7. Where possible, SCC's strategy is to expand high quality provision that meets parental demand, whilst also ensuring that there is a diverse pattern of provision, so as to provide families with some element of choice. The most recent Ofsted report on the school, from November 2013, rates the school as 'Good'. In particular, this report noted that "School leaders, working closely with the governing body, have succeeded in accelerating the improvement in students' achievement and behaviour and in the quality of teaching". The evident quality of education provision at Oakwood was a key reason underpinning the move to expand this school and thereby increase the provision of high-quality school places to the local community.

School Building Requirements

8. The school site has sufficient capacity to enable expansion in its existing location. Naturally, though, a building programme will be required to provide the permanent facilities to allow for the increase in pupil intake. To this end, SCC has allowed for an appropriate capital sum for this project, within the Basic Need Capital Programme element of its Medium Term Financial Plan (MTFP)
9. Should the decision be taken to proceed with the expansion, design workshops will be undertaken in partnership with the school to develop the building proposal, on the basis of which a planning application will be submitted and consulted upon separately.

<u>CONSULTATION:</u>

10. As a Community School the increase in admission number was the subject of a Council-led consultation process which was held for a four week period, between 24 April and 22 May 2017. This process was publicised in the local press and engaged a range of interested stakeholders, including the school community, local residents, local admissions authorities and Surrey School Admissions. Stakeholders were invited to respond to the consultation, via letter, email and an online consultation portal.
11. The response to the consultation was mixed, with agreement and opposition to the proposal being broadly evenly divided. A full summary of the feedback from the formal stage of the consultation process is appended to this report as Annex 2. The feedback raised multiple issues. In particular, three core themes emerged and have been/are being addressed as follows:
 - **School Building Condition / Capacity** – a number of respondents felt that the school's facilities were in need of upgrade/refurbishment, especially if the decision were taken to expand the school. Allied to this, some responses also indicated a concern regarding the capacity of the existing buildings to accommodate the proposed increase in pupil number. The Council is actively engaging with the school, with a view to formulating a proposal for the precise package of works that will be taken forward in this respect. It should be noted that the grant funding received by the Council to meet the needs of the rising pupil population across the county is only designed to meet the costs of expansion, rather than that of retroactive maintenance. This fact notwithstanding, the Council will ensure that the best possible solution is delivered within the available funding envelope, agreed and delivered in partnership with the school. Building Bulletin 103 guidance for school buildings will be used to inform design and scaling matters in this respect.

- **New School** – a number of respondents felt that a new secondary school should be built in Horley, rather than simply expanding Oakwood. It was felt that the large extent of current and proposed house building in the area meant that the 300-place expansion of Oakwood would be insufficient to meet overall demand and that parental choice would also be better served through the creation of a new school. The Council's current forecasts for secondary demand (as included in the consultation document) indicate that a 2FE expansion will be sufficient to meet demand. On these forecasts, to provide a new school would result in a significant oversupply of places in the area, which would have a detrimental impact on the associated educational institutions. The Council continually monitors the accuracy of its forecasts, as well as updating them on a regular basis. If actual applications/intakes do significantly outstrip those forecast, the Council will review options in relation to meeting demand in Horley.
- **Sixth Form** – A significant number of respondents questioned whether sixth form provision at Oakwood would be considered as part of this. The Council's current position is that additional sixth form provision is not required, as existing provision within this area of the County is sufficient to meet demand. The Council will keep this situation under review, particularly in the period closely preceding the transition of this augmented cohort into the post-16 sector.

RISK MANAGEMENT AND IMPLICATIONS:

12. As the Education Consultation has been completed and the associated decision made in compliance with the relevant legislation governing such decisions there is no outstanding risk in this respect.
13. There are naturally risks associated with the building project required to facilitate this expansion. Ultimately, these are in large part related to cost and programme, i.e. the capacity to deliver the requisite project within the defined financial parameters, in line with the timeline for increased demand. A Risk Register is being maintained and updated on a regular basis by the Project Manager of the scheme and this should serve to both mitigate risk (in part) and to provide early foresight of any issues as they materialise. A contingency allowance appropriate to the scheme has been included within the project budget to mitigate for potential identified risks.

Financial and Value for Money Implications

14. The building project associated with this proposal is included in the 2017-22 Medium Term Financial Plan (MTFP). A scheme of works will be developed and agreed by Property Services and this will subsequently go to Cabinet for approval. All schemes are expected to remain within the funding that has been allocated to them in the MTFP.

Section 151 Officer Commentary

15. The basic need expansion scheme for this school is included in the school basic need programme of works and has a funding allocation in the 2017-22 MTFP.

Legal Implications – Monitoring Officer

Consultation

16. In considering this report, the Cabinet Member must give due regard to the results of the consultation as set out above, and the response of the Service to the consultation comments and conscientiously take these matters into account when making its final decision.

Best Value Duty

17. The best value duty is contained in s3 of the Local Government Act 1999 as a result of which the Council is under a duty to make arrangements to secure continuous improvement in the way in which functions are exercised, having regard to a combination of economy, efficiency and effectiveness. The relevant guidance states that Councils should consider overall value, including economic, environmental and social value when reviewing service provision.

School Expansion

18. Section 13 of the Education Act 1996 places a general duty on the Council to secure that efficient primary and secondary education is available to meet the needs of the population in its area. In doing so, the Council is required to contribute to the spiritual, moral, mental and physical development of the community. Section 14 of the Education Act 1996 places a duty on the Council to secure that sufficient schools for providing primary and secondary education are available in its area. There is a legal duty on the Council therefore to secure the availability of efficient education in its area and sufficient schools to enable this.
19. This report sets out how the Authority will meet its duties in response to increasing demand for school places in Horley, in line with the general increase across the whole of the Reigate and Banstead Borough area.
20. As the school's capacity and Published Admission Number will be increased, a consultation and publication of notices was required. Responses to the consultation were considered carefully and the School Organisation Guidance and Admissions Code 2014 were duly followed.

Equalities and Diversity

21. The expansion of the school will not create any issues that would require the production of an Equality Impact Assessment (EIA), as no group with protected characteristics will be adversely affected as a consequence of its approval, or otherwise.
22. The school building will comply with Disability Discrimination Act (DDA) regulations.
23. As a Community School, admissions to Oakwood are governed by SCC's Determined Admissions Arrangements. These admissions arrangements give the highest priority to Looked After Children (LAC) and children with exceptional medical or social needs, thus supporting provision for the county's most vulnerable children. The next order of priority employs the "sibling rule", following which priority is given to children for whom the school is the nearest to their home address. Remaining applicants are then sorted on

the basis of distance from home to school. There is no proposal to amend the admissions criteria, which are fully compliant with the Schools Admissions Code.

Corporate Parenting/Looked After Children implications

24. This proposal would provide increased provision for secondary places in the area which would be of benefit to the community served by the school. This would therefore also be of benefit to any Looked After Children who have the opportunity of attending the school with this grouping of children receiving the highest priority ranking within the school's admission arrangements.

Climate change/carbon emissions implications

25. The design philosophy is to create buildings that will support low energy consumption, reduce solar gain and promote natural ventilation. The expansion will be undertaken in line with the local planning authority's adopted core planning strategy. In addition, the provision of additional school places to meet local demand is likely to have a positive impact on reducing journey times (and therefore carbon emissions), relative to the scenario of not so doing.

WHAT HAPPENS NEXT:

26. Subject to Cabinet Member approval of the recommendation of this report, the next steps are:
- To take a Business Case for the associated capital works scheme to SCC's Cabinet at a future date.
 - If approval to the above referenced Business Case is granted, the project will move to delivery, with a view to having the expanded school facilities ready to accommodate the new cohort, in line with the timeline for increased demand.

Contact Officer:

Oliver Gill, School Commissioning Officer, Tel: 020 8541 7383

Consulted:

Oakwood School Governing Body
Parents of pupils attending the school
Local residents
Local Headteachers
Liz Mills, Assistant Director for Schools and Learning
Graham Knight, Local County Council Member for Horley East
Reigate & Banstead Borough Council
School Admissions Forum

Annexes:

Annex 1 – Oakwood School Statutory Notice (Full)
Annex 2 – Summary of Consultation Feedback

Sources/background papers:

- Oakwood School Consultation Document



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PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that Surrey County Council intends to make a significant change to **Oakwood School**.

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.

N/A

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

1. The name, address and category of the school.

Oakwood School, Balcombe Road, Horley, Surrey, RH6 9AE
(Community School)

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.

From September 2018, it is proposed to enlarge Oakwood School from eight forms of entry (8FE) at Year 7 to nine forms of entry (9FE) at Year 7. From September 2019, it is further proposed to enlarge the school from nine forms of entry (9FE) at Year 7 to ten forms of entry (10FE) at Year 7. The school will expand incrementally year on year, as the higher intake of 300 pupils works its way progressively through the age range. As such, the total capacity of the school would be permanently increased from 1,200 to 1,500 pupils and it would reach its full capacity in 2023.

Objections and comments

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), 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.

This is a four week consultation, which begins on Monday 24 April 2017 and concludes at midday on Monday 22 May 2017. Any person may object to or make comments on the proposals by sending representations to:

Oliver Gill, Surrey County Council, Room 326, County Hall, Kingston upon Thames, Surrey, KT1 2DN

Alternatively, representations can be made by email to:

schoolorg@surreycc.gov.uk

The consultation can also be accessed from the Surrey County Council website:

www.surreysays.co.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.

To enlarge Oakwood School from eight forms of entry (8FE) at Year 7 to nine forms of entry (9FE) at Year 7, from September 2018. To further enlarge Oakwood School from nine forms of entry (9FE) at Year 7 to ten forms of entry (10FE) at Year 7, from September 2019.

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 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), 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 school would be enlarged from a 1,200-place Secondary School, 240 places per year from Year 7 to Year 11, to a 1,500-place Secondary School, 300 places per year from Year 7 to Year 11.

- (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;

The current Published Admission Number (PAN) for the school is 240. Under this proposal, the PAN would be increased to 270 from 2018 and to 300 from 2019 onwards.

- (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;

270 pupils would be admitted into Year 7 in September 2018, increasing to 300 pupils in September 2019 and in each subsequent Year 7 intake thereafter. The school would grow incrementally, year-on-year, as the higher intake of 300 pupils works its way progressively through the age range.

- (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.

N/A

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

As of the October 2016 Census, there were 911 pupils on roll at Oakwood School.

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.

N/A

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 additional site is required in order to facilitate these proposals.

(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.

N/A

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 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

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

N/A

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

N/A

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

N/A

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

N/A

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

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

N/A

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

N/A

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;

The school will remain on its existing site.

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

N/A

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

N/A

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

N/A

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

N/A

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

N/A

Objectives

10. The objectives of the proposals.

The proposal to expand the school is in response to the local demand for secondary school places at this school and a basic need for more school places in the Horley area. This is demonstrated by several years of demand, together with future pupil forecasts (based on birth, migration and housing development data), and forms part of a borough-wide expansion programme, aimed at providing sufficient school places to meet the projected levels of demand.

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.

An explanatory consultation document has been made available to the public via the Council's website: www.surreysays.co.uk
All appropriate parties have been made aware of this proposal, inclusive of the Governing Body of the school.

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 cost of the proposed project will be funded through Surrey County Council's Schools Basic Need Capital Programme and funding for this scheme is included in the current 2017-22 Medium Term Financial Plan.

13. A copy of confirmation from the Secretary of State and/or local education authority that funds will be made available (including costs to cover any necessary site purchase).

Surrey County Council's Section 151 Finance Officer has approved the expenditure for this expansion project.

Age range

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

N/A

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;

N/A

- (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;

N/A

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

N/A

- (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; and

N/A

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

N/A

Changes to sixth form provision

16. (a) 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—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

N/A

- (b) A statement as to how the new places will fit within the 16-19 organisation in an area;

N/A

- (c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

N/A

(d) The proposed number of sixth form places to be provided.

N/A

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.

N/A

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;

The proposal will not change arrangements for pupils with Special Educational Needs.

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

N/A

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

N/A

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

N/A

- (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;

N/A

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

N/A

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

N/A

- (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; and

N/A

- (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.

N/A

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;

N/A

- (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;

N/A

- (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; and

N/A

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

N/A

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.

N/A

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;

N/A

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

N/A

- (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).

N/A

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; and

N/A

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

N/A

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.

The proposal will not have a negative impact on the provision of the school's extended services.

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;

Reigate & Banstead is experiencing a significant increase in the demand for school places, reflecting both a significant rise in birth rate and increased house building and migration within the area. Births in the Borough in 2014 were 27.7% higher than births in 2002. A significant number of primary school places have been provided reflective of this demand and this increased pupil cohort is now starting to make the transition into the secondary sector. As such, there is now the need to accommodate increased secondary demand, via a corresponding expansion of secondary schools. If approved, this proposal would provide 300 additional secondary places within Horley that would, in part, help to bridge the projected gap between the supply of and demand for school places.

- (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;

N/A

- (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.

N/A

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; and

N/A

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

N/A

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) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).

Being rated 'Good' by Ofsted, the school has a solid reputation, which it is building on an ongoing basis. For September 2017, the school received 221 1st preferences, and 305 preferences overall. Expanding this school will promote parental preference, by allowing the Governing Body to admit further applicants who name the school as a preferred option.

Proposal to enlarge Oakwood School

Summary of Consultation

The consultation process ran from 24 April 2017 to 22 May 2017. The consultation was advertised in the local press and the associated documentation was published on the SCC 'Surrey Says' website. Interested parties were invited to return responses to the consultation via a formal Consultation Response Form, included at the end of the Consultation Document, as well as in an online form. In total, 90 such formal responses were received. The breakdown of category of respondents is provided below¹:

Respondent Category	No.
Parent of child attending Oakwood	29
Parent of a child that may attend the school in future	44
Parent of a child attending another school	9
Member of staff at the school	7
Governor at the school	0
Local resident	26
Other	11

Of the responses received, 39 agreed with the proposal, 41 disagreed with the proposal and 10 classified themselves as "don't know" in this respect. There were no discernible patterns in terms of the category of respondents that typically agreed/disagreed with the proposal, with agreement and disagreement being broadly divided amongst the available categories. The notable exception was the fact that all members of the school staff that responded to the consultation agreed with the proposal.

Among the responses that agreed with the proposal, there was a general consensus that the provision of additional places in Horley was necessary and that the expansion of Oakwood represented the logical choice in this respect. One respondent noted that the school had previously taken this number of pupils and that it had worked in the past. Another respondent noted that the school would benefit from the economies of scale associated with any such expansion, thereby increasing the capacity for direct investment in teaching and learning. A significant number of those who agreed with the proposal also questioned whether sixth form provision at Oakwood would be considered as part of this. The Council's current position is that additional sixth form provision is not required, as existing provision within this area of the County is sufficient to meet demand. The Council will keep this situation under

¹ It should be noted that a number of respondents fitted more than one category, making the overall number greater than the 90 distinct respondents.

review, particularly in the period closely preceding the transition of this augmented cohort into the post-16 sector.

Those who agreed with the proposal also expressed the following concerns:

- **School Building Condition** – a number of respondents felt that the school’s facilities were in need of upgrade/refurbishment/rebuild, especially if the decision were taken to expand the school. The particular areas that were highlighted as requiring focus were the Science Block and the Sports Hall. One respondent, in particular, was keen to stress the poor condition of the facilities in the Science Block, inclusive of the perceived need to increase ventilation levels therein. The Council is aware of the current condition of the buildings and of the need to undertake works to facilitate the expansion. The Council is actively engaging with the school, with a view to formulating a proposal for the precise package of works that will be taken forward in this respect. It should be noted that the grant funding received by the Council to meet the needs of the rising pupil population across the county is only designed to meet the costs of expansion, rather than that of retroactive maintenance. This fact notwithstanding, the Council will ensure that the best possible solution is delivered within the available funding envelope, agreed and delivered in partnership with the school. With respect to the particular issue of ventilation in the Science classrooms, in bringing any spaces back into use, the Council will ensure that, at a minimum all applicable regulations are adhered to (bearing in mind that this is an existing building).
- **School Building Capacity** – allied with the above, a number of respondents felt that the current facilities were of insufficient capacity to accommodate the proposed increase in pupil numbers. The areas highlighted in this respect included the Sports Hall; common spaces (inclusive of hall space); the canteen; and the perceived narrowness of the corridors. In line with the above response, the package of capital works that is currently being formulated will seek to address capacity issues. Building Bulletin 103 guidance for school buildings will be used to inform design and scaling matters in this respect.
- **Educational Capacity** – one respondent queried whether there was the potential for a larger school to anonymise the pupil experience and for pupils to obtain less tailored learning and support. Both the Council and the school are aware that this can be a concern in school expansion situations. The Council’s position is that, if managed correctly, the economies of scale provided by this expansion will, ultimately, enable more of the schools finances to be directed towards teaching and learning, providing greater educational capacity on the whole.

As might be expected, the concerns detailed above were echoed in the responses that disagreed with the proposal. In addition, among those who disagreed with the proposal, the following distinct concerns were raised:

- **New School** – a number of respondents felt that a new secondary school should be built in Horley, rather than simply expanding Oakwood. It was felt that the

large extent of current and proposed house building in the area meant that the 300-place expansion of Oakwood would be insufficient to meet overall demand and that parental choice would also be better served through the creation of a new school. The Council's current forecasts for secondary demand (as included in the consultation document) indicate that a 2FE expansion will be sufficient to meet demand. On these forecasts, to provide a new school would result in a significant oversupply of places in the area, which would have a detrimental impact on the associated educational institutions. The Council continually monitors the accuracy of its forecasts, as well as updating them on a regular basis. If actual applications/intakes do significantly outstrip those forecast, the Council will review options in relation to meeting demand in Horley.

- Existing Capacity – one respondent suggested that the expansion might not be necessary, owing to the recent opening of The Gatwick School, which could potentially take excess pupil numbers from Horley. The Gatwick School has principally been designed to accommodate increasing demand for places within West Sussex and the Council does not believe that its opening will have a significant demand for places within Horley itself. This has been borne out by the applications for Oakwood for the 2017/18 financial year, which closely aligned with those forecast. It is also worth noting that several of the pupils who originally applied to The Gatwick School are now returning to Oakwood.
- Disruption – one respondent was concerned about the potentially disruptive impact of any building works that may be undertaken as part of the expansion, especially during scheduled exam periods. The Council has significant experience of undertaking expansion works on school sites and will, in the first instance, seek to ensure that any such works are delivered during holiday periods, so as to minimise disruption. If the scale of the works means that this is not possible, the Council will work with the school to ensure that disruption of the school's activities is kept to a minimum and does not have an impact on educational outcomes.
- Traffic – concern was raised about traffic and parking around the school during peak pick-up and drop-off times and the potential for this situation to be exacerbated as a consequence of the proposed expansion. Allied to this, a suggestion was made that the Council commit to installing traffic calming measures and a wider footpath in the vicinity of the school. As part of the process of expansion, the School Travel Plan would be updated, so as to ensure that it reflected the growing nature of the school and the need to promote more sustainable modes of transport to and from the school site. If the package of works that is forthcoming in relation to the expansion necessitates the submission of a planning application, the Planning Authority will give consideration to whether additional highways infrastructure is required in the vicinity of the school. This matter would, therefore, be for appropriate professionals to determine at that point in the future, on the basis of relevant survey information. The current consultation is focussed purely upon the educational aspects of the expansion

and it would be inappropriate to pre-empt the outcome of any future discussions in this respect.

- Recruitment and Retention – a query was raised as to whether Oakwood was able to recruit and retain the necessary number of teachers to meet the demands of an expanded cohort. Whilst recruitment and retention is a perennial issue for many schools, the Council's experience through managing a significant number of similar experience in the recent past indicates that the schools involved have always managed to secure the requisite appointments in this respect.

Of those who classified themselves as “don't know” in respect of the proposals, the following distinct concerns were raised:

- Playing Fields – a number of respondents were keen to stress that they would not want to see a reduction in green space around the school (particularly playing fields), as a consequence of any potential building works. In undertaking any expansion, the Council would only build on green spaces / existing playing fields as a last resort, in addition to which these facilities are protected by Sport England, as part of the planning process. In the unlikely event that building on such areas was absolutely necessary, the Council would seek to reprovide green spaces, in order that there was no net loss (or that any such loss was minimised).
- Building Condition / Capacity – it is worth noting that one of the responses to the consultation was in the form of a letter submitted by Horley Headteachers, on behalf of the Horley Learning Partnership. This letter echoed the aforementioned concerns in relation to the extant condition / capacity of the school's facilities and requested that the Council give consideration to the following:
 1. That a structural survey be undertaken of the school;
 2. That a new DT/Vocational/Science Block be built to replace the existing tower block;
 3. That the sports facilities be enhanced; and
 4. That consideration be given to dedicated provision for the Speech and Language School and Learning Support Unit.

The Council undertook a dedicated structural survey of the tower block in 2016, which confirmed that the building was fundamentally sound and did not identify any structural issues with that element of the site. The Council undertakes regular condition surveys of all of its school sites. That pertaining to Oakwood does not identify any particular issues that would give rise consideration of the need for a structural survey of the remainder of the site. Points 2-4 will be considered as part of the ongoing dialogue between the Council and the school, in relation to the building project associated with the expansion. In relation to point 4, whilst this does not form part of the scope of Basic Need funding, the Council is actively investigating whether SEN capital funding may be incorporated as part of the scope of the wider project at the school. Any such works would have to be delivered within the available funding envelope, which has been formulated in line

with the universal approach applied to all schools within the wider County-wide expansion programme. The Council is engaging with the school to ascertain its priorities for investment and which of these can feasibly be delivered within the available funding.

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