

## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS:

Notice is given in accordance with section 19(3) of the Education and Inspections Act 2006, as amended by the Education Act 2011, that the Governing Body of Scott-Broadwood C of E Infant School intends to make a significant change to **Scott-Broadwood C of E Infant School, The Street, Capel, Dorking, Surrey RH5 5JX.**

### **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.

Scott-Broadwood C of E Infant School (VA), The Street, Capel, Dorking, Surrey RH5 5JX and The Green, Ockley, Dorking, Surrey RH5 5TR

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

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

N/A

### **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 2017, it is proposed to consolidate Scott Broadwood C of E Infant on one site, through the closure of the Ockley site and relocation of the classes currently based there to the Capel site.

### **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 (term-time) consultation, which begins on Monday 13 March 2017 and concludes at midday on Monday 24 April 2017. Any person may object to or make

comments on the proposals by sending representations to:

School Office, Scott-Broadwood C of E Infant School, The Street, Capel, Dorking, Surrey RH5 5JX **or**

The Green, Ockley, Dorking, Surrey RH5 5TR

Alternatively, representations can be made by email to:

[consultation@sbinfant.uk](mailto:consultation@sbinfant.uk)

The consultation can also be accessed on the school's website:

<http://www.scott-broadwood.surrey.sch.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 close the Ockley site of Scott Broadwood C of E Infant School and relocate all pupils to the Capel site, with effect from September 2017. Should the proposal succeed, works would be carried out at the Capel site to ensure a high quality learning environment for current and future pupils.

### 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;

Scott Broadwood is presently a 120-place Infant School, with 40 places per year, from Year R to Year 2. The capacity of the school would remain unchanged under this proposal.

- (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 40. The school's PAN would remain unchanged under this proposal.

- (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;

The relocation of pupils from Ockley to Capel would be undertaken in a single stage, with effect from September 2017.

- (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.

There are currently 62 pupils on roll at Scott Broadwood C of E Infant School. Of these, 17 pupils are presently enrolled on the Ockley site. 10 are currently in Year 1 and would, therefore, be subject to relocation, if this proposal were to proceed.

### 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.

The statutory proposal, including the commissioning of any capital works to the Capel site, would be implemented by the Governing Body of Scott Broadwood C of E Infant School.

### 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;

Under this proposal, all pupils presently enrolled at the Ockley site would be relocated to the Capel site. The addresses of the two sites are provided below:

- Ockley Site – The Green, Ockley, Surrey RH5 5TR
- Capel Site – The Street, Capel, Dorking, Surrey RH5 5JX

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

The Ockley site is located 1.98 miles from the Capel site.

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

**The rationale for consolidating at the Capel site**

Careful consideration has been given to both Ockley and Capel as the site of the consolidated school.

- The Capel site better suits the geographical spread of the current pupils.
- The Capel site is able to accommodate three classes in its present state.
- The Capel site has more outside area within its grounds.
- The Capel site is more energy efficient than the Ockley site.
- The Capel site is more modern and more equipped for school life.
- The Capel site has a separate canteen area which could accommodate all our pupils.
- The Capel site has more toilets for pupils and adults.
- The Capel site has greater capacity for re-allocation of space for learning and administration should it prove necessary.
- The Capel site allows pupil and staff easy access to the local Church.
- In collaboration with Capel Pre-School, wrap around care (breakfast club and after school club) is available at the Capel site and this is an important consideration for a number of current and future parents from both villages
- The Ockley site has listed building status and hence any required alterations, if approved, would take longer to complete.
  
- The Ockley site provides easy access to the Green for OTO (Out in the Open) learning.
- The Ockley site has plenty of parking.

To provide the ideal learning environment, our building consultants have looked at both sites and indicated that the required alterations to the Ockley site would be considerably greater, cost considerably more and take considerably longer than any alterations to the Capel site.

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

The Capel site is an established school site, with a suitable level of accessibility in this respect.

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

Statutory entitlement to transport assistance for pupils currently attending the Ockley site may be affected by this proposal. The transport arrangements for the school will be in accordance with Surrey County Council's current Home to School Transport Policy.

- (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.

The School Travel Plan would be updated to reflect any change in arrangements arising out of the implementation of this proposal. This would include consideration of the need to promote sustainable transport solutions, wherever possible. As there will be no requirement to travel between sites during the school day, specifically curricular-related travel would be reduced as a consequence of this proposal.

## Objectives

### 10. The objectives of the proposals.

Governors have identified that the short term quality of education for the children, and the long-term sustainability of the whole school is threatened if the current model is maintained. Considerable time and effort has been spent exploring all options. The clear conclusion is that consolidating onto one site is the only viable plan.

The benefits of such a decision are two-fold. Firstly we ease the short and medium term financial pressures, protecting the quality of provision in the short-term, whilst securing the long term sustainability of infant schooling in the area. Secondly, relieving the financial pressure will also allow us to continue to develop our capacity for improvements, delivering significant benefits for both the children and the staff.

#### **The financial case for consolidation**

Providing a high quality village infant school education has always been challenging and the creation of Scott-Broadwood in 1995 was done to protect the provision in Ockley and Capel where both schools were facing closure, along with other infant schools in the area.

The first indication of severe financial difficulties occurred in autumn 2013, following a low Reception intake. Since then, the Governors have undertaken a wide range of measures to try to preserve the status quo of a two-base model, despite which an increasingly challenging financial picture has emerged. These measures include, but are not limited to:

- Ongoing review of all staffing and administration e.g. reduction in Teaching Assistants, reduction in bursar & admin hours
- Ongoing reductions in budgets for resources, training and administrative supplies.
- A sponsorship programme aimed at all local businesses in Capel and Ockley inviting ongoing financial assistance. Unfortunately, this was not as well supported as hoped and raised only £2,250 from one-off donations.
- A three year support package worth £8,000 per year from the Parochial Church Council in Capel and the School House Trustees in Ockley. This has now finished.

We recognise and are extremely grateful for the efforts of the communities, the Friends and the Governors for their fundraising activities and donations. This extra income has

allowed us to enhance the education of our children but it is not a sustainable source of income which can be relied upon year after year and, as such, cannot form part of the core budget.

Further to this,

- The Diocese of Guildford has confirmed that there is no emergency funding available to support the day-to-day running of the school from either the Diocese or Surrey County Council.
- In our current two base format, we benefit from a split site subsidy; the future National Funding Formula changes the basis on which schools are funded and the future of this amount and the criteria on which it may be distributed is unclear.

The Governors have explored and costed many different scenarios, including different year groups at each site, part-time teachers shared across both sites, a classroom-based Headteacher, closing one site, mixing key-stages within classes as well as maintaining the current two base model and have concluded that:

- To preserve the status-quo of a two base school staffed to deliver a high quality education in line with our vision and giving the capacity to improve would require over 90 children on roll.
- The costs of maintaining and running the buildings over both sites (dual broadband fees, caretakers, ground maintenance costs, photocopier contracts, cleaners, telephone line rentals etc) are diverting essential funds from the investment that should be made in teaching staff, training and resources.
- The desire to preserve the two base status-quo has led to cost cutting measures that compromise the school’s capacity for improvement and ability to deliver its vision.
- The current situation where ensuring sufficient staffing at each site is a daily challenge has placed a significant burden on the staff, which, if not resolved, will begin to impact on their welfare and their ability to deliver a high-quality education to all our pupils.
- Delivery of equality of provision across both sites has led to duplication and therefore a decrease in the breadth of training, resources and skills needed to further accelerate the progress of our pupils.

The financial models compare the cost of running with different models for one full year.

<b>model</b>	<b>full year budget surplus/ (deficit)*</b>
maintaining status-quo	-£24k
sustainable two base model	-£99k
sustainable one base model	+£10k

\*figures based on Feb17 budget letter for Oct'16 census of 67 children

Therefore, the Governors have concluded that we are in the unfortunate position where the only sustainable option available to us to preserve and increase our capacity to deliver high quality education is to significantly reduce our outgoings. This can only be achieved by consolidating onto one site and remodelling our staffing structure accordingly. As the above table demonstrates, to offer the same quality of provision that the proposed one site model would deliver across two sites, would actually require an increase in funding of approximately £100k to secure more staff. Clearly, given the current financial situation of the school and the national picture of diminishing education budgets, this is impossible to deliver long-term.

### **The Educational case for consolidation**

Whilst we recognise this represents a big change for many families, and indeed the village of Ockley, our priority has been, and always will be to maintain and preserve the best possible quality of education for the children in our care, both now and in the future.

### **Leadership and management**

Because of the budget constraints staffing has been streamlined as much as possible. There are no further cuts that can be made without creating safeguarding issues and impacting the education of the children and the welfare of the staff. Consolidating will give us greater flexibility to manage staff to deliver excellent provision for the children whilst having a positive impact on staff morale. For example:

- The Headteacher will have more time to spend with staff and pupils. This will allow much more productive use of her time and expertise in order to achieve the vision of the school, enabling her to deliver her role as a strategic leader.
- Capacity for leaders to drive improvements in all areas will be increased
  - Subject leaders can more effectively monitor teaching and learning across all classes
  - Senior Leadership Team meetings can happen regularly in school time
  - Staff can meet formally and informally to share expertise, ideas and planning
  - Teaching Assistant meetings can be held regularly to facilitate training and skills sharing
  - Peer to Peer training and support can occur within the school day without impacting on children's safety and learning

An improved work-life balance for all staff will be possible.

In order to provide an equivalent standard of education at both bases, staff have to travel between sites to plan and moderate together, or miss their joint planning time. On one site, all staff will be available to collaborate and support each other both formally and informally.

The huge amount of time taken up every day with managing staff and resources between the bases will be removed, allowing staff to concentrate entirely on providing an outstanding education to the children. The school's capacity for improvement will accelerate.

To match the capacity for improvement that a one site model would afford us,

would necessitate an increase in staffing levels over two sites. This is not affordable.

### **Quality of Teaching, Learning and Assessment**

High quality teaching and learning has always been of paramount importance to our school, and will remain so. We need to ensure this can be sustained and our staff remain motivated so that our capacity for improvement is strengthened. Were we not to consolidate, our staffing levels would be even further stretched causing significant detrimental impact on the children and their education. The benefits of consolidation include:-

- With no need for duplication of resources, a wider range of higher quality curriculum resources and materials for the benefit of our pupils and staff could be provided.
- All staff will be available to support each other and the children, for example:
  - The Emotional Literacy Support Assistant (ELSA) will be able to support any pupil as appropriate
  - Speech and Language (SALT) expertise can be shared with all children who need it
  - Children can be grouped together in different ways to facilitate intervention groups for support and additional challenge

Subject leaders will be able to do their job efficiently, ensuring consistent subject teaching across all classes and checking both cohort and individual progress.

Newer staff will be supported by those with more experience.

Increased capacity to deliver interventions without impacting on staffing levels in classes.

### **Personal development, behaviour and welfare**

Parents value the small nurturing environment provided at each base. This forms a core part of the aims and ethos our school vision. We will ensure this continues to be delivered whilst preserving the long-term future of our school.

- All pupils will be familiar to all staff, thereby increasing opportunities for targeted interventions to accelerate learning.
- Staff will work together to support children and families.
- Parents will continue to be welcomed into school at the beginning of the school day, and during the day to support children's learning.
- Whilst still being a small school, consolidation onto one base will give each child a sense of belonging to a larger cohort and the opportunity to socialise with a wider range of children in preparation for their junior school experience.

### **Outcomes for pupils**

Outcomes for pupils and quality of provision remain the highest priority for all staff in the school. Providing appropriate levels of good quality, highly-skilled and motivated

staff is at the core of our proposal.

- Duplication of staff roles and expertise will no longer be required and all children will benefit from the specialist/ knowledge, talents & experience of individual members of staff.
- Specialist staff will no longer need to travel between sites and therefore be more productive and effective. This will, in particular, lead to better support for children with Special Educational Needs.
- All pupils will be familiar to all staff, thereby increasing opportunities for targeted interventions to accelerate learning.
- Consolidation on one site will allow children of similar ability across classes to come together for targeted interventions to increase attainment.

This proposal does not have a detrimental affect other local schools.

### 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.

The Governing Body of Scott-Broadwood C of E Infant School, conducted an informal consultation on the proposals between 18 January 2017 and 12 March 2017. Key stakeholders were made aware of this process, inclusive of parents/carers of children attending Scott-Broadwood C of E Infant School; employees and Governors of the school; the Diocese of Guildford; relevant unions; other local schools; local borough and county councillors; and the School Admissions Forum. In addition, a public meeting was held on 18 January 2017.

### 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 would be funded entirely by the Governing Body of Scott Broadwood C of E Infant School and the Diocese of Guildford.

**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).

N/A

**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;

N/A

(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).

N/A
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