

Public Document Pack

CABINET APPENDICES

Monday, 14th March, 2011
at 5.00 pm

APPENDICES ATTACHED TO THE LISTED REPORTS

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Agendas and papers are now available via the Council's Website

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FRIDAY, 4 MARCH 2011

SOLICITOR TO THE COUNCIL

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Southampton City Council

Admission Policy for Community and Voluntary Controlled Infant/Primary Schools for 2012/13

Southampton City Council is the admission authority for all Community and Voluntary Controlled infant and primary schools in the city. Voluntary Aided and Trust and Foundation school are their own admission authorities and set their own admission arrangements. As required in the School Admissions Code the authority will consider all on-time preferences at the same time for September 2012 admissions.

Parents may express up to three (3) preferences, listing them in the order in which they would accept them. All preferences will be considered and where more than one school could be offered, the parents will be offered a place for their child at the higher ranked of the schools that could be offered.

Children with statements of special educational needs (SEN) that name the school

Children with statements of special educational needs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full, and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Oversubscription criteria

Applications submitted by 15 January 2012 will be dealt with first. If the number of applications submitted by 15 January 2012 is greater than the Published Admission Number (PAN) for a school, admissions to the school will be decided according to the following priorities:

1. Children in public care (looked after children).
2. Children subject to a child protection plan or deemed to be vulnerable by the Senior Officer with responsibility for safeguarding in Southampton City Council.
3. Children who have a brother or sister already on the roll of the school who will continue to attend that school for the following year. (This includes children living as siblings in the same family unit.) In the case of applications for places at infant schools a sibling at the linked junior school will count as a sibling at the junior school.

A sibling is defined as a brother or sister including half, step, or foster or adoptive brother or sister, living within the same family unit at the same address.

4. Children who live within the school's designated catchment area and whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written

evidence from a doctor or psychologist.

5. Children who live within the school's designated catchment area.

A "designated catchment area" for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council, Southbrook Rise, 4 – 8 Millbrook Road East Southampton SO15 1YG. A schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on "my Southampton", follow the links, and enter their post code.

If the school is oversubscribed from within these criteria, priorities (ii) to (iii), as set out at 6 below, will be used to determine which children will be offered places.

6. Children who live outside the school's designated catchment area, in the following order:

- (i) Children whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist.
- (ii) Children whose parents are applying for their child to attend a Church of England voluntary controlled school on denominational grounds. Evidence of regular church attendance at services held by the Church of England or a local ecumenical partnership (as defined in the school's prospectus) must be certified by the vicar or someone else of authority in the church. "Regular" is defined as "attending worship services at a Church of England church or local ecumenical partnership at least twice a month for the previous two years before the deadline for admissions set by Southampton City Council."
- (iii) Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 6(i) to 6(ii) above, then distance as defined in 6(iii) will be used to prioritise applications within these categories. Should there be two or more identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children's Services and Learning, Southampton City Council.

Late applications

The closing date for applications is 15 January 2012. Applications received after that date will be late applications. If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Unplaced children

Any child who remains unplaced after their application has been processed, because either they could not be offered a place at any school requested or their parents did not complete an application, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be allocated a place at the nearest school to their home address with places available. Distance to their home address will be measured by public roads and footpaths.

Waiting lists

If a place cannot be offered at a higher ranked community or voluntary controlled school, unsuccessful applicants will automatically be placed on the waiting list for the school. If places become available, children on the waiting list will automatically be offered them according to the priorities set out above and any previous offer of a school place will be withdrawn.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community and voluntary controlled schools. Waiting lists will be maintained until the end of the autumn term 2012.

Entry into Reception Class

The offer made to parents for reception class on the initial offer date is of a full time place from the start of term after 1 September 2012. Schools normally stagger entry into school from that date and arrange for some initial part time attendance to ensure a smooth transition from pre-school into school or from home to school. Parents have the right to defer their child's entry into reception class to any point up to the time the child is of statutory school age (the term starting after their child's 5th birthday) or until any point in the reception year if their child is not of statutory school age until after the start of the summer term in the reception year. Parents CANNOT however defer entry until the start of year 1 i.e. the reception class place cannot be held open over the summer holidays. The child must start school at some point in the reception year. If a parent does not enrol

their child at the offered school at some point in the reception year they must make an in year application for a year 1 place.

Parents can request part time education for their child in the reception year up until the child is of statutory school age if it is in the child's best interests.

Southampton City Council

Admission Policy for Community and Voluntary Controlled Junior Schools for 2012/13

Southampton City Council is the admission authority for all Community and Voluntary Controlled junior schools in the city. As required in the School Admissions Code the authority will consider all preferences at the same time for September 2012 admissions.

Parents may express up to three (3) preferences for junior schools only, listing them in the order in which they would accept them. All preferences will be considered and where more than one school place could be offered, the parents will be offered a place for their child at the higher ranked of the schools that could be offered.

Children with statements of special educational needs (SEN) that name the school

Children with statements of special educational needs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school even if it is full and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Oversubscription criteria

Applications submitted by 15 January 2012 will be dealt with first. If the number of applications received by 15 January 2012 is greater than the admission limit, admissions will be decided according to the following priorities:

1. Children in public care (looked after children).
2. Children subject to a child protection plan or deemed to be vulnerable by the Senior Officer with responsibility for safeguarding in Southampton City Council.
3. Children who have a brother or sister already on the roll of the school who will continue to attend that school for the following year. (This includes children living as siblings in the same family unit.) This sibling link also applies if the child has a younger brother or sister attending the linked infant school at the time of application.

A sibling is defined as a brother or sister including half, step, or foster or adoptive brother or sister, living within the same family unit at the same address.

4. Children who live within the school's designated catchment area and whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist
5. Children attending the linked infant school at the time of application. This criterion applies only at the time of transfer from year 2 to year 3. After that time previous

attendance at the linked infant school gives no priority to an application for a place at the linked junior school

6. Children who live within the school's designated catchment area.

A "designated catchment area" for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council, Southbrook Rise, 4 – 8 Millbrook Road East, Southampton SO15 1YG. A schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on "my Southampton", follow the links, and enter their post code.

If the school is oversubscribed from within these criteria, priorities (ii) to (iv), as set out at 7 below, will be used to determine which children will be offered places.

7. Children who live outside the school's designated catchment area, in the following order:

- (i) Children whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist.
- (ii) Children whose parents are applying for their child to attend a Church of England voluntary controlled school on denominational grounds. Evidence of regular church attendance at services held by the Church of England or a local ecumenical partnership, (as defined in the school's prospectus), must be certified by the vicar or someone else of authority in the church. "Regular" is defined as "attending worship services at a Church of England church or local ecumenical partnership at least twice a month for the previous two years before the deadline for admissions set by Southampton City Council."
- (iii) Children attending the designated catchment infant school.
- (iv) Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school's prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home

address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 7(i) to 7(iii) above, then distance as defined in 7(iv) will be used to prioritise applications within these categories. Should there be two or more identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children's Services and Learning, Southampton City Council.

Late applications

If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Unplaced children

Any children who remain unplaced after their application has been processed, because either they could not be offered a place at any school requested or their parents did not complete an application, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be allocated a place at the nearest school to their home address with places available. Distance to their home address will be measured by public roads and footpaths.

Waiting lists

If a place cannot be offered at a higher ranked community or voluntary controlled school, children will automatically be placed on the waiting list for the school. If places become available, children on the waiting list will automatically be offered them according to the priorities set out above and any previous offer of a school place will be withdrawn.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community and voluntary controlled schools. Waiting lists will be held until the end of the autumn term 2012.

Southampton City Council

Admission Policy for Community Secondary Schools for September 2012/13

Southampton City Council is the admission authority for all community secondary schools in the city. As required in the School Admissions Code, the authority will consider all preferences at the same time for September 2012 admissions.

Parents may express up to three preferences, listing them in the order in which they would accept them. All preferences will be considered and where more than one school could be offered, the parents will be offered a place for their child at the higher ranked of the schools that could be offered.

Children with statements of special educational needs (SEN) that name the school

Children with statements of special educational needs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Oversubscription criteria

Applications submitted by 31 October 2011 will be dealt with first. If the number of applications submitted by 31 October 2011 for a school is greater than the Published Admission Number for the school, admissions will be decided according to the following priorities:

1. Children in public care (looked after children).
2. Children subject to a child protection plan or deemed to be vulnerable by the Senior Officer with responsibility for safeguarding in Southampton City Council.
3. Children who have a brother or sister already on the roll of the school who will continue to attend that school during the following year. (This includes children who live as siblings in the same family unit.)

A sibling is defined as a brother or sister including half, step, or foster or adoptive brother or sister, living within the same family unit at the same address

4. Children who live within the school's designated catchment area and whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist
5. Children who live within the school's designated catchment area.

A "designated catchment area" for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council,

Southbrook Rise, 4 – 8 Millbrook Road East, Southampton SO15 1BZ. A schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on “my Southampton”, follow the links, and enter their post code.

If the school is oversubscribed from within the designated catchment area, priorities (ii) to (iii), as set out at 6 below, will be used to determine which children will be offered places.

6. Children who live outside the school's designated catchment area, in the following order:

- (i) Children whose parents have named a particular school because the child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist.
- (ii) Children attending a designated catchment junior or primary school.
- (iii) Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school's prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 56(i) to 6(ii) above, then distance, as given in 6(iii), will be used to prioritise applications within these categories. Should there be two identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children's Services and Learning, Southampton City Council.

Late applications

If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Unplaced children

Any child who remains unplaced after their application has been processed, because either they could not be offered a place at any school requested or their parents did not make an application, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be allocated a place at the nearest school with places available to their home address. Distance to their home address will be measured by public roads and footpaths.

Waiting lists

If a place cannot be offered at a higher ranked community school, unsuccessful applicants for the school will automatically be placed on the waiting list for the school. If places become available, children on the waiting list will automatically be offered them according to the priorities set out above and any previous offer of a school place will be withdrawn.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community schools. Waiting lists will be held until the end of the autumn term 2012.

Bitterne Park School (Secondary Places)

The admission criteria for Bitterne Park School are the same as for other LA community schools except for the addition of an extra criterion selecting up to 30 children for the school on the basis of their aptitude for the performing arts (a specialism of the school).

The admission criteria for the school are therefore as follows:

1. Children in public care (looked after children).
2. Children subject to a child protection plan or deemed to be vulnerable by the Senior Officer with responsibility for safeguarding in Southampton City Council
3. Children who have a brother or sister already on the roll of the school who will continue to attend that school during the following year. (This includes children who live as siblings in the same family unit.) Siblings who it is hoped will be in the sixth form when the younger child would be due to start will not be regarded as siblings in this category.

A sibling is defined as a brother or sister including half, step, or foster or adoptive brother or sister, living within the same family unit at the same address

4. Children, up to a maximum of 30, who score highest in the aptitude test set by Southampton City Council to measure their aptitude for the performing arts. In the event of a tie in the aptitude scoring the child/children closest to the school will be given priority.
5. Children who live within the school's designated catchment area and whose parents have satisfied the Local Authority that their child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist
6. Children who live within the school's designated catchment area.

A "designated catchment area" for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council, Southbrook Rise, 4 – 8 Millbrook Road East, Southampton SO15 1BZ. A schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on "my Southampton", follow the links, and enter their post code.

If the school is oversubscribed from within the designated catchment area, priorities (ii) to (iii), as set out at 6 below, will be used to determine which children will be offered places.

7. Children who live outside the school's designated catchment area, in the following order:
 - (i) Children whose parents have named a particular school because the child has a significant medical or psychological condition which means they must attend the preferred school rather than any other. Applications must be supported by appropriate written evidence from a doctor or psychologist.
 - (ii) Children attending a designated catchment junior or primary school.
 - (iii) Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school's prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 7(i) to 7(ii) above, then distance, as given in 7(iii), will be used to prioritise applications within these categories. Should there be two identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children's Services and Learning, Southampton City Council.

Late applications

If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Unplaced children

Any child who remains unplaced after their application has been processed, because either they could not be offered a place at any school requested or their parents did not make an application, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be allocated a place at the nearest school with places available to their home address. Distance to their home address will be measured by public roads and footpaths.

Waiting lists

If a place cannot be offered at a higher ranked community school, unsuccessful applicants for the school will automatically be placed on the waiting list for the school. If

places become available, children on the waiting list will automatically be offered them according to the priorities set out above and any previous offer of a school place will be withdrawn.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community schools. Waiting lists will be held until the end of the autumn term 2012.

Bitterne Park School (Sixth Form Places)

Bitterne Park Sixth Form application deadline is Monday 20th June 2011. Applications received after this date will be processed as 'late applications' (see below).

The Sixth Form has a maximum pupil number of 90 in Year 12 (180 Total in Years 12 and 13).

The majority of these places will be filled by existing Bitterne Park School students however, external applicants are welcome to apply to fill up to the remainder of 90 places. If the sixth form is over subscribed they will be considered in line with the SCC admissions policy that is detailed below.

The application form is made up of two parts:

Part 1 – Place application, this is to obtain a place within the sixth form at Bitterne Park School. Currently the procedure is run by Southampton City Council Admissions team (address below)

Part 2 – Course application, this is to secure a place on the requested courses, please note that some course may not run if sufficient applicants are not received. These are to be returned to the school office.

To apply complete both parts of the application, which are available to download from www.bitterneparkschool.org.uk or within the pack obtained from the school office.

Return part 1 as soon as possible to the Admission Team at Southampton City Council (address below) and by at the latest 20th June 2011.

Part 1: Place Application
Admission Team
Southampton City Council
Southbrook Rise
4 – 8 Millbrook Road East,
Southampton SO15 1BZ

If you submit the place application form to the school, this will be forwarded to the Admissions Team.

Return Part 2, the course selection form to be returned to the school (address below)

Part 2: Course Application
Sixth Form recruitment
Main School Office
Bitterne Park School
Copsewood Road
Southampton

When completing part 2 of the application please ensure on your course choice that you indicate if it is level 2 or level 3 that you are applying for. If you are unsure whether you are a Level 2 or 3 students you are welcome to apply for both programmes, and then discuss this at the application guidance meeting.

Once your application has been received a letter will be sent confirming receipt and you will be invited in to the Sixth Form for an Application Guidance Meeting, which will review your course options and provide you with support and assistance with your application. This is not mandatory and will not form part of the Admissions process it is purely there to support and inform your decisions. You will not be required to bring anything to this meeting.

There will be a post-16 induction programme for students who have a place in the Sixth Form in which you will have an opportunity to attend taster lessons in your chosen subjects as well as take part in team building and leadership activities. It is expected that all students who are transferring to Bitterne Park Sixth Form will attend.

Southampton City Council Admissions Policy

All places offered by Southampton City Council are conditional upon the applicant meeting the Academic Entry Requirements set out below.

Places will be offered on the following basis:

Children with statements of special educational needs (SEN) that name the school

Children with statements of special educational needs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Oversubscription criteria

Applications submitted by 20th June 2011 will be dealt with first. If the number of applications submitted by 20th June 2011 for the sixth form exceed the Admission Number of 90, admissions will be decided according to the following priorities:

1. Children in public care (looked after children).
2. Children who live within the school's designated catchment area.

A “designated catchment area” for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council, Southbrook Rise, 4 – 8 Millbrook Road East, Southampton SO15 1BZ. A schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on “my Southampton”, follow the links, and enter their post code.

If the school is oversubscribed from within the designated catchment area, the procedure set out at 3, below, will be used to determine which children will be offered places.

3. Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school’s prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 1-3 above, then distance, as given in 3, will be used to prioritise applications within these categories. Should there be two identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children’s Services and Learning, Southampton City Council.

Late applications

If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Waiting lists

Unsuccessful applicants for the school will automatically be placed on the waiting list for the school. If places become available, children on the waiting list will automatically be offered them according to the priorities set out above.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community schools. Waiting lists will be held until the end of the autumn term 2012.

Sixth Form Courses and Entry Requirements

Level 3 Courses:

This is a two year programme of study that is at a higher level than the work undertaken in Year 11.

Level 3 courses prepare students for entry to university. Bitterne Park Sixth Form offers a wide range of both academic A Levels and the full range of applied BTEC courses.

Each AS/A2 Level and BTEC has 5 hours of taught study each week. For success a similar amount of private study is expected out of hours.

The desired entry requirement for a Level 3 programme of study is 5A* to C grades at GCSE or equivalent in 4 or more subjects including English and Maths.

Some Level 3 subjects have specific entry requirements (such as a B grade at the Higher Tier of entry).

These are outlined in the subject information and must be met. It is at the discretion of the School whether a student who has a D grade in either English or Mathematics at GCSE (not both) is able to progress to Level 3

Level 2 Courses:

This is a one year programme of study for students who wish to progress to the Level 3 programme of study at the Bitterne Park School Sixth Form and have not yet quite gained the 5A* - C grades at GCSE or equivalent needed for this.

This programme of study enables students to retake English and Mathematics and take a number of new and exciting subjects.

The desired entry requirements for Level 2 Courses in Year 12 is 5 D grades at GCSE or equivalent in 4 or more subjects.

A minimum of an E grade in English and/or Mathematics is also desired.

Foundation Learning:

This is a one year programme of study for students who wish to progress to the Level 2 programme of study at the Bitterne Park School Sixth Form, or seek employment, and have not yet quite gained the desired entry requirements for level 2 courses.

Results day

Once you receive your GCSE results we can confirm your course and subject choices and finalise your enrolment to The Sixth Form. Support for students who have not made entry requirements will be available on the results publication day in August. All Bitterne Park Year 11 students are expected to be present that day, where possible.

We will do all we can to support you if you wish to change your options but after the timetable is written this will only be possible if a class is not full and the subjects you wish to study are not timetabled at the same time.

You will then receive a letter confirming your place in the Sixth Form, which is conditional on the entry requirements.

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Appendix 2

The outcomes of the annual consultation with school governing bodies and the relevant Church of England and Roman Catholic dioceses, the Southampton Admissions Forum and the public

The changes form the admission arrangements for 2012/13 are changed only slightly from those for 2011/12.

No comments have been received from schools, other admission authorities in the city, the Church of England or Roman Catholic Dioceses, or Hampshire County Council.

No comments have been received from the general public.

The Admissions Forum considered the proposed changes informally at its meeting in October 2010 and formally on 15 February 2011. The Forum welcomed the addition of the criterion giving priority to vulnerable children.

One comment has been received from Cllr Turner as follows:

The amendment to enable vulnerable children to move schools quickly seems very sensible.

Maureen Turner

Cllr, Swaythling

Lib Dem spokesperson for children and learning.

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**SOUTHAMPTON CITY COUNCIL
THE CO-ORDINATED SCHEME FOR YEAR R ENTRY TO INFANT/PRIMARY
SCHOOLS**

SCHOOL YEAR 2012/13

1. INTRODUCTION

This scheme details proposals for the co-ordinated admission arrangements for infant and primary schools in Southampton. The proposed scheme is in accordance with the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 and the School Admissions Code (2009).

2. BACKGROUND

The School Standards and Framework Act 1998, as amended by the Education Act 2002, and the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 set a duty on Local Authorities (LAs) to formulate a scheme covering every maintained school in their area, to co-ordinate the admissions process for primary intakes.

Once a LA has formulated a scheme for its area, it must pass the scheme for review to the Admission Forum. The LA must then consult all other admission authorities in the area who it proposes should adopt the scheme.

3. THE SCHEME

The purpose of the co-ordinated admission scheme is to establish mechanisms for ensuring that every parent of a child living in the LA area who has applied for a school place in the 'normal admissions round' receives an offer of one, and only one, school place on the same day. Schemes should also address how late applications will be handled. Co-ordinated schemes are an administrative process to make school admissions easier, more transparent and less stressful for parents.

The Southampton City Council co-ordinated scheme for infant/primary schools aims to encompass all the Voluntary Aided (VA) schools in its area. The School Admissions Code requires that *all schools* in the LA's area operate the 'equal preference' allocation criterion. Parents must apply for places in different LAs via their Home LA, using the application form for that LA, so there is a requirement for LAs to exchange data.

The co-ordinated scheme has been broken down into the following headings:

- Data capture
- Brochures and application process
- Closing date
- Processing of applications
- Late applications
- Decision letters

4. DATA CAPTURE

In June 2011 “rising 4” data will be downloaded, by the Admissions Team, from the Early Years modules of the ONE database and a list of rising 4 children will be obtained from Southampton City Primary Care Trust (SCPCT). Any children who appear on the SCPCT list but not in the early years module will be entered on the database.

5. BROCHURES AND THE APPLICATION PROCESS

- A letter giving advice to parents for children in the transfer group, about online applications and use of forms, will be sent to parents in mid-August 2011
- Access to brochures and blank application forms, where needed, (including separate blank VA school application forms) will be deposited in infant and primary schools (including a supply for the own admissions authority schools) in early September 2011.
- Online application commences 1 September.
- From 9 September, parents can go to any infant or primary school to collect an application pack.
- Parents of children living outside the city but wishing to apply for a place at a Southampton LA school must apply via their Home LA.
- Parents who live in the city who wish to apply for a place at a school in another LA area (e.g. Hampshire) must apply through the Southampton Admissions online system or using the Southampton applications form

6. CLOSING DATE

The closing date for applications will be 15 January 2012. This date is set in the regulations. Online applications will come direct to the Admissions Team. Parents will return paper applications to any infant or primary school on the city or by post direct to the Admissions Team. The school will log the form and forward it to the Admissions Team for processing.

7. PROCESSING OF ON-TIME APPLICATIONS

Own Admission Authority School applications –the data on any application form that mentions an own admission authority school regardless of the ranking of the school on the form will be sent to the VA school no later than 5 p.m. 2 April 2012

Community/VC School applications – paper applications will be input onto the One database in order that initial allocations can be made on an equal preference basis.

By 5 p.m. Friday 20 April 2012, own admission authority schools will advise the Admissions Team of the rank order against their criteria of all the applications referred to them.

In the event that more than one place can be offered, e.g. at a VA school and a Community/VC school or at two Community/VC schools, the place that will be offered will be the one that is highest preference in the application.

For example, if the Community/VC school is 1st preference and the VA school is 2nd preference but both schools can offer a place, the place will be offered at the Community/VC school. However, if the VA school is the higher preference then the place will be offered at this school. In the case of two Community/VC places being available for offer, the offer will be made for the higher preference school. The Admissions Team will advise the VA schools of any children who are offered places at higher preference schools.

8. LATE APPLICATIONS

Any application submitted after the closing date will be treated as a late application. These will not be processed until after the on-time applications.

9. UNPLACED CHILDREN

Any child who remains unplaced after their application has been processed, either because they failed to get into any school requested or did not complete a form, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be offered a place at the nearest school with places available to their home address. Distance to the home address will be measured by public roads and footpaths.

10. DECISION LETTERS

All parents/carers resident in Southampton will be sent a decision letter from the Admissions Team on 4 May 2012. Southampton LA will make the offer of places at those schools (Community/VC) where it is the admission authority and will also offer on behalf of the governing bodies of VA schools where it is not the admission authority. It will be clear in the letters on whose behalf the place is being offered. Email notifications will also be sent to those parents who applied online.

Decision letters will be accompanied by a reply slip that parents must complete to accept the place offered to them. The Admissions Team will notify own admission authority schools of any places they have offered that have been refused so that alternative offers can be made, if necessary. Parents will be offered the right of appeal against a refusal of a place as laid

down in the School Standards and Framework Act 1998, as amended by the Education Act 2002, and supporting regulations.

11. DATA TO SCHOOLS

Data will be provided to schools regularly from 7 May 2012 through to July 2012. The Admissions Team will work closely with schools to ensure that they have as much data as possible on potential numbers of reception class starters as soon as is possible. From 6 May 2012, schools will receive student data in the form of lists showing who has been allocated places at their schools.

12. SUMMARY

This proposed scheme encompasses all the elements of the co-ordinated admissions scheme outlined in the law. A timetable showing how the process would work for the September 2012 intake is attached at the annexe.

CO-ORDINATED INFANT/PRIMARY SCHOOLS ADMISSIONS SCHEME

TIMETABLE FOR 2012/13

DATE	ACTIVITY
June 2011	Admission Team obtains details of “rising 4” children. Transfer group of all eligible children set up in the ONE database
Mid – August 2011	Letters outlining application procedure sent to all parents in the transfer group; letters advise parents to make online applications, or to use paper forms where they cannot.
Early September 2011	Parents collect admission brochures and blank application forms from any infant or primary schools.
1 September 2011	Online application window opens.
15 January 2012	Closing date for online applications and paper forms.
31 March 2012	Admissions Team send details of all on time applications to other LAs if necessary
1 April 2012	Admissions Team sends details of all relevant applications to own admission authority schools in Southampton
26 April 2012	Own admission authority schools return ranked applications details to the Admissions Team
6 May 2012	Parents advised by letter and email from the Admissions Team of the result of their application.

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SOUTHAMPTON CITY COUNCIL THE CO-ORDINATED SCHEMES FOR ENTRY TO JUNIOR SCHOOLS

SCHOOL YEAR 2012/13

1. INTRODUCTION

This scheme details proposals for the co-ordinated admission arrangements for junior schools in Southampton. The proposed scheme is in accordance with the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 and the School Admissions Code (2009).

2. BACKGROUND

The School Standards and Framework Act 1998, as amended by the Education Act 2002, and the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 set a duty on Local Authorities (LAs) to formulate a scheme covering every maintained school in their area, to co-ordinate the admissions process for primary intakes.

Once a LA has formulated a scheme for its area it must pass the scheme for review to the Admission Forum. The LA must then consult all other admission authorities in the area who it proposes should adopt the scheme.

3. THE SCHEME

The purpose of the co-ordinated admission scheme is to establish mechanisms for ensuring that every parent of a child living in the LA area who has applied for a school place in the 'normal admissions round' receives an offer of one, and only one, school place on the same day. Schemes should also address how late applications will be handled. Co-ordinated schemes are an administrative process to make school admissions easier, more transparent and less stressful for parents.

Parents must now apply for places in different LAs via their home local authority. This means that parents resident in Southampton applying for junior schools in, say, Hampshire must apply through the Southampton City Council Admissions Team.

The co-ordinated scheme has been broken down into the following headings:

- Data capture
- Brochures and application process
- Closing date
- Processing of applications
- Late applications
- Decision letters

4. DATA CAPTURE

In June 2011 Year 1 pupils' data will be downloaded, by the Admissions Team, from the school databases and the Year 3 transfer group created.

5. BROCHURES AND THE APPLICATION PROCESS

- Details of the process for junior transfer will be issued to Year 2 pupils via their infant school early in September 2011.
- Registration for online admission application commences early September.
- The pre-printed common application form (JT1) will be issued to pupils by their present school by mid-September; online application window opens 1 September.
- Parents of children living outside the city but wishing to apply for a place at a Southampton junior school must apply through their Home LA
- Parents who live in the city who wish to apply for a place at a school in another LA area (e.g. Hampshire) must apply for those schools via the Southampton application form or online system

6. CLOSING DATE

The closing date for applications will be 15 January 2012.. Online applications will come direct to the Admissions Team. Paper applications will be returned via the child's current infant school to the Admissions Team for processing.

7. PROCESSING OF ON-TIME APPLICATIONS

The Admissions Team will process first all those applications submitted by the closing date. Applications will be input onto the ONE database

in order that initial allocations can be made. In the event that two places can be offered, e.g. at two Community/VC schools, the place that will be offered will be the one that is the higher preference on the application form.

8. LATE APPLICATIONS

Any application received after the closing date will be treated as a late application. These will not be processed until after the on-time applications. They will be processed in the same way as the on-time applications as detailed in paragraph 7 above.

9. UNPLACED CHILDREN

Any child who remains unplaced after their application has been processed, either because they failed to get into any school requested or did not complete a form, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be offered a place at the school with places available nearest to their home address. Distance to the home address will be measured by public roads and footpaths. Distances are calculated using a computerised GIS system that uses data supplied by Ordnance Survey. Addresses are identified and positioned using the LLPG database or the Post Office Address database

10. DECISION LETTERS

Decision letters giving the outcome of applications will be sent out on Friday 4 May 2012. Email notifications will also be sent to those parents who applied online. Decision letters will be accompanied by a reply slip that parents must complete to accept any place offered to them. Parents will be offered the right of appeal against a refusal of a place as laid down in the School Standards and Framework Act 1998, as amended by the Education Act 2002, and supporting regulations.

11. DATA TO SCHOOLS

Data will be provided to schools on a regular basis from February 2012 through to July 2012. Although the Admissions Team will already know the names of 1st preference applicants it cannot be assumed that these are the children who will be offered places after the oversubscription criteria have been applied. It is possible that an applicant who has named the school as 1st preference may have lower priority under the oversubscription criteria than children who have expressed a 2nd or 3rd preference for a school. The Admissions Team will work closely with schools to ensure that they have as much data on potential numbers of

year 3 starters as soon as possible. From 4 May 2012, schools will receive student data in the form of lists showing who has been allocated places at their schools. From June 2012 onwards, junior schools will receive transfer forms from the infant schools their children are coming from.

12. APPLICATIONS TO PRIMARY SCHOOLS

Applications for places in year 3 at a primary school for September 2012 will not be included in this process. Parents who want such a place must make a normal in year transfer at the appropriate time. This is normally in June/July.

13. SUMMARY

This proposed scheme encompasses all the elements of the coordinated admissions scheme outlined in the regulations. A timetable showing how the process would work for the September 2012 intake is attached at the annexe.

CO-ORDINATED JUNIOR SCHOOLS ADMISSIONS SCHEME

TIMETABLE 2011/12

DATE	ACTIVITY
June 2011	Admissions Team downloads details of Year 1 pupils in city infant schools
Early September 2011	Brochures issued to parents/carers via child's infant school
1 September 2011	Online application window opens.
By mid-September 2011	Pre-printed application forms issued to parents/carers via child's infant school.
15 January 2012	Closing date for applications
15 January to 31 March 2012	Admissions Team processes all applications received in accordance with the admission policy. Admissions Team exchanges information about application with Hampshire County Council as necessary
6 May 2012	Parents advised by letter and email from the Admissions Team of the result of their application

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**SOUTHAMPTON CITY COUNCIL
THE CO-ORDINATED SCHEME FOR PRIMARY TO SECONDARY TRANSFER**

SCHOOL YEAR 2012/13

1. INTRODUCTION

This scheme details proposals for the co-ordinated admission arrangements for secondary schools in Southampton. The proposed scheme is in accordance with the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 and the School Admissions Code

2. BACKGROUND

The School Standards and Framework Act 1998, as amended by the Education Act 2002, and the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2007 set a duty on Local Authorities (LAs) to formulate a scheme covering every maintained school in their area, to co-ordinate the admissions process for secondary intakes.

Once a LA has formulated a scheme for its area it must pass the scheme for review to the Admission Forum. The LA must then consult all other admission authorities in the area who it proposes should adopt the scheme.

3. THE SCHEME

The purpose of the co-ordinated admission scheme is to establish mechanisms for ensuring that every parent of a child living in the LA area who has applied for a school place in the 'normal admissions round' receives an offer of one, and only one, school place on the same day. Schemes should also address how late applications will be handled. Co-ordinated schemes are an administrative process to make school admissions easier, more transparent and less stressful for parents.

For September 2012, the co-ordinated scheme will comprise the following elements: -

- Data capture
- Brochures and application process
- Closing date
- Processing of applications
- Late applications
- Decision letters

4. DATA CAPTURE

In June 2011, year 5 data will be downloaded from the school databases and filtered. Details of children living in Hampshire County Council's (HCC's) area will be passed to HCC's Admissions Team. Likewise, HCC will provide the Southampton Admissions Team with the details of those children who live in Southampton City Council's (SCC's) relevant area but attend a HCC primary/junior

school.

5. THE APPLICATION PROCESS

- Details of the application process will be issued to parents/carers via their child's junior or primary school in early September 2011.
- Pre-printed application forms will be issued on request to parents/carers in early September.
- Online application commences 1 September 2011.
- Details of the application process will also be sent to children resident in the city but attending a HCC primary or junior school in early September 2011.
- Children resident in the city who wish to apply for a school in Hampshire must apply using Southampton online application/paper form.
- Children resident in Hampshire but who wish to apply for a Southampton school must apply using Hampshire online applications/paper form.
- The Southampton "form" will enable parents to express a preference for a school outside the Southampton/Hampshire area.
- Applicants to St Anne's or St George should complete the necessary Supplementary Information Form (SIF) for that school
- Applicants for Bitterne Park School wanting their child to be assessed for aptitude for the performing arts must indicate this in their application

6. CLOSING DATE

The closing date for applications will be 31 October 2011. This date is set in the regulations. Online applications will come direct to the Admissions Team. Paper applications will be returned via the child's current primary/junior school to the Admissions Team who will put the preferences and other information on the database and then sort the forms for processing.

7. PROCESSING OF APPLICATIONS

Own admission authority applications: –Any application that shows a preference for any own admission authority school, regardless of the ranking of the school on the form, will be processed as a priority and the relevant data from the application forms will be sent to the schools no later than Wednesday 30 November 2011.

Other LA school applications: - Data will be sent to the relevant LA's Admissions Team for processing by 30 November at the latest.

Southampton school applications: – applications will be input onto the ONE database in order that initial allocations can be made.

By Friday 13 January 2011, own admission authority schools advise the Admissions Team of the ranking against their criteria of all the applications referred to them.

In the event that more than one place can be offered, e.g. at St George and a Southampton Community school or two Southampton Community schools, the place that will be offered will be the one that is highest preference on the application form. The Admissions Team will exchange information as required with other LAs to enable a single highest possible offer to be made

8. LATE PREFERENCES

Any application received after the closing date will be treated as a late application. These will not be processed until after the on-time applications. They will be processed in the same way as the on-time applications as detailed in paragraph 7 above, in close consultation with other admissions authorities.

9. UNPLACED CHILDREN

Any child who remains unplaced after their application has been processed, either because they have not been eligible to be offered a place at any of the schools requested or because they did not complete a form, will be offered a place at their catchment school, if places are still available. If there are no places available at their catchment school, they will be offered a place at the nearest school to their home address with places available. Distance to the home address will be measured by public roads and footpaths.

10. DECISION LETTERS

All children living in the Southampton City Council relevant area will receive a decision letter from the Admissions Team on 1 March 2012. Southampton LA will make the offer of places at those schools (Community/VC) where it is the admission authority and will make the offer on behalf of the governing bodies of VA schools or other LA at schools where it is not the admission authority. It will be clear in the letters on whose behalf the place is being offered. Email notifications will also be sent to those parents who applied online. Offer letters will be distributed via schools in Southampton. Offer letters to parents of children resident in Southampton but attending schools outside the city will be posted first class on 1 March 2012

Decision letters will be accompanied by a reply slip that parents will need to complete to accept any place offered to them. The Admissions Team will notify other admission authorities and LAs of any places they have offered that have been refused so that alternative offers can be made if necessary. Parents will be offered the right of appeal against a refusal of a place as laid down in the School Standards and Framework Act 1998, as amended by the Education Act 2002, and supporting regulations.

11. DATA TO SCHOOLS

Data will be provided to schools regularly from November 2011 through to July 2012. Although the Admissions Team will already know the names of 1st preference applicants it cannot be assumed that these are the children who will be offered places after the oversubscription criteria have been applied. It is possible that an applicant who has named the school as 1st preference may have lower priority under the oversubscription criteria than children who have expressed a 2nd or 3rd preference for a school. The Admissions Team will work closely with schools to ensure that they have as much data on potential numbers of year 7 starters as soon as possible. From 1 March 2012, schools will receive student data in the form of lists showing who has been allocated places at their schools. From March onwards, secondary schools will receive transfer forms from the primary/junior schools their children are coming from.

12. SUMMARY

This proposed scheme encompasses all the elements of the co-ordinated admissions scheme outlined in the law. A timetable showing how the process would work for the September 2012 intake is attached at the annexe.

CO-ORDINATED SECONDARY SCHOOLS ADMISSIONS SCHEME

TIMETABLE 2012/13

DATE	ACTIVITY
June 2011	Admissions Team obtains details of Year 5 pupils in city primary/junior schools and advises other LAs of any children who currently attend a SCC school but live in the other LA's area. Other LAs do the same for their children.
Early September 2011	Application details sent to parents living in the city area.
Early September 2011	Southampton pre-printed application forms sent to children resident in Southampton in the transfer group.
1 September 2011	Online application window opens.
31 October 2011	Closing date for applications; online window closes.
30 November 2011	Admissions Team sends relevant details of all applications for own admission authority schools/other LAs to these admission authorities.
13 January 2012	Own admission authority schools /other LAs advise Admissions Team of outcome of ranking applications.
January 2012	Admissions Team to add VA schools/other LA results to processing of Community applications to determine offers.
By end of January 2012	Details of late applications sent to VA/other LA schools.
By mid - February 2012	VA schools/other LAs advise Admissions Team of result of late preference applications. Unplaced children to be allocated to their catchment or nearest school
1 March 2012	SCC parents advised by letter and email from the Admissions Team of the result of their application.

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Appendix 6

PUBLISHED ADMISSION NUMBERS (PANs) FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

Proposed Published Admissions Numbers (PANs) for Community and Voluntary Controlled Schools for Year R intake for Academic Year 2012/13.

School Name	PAN - Sept 2012
Banister Infant School	60
Bassett Green Primary School	60
Bevois Town Primary School	30
Bitterne C of E Infant School	60
Bitterne Manor Primary School	30
Bitterne Park Infant School	90
Fairisle Infant And Nursery School	120
Foundry Lane Primary School	90
Freemantle C of E Infant School	60
Glenfield Infant School	90
Harefield Primary School	60
Hightown Primary School	45
Hollybrook Infant School	60
Kanes Hill Primary School	60
Ludlow Infant School	90
Mansbridge Primary School	30
Mansel Park Primary School	60
Mason Moor Primary School	45
Maytree Nursery And Infants School	90
Moorlands Primary School	60
Newlands Primary School	60
Oakwood Infant School	60
Portswood Primary School	60
Redbridge Primary School	30
Shirley Warren Primary And Nursery School	60
Sholing Infant School	90
Sinclair Primary & Nursery	30
St Denys Primary School	30
St Johns Infant And Nursery School	30
St Mark's C of E Junior School*	90
St Mary's C of E (VC) Primary School	90
St Monica Infant School	90
Swaythling Primary School	30
Tanners Brook Infant School	120
Thornhill Primary School	45

Townhill Infant School	90
Valentine Infant School	120
Woolston Infant School	60

Proposed Published Admissions Numbers (PANs) for Community and Voluntary Controlled Schools for Year 3 intake for Academic Year 2012/13

School Name	PAN - Sept 2012
Beechwood Junior School	60
Bitterne C of E Junior School	60
Bitterne Park Junior School	90
Fairisle Junior School	90
Heathfield Junior School	90
Ludlow Junior School	150
Mount Pleasant Junior School	90
Oakwood Junior School	60
Sholing Junior School	60
St Mark's C of E (VC) Primary School	60
St Monica Junior School	93
Tanners Brook Junior School	90
Townhill Junior School	102

Proposed Published Admissions Numbers (PANs) for Community and Voluntary Controlled Schools for Year 7 intake for Academic Year 2012/13

School Name	PAN - Sept 2012
Bitterne Park School	300
Cantell Maths and Computing College	230
Redbridge Community School	210
Regents Park Community College	150
The Sholing Technology College	210
Woodlands Community College	180

THE COORDINATED SCHEME FOR IN YEAR TRANSFERS 2012/13

1. Introduction

- 1.1 This scheme is a requirement of the School Admissions Code 2009 and The School Admissions (Admission Arrangements) (England) Regulations 2008. All admission authorities in an area are required to participate in a scheme coordinated by the Local Authority to deal with in year applications for places
- 1.2 The scheme applies to applications from Southampton residents. The scheme will also apply to those who will imminently be Southampton residents and who can supply documentary evidence of a move to Southampton such as exchange of contracts to purchase a house, a signed tenancy agreement, or, for Crown Servants or service families, a posting order.
- 1.3 Applicants for Southampton schools from parents living outside Southampton, and not moving imminently to Southampton, must come via the Home LA.
- 1.4. This scheme applies to all applications for school places at any time, including applications for September start if it is not a normal year of entry.

2. Applications

- 2.1 For consideration for a school place at any school, no matter where in England, Southampton resident parents must make a valid application via the Admissions Team at Southampton City Council. Parents must complete the appropriate In Year Transfer form.
- 2.2 In the case of children already attending a school in Southampton parents must complete the form at their current school. For children attending a school outside Southampton application forms and guidance can be obtained from the SCC website, the SCC Admissions Team, or from schools if the parent approaches a school direct.
- 2.3 The parent may express up to 3 preferences on the application form and rank them in order.
- 2.4 Parents may express reasons for applying for schools on the form.
- 2.5 All completed forms must be returned to the LA for processing. The date of receipt of the form by the LA is the date from which the application becomes effective.

- 2.6 In the case of children currently attending schools within Southampton, the school will give the parent a receipt for the application form and will return the form to the LA by fax, or electronically, with the original signed copy being returned to the LA by the internal postal system.
- 2.7 Supplementary Information Forms (SIFs) which are required by some own admission authority schools to determine priority for admission under their oversubscription criteria must be returned direct to the school and not to the SCC Admissions Team. SIFs will be available from the SCC Admissions Team, the SCC website and from the school. A separate SIF will be required for each school which requires one that the parent applies to.

3. Availability of places

- 3.1 For community and voluntary controlled schools the LA will determine the availability of places by use of its own internally held data or through communication with schools. Own admission authority schools will communicate the availability of places on request by the LA.

4. Consideration of applications and Offer Process

- 4.1 All applications received within each specified application period will be considered together. These periods will be publicised on the SCC website, in community and voluntary controlled school prospectuses, and in the guidance for parents produced by the LA. It is regarded as best practice for own admission authority schools to make the same information available on their websites and in their prospectuses.
- 4.2 Where there are more applications for school places than there are places available the admission authority's published oversubscription criteria will be used to determine the priority each applicant has for a school place. Places will be offered to the highest ranked applicants for each school in order until the available places are filled.
- 4.3 Applications for places at community and voluntary controlled schools will be determined by the LA; ranking of applications for own admission authority schools will be made by the governing bodies of those schools in accordance with the Code and other regulations unless there is an agreement with the governing body that the LA acts on their behalf.
- 4.4 Details of applications for own admission authority schools will be sent to the relevant schools by 3.p.m. on the Friday after the end of an application period. The transfer of data will be made electronically.

- 4.5 These applications will be ranked according to the published admissions criteria of the school. The ranked applications and an update of the waiting list for the relevant year group will be returned to the LA Admissions Team by 12 noon on the Wednesday after the end of the application period.
- 4.6 If a place can be offered at more than one school the parent's highest ranked school at which a place is available will be offered.
- 4.7 In the event that none of the parent's preferences can be met a place will be offered at either the catchment school, or, if that is full, at what ever school is the nearest school to the child's home address that has a vacancy.
- 4.8 Details of applications to schools in other LAs will be passed to the appropriate LA either manually or electronically within 2 school days of the receipt of the application, unless a place can be offered at a higher ranked Southampton school.
- 4.9 If an application is received for a place in a Southampton school the LA will notify the Home LA, manually or electronically, of the availability or other wise of a school place within 2 school days of the determination of applications for the relevant application period

5. Offer letters

- 5.1 Letters informing parents of the outcome of their application for a school place, including applications for places in schools outside Southampton will be sent out by the SCC Admissions Team by second class post on the Friday of the week following the ending of each application window, or confirmation from a neighbouring LA that a place can be offered, which ever is the later.
- 5.2 Offer letters will request acceptance of the offer within 5 school days and also that the parent contacts the school at which the place is offered within the same period to arrange enrollment.
- 5.3 Offer letters will inform parents of their right of appeal against the refusal of a place at any preferred school and also the position regarding any waiting lists for places at the school
- 5.4 The school at which a place is offered will be advised of the outcome of the parent's application by way of a copy of the letter sent to the parent, and other information the Admissions Team has that will enable the school to contact the parent and enroll the child.

6. Entry on to a school roll

6.1 It is expected that a child will be on the roll of a school as soon as possible after an offer is made; in the case of community and voluntary controlled schools the LA will name a date in the offer letter by which a child will be on the roll of the school. **Where additional support is required that is not immediately available and/or there are significant special/medical needs the child should be attending within 15 school days of the date of the offer letter**

7. Fair Access Admissions

7.1 Each LA is required by regulations to operate, and all schools are required to participate in, an In Year Fair Access Protocol which determines the placement of certain specified groups of vulnerable children. If it is determined that an application should be considered by the IYFA Panel under the Fair Access Protocol, the applicant will be informed of the referral to the Panel and of the timescale for consideration of the application. Applicants will be notified by the LA in writing of the outcome of the Panel's decision. Letters informing applicants of the decision of the Panel will be posted within 3 days of the LA being notified of the decision.

8. Children in Care

Applications on behalf of looked after children will be given the highest priority. Upon receipt of appropriately detailed representations from those with legal responsibility for the child supporting the view that admission to a specified school is in the child's best interests, the LA will normally require the admission even where this takes the school over its published admission number (PAN).

9. Waiting Lists

9.1 Unsuccessful applicants for places at community and voluntary controlled schools will automatically have their child's name added to the waiting list for the relevant year group at all schools for which they were unsuccessful. The LA will write periodically to all those on waiting lists to ask if they wish to remain on the list.

9.2 Own admission authority schools can if they wish maintain their own waiting lists. They will inform the LA if a place becomes available. The LA will make the offer of a school place in writing in accordance with paragraphs 5.1 to 5.4 above and 9.4 below.

9.3 A waiting list cannot include a child for whom an application for the school has not been made through the LA.

9.4 When a place becomes available at any school with a waiting list for the relevant year group, the place will be offered by the LA to the child at the top of the waiting list at the end of the application period in which the vacancy is notified to the LA.

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Agenda Item 10

Standard Fund Grants to be mainstreamed into Dedicated Schools Grant 2011/12

Grant	2010/11 Amount £	Basis of allocation in new Grants Factor
School Standards Grant	4,368,191	Maintain same formula <i>Flat rate & per pupil</i>
Schools Standards Grant (Personalisation)	1,540,897	Maintain same formula <i>Per pupil, free school meals & attainment</i>
School Development Grant (SDG Main, Post-LIG Deprivation and Transition, City Learning Centres)	5,471,386	Maintain same formula <i>Baseline per pupil</i>
Specialist Schools	1,164,111	Maintain same formula <i>Flat rate & per pupil</i>
High Performing Specialist Schools	253,920	Maintain same formula <i>Flat rate & per pupil</i>
School Lunch Grant	289,703	Maintain same formula <i>Per pupil & free school meals</i>
Ethnic Minority Achievement (EMAG)	615,796	Maintain same formula <i>English as an Additional Language & Prior attainment</i>
1-2-1 Tuition	983,177	Maintain same formula <i>Prior attainment</i>
Targeted Support for the Primary National Strategy allocated to schools (consisting of Universal and Targeted elements, Leading Teachers, Every Child elements, Early Years Foundation Stage, and Modern Foreign Languages)	514,364	New Formula <i>50% targeted support 50% per pupil</i>
Targeted Support for the Secondary National Strategy allocated to schools (consisting of Universal and Targeted elements and Leading Teachers)	365,452	Maintain same formula <i>Prior attainment</i>
Extended Schools - Sustainability	724,938	New Formula <i>Per pupil & Income Deprivation Affecting Children Index</i>
Extended Schools - Subsidy	703,022	New Formula <i>Per pupil & Income Deprivation Affecting Children Index</i>
Diploma Formula Grant	17,586	Hold in contingency
Exceptional Circumstances Grant	236,000	Maintain same formula <i>English as an Additional Language</i>
Total grants	£17,248,543	

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Agenda Item 11

I think the intended outcome of having about 3 or 4 extra classes at Kanes Hill, by 7 years time, might be partly achievable in the school building by using the music room, for example, as a classroom, but I think there would be need for some building programme. It would be a terrible shame if the hard work of the Into Music project, and the fantastic music provision, was difficult to continue with limited space available without a dedicated teaching area. In the consultation, for example, it mentions that spare classrooms currently used by pre schools might be reinstated into the school estate, and I could see how this would be a sensible solution at Kanes Hill, where the pre school occupy one of the classrooms in the early years area. I would like there to be some assurance in the plans that the pre school would be able to continue on the site. It would be a shame if in enhancing the provision for school age children, the council did not take account of the needs of pre school children and families, who need a pre school to be handy so they can pick up children from both at the same time.

My son is due to start school in September 2012, we are desperate to get him into Portswood Primary as it is such a good school, however, as we are 0.3km out of the catchment area, we will likely be bottom of the list, having done some experience in our catchment school I am adamant he should not go there. I welcome the possibility of new places being made available and hopefully that will give us a good chance of getting Portswood Primary, I only welcome it on the understanding that class sizes will not go up a huge amount to cover this and therefore the school can maintain their great results.

Many thanks for your response, it's very interesting to hear of these projects and maybe we will get a place in Portswood if Highfield is expanded.

If you could expand the catchment of Portswood Primary to cover SO17 2LN, I would be most appreciative!!!

I have received this email with attachments today (I presume via my Head Teacher) and on reading the attachments I am a little worried that you do not appear to have received the response of our Full Governing Body.

The attached was completed and submitted via post some time ago – it should be self-explanatory but do let me know if you need anything further.

Whilst the proposal to expand our school is in principle welcome, there is a strong sense of irony in responding to the authority's consultation. The last consultation that directly affected our school included a proposal to close us – one of the many elements of our successful case against this and continued existence as a one form entry Primary school was that the birth rate would increase (thus requiring more available primary school places). We have clearly arrived where we predicted ...

Moorlands Primary school is on the boundary of the city. A large number of our families and their children were drawn to our school, its community and ethos because it has "a village feel on the edge of a city". This can be intangible and means different things to different families. Increasing the schools numbers risks endangering this but we have faith that our excellent staff team will be able to maintain and develop our school ethos and community "feel".

On balance our preference would be that Moorland Primary School remains a one form entry school. We have barely had the opportunity to finish our journey to outstanding Primary school serving our children and wider community and would ideally have completed this before any further major changes.

However we are a pragmatic school with a robust and adaptable community. The wider context of this review is that there is pressing need for additional Primary school places within Southampton and we are very well placed to assist with this. Due process must be allowed to run its course and we are very aware of potential and actual funding restraints but we would be happy to work with you on developing our school into a two form entry Primary. On the premise that any proposals are properly funded and delivered in a manner that minimises disruption on the existing school community as it grows, we are able to take a strategic view that a two form entry Moorlands Primary school would maximise both opportunity and benefit to all involved - the authority, the school and its community.

As part of a partnership with you to deliver an expanded school we have a number of key concerns that we would look to address. Whilst we appreciate you will likely be aware of these and take a similar view as to the significance of them, we feel it important that they form part of our response to the consultation proposals:

- **Existing school buildings** - there are maintenance needs for the existing building if we are working together to secure a two form entry primary school fit for purpose going forward. Some of these are already being addressed but the existing buildings must be fit to integrate with any new building work.
- **Existing site infrastructure** – principally this refers to access and parking. This is already at maximum capacity so would need to be carefully considered as part of any expansion plan. We are acutely aware that a substantial, favourably placed school site in a residential development has neighbours and it is in all of our interests to ensure we do not raise objections from them in any plans to expand the school.
- **Internal configuration of buildings** – this is not just about the size of our school hall (which is not large enough now) - we are realistic enough to realise that addressing it would be cost prohibitive in itself. The school would potentially require enhanced kitchen facilities, improved on site facilities for staff, secure storage for musical and other valuable resources as well as of course the new classrooms.
- **Existing site services** – the full governing body are completely committed to our school continuing to offer wrap around care on site. This is of great significance to a section of our school community and is one component of our extended schools provision. At present this wrap around care is provided by a private provider and in the short and medium term it is in all of our interests to do all that we reasonably can to maintain their presence on site.
- **Financing** – We make no apologies for returning to this issue. Whilst completely acknowledging and understanding the challenges of the current environment in relation to financing, any partnership between the authority and the school in achieving a two form entry Primary school has to be appropriately funded. The school would be fully open to discussions about how that might be achieved but it is fundamental to success and our full support of any expansion plans. To be clear, this is not an unrealistic wish list – building, infrastructure and staffing provision fit for purpose, delivered on time and properly funded. We are well managed and within budget year on year, with staffing provision appropriate to the needs of our children. In principle we would be supportive of any plan for expansion that does not threaten this.

We envisage the above resulting in everything we are and strive for now but as a two form entry primary school with the resulting benefits to all concerned. However in arriving at this vision we would expect the school to be an equal partner in the process with promised works properly funded and delivered on time. If the decision is to expand our school to a two form entry Primary we look forward to working with you in achieving this.

Many thanks for the response, very helpful indeed (apologies for the strange hour of reply, I do shifts in the NHS in my paid job!) ☐

A shame we seem to have got lost in the office move but glad this is recorded now. I think we will be fine, we are a pragmatic bunch and your response here confirms what I have been hearing from the preliminary meetings with the Head and Deputy in terms of being aware of our key concerns (which I suspect are consistent with a number of the schools involved). We have been able to address at least some of the pressing issues with existing buildings through other funding and once due process has been allowed to run I look forward to a successful partnership to ultimately everybody's mutual benefit.

The roads around the Tanners Brook Schools cannot cope with any more traffic. It was gridlocked again after school today -people park on pavements, on the double yellow lines and have no consideration for pedestrians, some will three point turn up on the pavements and it is not safe for the number of children walking out of the school.

Recently, a survey was undertaken to provide a purpose built pre-school on the school grounds - it was decided that there was nowhere suitable for a preschool to be built, nor could the school be adapted to create space within - how come all of a sudden, new classrooms can be planned for every year group????? If there was no money to build a pre-school, how come, given the change of government and the supposed cuts being made, can there be any money for additional classrooms?

Many thanks for this email to me and subsequent email informing all interested parties of the publication of the Statutory Notices and complete proposals.

The Trustees have considered the Notices and the related complete proposals and have raised a number of concerns. The Trustees note:

- The Council is making all the proposals across the City
- The proposals are not linked
- The Council's proposals for St Patrick's are to:

(i) increase the Published Admission Number from 45 to 60 with effect 1 September 2012; and

(ii) to enlarge the school from a capacity of 304 to 420.

- The issues about costings and available funding described in para 12
- That the implementation of proposals are not expected to be met by governing bodies although a contribution may be sought from DFC (refer para 12).

In order to respond, the Trustees wish:

(i) to be advised of the plans as to how the Council, in its proposal to enlarge St Patrick's, is intending to increase the capacity from 304 to 420 of the School, although they acknowledge that a detailed feasibility study has yet to be undertaken; and

(ii) to receive confirmation that the costs of the works associated with the plans to enlarge the School from a capacity of 304 to a capacity of 420 will be met by the Council.

It will be difficult for the Trustees to support the proposals in the absence of the above information and assurances.

I look forward to hearing from you in the very near future so that a formal response to the Notices can be submitted within the statutory timescale.

We have now discussed this at Governors and will be getting together with Infant school Governors to talk it over with them.

Some questions that came up at our meeting are:

- Will catchment areas be redrawn as a result of changing sizes of school?
- How much money is available for new building? (also would any school land be sold to fund a build?)
- Will schools know ahead of time whether new building or temporary classrooms are their option?
- In the case of Tanners Brook schools - can there be consideration of provision of a proper pre school, as the existing one is already inadequate and more places will be needed?

As you probably know already, there is a lot of concern about parking and access to our schools through this thin crescent. There has been discussion about whether Highways could make it one way?

This process is full of uncertainties and so it is very difficult to take an informed view. One thing I very much want to avoid is extending the school so we always have a number of empty places.

Thank you for considering our questions. I look forward to sharing your reply with my Governors.

We have concerns about the nature of the accommodation proposed (as described below) and how the scheme will be funded. I appreciate full feasibility studies have yet to be completed. However, unless the Trustees have the necessary assurances/guarantees they will not be able to support the proposals. I understand the deadline for comment on the proposals is 1st February 2011 which makes the matter urgent. We would advise that it makes more sense to defer the proposals to expand St Patrick's until such time the feasibility studies have been completed and appropriate and sufficient funding secured.

The Council's complete proposals state that no governing body is expected to meet the costs of expansions. However, because of the shortfall of funding available for all the proposals, schools will be asked to contribute some of their DFC towards their project. No mention is made of LCVAP.

Trustees need to have the assurance that the Council's proposed accommodation is adequate and appropriate for the School and will be funded from the funding available to the Council. The Trustees are concerned that there is sufficient funding allocated to this project specifically.

Without the adequate information and assurances, the Trustees will not be able to support the proposals.

Your email

With reference to your email, I have consulted with colleagues about the content and thought it might easier to respond by making comment throughout the text of your email (refer below).

- The extension of the small YR classroom *Probably sensible*
- The re-organisation of the toilet/cloakroom area, to provide an additional classroom *Concerned that this will be very expensive as the wall they are planning to remove, while currently internal, is actually the main supporting structure for the roof. It could not be completed during the summer break and it is unclear how it is proposed to teach the existing children housed in the 4 classrooms effected.*
- Utilise the communal area in the KS1 block to a library/communal area Possible, but area currently unheated and leaks, it is effectively a roofed in courtyard and has existing concrete/tarmac floor and exposed drainage. It will not be a cheap conversion.
- Build a classroom in the space between the hall, the library area and the key stage 2 block. *This has been previously considered and rejected due to the adverse impact on the hall (it would remove natural light/ventilation).*
- Build a new classroom/locate a modular building on the grass/soil area outside the music room. *Possible, but eats up the already restricted playground.*

These alterations would provide the school with the additional space for 2FE and a total capacity of approx 420. I hasten to add that this proposal was not agreed, but was suggested to the HT and governors. The next stage is that Mike Ambler (Capita Surveyor) will draw up the plans (and possibly indicative costs) and we can present these to the school/Trustees. I'm afraid it will not however be possible to have a full feasibility study and detailed costs prepared prior to the end of the consultation period. ***On this basis we would advise the proposal be deferred until such time the feasibility is complete and funding agreed and secured.***

The major concern with this project is that all these options, while possible are expensive and

time consuming. They also do not bring the school in line with BB99 requirements for a 2FE school, and if these proposals carried out as stated, it is unclear how the school could ever be brought into compliance due to continued single story extension on a confined site. What is needed is some two storey construction, either within the current footprint or with demolition.

It was anticipated that the majority of the expansion of St Patrick's would be funded by 2012/13 LCVAP *There is currently no allocation for 2012/2013 LCVAP and DFE have indicated that a revised funding system may be in place then.* and that the LA may also contribute some funding to the project *Southampton has a dedicated budget for Basic Need which is specified to be applied to VA and Community schools on an equal handed basis. We hope that the initial feasibility study that we prepare will give an indicative cost and that this will allow us to negotiate with the Diocese for the LCVAP 2012 funding to be allocated to this project. LCVAP is not equivalent to Basic Need it is equivalent to the Local Authority maintenance budget, and needs to be spread equitably across 4 primaries and 2 secondary schools. St George and St Anne are both in significant need (particularly St George which had let buildings run down in anticipation of demolition during BSF rebuild. We are not aware of any Southampton capital being reallocated to St George following the collapse of BSF? We recognise that there may be differences of opinion, at this stage, as to how the expansion is achieved and funded, but we hope to work together with the school and the Diocese to develop a scheme to which will provide extra catholic school places at the school in a positive learning environment. Please don't hesitate to contact me if you have any queries.*

I look forward to hearing from you so that a formal response to the Notices can be submitted within the statutory timescale.

I am writing on behalf of the Full Governing Body to confirm our concerns in relation the above.

At the meeting of the Full Governing Body held on 24th January, the head teacher and her deputy appraised us on the progress of the conversations with the Primary Consultation Review Project team, in relation to our potential expansion as an outcome of the Primary Consultation review.

Our previously documented position of working pragmatically in partnership with the team and Local Authority remains and we are already working hard to maintain a positive outlook on the potential benefits and opportunities that this can realise. The proposal to expand already requires significant compromise on the part of the school and its community. This we have supported and can understand the implications within the wider financial and political context.

However, the Governing Body wishes to register its formal concern at the indicative position being taken by the authority and project team in recent communications with our School's senior leaders. We are very clear that there is a world of difference in these proposals between the legal minimum requirement and what is actually fit for purpose in supporting a growing and evolving Primary school which supports your need for additional school places whilst meeting its full potential to the benefit of all involved.

Whilst we look to work with you to achieve this goal we must be very clear that we will not support excessive compromise that jeopardises a high quality learning environment in favour of short term financial or political expediency.

Over the last two decades the council has systematically removed school places due to falling rolls. The NUT has worked with and supported teachers during school closures, amalgamations and changes from infant and junior schools into primary schools. These changes have had huge repercussions for children and families, the local communities and staff of the schools concerned. School closures and the sale of school sites have also had ramifications for the other local schools as children have to travel further to school, the merging and adjustment of large groups of children into existing school communities etc. The Mayfield Academy is a recent case in point.

The recent Primary Review of Pupil Places began as a review to close one of the inner city infant schools due to falling numbers but within a very short time the local authority realised

that pupil numbers were increasing and now find themselves in the situation of trying to find up to thirty eight million pounds to fund the new primary places that will be needed over the next four or five years. In this age of austerity shouldn't the city council be looking for ways to fully utilise spaces in existing schools rather than making some infant and junior schools extremely large with additional building works or temporary classrooms. There are schools in Southampton that were built as three form entry and where falling rolls has resulted in internal changes to make these schools two form entry.

A building programme to provide additional places in primary schools must result in additional secondary places being required and this again will result in even more money being spent to provide for those children in the new primary places. Yet very recently the city closed four secondary schools due to falling rolls and two academies were created. These schools are now outside the Local Authority's control.

It could be argued that forward planning of school places has not been as rigorous as it should have been as this recent rise in places seems to have been unexpected and places needed to be found urgently for children needing reception places. Once these places have been provided is it projected that pupil numbers will remain at that level, continue to rise or will the city be facing another round of school closures as rolls fall again? Will the new accommodation be temporary classrooms that could be removed if rolls fall again or permanent buildings which could result in more school closures? Have these issues even been thought about in the feasibility studies that have been undertaken?

The NUT believes that all children have the right to a good education in a good local school and would want the Local Authority to recognise the NUT concerns about the long term future of children and schools in Southampton

NUT Southampton would strongly urge the resolution for permanent places and permanent buildings to accommodate them. We have urged before rational approaches to school places where falling rolls could meant smaller class sizes and provide for future flexibility. We again urge such foresight.

Response of the Catholic Diocese of Portsmouth in respect of the Notice under section 19(1) of the Education and Inspections Act 2006 – Alteration to St Patrick's Catholic School from 1 September 2012

As you are aware the Trustees of the Diocese have concerns about the Council's proposals to expand St Patrick's Catholic School from 1 ½ FE to 2 FE from September 2012. They are particularly concerned about the nature of the accommodation that might be agreed given the difficulties of the site and existing accommodation issues. Furthermore, given that it is the Council proposing the expansion, the Trustees are concerned that sufficient funds are made available by the Council to enable the works to be carried out.

The Diocese fully appreciates that full feasibility studies have yet to be completed and costed. However, Trustees will need the assurance that the proposed accommodation finally agreed is adequate and appropriate for the School and is compliant with specified regulations. They acknowledge that officers of the Council and Diocese are working closely together with the School towards reaching a solution which meets the aspirations and expectations of all parties with children and their needs at the heart of their deliberations.

There is further concern that there is sufficient funding allocated to the expansion of St Patrick's. Given that it is the Council proposing the expansion of St Patrick's, the Diocese expects the project to be funded by the Council. It is also mindful that the proposals clearly state that no governing body is expected to meet the costs although schools will be asked to make a contribution because of the shortfall of funding

available.

The Diocese is keen to continue to work in partnership with the Authority and the School in overcoming the difficulties and to reach agreement on the way forward. It is expected that by the time the proposals are laid before the Council's Cabinet for the final decision, this will have been achieved and the appropriate assurances given to the Trustees. Should this not be achieved within the timescale available, the Diocese would expect the Council to defer the proposals for St Patrick's expansion until such time all interested parties were agreed and the necessary assurances in place.

Should you need further information or clarification on any aspect of this letter, please do not hesitate to contact me.



Sholing Infant School

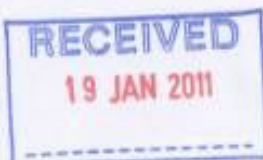
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Headteacher: Mrs Lisa Houghton, BA(Hons), PGCE, NPQH

18 January 2011



Primary School Review – Phase 2
School Organisation Team
Children's Services and Learning
3rd Floor, Southbrook Rise
4/8 Millbrook Road East
SOUTHAMPTON
SO15 1YG

Dear Sirs

We are writing to express our concerns as a Governing Body over the level and nature of consultation which has so far taken place between Southampton City Council and the various parties affected, both directly and indirectly, by the proposed increases in pupil numbers at Sholing Infant School.

In September 2010 Sholing Infants School Governors wrote to yourselves expressing broad support for the "feasibility of an expansion to this school", whilst also outlining a number of major issues which we felt would require serious consideration prior to any such expansion taking place. We note that in the latest round of information posted on the council's website, some of these points have been noted as having been made, which is all to the good. To date, however, none of the concerns raised have been addressed and we have yet to see any information from the council as to exactly how it is proposed that the school be expanded to accommodate not only the initial extra 30 pupils in 2012, but also the additional 60 pupils across the following two years.

As stated in our letter, we have every faith in the ability of the staff and Senior Management Team at Sholing Infant School to rise to the challenges that such expansion would bring. Indeed, on consultation with the SMT, we can also foresee a number of ways in which the school's expansion could be a positive force for the school's continued improvement. However, we feel that at this stage in the process, there has been little or no actual consultation between Children's Services & Learning and either the school, the governors or indeed the wider community. Whilst it is true to say that there have been notices in the local press and on the council's website, these have never gone beyond simply stating the need to expand the school's intake from 60 to 90 pupils. At no stage has there been any actual indication, whether firm or otherwise, of exactly how these extra numbers are to be accommodated. The "drop-in" sessions of last autumn were equally unenlightening. Indeed the comment has been made from several quarters that people felt unable to give any considered response to the proposed expansion, either in support or opposition, as there has been no detail given on exactly how the expansion is to be implemented.

As mentioned above, we on the Board of Governors at Sholing Infant School are broadly in support of the proposed expansion. However, we must stress that this support comes with the caveat that we see some evidence of actual plans, not only for the proposed expansion in September 2012 but also for how the increased numbers from the current approx. 180 pupils on role to 270 by 2014 are to be accommodated. As outlined in our previous communication, we are also interested to see how the council intend to make provision for the increased numbers as they move through the education system, with the pro rata increases in pupil numbers up to secondary school level.



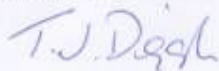
Also of concern to both the school and the wider community is the matter of traffic management. With there being so many schools in close proximity, not to mention Ichen College, traffic is a perennial problem in the area and is frequently a point of some friction between the schools and local residents. We feel that it is vital that any increase in pupil numbers be managed in conjunction with proper consideration to traffic management. We feel strongly that this matter be treated as being of high importance as there will inevitably be increased traffic which, in turn, will increase the risks to children and other pedestrians.

Over recent years Sholing Infant School has made excellent progress, with the latest rounds of inspections bearing this out. We are confident that, as highly skilled and professional people, the staff at Sholing Infant School will be able to meet the challenges and bring a positive approach to proceedings. As the governing body, it is our desire to support the school's SMT and staff and aid them where we can. It is also our duty to ensure that as matters develop the school is able to maintain the high standards it currently attains, with a view to continued improvement. A vital component in this level of achievement is the very nature of the school premises and the sense of community engendered within, and we are keen to ensure that any expansion be made in sympathy with, rather than in spite of, this vital strength of the school.

We are painfully aware of the very pressing timescales involved here, September 2012 is only just over 1½ academic years away! Discussions between staff and governors here have resulted in a number of ideas and suggestions for how the proposed expansion may be a positive move forward but until such time as we have some firm idea of what these proposals will actually entail, we are unable to make any plans ourselves for the future. At the very least, there is the issue of staffing levels to consider, for which adequate time must be given for recruitment. This current four week period of statutory consultation is now well advanced but there are still no plans on which we can say we have actually been consulted. We would therefore, urge you to come forward and table any plans so that we are able to fully absorb, discuss and give our reactions. Until such time, whilst we remain in broad support of expansion, we are regrettably unable to fully give our endorsement as there are no concrete plans available to us for consideration.

We look forward to hearing from you in due course.

Yours faithfully



Mrs T Diggle

Chair of Governors on behalf of the Sholing Infant School Governing Body

The following responses were received after the consultation period had closed:

I am emailing with regards the proposals to expand both Tanners brook infant and Junior schools. I attended the meeting at Tanners brook infant school with regards these proposals, and felt that whilst the cities birth rate has increased and therefore the need for school places has increased, it is not justified to increase this school size. After learning that the current Lsa pay is being cut, whilst class sizes remain the same, is in itself ridiculous. Let alone increasing the workload for extra staff. There is neither the space nor infrastructure in place to cope with the extra classes. As a resident of Stanton Road, and an ex pupil of the school myself, as well as my 2 daughters, I feel it would be a health and safety issue too with regards the amount of traffic due to increased amount of pupils. We currently have a big issue with parking and lack of respect of parents of these pupils, so to have potentially extra 150+ children being dropped off and picked up would increase the problem substantially.

The school is currently a lovely, local friendly, and great environment for the children to learn. Adding extra classes would lose the feel of the school. I understand the proposals for the extra room initially for the extra class, but space in the dining hall, assembly hall, hallways and toilets is already at full capacity. I think the school would struggle to cope with the changes. It was also made clear that the extra buildings required may not be permanent ones, therefore suggesting that portacabins etc. would possibly be used.

Overall it seems that maybe rather than build one whole new school to cope with the extra demands of increased children, it seems that a cheaper far less effective and much more cost effective option has been chosen at the expense of the children's education.

Whilst my children are having a good education currently at these schools, I feel if these proposals were to go ahead the standard of education would drop substantially.

I have children at both Tanners Brook Infants & Junior schools, making these schools bigger doesn't seem like a good idea.

The walk to school can be quite dangerous at times with all the cars trying to get as close as possible to the school gates.

The feel of the schools is already big, and they have trouble trying to fit the children in to assemblies, productions, special events and the dinner hall.

With more children I feel that the school would be disjointed and the children's education would suffer.

As a parent I believe that these schools already need to improve and will really struggle with an extra 90/120 children, by the end of the phase.

A lot of parents do not want the expansion and I expect that the local residents don't either, they have enough trouble now.

It seems that the money it costs to extend the schools and employ more staff would be better spent elsewhere.

Infants schools should be small and provide a safe and caring environment, where the classes are not over crowded, and use of facilities stretched.

Lastly if the schools applications only increases for one or two years what happens then?

My school Governors met with the Infant School Governors to discuss this news and Rita and I have been asked to draft a joint reply.

Concerns raised at our meeting:

Parking and traffic flow are already a major hazard and a 33% rise in traffic will have a dreadful effect. Community relations with our immediate neighbours are unnecessarily strained because of parking problems and there are constant arguments between our parents too.

The Infant school is concerned that no proper discussion has been given to additional requirements beyond the proposed classrooms. The impact on toilets, staff room, dining hall and recreation hall and break out spaces has not been considered. The junior school have had no proposal about even the main classrooms and are not happy that the funding undertaking does not include their expansion. As the Junior expansion is tied in with Infant expansion, as in a through primary why is the funding commitment not given at the same time.

With regard to funding the statement is not clear about what is included in the 'cost of building or refurbishment' and what constitutes 'additional furniture and ICT equipment'. In the case of the Infant school who pays for moving the ICT suite and cabling etc? Are carpets and blinds included?

With children arriving in school in September will the budget be released to furnish and employ staff in preparation, ahead of the January PLASC?

We would also like to ask who has decided 'options for expansion that are both cost effective and **meet the needs of the schools involved**'. The Junior School has only had one, initial, exploratory talk with Colin Floyd when the idea was first being explored. The consultation meetings have been vague and not given us any informed answers to our questions. We would like a meeting now to hear exactly what is planned for us and put forward the needs of the schools formally with Governors.

Governors also asked if the catchment boundaries would be redrawn as a result or whether all these extra children were actually going to come from our area?

In summary, we all feel that we are unable to give a response to the expansion at this time as there are just too many unanswered questions.

We would appreciate your comments.

I am really concerned about the proposal related to the schools footing the bill for increased classes. Our experience at Moorlands during the phased building works in order for us to be a "fit for purpose" one form entry Primary School was not altogether a positive one. The work was not ever completed to a satisfactory level and indeed the "snagging" tasks were never finished. In fact, much was a fiasco.

In order to provide for our pupils all furniture, resources, including ICT was funded by the school. This put great pressure on a budget that was already stretched. Indeed, it necessitated us seeking support from our PTA to fund many resources, including furniture. This, I hope you agree is unacceptable.

Now it is proposed that we repeat this again but over a period of seven years by which time we will be a complete 2 form entry Primary. This, in an already difficult financial climate, will be extremely challenging. My concern also is that we may not even fill those classes which will be an extra burden on our budget. The impact on our pupils is potentially a significant worry.

After discussions with Colin Floyd, we also have to lose our ICT bay to home a staff room. Who will pay for the loss of our equipment and the potential replacement with laptops and trolleys? That aside, our wireless connections are poor as it is. Who will fund that aspect of the ICT infrastructure? I have grave concerns about the whole process. I understand that we are all working within a challenging financial environment and a 65% reduction in the devolved formula capital is a worry.

However, I do feel that there has been a significant lack of strategic planning on the LAs part and now as usual is just being reactive and putting a plaster over the wound.

I am aware that we have little control over the outcomes of the consultation and as a school we do desire to work with the LA but have genuine concerns that as a head I need to voice.

I would like to just raise with you a couple of issues around our increasing numbers.

Firstly, we have an ongoing problem with I.T. and connectivity. When we first met to discuss changing areas into classrooms, we had invested in three laptop trolleys which we were hoping to use around the school, thus removing the need for an IT suite. However, we have since discovered that we have limited connectivity around our school, and therefore cannot use the laptops in classrooms. In order to ensure the children are receiving their entitlement to IT education we have had to reinstall an IT suite in the Breakfast Room. The Breakfast Room is due to become a classroom when our numbers increase. We have had a quote for wireless connection throughout the school, which is roughly £20,000. Obviously we have not got this sort of money, and therefore will need an IT suite for the foreseeable future. We will have a problem in where to house an IT suite as all spare space is going to be needed for

classrooms. Help!

Secondly, I was wondering if it was possible to recommend a company for the work to be completed? We have used CMS (UK) LIMITED for two projects within the school and have found them to complete work to a high standard and be very easy to work with.

When we first met as part of the Primary review to discuss changing areas into classrooms, we had invested in three laptop trolleys which we were hoping to use around the school, thus removing the need for an IT suite. We decommissioned our existing suite.

However, we have since discovered that we have limited connectivity around our school, and therefore cannot use the laptops in classrooms. In order to ensure the children are receiving their entitlement to IT education we have had to reinstall an IT suite in the Breakfast Room. As you are aware, the Breakfast Room is due to become a classroom when our numbers increase. We have had a quote for wireless connection throughout the school, which is roughly £20,000. Obviously we have not got this sort of money, and therefore will need an IT suite for the foreseeable future. We will have a problem in where to house an IT suite as all spare space is going to be needed for classrooms. Please Help!

PRIMARY SCHOOL REVIEW: PHASE 2 – ALTERATIONS TO VARIOUS PRIMARY SCHOOLS

Appendix 2

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Southampton City Council intends to make prescribed alterations to enlarge the following schools on 1st September 2011.

School name	Current capacity	Proposed capacity	Current number of pupils registered at the school	Current admissions number	Proposed admissions number
Bassett Green Primary School (Community), Honeysuckle Road, Bassett, Southampton, SO16 3BZ	315	420	320	45	60
Glenfield Infant School (Community), Rossington Way, Bitterne, Southampton, SO18 4RN	179	270	167	60	90
Highfield Church of England Primary School (Voluntary Aided), Hawthorn Road, Southampton, SO17 1PX	233	315	246	35	45
Kanes Hill Primary School (Community), Fairfax Court, Hinkler Road, Southampton, SO19 6FW	315	420	270	45	60
Moorlands Primary School (Community), Kesteven Way, Bitterne, Southampton, SO18 5RJ	210	420	197	30	60
Shirley Warren Learning Campus Primary and Nursery School (Community), Warren Crescent, Shirley Warren, Southampton, SO16 6AY	210	420	210 (excluding the nursery)	30	60
Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Southampton City Council intends to make prescribed alterations to enlarge the following schools on 1 st September 2012.					
Fairisle Infant and Nursery School (Community), Fairisle Road, Lordshill, Southampton, SO16 8BY	270	360	269 (excluding the nursery)	90	120
Sholing Infant School (Community), Heath Road, Sholing, Southampton, SO19 2QF	174	270	172	60	90
Tanners Brook Infant School (Community), Elmes Drive, Millbrook, Southampton, SO15 4PF	270	360	261	90	120
Valentine Infant School (Community), Valentine Avenue, Sholing, Southampton, SO19 0EQ	270	360	255	90	120
Harefield Primary School (Community), Yeovil Chase, Bitterne, Southampton, SO18 5NZ	315	420	299	45	60
St Patrick's Catholic Primary School (Voluntary Aided), Fort Road, Woolston, Southampton, SO19 2JE	315	420	304	45	60
St Mark's Church of England Primary School (Voluntary Controlled School), Stafford Road, Shirley, Southampton, SO15 5TE	420	630	386	60	90
The St Mark's proposal will be wholly implemented by the Local Authority in consultation with the Governing Body of St Mark's Church of England Primary School and the Diocese of Winchester.					
Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Southampton City Council intends to make prescribed alterations to enlarge the following schools on 1 st September 2015.					
Fairisle Junior School (Community), Fairisle Road, Lordshill, Southampton, SO16 8BY	360	480	307	90	120
Sholing Junior School (Community), Middle Road, Sholing, Southampton, SO19 8PH	239	360	232	60	90
Tanners Brook Junior School (Community), Elmes Drive, Southampton, SO15 4PF	360	480	335	90	120
Heathfield Junior School (Community), Valentine Avenue, Sholing, Southampton, SO19 0EQ	359	480	278	90	120

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending their representations to School Organisation (Primary School Review: Phase 2), Children's Services & Learning, Southampton City Council, 3rd Floor Southbrook Rise, Southampton, SO15 1YG or by emailing primary.schools.review@southampton.gov.uk.

PART 2; REVOCATION OF A PRESCRIBED ALTERATION

Notice is given in accordance with paragraph 41 to Schedule 5 of The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 that Southampton City Council proposes to be relieved of the duty to implement the statutory proposal published on 7 July 2009.

This proposal was to change Banister Infant School to become an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds, approved to come into effect from 1 September 2013.

The LA proposes that a duty to implement the proposal should not apply because an alternative option for this school (earlier enlargement of the school and change of age range) is being proposed (see Part 3 below).

Within six weeks after the date of publication of the proposal for Banister Infant School, any person may object to or make comments on the proposal by sending their representations to School Organisation (Primary School Review: Phase 2), Children's Services & Learning, Southampton City Council, 3rd Floor Southbrook Rise, Southampton, SO15 1YG or by emailing: primary.schools.review@southampton.gov.uk.

PART 3; PRESCRIBED ALTERATION (CHANGE OF AGE RANGE)

Banister Infant School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that Southampton City Council intends to make the following prescribed alterations to Banister Infant School (Community), Banister Gardens, Westrow Road, Southampton, SO15 2LX from 1st September 2012:

- i. To increase admissions to Banister Infant School by admitting a further 15 pupils to Year R (age 4) from September 2012 and continuing each school year until all years have been expanded, and
- ii. To change Banister from an infant school to an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds from September 2013.

In order to achieve the change of age range up to 60 pupils will be permitted to transfer from Year 2 (age 6) to Year 3 (age 7) from September 2013 and in subsequent school years or be admitted as casual vacancies to Year 3 (age 7) from September 2013 and in subsequent school years. This will have the effect of enlarging the school from 162 places to 420 places by September 2018.

The current net capacity of the school is 162 (excluding the nursery) and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 130 (excluding the nursery). The current admissions number is 45 and the proposed admission number will be 60.

Within six weeks after the date of publication of the proposal for Banister Infant School, any person may object to or make comments on the proposal by sending their representations to School Organisation (Primary School Review: Phase 2), Children's Services & Learning, Southampton City Council, 3rd Floor Southbrook Rise, Southampton SO15 1YG or by emailing: primary.schools.review@southampton.gov.uk.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: School Organisation (Primary School Review: Phase 2), Children's Services & Learning, Southampton City Council, 3rd Floor Southbrook Rise, Southampton SO15 1YG or online at: www.southampton.gov.uk/primaryreview.

Signed:



Clive Webster
Executive Director of Children's Services & Learning

Publication Date: 4 January 2011

EXPLANATORY NOTES:

This Notice relates to the Council's Primary Review proposals for the City, having carried out a wide ranging consultation on the future of primary education in all areas of the city. These proposals have been made following the review to secure sufficient primary school places in the City having regard to changing pupil numbers and pupil forecasts and the need to improve overall standards and efficient provision of learning in the City.

Pupil forecasts indicate that extra school places will be required in 2011, 2012 and beyond. Without the enlargement of schools, there will be a significant shortfall in the number of primary school places in Southampton.

Each school will be expanded by admitting an increased number of pupils to the first year of entry, year R (age 4) for infant and primary schools and year 3 (age 7) for junior schools, from the date specified and continuing each year until all year groups have been expanded.

Mansel Park Primary School and Beechwood Junior are also expanding but are non-statutory proposals and will be increased by way of increasing their Published Admission Number (PAN). Mansel Park Primary School (Community) will increase its PAN from 30 to 60 with implementation from September 2011 and continuing until all year groups have expanded. This will have the effect of enlarging the net capacity of the school from 358 to 420 by September 2017. Beechwood Junior School (Community) will increase its PAN from 60 to 90 with implementation from September 2014 and continuing until all year groups have expanded. This will have the effect of enlarging the net capacity of the school from 311 to 360 by September 2017.

Consultation on, and a decision to implement proposals at, St Mark's CE Primary School (Voluntary Controlled) took place in 2009 as part of the Primary Review Phase 1. St Mark's CE Primary is currently in the process of changing from a junior school into primary school. This accounts for the large discrepancy between the current number on roll and the projected PAN as this proposal for enlargement is in addition to the previously approved, but not yet fully implemented, change of age range.

As the new proposals to expand Banister Infant School are intended to take place prior to the intended date that it was due to change from an Infant school to a Primary, the Council is seeking to revoke the previously approved proposals (see Part 2 of this Notice) and replace them with a single expansion / change of age range proposal as set out in Part 3 of this Notice.

While all of the proposals within this Notice are considered to be related in strategic terms they ARE NOT TO BE TREATED AS LINKED PROPOSALS. This effectively means that the Council could approve all or only some of the proposals subject to the outcome of consultation.

**SOUTHAMPTON CITY COUNCIL
NOTICE IN RELATION TO VARIOUS PRESCRIBED ALTERATIONS -
SOUTHAMPTON PRIMARY REVIEW**

1. School and local education authority details

- i. Bassett Green Primary School (Community School) Honeysuckle Road, Bassett, Southampton, SO16 3BZ
- ii. Glenfield Infant School (Community School) Rossington Way, Bitterne, Southampton, SO18 4RN
- iii. Highfield Church of England Primary School (Voluntary Aided School) Hawthorn Road, Southampton, SO17 1PX
- iv. Kanes Hill Primary School (Community School) Fairfax Court, Hinkler Road, Southampton, SO19 6FW
- v. Moorlands Primary School (Community School) Kesteven Way, Bitterne, Southampton, SO18 5RJ
- vi. Shirley Warren Learning Campus Primary and Nursery School (Community School) Warren Crescent, Shirley Warren, Southampton, SO16 6AY
- vii. Banister Infant School (Community School) Banister Gardens, Westrow Road, Southampton, SO15 2LX
- viii. Fairisle Infant and Nursery School (Community School) Fairisle Road, Lords Hill, Southampton, SO16 8BY
- ix. Fairisle Junior School (Community School) Fairisle Road, Lords Hill, Southampton, SO16 8BY
- x. Harefield Primary School (Community School) Yeovil Chase, Bitterne, Southampton, SO18 5NZ
- xi. Tanners Brook Infant School (Community School) Elmes Drive, Southampton, SO15 4PF
- xii. Tanners Brook Junior School (Community School) Elmes Drive, Southampton, SO15 4PF
- xiii. Valentine Infant School (Community School) Valentine Avenue, Sholing, Southampton, SO19 0EQ
- xiv. Heathfield Junior School (Community School) Valentine Avenue, Sholing, Southampton, SO19 0EQ
- xv. Sholing Infant School (Community School) Heath Road, Sholing, Southampton, SO19 2QF
- xvi. Sholing Junior School (Community School) Middle Road, Sholing, Southampton, SO19 8PH
- xvii. St Patrick's Catholic Voluntary Aided Primary School (Voluntary Aided School) Fort Road, Woolston, Southampton, SO19 2JE
- xviii. St Mark's Church of England Voluntary Controlled Primary School (Voluntary Controlled School) Stafford Road, Shirley, Southampton, SO15 5TE

Mansel Park Primary School and Beechwood Junior are also expanding but are non-statutory proposals and will be increased by way of increasing their Published Admission Number (PAN).

Mansel Park Primary School will increase its PAN from 30 to 60 with implementation from 1 September 2011 and continuing until all year

groups have expanded. This will have the effect of enlarging the net capacity of the school from 358 to 420 by 1 September 2017.

Beechwood Junior School will increase its PAN from 60 to 90 with implementation from 1 September 2014 and continuing until all year groups have expanded. This will have the effect of enlarging the net capacity of the school from 311 to 360 by 1 September 2017.

Consultation on, and a decision to implement proposals at St Mark's CE Primary took place in 2009 as part of the Primary Review Phase 1. This school is currently in the process of changing from junior school into primary school. This accounts for the large discrepancy between current number on roll and projected PAN as this proposal for enlargement is in addition to the previously approved, but not yet fully implemented, change of age range.

All proposals published by Southampton City Council. Contact details:
School Organisation (Primary Review Phase 2), Children's
Services & Learning, 3rd Floor Southbrook Rise, Millbrook Road
East, Southampton, SO15 1YG

2. Implementation and proposed stages for implementation

i. Bassett Green Primary School

To increase admissions to Bassett Green Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2017.

ii. Glenfield Infant School

To increase admissions to Glenfield Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2013.

iii. Highfield Church of England Primary School

To increase admissions to Highfield Church of England Primary School by admitting a further 10 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2017.

iv. Kanes Hill Primary School

To increase admissions to Kanes Hill Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2017.

v. Moorlands Primary School

To increase admissions to Moorlands Primary School by admitting a further 30 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2017.

vi. Shirley Warren Learning Campus Primary and Nursery School

To increase admissions to Shirley Warren Learning Campus Primary and Nursery School by admitting a further 15 pupils to Year

R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded by September 2017.

vii. Banister Infant School

To revoke the proposals approved by Southampton City Council on 9th July 2009 to change Banister Infant School from an infant school to become an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds from 1 September 2013 increasing the size of the school from 135 pupils to 315 pupils by 1 September 2016.

Instead the following alterations will be made to Banister Infant School:

To increase admissions to Banister Infant School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by September 2018.

To change Banister School from an infant and nursery school to become an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds from September 1 2013

viii. Fairisle Infant and Nursery School

To increase admissions to Fairisle Infant and Nursery School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2014.

ix. Fairisle Junior School

To increase admissions to Fairisle Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded by 1 September 2018.

x. Harefield Primary School

To increase admissions to Harefield Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2018.

xi. Tanners Brook Infant School

To increase admissions to Tanners Brook Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2014.

xii. Tanners Brook Junior School

To increase admissions to Tanners Brook Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded by 1 September 2018.

xiii. Valentine Infant School

To increase admissions to Valentine Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2014.

xiv. Heathfield Junior School

To increase admissions to Heathfield Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded by 1 September 2018.

xv. Sholing Infant Junior

To increase admissions to Sholing Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2014.

xvi. Sholing Junior School

To increase admissions to Sholing Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded by 1 September 2018.

xvii. St Patrick's Catholic Voluntary Aided Primary School

To increase admissions to St Patrick's Catholic Voluntary Aided Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2018.

xviii. St Mark's Church of England Voluntary Controlled Primary School

To increase admissions to St Mark's Church of England Primary School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2018.

3. Objections and comments

(a) These proposals were published on 4 January 2011. The notices state that any person may object to or make comments on the proposals (apart from Banister Infant) within four weeks from this date, ending on 1 February 2011. For proposals relating to Banister Infant School (2(vii) above) the consultation will be for 6 weeks, ending on 15 February 2011.

(b) The notices state that objections or comments should be sent to School Organisation (Primary School Review Phase 2), Children's Services & Learning, Southampton City Council, 3rd Floor Southbrook Rise, Millbrook Road East, Southampton, SO15 1YG

4. Alteration description

i. Bassett Green Primary School

To increase admissions to Bassett Green Primary School by admitting a further 15 pupils to Year R (age 4) 1 from September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 315 places to 420 places by 1 September 2017.

The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 320. The current admission number is 45 and the proposed admission number will be 60.

ii. Glenfield Infant School

To increase admissions to Glenfield Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 179 places to 270 places by 1 September 2013.

The current net capacity of the school is 179 and the proposed net capacity will be 270 statutory school age places. The current number of pupils registered at the school is 167. The current admission number is 60 and the proposed admission number will be 90.

iii. Highfield Church of England Primary School

To increase admissions to Highfield Church of England Primary School by admitting a further 10 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 233 places to 315 places by 1 September 2017.

The current net capacity of the school is 233 and the proposed net capacity will be 315 statutory school age places. The current number of pupils registered at the school is 246. The current admission number is 35 and the proposed admission number will be 45.

iv. Kanes Hill Primary School

To increase admissions to Kanes Hill Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 315 places to 420 places by 1 September 2017.

The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 270. The current admission number is 45 and the proposed admission number will be 60.

v. Moorlands Primary School

To increase admissions to Moorlands Primary School by admitting a further 30 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 210 places to 420 places by 1 September 2017.

The current net capacity of the school is 210 and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 197. The current admission number is 30 and the proposed admission number will be 60.

vi. Shirley Warren Learning Campus Primary and Nursery School

To increase admissions to Shirley Warren Learning Campus Primary and Nursery School by admitting a further 30 pupils to Year R (age 4) from 1 September 2011 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 210 places to 420 places by 1 September 2017.

The current net capacity of the school is 210 (excluding the nursery) and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 210 (excluding the nursery). The current admission number is 30 and the proposed admission number will be 60.

vii. Banister Infant School

To revoke the proposals approved by Southampton City Council on 9th July 2009 to change Banister Infant School from an infant school to become an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds from 1 September 2013 increasing the size of the school from 135 pupils to 315 pupils by 1 September 2016.

Instead the following alterations will be made to Banister Infant School.

To increase admissions to Banister Infant School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded by 1 September 2018.

To change Banister School from an infant school to become an all through primary school by changing the age range of pupils to be admitted from 3-7 year olds to 3-11 year olds from 1 September 2013.

In order to achieve the change of age range up to 60 pupils will be permitted to transfer from Year 2 (age 6) to Year 3 (age 7) or be admitted as casual vacancies to Year 3 (age 7) from 1 September 2013 and in subsequent school years increasing the size of the school from 150 pupils to 420 pupils by 1 September 2018.

The current net capacity of the school is 162 (excluding the nursery) and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 130 (excluding the nursery). The current admission number is 45 and the proposed admission number will be 60.

viii. Fairisle Infant and Nursery School

To increase admissions to Fairisle Infant and Nursery School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 270 places to 360 places by 1 September 2014.

The current net capacity of the school is 270 (excluding the nursery) and the proposed net capacity will be 360 statutory school age places. The current number of pupils registered at the school is 269 (excluding the nursery). The current admission number is 90 and the proposed admission number will be 120.

ix. Fairisle Junior School

To increase admissions to Fairisle Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 360 places to 480 places by 1 September 2018.

The current net capacity of the school is 360 and the proposed net capacity will be 480 statutory school age places. The current number of pupils registered at the school is 307. The current admission number is 90 and the proposed admission number will be 120.

x. Harefield Primary School

To increase admissions to Harefield Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 315 places to 420 places by 1 September 2018.

The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 299. The current admission number is 45 and the proposed admission number will be 60.

xi. Tanners Brook Infant School

To increase admissions to Tanners Brook Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 270 places to 360 places by 1 September 2014.

The current net capacity of the school is 270 and the proposed net capacity will be 360 statutory school age places. The current number of pupils registered at the school is 261. The current admission number is 90 and the proposed admission number will be 120.

xii. Tanners Brook Junior School

To increase admissions to Tanners Brook Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 360 places to 480 places by 1 September 2018.

The current net capacity of the school is 360 and the proposed net capacity will be 480 statutory school age places. The current number of pupils registered at the school is 335. The current admission number is 90 and the proposed admission number will be 120.

xiii. Valentine Infant School

To increase admissions to Valentine Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 270 places to 360 places by 1 September 2014.

The current net capacity of the school is 270 and the proposed net capacity will be 360 statutory school age places. The current number of pupils registered at the school is 255. The current admission number is 90 and the proposed admission number will be 120.

xiv. Heathfield Junior School

To increase admissions to Heathfield Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 359 places to 480 places by 1 September 2018.

The current net capacity of the school is 359 and the proposed net capacity will be 480 statutory school age places. The current number of pupils registered at the school is 278. The current admission number is 90 and the proposed admission number will be 120.

xv. Sholing Infant School

To increase admissions to Sholing Infant School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 174 places to 270 places by 1 September 2014.

The current net capacity of the school is 174 and the proposed net capacity will be 270 statutory school age places. The current number of pupils registered at the school is 172. The current admission number is 60 and the proposed admission number will be 90.

xvi. Sholing Junior School

To increase admissions to Sholing Junior School by admitting a further 30 pupils to Year 3 (age 7) from 1 September 2015 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 239 places to 360 places by 1 September 2018.

The current net capacity of the school is 239 and the proposed net capacity will be 360 statutory school age places. The current number of pupils registered at the school is 232. The current admission number is 60 and the proposed admission number will be 90.

xvii. St Patrick's Catholic Voluntary Aided Primary School

To increase admissions to St Patrick's Roman Catholic Voluntary Aided Primary School by admitting a further 15 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 315 places to 420 places by 1 September 2018.

The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places. The current number of pupils registered at the school is 304. The current admission number is 45 and the proposed admission number will be 60.

xviii. St Mark's Church of England Voluntary Controlled Primary School

To increase admissions to St Mark's Church of England Voluntary Controlled Primary School by admitting a further 30 pupils to Year R (age 4) from 1 September 2012 and continuing each school year until all years have been expanded. This will have the effect of enlarging the school from 420 places to 630 places by 1 September 2018.

The current net capacity of the school is 420 and the proposed net capacity will be 630 statutory school age places. The current number of pupils registered at the school is 386. The current admission number is 60 and the proposed admission number will be 90.

This proposal will be wholly implemented by the Local Authority in consultation with the Governing Body of St Mark's Church of England Primary School and the Diocese of Winchester.

5. School capacity

i. Bassett Green Primary School

- a. The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 320.

ii. Glenfield Infant School

- a. The current net capacity of the school is 179 and the proposed net capacity will be 270 statutory school age places.
- b. 90 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 167.

iii. Highfield Church of England Primary School

- a. The current net capacity of the school is 233 and the proposed net capacity will be 315 statutory school age places.
- b. 45 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 246

iv. Kanes Hill Primary School

- a. The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 270

v. Moorlands Primary School

- a. The current net capacity of the school is 210 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 197

vi. Shirley Warren Learning Campus Primary and Nursery School

- a. The current net capacity of the school is 210 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2011.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 210 (excluding the nursery)

vii. Banister Infant School

- a. The current net capacity of the school is 162 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2012. Up to 60 pupils will be permitted to transfer from Year 2 (age 6) to Year 3 (age 7) or be admitted as casual vacancies to Year 3 (age 7) from 1 September 2013.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 130

viii. Fairisle Infant and Nursery School

- a. The current net capacity of the school is 270 and the proposed net capacity will be 360 statutory school age places.
- b. 120 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 269 (excluding the nursery)

ix. Fairisle Junior School

- a. The current net capacity of the school is 360 and the proposed net capacity will be 480 statutory school age places.
- b. 120 Pupils will be admitted to Year 3 (age 7) from 1 September 2015.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 307

x. Harefield Primary School

- a. The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 299

xi. Tanners Brook Infant School

- a. The current net capacity of the school is 270 and the proposed net capacity will be 360 statutory school age places.
- b. 120 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 261.

xii. Tanners Brook Junior School

- a. The current net capacity of the school is 360 and the proposed net capacity will be 480 statutory school age places.
- b. 120 Pupils will be admitted to Year 3 (age 7) from 1 September 2015.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 335

xiii. Valentine Infant School

- a. The current net capacity of the school is 270 and the proposed net capacity will be 360 statutory school age places.
- b. 120 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 255

xiv. Heathfield Junior School

- a. The current net capacity of the school is 359 and the proposed net capacity will be 480 statutory school age places.

- b. 120 Pupils will be admitted to Year 3 (age 7) from 1 September 2015.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 278.

xv. Sholing Infant School

- a. The current net capacity of the school is 174 and the proposed net capacity will be 270 statutory school age places.
- b. 90 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 172.

xvi. Sholing Junior School

- a. The current net capacity of the school is 239 and the proposed net capacity will be 315 statutory school age places.
- b. 90 Pupils will be admitted to Year 3 (age 7) from 1 September 2015.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 232.

xvii. St Patrick's Catholic Voluntary Aided Primary School

- a. The current net capacity of the school is 315 and the proposed net capacity will be 420 statutory school age places.
- b. 60 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups.
- e. The number of pupils at the school at the time of publication of the notices is 304.

xviii. St Mark's Church of England Voluntary Controlled Primary School

- a. The current net capacity of the school is 420 and the proposed net capacity will be 630 statutory school age places.

- b. 90 Pupils will be admitted to Year R (age 4) from 1 September 2012.
- c. This will continue each year until all year groups have been expanded.
- d. The indicated admission number will be adhered to in all year groups
- e. The number of pupils at the school at the time of publication of the notices is 386.

6. Implementation

These proposals relate to seventeen community schools, two voluntary aided schools and one voluntary controlled school. Southampton City Council intends to make prescribed alterations to all eighteen schools. The proposals in relation to Highfield C of E Primary School will be implemented by Southampton City Council in conjunction with the Church of England diocese of Winchester. The proposals in relation to St Patrick's Catholic Voluntary Aided Primary School will be implemented by Southampton City Council in conjunction with the Catholic diocese of Portsmouth. The proposals in relation to St Mark's C of E Voluntary Controlled Primary school will be implemented by Southampton City Council.

7. Additional Site

Not applicable

8. Changes in boarding arrangements

Not applicable

9. Transfer to new site

Not applicable

10. Objectives

This detailed proposal relates to the Council's Primary School Review: Phase 2 proposals, having carried out a wide ranging consultation on the future of primary education in the city. These proposals have been made following the review to secure sufficient primary pupil places in the City having regard to changing pupil numbers and pupil forecasts and the need to improve overall standards and efficient provision of learning in the City. It is intended that all children should be able to access high quality primary education in their local community.

The proposals within this Notice are considered to be related in strategic terms but they ARE NOT TO BE TREATED AS LINKED PROPOSALS. This effectively means that the Council could approve all or only some of the proposals subject to the outcome of consultation.

11. Consultation

Wide consultation took place before the proposals were published.

(a) The following persons and agencies were consulted:

Headteachers – all schools

Primary review phase 2 school pupils

Primary review phase 2 school parents
Primary review phase 2 school staff
Chair's of Governors – all schools
Diocesan representatives
Hampshire County Council
Wiltshire County Council
All councillors
The three city Members of Parliament
Council Executive Directors
Council staff
The PCT
Further Education Colleges
University of Southampton
Trade Unions
Nursery/pre-school staff
Nursery/pre-school parents
Learning and Skills Council
SCC Libraries

(b) The views of the persons consulted are included as Appendix 1.

(c) All applicable statutory requirements in relation to the proposals to consult were complied with.

(d) Copies of all consultation documents are also attached.

These were distributed to the parents, governors and staff at the schools involved in the review and to all pre-schools & nurseries in the city. All documentation was also available at www.southampton.gov.uk/primaryreview.

12. Project costs

It is difficult to accurately predict either the cost or affordability profile of the Primary Review programme at this stage as detailed feasibility work and options appraisals are not yet fully complete and project development and delivery will be on a phased basis and the optimum phasing of works is still being determined.

High level estimates, based on the range of possible projects implied in the pre-statutory consultations, suggests that the widest cost range for the works to accommodate the entire cohort over the 5 year period is between £10.1million to £37 million.

Central Government announced on 14 December 2010 that Southampton City Council will receive approximately just over £8 million in school capital grant allocations for 2011-2012 to spend on capital projects. This money will be used to pay for any capital works on primary, secondary and special schools and at this stage it is unclear how much money will be available for the primary review projects. We anticipate having a detailed cost / affordability estimate for 2011/2012 projects by the end of January 2011.

It is anticipated that the combination of Government grant and borrowing over the 5 years of the project will be sufficient to fund the proposals.

It is not intended that costs of implementation should be met by the governing bodies of the schools, though schools undergoing change as part of the implementation of Primary Review may be required to make a contribution to the costs of building works from their Devolved Formula Capital allocations. Discussions will take place with each school regarding if and how they may contribute to the project.

13. Not applicable

14. Age range

A change in age range is proposed at Banister Infant School. It is proposed that the school will change from an infant (age 4-7) to a primary school (age 4-11) from 1 September 2013.

15. Early years provision

No change is proposed in relation to early years provision at the schools.

16. Changes to sixth form provision

Not applicable

17. Not applicable

18. Special educational needs

Not applicable

19. Not applicable

20. Not applicable

21. Sex of pupils

22. Not applicable

23. Extended services

24. Need or demand for additional places

The number of children born in Southampton has been increasing. A particularly sharp increase has occurred over the last five years. The impact of the increased birth rate throughout the city is likely to require the addition of 360 places in Year R (reception class – the first year of initial admission to infant and primary schools) in 2011 and 2012, with a consequent growth in the size of other year groups as the increase in numbers of pupils works its way through the years of primary schooling.

As a result of wide consultation, statutory proposals have been formulated, which will provide adequate places as the population continues to grow. The programme will be staged to ensure that places are added in the appropriate location and at the correct time, thus ensuring that spare capacity is not created and that schools in neighbouring areas are not adversely affected. These proposals have been made following the review to secure sufficient primary pupil places in Southampton having regard to changing pupil numbers and pupil forecasts and the need to improve overall standards and efficient provision of learning in the City.

25. Not applicable

25a. Not applicable

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Appendix 4

School	Start Date	Additional no. pupils per year group	Description of work	Estimated cost 2011/2012	Estimated cost 2012/2013	Estimated cost 2013/2014	Estimated cost 2014/2015	Estimated cost 2015/2016	Estimated cost 2016/2017	Estimated cost 2017/2018	Estimated cost 2018/2019	Total cost estimate £ (to be phased over several years)
Bassett Green Primary School	01-Sep-11	15	Reorganisation of internal space to create 3 extra classrooms	88,928.00								88,928.00
Mansel Park Primary School	01-Sep-11	30	Reorganisation of internal space to create 6 extra classroom	92,126.70								92,126.70
Kanes Hill Primary School	01-Sep-11	15	Reorganisation of internal space to create 2 extra classrooms and provision of 1 additional classroom	21,845.00	250,000.00	100,000.00						371,845.00
Shirley Warren Primary and Nursery School	01-Sep-11	30	Reorganisation and extension of internal space to create 7 additional classrooms	127,951.00	400,000.00		300,000.00					827,951.00
Glenfield Infant School (including relocation of Brook Pre-school to Beechwood Junior)	01-Sep-11	30	Reorganisation of internal space to create 3 additional classrooms	115,985.00	100,000.00	40,000.00						255,985.00
Moorlands Primary School (including relocation of Montessori Nursery)	01-Sep-11	30	Reorganisation of internal space to create 2 extra classrooms and provision of 6 additional classrooms	118,578.45		1,500,000.00						1,618,578.45
Highfield CE Primary School	01-Sep-11	10	Provision of 3 additional classrooms	25,000.00			44,000.00					69,000.00
Tanners Brook Infant School	01-Sep-12	30	Reorganisation of internal existing space to create 1 classroom and provision of 2 additional classrooms		120,000.00	420,000.00						540,000.00
Valentine Infant School	01-Sep-12	30	Reorganisation of existing internal space to create 3 extra classrooms		120,000.00	60,000.00	20,000.00					200,000.00
Sholing Infant School	01-Sep-12	30	Provision of 3 additional classrooms		1,000,000.00							1,000,000.00

Fairisle Infant & Nursery School	01-Sep-12	30	Provision of 3 additional classrooms		100,000.00	250,000.00						350,000.00
St Mark's CE Primary School	01-Sep-12	30	Reorganisation of existing space and additional building required to provide 7 extra classrooms			300,000.00						300,000.00
St Patrick's Catholic Primary School	01-Sep-12	15	Reorganisation of internal space to provide 1 extra classrooms and provision of 2 extra classrooms		100,000.00	250,000.00	350,000.00					700,000.00
Harefield Primary School	01-Sep-12	15	Refurbishment of currently uninhabited old school hall to provide 3 extra classrooms		500,000.00							500,000.00
Banister Infant School -> Primary	01-Sep-12	15	Provision of 8 extra classrooms			4,000,000.00						4,000,000.00
Beechwood Junior School	01-Sep-14	30	Reorganisation of internal space to provide 4 extra classrooms				100,000.00					100,000.00
Heathfield Junior School	01-Sep-15	30	Provision of 4 additional classrooms					750,000.00				750,000.00
Sholing Junior	01-Sep-15	30	Provision of 4 additional classrooms					750,000.00				750,000.00
Tanners Brook Junior	01-Sep-15	30	Provision of 4 additional classrooms					750,000.00				750,000.00
Fairisle Junior	01-Sep-15	30	Provision of 4 additional classrooms					750,000.00				750,000.00
Total Cost				590,414.15	2,690,000.00	6,920,000.00	814,000.00	3,000,000.00	0.00	0.00	0.00	14,014,414.15

PLEASE NOTE THAT THAT THESE ARE HIGH LEVEL INDICATIVE COSTS ONLY. MORE ACCURATE COSTS WILL BE AVAILABLE ONCE FULL FEASIBILITY STUDIES HAVE BEEN COMPLETED.

HIGHFIELD CE PRIMARY SCHOOL – THE COST OF EXPANDING THIS SCHOOL WILL LARGELY BE FUNDED VIA THE LOCALLY COORDINATED VOLUNTARY AIDED PROGRAMME (LCVAP). FOR 2011/2012 SCC HAS AGREED TO FUND 10% OF THE PROJECT - £25,000. THE £44,000 COST FOR SCC IN 2014/15 IS 10% OF THE ESTIMATED COST OF THE 2ND PHASE OF THE PROJECT. THIS IS YET TO BE FORMALLY AGREED. IT IS ANTICIPATED THAT THE 2ND PHASE WILL BE LARGELY FUNDED BY THE LCVAP ALLOCATION FOR 2013/14, ALTHOUGH THIS FUNDING HAS YET TO BE CONFIRMED.

department for
children, schools and families

Extract of

Decision Makers' Guidance for:

Expanding a Maintained
Mainstream School by Enlargement
or Adding a Sixth Form

For further information:

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Website: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5

EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

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This guidance is extracted, for ease of reference by decision makers, from the full version of the “Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form” guide - www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5. The statutory guidance sections are indicated by shading, the word **must** in bold refers to a requirement in legislation, whilst the word **should** in bold is a recommendation.

Stage 4

Decision Makers’ Guidance on Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form (Paragraphs 4.1-4.80)

Who Will Decide the Proposals? (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

- the local Church of England diocese;

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- the bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14 and over;
- the governing body of a community school that is proposed for expansion; and
- the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 to 4.14 below).

Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

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Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs [1.2](#)–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

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4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

- weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and

¹ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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- the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

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Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with “Every Child Matters” principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour’s travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and

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g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the

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Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
 - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

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Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

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4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high

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performing' and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the 'high performing' criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

- a. two years from the date a school commences operation with applied learning specialist school status; or
- b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DCSF criteria for 'high performing' status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

NOTE: 'submitted to the Decision Maker' above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from 'high performing' schools to add post-16 provision, Decision Makers **should** look for:

- a. evidence of local collaboration in drawing up the presumption proposal; and
- b. a statement of how the new places will fit within the 14-19 organisation in an area; and
- c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the 'presumption' school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

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4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC² conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from

² References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;
- b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is 'won' by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals **should not** be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker **should** be satisfied that funding has been agreed 'in principle', but the proposals **should** be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will

³ The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7,10 and 11 of EIA 2006.

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protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

b. Foundation (including Trust) and Voluntary Schools:

i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.

ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator” -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the

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governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

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Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and

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h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and

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- iv. improved supply of suitable places.
- b. LAs **should** also:
- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
 - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

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OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;

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- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007(4) the occurrence of such an event.

(4) S.I. 2007/1288.

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4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk);
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese;
- each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and

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- where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

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Agenda Item 12

Bitterne Park School (Sixth Form Places)

Bitterne Park Sixth Form application deadline is Monday 20th June 2011. Applications received after this date will be processed as 'late applications' (see below).

The Sixth Form has a maximum pupil number of 90 in Year 12 (180 Total in Years 12 and 13).

The majority of these places will be filled by existing Bitterne Park School students however, external applicants are welcome to apply to fill up to the remainder of 90 places. If the sixth form is over subscribed they will be considered in line with the SCC admissions policy that is detailed below.

The application form is made up of two parts:

Part 1 – Place application, this is to obtain a place within the sixth form at Bitterne Park School. Currently the procedure is run by Southampton City Council Admissions team (address below)

Part 2 – Course application, this is to secure a place on the requested courses, please note that some course may not run if sufficient applicants are not received. These are to be returned to the school office.

To apply complete both parts of the application, which are available to download from www.bitterneparkschool.org.uk or within the pack obtained from the school office.

Return part 1 as soon as possible to the Admission Team at Southampton City Council (address below) and by at the latest 20th June 2011.

Part 1: Place Application
Admission Team
Southampton City Council
Southbrook Rise
4 – 8 Millbrook Road East,
Southampton SO15 1BZ

If you submit the place application form to the school, this will be forwarded to the Admissions Team.

Return Part 2, the course selection form to be returned to the school (address below)

Part 2: Course Application
Sixth Form recruitment
Main School Office
Bitterne Park School
Copsewood Road

Southampton

When completing part 2 of the application please ensure on your course choice that you indicate if it is level 2 or level 3 that you are applying for. If you are unsure whether you are a Level 2 or 3 students you are welcome to apply for both programmes, and then discuss this at the application guidance meeting.

Once your application has been received a letter will be sent confirming receipt and you will be invited in to the Sixth Form for an Application Guidance Meeting, which will review your course options and provide you with support and assistance with your application. This is not mandatory and will not form part of the Admissions process it is purely there to support and inform your decisions. You will not be required to bring anything to this meeting.

There will be a post-16 induction programme for students who have a place in the Sixth Form in which you will have an opportunity to attend taster lessons in your chosen subjects as well as take part in team building and leadership activities. It is expected that all students who are transferring to Bitterne Park Sixth Form will attend.

Southampton City Council Admissions Policy

All places offered by Southampton City Council are conditional upon the applicant meeting the Academic Entry Requirements set out below.

Places will be offered on the following basis:

Children with statements of special educational needs (SEN) that name the school

Children with statements of special educational needs that name a school must be admitted to that school under the Education Act 1996 and with regard to the SEN Code of Practice. These children will be admitted to the named school, even if it is full and are therefore outside the normal admission arrangements. As required by the Code these children will count as part of the Published Admission Number (PAN) for the school.

Oversubscription criteria

Applications submitted by 20th June 2011 will be dealt with first. If the number of applications submitted by 20th June 2011 for the sixth form exceed the Admission Number of 90, admissions will be decided according to the following priorities:

1. Children in public care (looked after children).
2. Children who live within the school's designated catchment area.

A "designated catchment area" for a school is the area set out in the definitive catchment area map for each school. This map is held by Southampton City Council, Southbrook Rise, 4 – 8 Millbrook Road East, Southampton SO15 1BZ. A

schedule of addresses, to be read in conjunction with the map, is also kept by the Council.

Parents wishing to know if their address is in a particular catchment area can contact the Admissions Team, or log on to the council website www.southampton.gov.uk, click on “my Southampton”, follow the links, and enter their post code.

If the school is oversubscribed from within the designated catchment area, the procedure set out at 3, below, will be used to determine which children will be offered places.

3. Children who live closest to the school based on the shortest practicable walking distance using public roads and footpaths. Distances are measured from home to school for in-catchment children and from either home to school or home to the designated catchment area boundary for out-catchment children, as agreed with each school and laid out in the school’s prospectus. Distances from home to school are measured as shortest walking distances. These are calculated using a computerised mapping system that uses data supplied by Ordnance Survey. Distances are measured from the point designated in the system as the home address to the point designated in the system as the mid point of the nearest open gate to the school, using public roads and footpaths.

Should a school be oversubscribed from within any of the criteria 1-3 above, then distance, as given in 3, will be used to prioritise applications within these categories. Should there be two identical distances requiring prioritisation, this will be done by casting lots. Lots will be drawn by the Head of Standards Division, Children’s Services and Learning, Southampton City Council.

Late applications

If a school has places available after admitting all on-time applications, late applications will be considered in accordance with the priorities set out above.

Waiting lists

Unsuccessful applicants for the school will automatically be placed on the waiting list for the school. If places become available, children on the waiting list will automatically be offered them according to the priorities set out above.

The length of time on the waiting list cannot be taken into account. Unsuccessful late applications will be treated in the same way as unsuccessful on-time applications and placed on the waiting list according to the priorities set out above.

Waiting lists will be maintained by the Admissions Manager at Southampton City Council for all community schools. Waiting lists will be held until the end of the autumn term 2012.

Sixth Form Courses and Entry Requirements

Level 3 Courses:

This is a two year programme of study that is at a higher level than the work undertaken in Year 11.

Level 3 courses prepare students for entry to university. Bitterne Park Sixth Form offers a wide range of both academic A Levels and the full range of applied BTEC courses.

Each AS/A2 Level and BTEC has 5 hours of taught study each week. For success a similar amount of private study is expected out of hours.

The desired entry requirement for a Level 3 programme of study is 5A* to C grades at GCSE or equivalent in 4 or more subjects including English and Maths.

Some Level 3 subjects have specific entry requirements (such as a B grade at the Higher Tier of entry).

These are outlined in the subject information and must be met. It is at the discretion of the School whether a student who has a D grade in either English or Mathematics at GCSE (not both) is able to progress to Level 3

Level 2 Courses:

This is a one year programme of study for students who wish to progress to the Level 3 programme of study at the Bitterne Park School Sixth Form and have not yet quite gained the 5A* - C grades at GCSE or equivalent needed for this.

This programme of study enables students to retake English and Mathematics and take a number of new and exciting subjects.

The desired entry requirements for Level 2 Courses in Year 12 is 5 D grades at GCSE or equivalent in 4 or more subjects.

A minimum of an E grade in English and/or Mathematics is also desired.

Foundation Learning:

This is a one year programme of study for students who wish to progress to the Level 2 programme of study at the Bitterne Park School Sixth Form, or seek employment, and have not yet quite gained the desired entry requirements for level 2 courses.

Results day

Once you receive your GCSE results we can confirm your course and subject choices and finalise your enrolment to The Sixth Form. Support for students who have not made entry requirements will be available on the results publication day in August. All Bitterne Park Year 11 students are expected to be present that day, where possible.

We will do all we can to support you if you wish to change your options but after the timetable is written this will only be possible if a class is not full and the subjects you wish to study are not timetabled at the same time.

You will then receive a letter confirming your place in the Sixth Form, which is conditional on the entry requirements.

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department for
children, schools and families

Extract of

Decision Makers' Guidance for:

Expanding a Maintained Mainstream School by Enlargement or Adding a Sixth Form

For further information:

School Organisation & Competitions Unit
DCSF
Mowden Hall
Darlington
DL3 9BG

Tel: 01325 735749

Email: school.organisation@education.gsi.gov.uk

Website: www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5

EXPANDING A MAINTAINED MAINSTREAM SCHOOL BY ENLARGING OR ADDING A SIXTH FORM - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

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This guidance is extracted, for ease of reference by decision makers, from the full version of the “Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form” guide - www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5. The statutory guidance sections are indicated by shading, the word **must** in bold refers to a requirement in legislation, whilst the word **should** in bold is a recommendation.

Stage 4

Decision Makers’ Guidance on Expanding a Maintained Mainstream School by Enlarging or Adding a Sixth Form (Paragraphs 4.1-4.80)

Who Will Decide the Proposals? (Paragraphs 4.1-4.4)

4.1 Decisions on school organisation proposals are taken by the LA or by the schools adjudicator. In this chapter both are covered by the form of words “Decision Maker” which applies equally to both.

4.2 Section 21 of the EIA 2006 provides for regulations to set out who **must** decide proposals for any prescribed alterations (i.e. including expansions). The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (SI:2007 No. 1289) (as amended) make detailed provision for the consideration of prescribed alteration proposals (see in particular Schedules 3 and 5). Decisions on expansions will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the prescribed alteration proposals are “related” to other proposals that fall to be decided by the schools adjudicator, will the LA not be the decision maker in the first instance.

4.3 If the LA fail to decide proposals within 2 months of the end of the representation period the LA **must** forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision. They **must** forward the proposals within one week from the end of the 2 month period.

4.4 The Department does not prescribe the process by which an LA carries out their decision-making function (e.g. full Cabinet or delegation to Cabinet member or officials). This is a matter for the LA to determine but the requirement to have regard to statutory guidance (see paragraph 4.15 below) applies equally to the body or individual that takes the decision.

Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)

4.5 The following bodies may appeal against an LA decision on school expansion proposals:

- the local Church of England diocese;

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- the bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14 and over;
- the governing body of a community school that is proposed for expansion; and
- the governors and trustees of a foundation (including Trust) or voluntary school that is proposed for expansion.

4.6 Any appeals **must** be submitted to the LA within 4 weeks of the notification of the LA's decision. On receipt of an appeal the LA **must** then send the proposals, and the representations received (together with any comments made on these representations by the proposers), to the schools adjudicator within 1 week of the receipt of the appeal. The LA **should** also send a copy of the minutes of the LA's meeting or other record of the decision and any relevant papers. Where the proposals are "related" to other proposals, all the "related" proposals **must** also be sent to the schools adjudicator.

Checks on Receipt of Statutory Proposals (Paragraph 4.7)

4.7 There are 4 key issues which the Decision Maker **should** consider before judging the respective factors and merits of the statutory proposals:

- Is any information missing? If so, the Decision Maker **should** write immediately to the proposer specifying a date by which the information **should** be provided;
- Does the published notice comply with statutory requirements? (see paragraph 4.8 below);
- Has the statutory consultation been carried out prior to the publication of the notice? (see paragraph 4.9 below);
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 to 4.14 below).

Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)

4.8 The Decision Maker **should** consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements - as set out in The School Organisation (Prescribed Alterations)(England) Regulations 2007 (SI:2007 - 1289) (as amended) - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

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Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)

4.9 Details of the consultation **must** be included in the proposals. The Decision Maker **should** be satisfied that the consultation meets statutory requirements (see Stage 1 paragraphs [1.2](#)–1.5). If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and needs to consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)

4.10 Paragraph 35 of Schedule 3, and Paragraph 35 of Schedule 5, to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provides that any proposals that are “related” to particular proposals (e.g. for a new school; school closure; prescribed alterations to existing schools i.e. change of age range, acquisition of a Trust, addition of boarding, etc; or proposals by the LSC to deal with inadequate 16-19 provision) **must** be considered together. This does not include proposals that fall outside of School Organisation Prescribed Alteration or Establishment and Discontinuance regulations e.g. removal of a Trust, opening of an Academy, federation proposals. Paragraphs 4.11-4.14 provide statutory guidance on whether proposals **should** be regarded as “related”.

4.11 Generally, proposals **should** be regarded as “related” if they are included on the same notice (unless the notice makes it clear that the proposals are not “related”). Proposals **should** be regarded as “related” if the notice makes a reference to a link to other proposals (published under School Organisation and Trust regulations). If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals **should** be regarded as “related”.

4.12 Where proposals are “related”, the decisions **should** be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both **should** be approved or rejected.

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4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC¹ which are to be decided by the Secretary of State, the Decision Maker **must** defer taking a decision until the Secretary of State has taken a decision on the LSC proposals. This applies where the proposals before the Decision Maker concern:

- the school that is the subject of the LSC proposals;
- any other secondary school, maintained by the same LA that maintains a school that is the subject of the LSC proposals; or
- any other secondary school in the same LA area as any FE college which is the subject of the LSC proposals.

4.14 The proposals will be regarded as “related” if their implementation would prevent or undermine effective implementation of the LSC proposals.

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)

4.15 Regulation 8 of The Regulations provides that both the LA and schools adjudicator **must** have regard to guidance issued by the Secretary of State when they take a decision on proposals. Paragraphs 4.17 to 4.73 below contain the statutory guidance.

4.16 The following factors **should not** be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals **should** be considered on their individual merits.

EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT

A System Shaped by Parents (Paragraphs 4.17-4.18)

4.17 The Government's aim, as set out in the Five Year Strategy for Education and Learners and the Schools White Paper Higher Standards, Better Schools For All, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:

- weak schools that need to be closed are closed quickly and replaced by new ones where necessary; and

¹ References throughout this document to the LSC only apply up to April 2010. The Apprenticeships, Skills, Children and Learning Act (ASCL) Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People's Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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- the best schools are able to expand and spread their ethos and success.

4.18 The EIA 2006 amends the Education Act 1996 to place duties on LAs to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, LAs are under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker **should** take into account the extent to which the proposals are consistent with the new duties on LAs.

Standards (Paragraphs 4.19-4.20)

4.19 The Government wishes to encourage changes to local school provision which will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes.

4.20 Decision Makers **should** be satisfied that proposals for a school expansion will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They **should** pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Diversity (Paragraphs 4.21-4.23)

4.21 Decision Makers **should** be satisfied that when proposals lead to children (who attend provision recognised by the LA as being reserved for pupils with special educational needs) being displaced, any alternative provision will meet the statutory SEN improvement test (see paragraphs 4.69-4.72).

4.22 The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision.

4.23 Decision Makers **should** consider how proposals will contribute to local diversity. They **should** consider the range of schools in the relevant area of the LA and whether the expansion of the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

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Every Child Matters (Paragraph 4.24)

4.24 The Decision Maker **should** consider how proposals will help every child and young person achieve their potential in accordance with “Every Child Matters” principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This **should** include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and applied learning training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

SCHOOL CHARACTERISTICS

Boarding Provision (Paragraphs 4.25-4.26)

4.25 In making a decision on proposals that include the expansion of boarding provision, the Decision Maker **should** consider whether or not there would be a detrimental effect on the sustainability of boarding at another state maintained boarding school within one hour’s travelling distance of the proposed school.

4.26 In making a decision on proposals for expansion of boarding places the Decision Maker **should** consider:-

- a. the extent to which boarding places are over subscribed at the school and any state maintained boarding school within an hour's travelling distance of the school at which the expansion is proposed;
- b. the extent to which the accommodation at the school can provide additional boarding places;
- c. any recommendations made in the previous CSCI/Ofsted reports which would suggest that existing boarding provision in the school failed significantly to meet the National Minimum Standards for Boarding Schools;
- d. the extent to which the school has made appropriate provision to admit other categories of pupils other than those for which it currently caters (e.g. taking pupils of the opposite sex or sixth formers) if they form part of the expansion;
- e. any impact of the expansion on the continuity of education of boarders currently in the school;
- f. the extent to which the expansion of boarding places will help placements of pupils with an identified boarding need; and

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g. the impact of the expansion on a state maintained boarding school within one hour's travelling distance from the school which may be undersubscribed.

Equal Opportunity Issues (Paragraphs 4.27)

4.27 The Decision Maker **should** consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example, that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

NEED FOR PLACES

Creating Additional Places (Paragraphs 4.28-4.30)

4.28 The Decision Maker **should** consider whether there is a need for the expansion and **should** consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker **should** take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools **should not** in itself prevent the addition of new places.

4.29 Where the school has a religious character, or follows a particular philosophy, the Decision Maker **should** be satisfied that there is satisfactory evidence of sufficient demand for places for the expanded school to be sustainable.

4.30 Where proposals will add to surplus capacity but there is a strong case for approval on parental preference and standards grounds, the presumption **should** be for approval. The LA in these cases will need to consider parallel action to remove the surplus capacity thereby created.

Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)

4.31 The Government is committed to ensuring that every parent can choose an excellent school for their child. We have made clear that the wishes of parents **should** be taken into account in planning and managing school estates. Places **should** be allocated where parents want them, and as such, it **should** be easier for successful and popular primary and secondary schools to grow to meet parental demand. For the purposes of this guidance, the Secretary of State is not proposing any single definition of a successful and popular school. It is for the

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Decision Maker to decide whether a school is successful and popular, however, the following indicators **should** all be taken into account:

- a. the school's performance;
 - i. in terms of absolute results in key stage assessments and public examinations;
 - ii. by comparison with other schools in similar circumstances (both in the same LA and other LAs);
 - iii. in terms of value added;
 - iv. in terms of improvement over time in key stage results and public examinations.
- b. the numbers of applications for places;
 - i. the Decision Maker should also take account of any other relevant evidence put forward by schools.

4.32 The strong presumption is that proposals to expand successful and popular schools **should** be approved. In line with the Government's long standing policy that there **should** be no increase in selection by academic ability, this presumption does not apply to grammar schools or to proposals for the expansion of selective places at partially selective schools.

4.33 The existence of surplus capacity in neighbouring less popular schools **should not** in itself be sufficient to prevent this expansion, but if appropriate, in the light of local concerns, the Decision Maker **should** ask the LA how they plan to tackle any consequences for other schools. The Decision Maker **should** only turn down proposals for successful and popular schools to expand if there is compelling objective evidence that expansion would have a damaging effect on standards overall in an area, which cannot be avoided by LA action.

4.34 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the School Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code of Practice. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements in to line with the School Admissions Code.

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Travel and Accessibility for All (Paragraphs 4.35-4.36)

4.35 In considering proposals for the reorganisation of schools, Decision Makers **should** satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes **should not** adversely impact on disadvantaged groups.

4.36 In deciding statutory proposals, the Decision Maker **should** bear in mind that proposals **should not** have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. The EIA 2006 provides extended free transport rights for low income groups – see Home to School Travel and Transport Guidance ref 00373 – 2007BKT-EN at www.teachernet.gov.uk/publications. Proposals **should** also be considered on the basis of how they will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

16-19 Provision (Paragraphs 4.37-4.39)

4.37 The pattern of 16-19 provision differs across the country. Many different configurations of school and college provision deliver effective 14-19 education and training. An effective 14-19 organisation has a number of key features:

- standards and quality: the provision available **should** be of a high standard – as demonstrated by high levels of achievement and good completion rates;
- progression: there **should** be good progression routes for all learners in the area, so that every young person has a choice of the full range of options within the 14-19 entitlement, with institutions collaborating as necessary to make this offer. All routes **should** make provision for the pastoral, management and learning needs of the 14-19 age group;
- participation: there are high levels of participation in the local area; and,
- learner satisfaction: young people consider that there is provision for their varied needs, aspirations and aptitudes in a range of settings across the area.

4.38 Where standards and participation rates are variable, or where there is little choice, meaning that opportunity at 16 relies on where a young person went to school, the case for reorganisation, or allowing high quality providers to expand, is strong.

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4.39 Where standards and participation rates are consistently high, collaboration is strong and learners express satisfaction that they have sufficient choice, the case for a different pattern of provision is less strong. The Decision Maker therefore will need to take account of the pattern of 16-19 provision in the area and the implications of approving new provision.

Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)

4.40 The Government remains committed to the principle that high performing 11-16 schools **should** be allowed to add post-16 provision where there is parental and student demand, in order to extend quality and choice. But the context in which this principle will operate is changing. From April 2010, the Apprenticeships, Skills, Children and Learning Act 2009 will transfer the responsibility for 16-19 planning and funding from the LSC to LAs. LAs will be responsible for maintaining an effective and coherent system of 14-19 organisation which delivers the new entitlement – to a new curriculum and new qualifications, including all 17 Diploma lines from 2013 and an Apprenticeship place for those who meet the entry criteria - to all young people in their area. Collaboration will be a key feature of 14-19 provision.

4.41 So, while there is still a strong presumption of approval for proposals from high performing schools, that decision **should** now be informed by additional factors: the need for local collaboration; the viability of existing post-16 providers in the local area; and the improvement of standards at the school that is proposing to add post-16 provision. Only in exceptional circumstances* would these factors lead Decision Makers not to approve a proposal. If the Decision Maker were minded not to approve a proposal, he **should** first consider whether modification of the proposal would enable the proposer to comply with these conditions (see paragraph 4.49).

** Exceptional circumstances in which the Decision Maker might reject the proposal to add a sixth form to a presumption school would include if there is specific evidence that a new sixth form was of a scale that it would directly affect the viability of another neighbouring, high quality institution that itself was not large in comparison to other institutions of that type. Exceptional circumstances might also include a situation where there are a number of presumption schools in the same area at the same time and/or where there is clear evidence that the scale of the aggregate number of additional 16-18 places far exceeds local need and affordability and is therefore clearly poor value for money.*

4.42 There **should** be a strong presumption in favour of the approval of proposals for a new post-16 provision where:

- a. the school is a high performing specialist school that has opted for an applied learning specialism; or
- b. the school, whether specialist or not, meets the DCSF criteria for ‘high

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performing' and does not require capital support.

4.43 The school **should** ensure that, in forwarding its proposals to the Decision Maker, it provides evidence that it meets one of the criteria at paragraph 4.42 above.

4.44 Where a new sixth form is proposed by a specialist school that has met the 'high performing' criteria and which has opted for an applied learning specialism, capital funding may be available from the 16-19 Capital Fund.

4.45 This presumption will apply to proposals submitted to the Decision Maker within:

- a. two years from the date a school commences operation with applied learning specialist school status; or
- b. two years from the date a school is informed of its Ofsted Section 5 inspection results which would satisfy DCSF criteria for 'high performing' status as set out at <http://www.standards.dcsf.gov.uk/specialistschools/guidance2007/?version=1>

NOTE: 'submitted to the Decision Maker' above refers to when proposals and representations are with the Decision Maker, following the end of the representation period.

4.46 The increase in the period in which a school is eligible to expand its post-16 provision recognises the time required to embed the new presumption places within a local 14-19 delivery plan and for effective collaboration to take place.

4.47 New post-16 provision in schools **should**, as appropriate, operate in partnership with other local providers to ensure that young people have access to a wide range of learning opportunities. In assessing proposals from 'high performing' schools to add post-16 provision, Decision Makers **should** look for:

- a. evidence of local collaboration in drawing up the presumption proposal; and
- b. a statement of how the new places will fit within the 14-19 organisation in an area; and
- c. evidence that the exercise of the presumption is intended to lead to higher standards and better progression routes at the 'presumption' school.

4.48 If a school has acted in a collaborative way and has actively attempted to engage other partners in the local area, but it is clear that other institutions have declined to participate, that fact **should not** be a reason for declining to approve a proposal. The onus is on other providers to work with a school which qualifies for the presumption of approval for new post-16 provision.

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4.49 The Decision Maker **should** only turn down proposals to add post-16 provision from schools eligible for the sixth form presumption if there is compelling and objective evidence that the expansion would undermine the viability of an existing high quality post-16 provider or providers. The fact that an existing school or college with large numbers of post-16 students might recruit a smaller number of students aged 16-19 is not, of itself, sufficient to meet this condition, where the “presumption” school can show that there is reasonable demand from students to attend the school after age 16.

4.50 The existence of surplus capacity in neighbouring schools or colleges that are not high performing **should not** be a reason to reject a post-16 presumption proposal. It is the responsibility of the LA to consider decommissioning poor quality provision as well as commissioning high quality provision. The LA should therefore plan to tackle any consequences of expansion proposals for other schools.

4.51 Before approving proposals the Decision Maker **should** confirm that the admission arrangements of schools proposed for expansion fully meet the provisions of the mandatory Schools Admissions Code. Although the Decision Maker may not modify proposed admission arrangements, the proposer **should** be informed that proposals with unsatisfactory admission arrangements are unlikely to be approved, and given the opportunity to revise them in line with the Code. Where the LA, rather than the governing body, is the admissions authority, we will expect the authority to take action to bring the admission arrangements into line with the School Admissions Code.

Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)

4.52 Where the implementation of reorganisation proposals by the LSC² conflict with other published proposals put to the Decision Maker for decision, the Decision Maker is prevented (by the School Organisation Proposals by the LSC for England Regulations 2003) from making a decision on the “related” proposals until the Secretary of State has decided the LSC proposals (see paragraphs 4.13 to 4.14 above).

16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)

4.53 Non-statutory competitions for new 16-19 provision were introduced from January 2006. They are administered by the regional arm of the LSC, in line with the LSC’s current role as commissioner of 16-19 provision. The Government intends to transfer the responsibility for 16-19 provision from the LSC to LAs from

² References throughout this document to the LSC only apply up to April 2010. The ASCL Act 2009 will transfer the responsibilities of the LSC in respect of 16-19 education and training to LAs, supported by the Young People’s Learning Agency. This guidance will be revised by April 2010 to take account of these changes.

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2010.³

4.54 The current arrangements for the establishment of new institutions by competition involves a two-stage approval process:

- a. the competition selection process;
- b. approval of the outcome by existing processes (e.g. Decision Maker approval of school/LA proposals and Secretary of State approval of college/LSC proposals, as required by law).

4.55 Competitors will be eligible to apply to the 16-19 Capital Fund. Where a competition is 'won' by a school, they **must** then publish statutory proposals and these **must** be considered by the Decision Maker on their merits.

4.56 Where proposals to establish sixth forms are received, and the local LSC is running a 16-19 competition, the Decision Maker **must** take account of the competition when considering the proposals.

FUNDING AND LAND

Capital (Paragraphs 4.57-4.59)

4.57 The Decision Maker **should** be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the LA, DCSF, or LSC). In the case of an LA, this **should** be from an authorised person within the LA, and provide detailed information on the funding, provision of land and premises etc.

4.58 Where proposers are relying on DCSF as a source of capital funding, there can be no assumption that the approval of proposals will trigger the release of capital funds from the Department, unless the Department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposals **should** be rejected, or consideration of them deferred until it is clear that the capital necessary to implement the proposals will be provided.

4.59 Proposals **should not** be approved conditionally upon funding being made available, subject to the following specific exceptions: For proposals being funded under the Private Finance Initiative (PFI) or through the BSF programme, the Decision Maker **should** be satisfied that funding has been agreed 'in principle', but the proposals **should** be approved conditionally on the entering into of the necessary agreements and the release of funding. A conditional approval will

³ The ASCL Act will remove the LSC and also the power of LAs to establish sixth form schools, whether by a competition or otherwise. Section 126 of the Act amends section 16 of the Education Act 1996 and sections 7, 10 and 11 of EIA 2006.

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protect proposers so that they are not under a statutory duty to implement the proposals until the relevant contracts have been signed and/or funding is finally released.

Capital Receipts (Paragraphs 4.60-4.62)

4.60 Where the implementation of proposals may depend on capital receipts from the disposal of land used for the purposes of a school (i.e. including one proposed for closure in “related” proposals) the Decision Maker **should** confirm whether consent to the disposal of land is required, or an agreement is needed, for disposal of the land. Current requirements are:

a. Community Schools – the Secretary of State’s consent is required under paragraph 2 of Schedule 35A to the Education Act 1996 and, in the case of playing field land, under section 77 of the Schools Standards and Framework Act 1998 (SSFA 1998). (Details are given in DCSF Guidance 1017-2004 “The Protection of School Playing Fields and Land for Academies” published in November 2004) -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

b. Foundation (including Trust) and Voluntary Schools:

i. playing field land – the governing body, foundation body or trustees will require the Secretary of State’s consent, under section 77 of the SSFA 1998, to dispose, or change the use of any playing field land that has been acquired and/or enhanced at public expense.

ii. non-playing field land or school buildings – the governing body, foundation body or trustees no longer require the Secretary of State’s consent to dispose of surplus non-playing field land or school buildings which have been acquired or enhanced in value by public funding. They will be required to notify the LA and seek local agreement of their proposals. Where there is no local agreement, the matter **should** be referred to the Schools Adjudicator to determine. (Details of the new arrangements can be found in the Department’s guidance “The Transfer and Disposal of School Land in England: A General Guide for Schools, Local Authorities and the Adjudicator” -

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DfE-1017-2004&>).

4.61 Where expansion proposals are dependent upon capital receipts of a discontinuing foundation or voluntary school the governing body is required to apply to the Secretary of State to exercise his various powers in respect of land held by them for the purposes of the school. Normally he would direct that the land be returned to the LA but he could direct that the land be transferred to the

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governing body of another maintained school (or the temporary governing body of a new school). Where the governing body fails to make such an application to the Secretary of State, and the school subsequently closes, all land held by them for the purposes of the discontinued school will, on dissolution of the governing body, transfer to the LA unless the Secretary of State has directed otherwise before the date of dissolution.

4.62 Where consent to the disposal of land is required, but has not been obtained, the Decision Maker **should** consider issuing a conditional approval for the statutory proposals so that the proposals gain full approval automatically when consent to the disposal is obtained (see paragraph 4.75).

New Site or Playing Fields (Paragraph 4.63)

4.63 Proposals dependent on the acquisition of an additional site or playing field may not receive full approval but **should** be approved conditionally upon the acquisition of a site or playing field.

Land Tenure Arrangements (Paragraph 4.64)

4.64 For the expansion of voluntary or foundation schools it is desirable that a trust, or the governing body if there is no foundation, holds the freehold interest in any additional site that is required for the expansion. Where the trustees of the voluntary or foundation school hold, or will hold, a leasehold interest in the additional site, the Decision Maker will need to be assured that the arrangements provide sufficient security for the school. In particular the leasehold interest **should** be for a substantial period – normally at least 50 years – and avoid clauses which would allow the leaseholder to evict the school before the termination of the lease. The Decision Maker **should** also be satisfied that a lease does not contain provisions which would obstruct the governing body or the headteacher in the exercise of their functions under the Education Acts, or place indirect pressures upon the funding bodies.

School Playing Fields (Paragraph 4.65)

4.65 The Education (School Premises) Regulations 1999 set out the standards for school premises, including minimum areas of team game playing fields to which schools **should** have access. The Decision Maker will need to be satisfied that either:

- a. the premises will meet minimum requirements of The Education (School Premises) Regulations 1999; or
- b. if the premises do not meet those requirements, the proposers have secured the Secretary of State's agreement in principle to grant a relaxation.

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Where the Secretary of State has given 'in principle' agreement as at paragraph 4.60(b) above, the Decision Maker **should** consider issuing conditional approval so that when the Secretary of State gives his agreement, the proposals will automatically gain full approval.

SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION

Initial Considerations (Paragraphs 4.66-4.67)

4.66 SEN provision, in the context of School Organisation legislation and this guidance, is provision recognised by the LA as specifically reserved for pupils with special educational needs. When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change LAs **should** aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability. There are a number of initial considerations for LAs to take account of in relation to proposals for change. They **should** ensure that local proposals:

- a. take account of parental preferences for particular styles of provision or education settings;
- b. offer a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children's Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision;
- c. are consistent with the LA's Children and Young People's Plan;
- d. take full account of educational considerations, in particular the need to ensure a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe;
- e. support the LA's strategy for making schools and settings more accessible to disabled children and young people and their scheme for promoting equality of opportunity for disabled people;
- f. provide access to appropriately trained staff and access to specialist support and advice, so that individual pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community;
- g. ensure appropriate provision for 14-19 year-olds, taking account of the role of local LSC funded institutions and their admissions policies; and

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h. ensure that appropriate full-time education will be available to all displaced pupils. Their statements of special educational needs will require amendment and all parental rights must be ensured. Other interested partners, such as the Health Authority should be involved.

4.67 Taking account of the considerations, as set out above, will provide assurance to local communities, children and parents that any reorganisation of SEN provision in their area is designed to improve on existing arrangements and enable all children to achieve the five Every Child Matters outcomes.

The Special Educational Needs Improvement Test (Paragraph 4.68)

4.68 When considering any reorganisation of provision that would be recognised by the LA as reserved for pupils with special educational needs, including that which might lead to some children being displaced through closures or alterations, LAs, and all other proposers for new schools or new provision, will need to demonstrate to parents, the local community and Decision Makers how the proposed alternative arrangements are likely to lead to improvements in the standard, quality and/or range of educational provision for children with special educational needs. All consultation documents and reorganisation plans that LAs publish and all relevant documentation LAs and other proposers submit to Decision Makers **should** show how the key factors set out in paragraphs 4.69 to 4.72 below have been taken into account by applying the SEN improvement test. Proposals which do not credibly meet these requirements **should not** be approved and Decision Makers **should** take proper account of parental or independent representations which question the LA's own assessment in this regard.

Key Factors (Paragraphs 4.69-4.72)

4.69 When LAs are planning changes to their existing SEN provision, and in order to meet the requirement to demonstrate likely improvements in provision, they **should**:

- a. identify the details of the specific educational benefits that will flow from the proposals in terms of:
 - i. improved access to education and associated services including the curriculum, wider school activities, facilities and equipment, with reference to the LA's Accessibility Strategy;
 - ii. improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii. improved access to suitable accommodation; and

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- iv. improved supply of suitable places.
- b. LAs **should** also:
- i. obtain a written statement that offers the opportunity for all providers of existing and proposed provision to set out their views on the changing pattern of provision seeking agreement where possible;
 - ii. clearly state arrangements for alternative provision. A 'hope' or 'intention' to find places elsewhere is not acceptable. Wherever possible, the host or alternative schools should confirm in writing that they are willing to receive pupils, and have or will have all the facilities necessary to provide an appropriate curriculum;
 - iii. specify the transport arrangements that will support appropriate access to the premises by reference to the LA's transport policy for SEN and disabled children; and
 - iv. specify how the proposals will be funded and the planned staffing arrangements that will be put in place.

4.70 It is to be noted that any pupils displaced as a result of the closure of a BESD school (difficulties with behavioural, emotional and social development) **should not** be placed long-term or permanently in a Pupil Referral Unit (PRU) if a special school place is what they need. PRUs are intended primarily for pupils who have been excluded, although LAs can and do use PRU provision for pupils out of school for other reasons such as illness and teenage pregnancies. There may of course be pupils who have statements identifying that they have BESD who have been placed appropriately in a PRU because they have been excluded; in such cases the statement **must** be amended to name the PRU, but PRUs **should not** be seen as an alternative long-term provision to special schools.

4.71 The requirement to demonstrate improvements and identify the specific educational benefits that flow from proposals for new or altered provision as set out in the key factors are for all those who bring forward proposals for new special schools or for special provision in mainstream schools including governors of foundation schools and foundation special schools. The proposer needs to consider all the factors listed above.

4.72 Decision Makers will need to be satisfied that the evidence with which they are provided shows that LAs and/or other proposers have taken account of the initial considerations and all the key factors in their planning and commissioning in order to meet the requirement to demonstrate that the reorganisation or new provision is likely to result in improvements to SEN provision.

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OTHER ISSUES

Views of Interested Parties (Paragraphs 4.73)

4.73 The Decision Maker **should** consider the views of all those affected by the proposals or who have an interest in them including: pupils; families of pupils; staff; other schools and colleges; local residents; diocesan bodies and other providers; LAs; the LSC (where proposals affect 14-19 provision) and the Early Years Development and Childcare Partnership if one exists, or any local partnership or group that exists in place of an EYDCP (where proposals affect early years and/or childcare provision). This includes statutory objections and comments submitted during the representation period. The Decision Maker **should not** simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker **should** give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Types of Decision (Paragraph 4.74)

4.74 In considering proposals for the expansion of a school, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the implementation date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.75 below).

Conditional Approval (Paragraphs 4.75-4.76)

4.75 The regulations provide for a conditional approval to be given where the Decision Maker is otherwise satisfied that the proposals can be approved, and approval can automatically follow an outstanding event. Conditional approval can only be granted in the limited circumstances specified in the regulations i.e. as follows:

- a. the grant of planning permission under Part 3 of the Town and Country Planning Act 1990;
- b. the acquisition of any site required for the implementation of the proposals;
- c. the acquisition of playing fields required for the implementation of the proposals;

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- d. the securing of any necessary access to a site referred to in sub-paragraph (b) or playing fields referred to in sub-paragraph (c);
- e. the private finance credit approval given by the DCSF following the entering into a private finance contract by an LA;
- f. the entering into an agreement for any necessary building project supported by the DCSF in connection with BSF programme;
- g. the agreement to any change to admission arrangements specified in the approval, relating to the school or any other school or schools (this allows the approval of proposals to enlarge the premises of a school to be conditional on the decision of adjudicators to approve any related change in admission numbers);
- h. the making of any scheme relating to any charity connected with the school;
- i. the formation of any federation (within the meaning of section 24(2) of the 2002 Act) of which it is intended that the proposed school should form part, or the fulfilling of any other condition relating to the school forming part of a federation;
- j. the Secretary of State giving approval under regulation 5(4) of the Education (Foundation Body) (England) Regulations 2000 to a proposal that a foundation body must be established and that the school must form part of a group for which a foundation must act;
- k. the Secretary of State making a declaration under regulation 22(3) of the Education (Foundation Body) (England) Regulations 2000 that the school should form part of a group for which a foundation body acts;
- ka. where the proposals are to alter the upper age limit of the school, the decision of the Secretary of State to establish a new FE college under s16 of the Further and Higher Education Act 1992;
- l. where the proposals in question depend upon any of the events specified in paragraphs (a) to (ka) occurring by a specified date in relation to proposals relating to any other school or proposed school, the occurrence of such an event; and
- m. where proposals are related to proposals for the establishment of new schools or discontinuance of schools, and those proposals depend on the occurrence of events specified in regulation 20 of the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007(4) the occurrence of such an event.

(4) S.I. 2007/1288.

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4.76 The Decision Maker **must** set a date by which the condition **must** be met, but will be able to modify the date if the proposers confirm (preferably before the date expires), that the condition will be met later than originally thought. The condition-to-be-met-by date **must** be before the proposed implementation date of the proposal (which can also be modified if necessary). Therefore care **should** be taken when setting condition-to-be-met-by dates, particularly if proposals are “related” e.g. if a school is proposed to add a sixth form on 1st September one year, and enlarge on 1st September the following year, and the enlargement requires planning permission, the condition set **must** be met before the addition of a sixth form can be implemented (the earlier proposal). This is because as “related” proposals, they **should** both have the same decision, which in this case, would have been approval conditional upon planning permission being met. The proposer **should** inform the Decision Maker and the Department (SOCU, DCSF, Mowden Hall, Staindrop Road, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk) of the date when a condition is modified or met in order for the Department’s records, and those of Edubase to be kept up to date. If a condition is not met by the date specified, the proposals **must** be referred back to the Decision Maker for fresh consideration.

Decisions (Paragraphs 4.77-4.79)

4.77 All decisions **must** give reasons for the decision, irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

4.78 A copy of all decisions **must** be forwarded to:

- the LA or governing body who published the proposals;
- the trustees of the school (if any);
- the Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk);
- where the school includes provision for 14-16 education or sixth form education, the LSC;
- the local CofE diocese;
- the bishop of the RC diocese;
- each objector except where a petition has been received. Where a petition is received a decision letter **must** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition; and

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- where the school is a special school, the relevant primary care trust, an NHS trust or NHS foundation trust.

4.79 In addition, where proposals are decided by the LA, a copy of the decision **must** be sent to the Office of the Schools Adjudicator, Mowden Hall, Darlington DL3 9BG. Where proposals are decided by the schools adjudicator, a copy of the decision **must** be sent to the LA that it is proposed should maintain the school.

Can proposals be withdrawn? (Paragraph 4.80)

4.80 Proposals can be withdrawn at any point before a decision is taken. Written notice **must** be given to the LA, or governing body, if the proposals were published by the LA. Written notice **must** also be sent to the schools adjudicator (if proposals have been sent to him) and the Secretary of State – i.e. via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to school.organisation@education.gsi.gov.uk. Written notice **must** also be placed at the main entrance to the school, or all the entrances if there are more than one.

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15th February 2011

Mr Richard Hards

Bitterne Park Sixth Form – September 2011

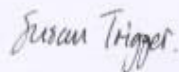
I am writing to confirm that the agreed learner numbers for Bitterne Park Sixth Form that were confirmed with the YPLA on Friday 17th December 2010 will be accommodated in the existing school accommodation.

This has now been planned for as result of the building delays that have been documented in the Project Board and Site Meetings that have taken place this academic year.

The adapted accommodation plan will involve the temporary change of existing facilities to suitable accommodation for the planned Sixth form provision. These changes will begin after the class of 2011 have left, and will be completed for the start of September.

Detailed strategic planning is in place and can be provided if required, these changes can accommodate our learners for the full academic year if necessary.

Yours sincerely



Susan Trigger
Headteacher

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Article 4 Direction for the removal of rights to develop an HMO

Southampton City Boundary map



Scale	1:45000 @ A3
Organisation	Southampton City Council
SLA	10009679 2004

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ARTICLE 4(1) DIRECTION – EVIDENCE BASE

1 Background Survey Work

The Council commissioned Capital Project Consultancy (CPC) to undertake an HMO Survey. The final report was published in 2008.

2 The Survey found that the HMO sector within Southampton consists of approximately 6,530 non licensable and 470 licensable HMOs (three or more storeys, occupied by five or more persons containing two or more households).

3 In 2008 the City Council's Annual Monitoring Reports suggest that the City had some 100,217 dwellings. As such, it is estimated that approximately 7% of the existing housing stock in the City was occupied as an HMO in 2008.

4 For the purposes of the CPC Survey the following definition of an HMO was applied:

- An entire house or flat which is let to 3 or more tenants who form 2 or more households and who share a kitchen, bathroom or toilet.
- A house which has been converted entirely into bedsits or other non-self-contained accommodation and which is let to 3 or more tenants who form two or more households and who share kitchen, bathroom or toilet facilities.
- A converted house which contains one or more flats which are not wholly self contained (i.e. the flat does not contain within it a kitchen, bathroom or toilet) and which is occupied by 3 or more tenants who form two or more households.

5 The CPC Survey identifies that the vast majority of HMO buildings (60%) were built before 1919 with a further 14.3% of HMOs being properties that were built between 1919 and 1944. HMOs tend to be associated with such buildings as they are frequently larger than their more modern counterparts and offer better opportunities for conversion.

6 The CPC Survey identifies that the age profile of HMO residents shows a predominance of those in the age band 16 to 24 (48.6%) followed by the 25 to 34 age band (35.4%).

7 Overall, the vast majority (95.6%) of HMO residents have lived at their current address for 5 years or less with this rising to 100% in the West sub-area.

8 Income levels within HMO households show that 78.7% have incomes of £30,000 or less, with 19.9% having incomes of £10,000 or less rising to 39.9% where incomes are under £15,000.

9 Benefit receipt at 12% is significantly below that for Southampton as a whole (26%), which is predominately due to the level of HMOs occupied by students (45%).

- 10 The following table shows the distribution of HMOs across the City in 2008, and provides evidence that whilst, as expected, the majority of the City's HMOs are found in the Northern and Central area this type of housing is found across the City:

Areas	Wards	HMOs	%
North	Bassett, Portswood & Swaythling	1,800	25.7
West	Coxford, Shirley, Millbrook & Redbridge	400	5.7
Central	Bevois, Bargate & Freemantle	4,100	58.6
North East	Bitterne Park, Harefield & Bitterne	300	4.3
South East	Peartree, Sholing & Woolston	400	5.7
Total		7,000	100

- 11 Of the 7,000 HMOs reported there are an estimated 470 licensable HMOs in Southampton. When examined by area there is an even stronger relationship than was shown for HMOs in general, with 83.2% of all licensable HMOs being found in the Central sub-area.
- 12 From the HMO data collected as part of the CPC Survey it is estimated that 2,940 HMOs (42.1%) can be classified as "non-decent", which compares to the overall stock proportion of 37.7%. This criterion takes account of property in need of repair, modern facilities and/or a poor degree of thermal comfort.
- 13 The CPC Survey provided a detailed breakdown of the members of each household surveyed and the number of people living within each property.
- 14 The following table shows the extent of overcrowding within HMOs across the City in 2008:

Area	Overcrowded	Not Overcrowded
North	20.1%	79.9%
West	34.9%	65.1%
Central	13.7%	86.3%
North East	6.5%	93.5%
South East	20.8%	79.2%
All HMOs	16.8%	83.2%
All private sector dwellings	4.2%	95.8%

15 Noise & Antisocial Behaviour

The Council's Environmental Health Department monitor and enforce against noise disturbance. Of the 403 Noise Abatement Orders served by the Council since April 2010 to date 238 (59%) have been served on occupants of shared housing. Furthermore, around half of all the noise notices served over the last 3 years are on people living in HMOs. This evidence supports the local amenity groups' assertion that HMOs are more likely to generate a complaint with regard to noise.

16 It is noted that some 45% of the City's HMOs in 2008 were occupied by students. The Hampshire Constabulary's most recent quarterly report entitled "Analysis of Offences Committed against Students and also Students as the Offenders" to the Safer Students Forum provides evidence of offences committed against students, such as burglary and theft. The report also analyses the recorded data of students causing anti-social problems.

17 The following "hotspot" locations were identified between 1st October 2010 and 15th January 2011 following reports by students of a crime against them:

Top 10 Streets	Area	Count
Alma Road	Central	11
Milton Road	Central	11
Royal Crescent Road	Central	9
Gordon Avenue	Central	8
Lodge Road	Central	6
University Road	North	6
Avenue Road	Central	5
Broadlands Road	North	5
Duke Street	Central	5
Wilton Avenue	Central	5
	Total	71

18 Although students are targeted as victims of crime (as confirmed above), particularly acquisitive offences, the report also explains that they contribute to alcohol related anti-social related behaviour in highly populated student areas (as confirmed below). This is often caused through students being noisy and playing loud music in their residence, or by being noisy whilst returning home from licensed premises, house parties, and late night food eateries.

19 The following table shows the top ten streets for reported anti-social related behaviour identified between 1st October 2010 and 15th January 2011:

Top 10 Streets	Area	Count
Lodge Road	Central	22
Harefield Road	North	16
Broadlands Road	North	10
Alma Road	Central	9
Earls Road	Central	9
Glen Eyre Road	Central	9
University Road	North	9
Avenue Road	Central	8
Wilton Avenue	Central	7
Marsh Lane	Central	6
	Total	105

20 As expected streets with high student populations, including university campuses and halls of residence, reported higher numbers of offences by

students. There is also a correlation between the areas where concentrations of HMOs are recorded (ie. Central and North Wards) and these reported incidents.

21 That said, clearly not all HMOs residents act in an antisocial manner (just as not all single dwellinghouses are occupied by good neighbours) but the evidence suggests that it is appropriate to control the concentrations of HMOs to reduce the cumulative impacts on local communities. This is a potential city-wide issue requiring a city-wide response.

22 Local Character, Parking & Physical Environment

Physical environmental problems are often associated with areas of high concentrations of HMOs. These manifest with a high turnover of property, housing stock in need of maintenance, parking pressures, neglected gardens, problems with litter, fly-tipping and overflowing bins.

23 The Council's Waste and Fleet Transport Division currently monitor the Polygon and Portswood areas for their refuse management, as they recognise that these parts of the City exhibit different characteristics to other parts of the City due to the associated concentrations of HMOs.

24 Discussions with this team suggest that streets in these areas are more likely to have poor refuse management (including bins being left on the pavement after collection and a cross contamination of waste with recycling).

25 Since April 2010 to date the team have recorded some 299 offences for the Polygon area (16 streets monitored in total) in relation to poor refuse management. For the Portswood area (18 streets monitored in total) 600 offences have been recorded (ie. nearly 2 per day) including 424 recorded occasions where bins have been left on the pavement after collection day.

26 This evidence can be linked to the CPC Survey work, which suggests that HMOs have a greater likelihood of being overcrowded when compared against all private sector dwellings. With no resident having responsibility for the entire house, and higher levels of transience, HMOs are more likely to result in occupiers and landlords having less concern in relation to the upkeep and appearance of the property than owner occupiers or longer-term single family tenants. This is also borne out by the CPC Survey showing 2,940 HMOs (42.1%) can be classified as "non-decent", which compares to the overall stock proportion of 37.7%.

27 Higher levels of occupation also bring additional pressures for on-street parking, which in many parts of the City is already at capacity.

28 Finally, the provision of good waste storage facilities to accommodate the likely increased levels of rubbish associated with an HMO can help alleviate litter and waste issues. Current local planning policies require adequate storage facilities to be provided for all permitted HMOs. Without planning control (as is now the case for C4 HMOs) problems could arise to the detriment of the visual amenities of the streetscene as refuse bins are sited

on street frontages following the removal of existing boundary walls. Furthermore, a planning assessment as to the suitability of an area's existing on-street parking provision can also be undertaken following the submission of a planning application for a change of use. This is a potential city-wide issue requiring a city-wide response.

29 Mixed & Balanced Communities

PPS3 Housing (2010) seeks to deliver sustainable, inclusive, mixed communities in all areas. It states that the "*key characteristics of a mixed community are a variety of housing, particularly in terms of tenure and price and a mix of different households such as families with children, single person households and older people*" (Paragraph 20 refers).

30 On this basis an over concentration of any one particular type of housing or household would not contribute to a mixed community.

31 HMOs are associated with a transient nature of the occupants with less than 5% of HMO residents have lived at their current address for more than 5 years. In Southampton the problems of HMO concentrations are felt most keenly by long-term residents as often reported to the Council's Planning & Rights of Way Panel.

32 Furthermore, it is appropriate that a judgement is retained by the Planning Department as to the suitability of converting dwellings across the City, which often result in a higher density occupation of older housing stock. The level of occupancy of each dwelling, irrespective of location, can be controlled by planning conditions thereby providing an added control to securing the right form of development in the right location across the City.

33 By reinstating the Council's planning control over the C4 use class it will be possible to monitor and manage the locations of the HMO sector to ensure that high concentrations, and the issues identified by the Ecotec report cited in the main report, are avoided. This is a potential city-wide issue requiring a city-wide response.

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Environment & Transport Capital Programme
Funding 2011/12

FUNDING STREAM	CAPITAL FUNDING 2011/12
	£000
LTP Borrowing	901
LTP Government Grants	3,840
Prudential Borrowing	1,985
Council Resources	6,163
S106 Contributions	1,449
Other Contributions	430
Government Grants	65
On Street Car Parking Account	200
Revenue	4,579
Total Funding 2011/12	19,612

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Agenda Item 16

Appendix 2

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME SCHEMES CAPITAL APPROVAL TO SPEND 2011/12

BLOCK	SCHEMES HEADING	CAPITAL EXPENDITURE 2011/12 £000	APPROVAL TO SPEND SOUGHT IN THIS REPORT £000	STATUS OF APPROVAL A/ U
Active Travel	Walking/ Pedestrian Improvements	130	130	U
	Cycling Improvements	266	245	A/U
	Active Travel Total	396	375	
<i>(schemes that promote walking and cycling as active modes of travel)</i>				
Improved Safety	Improved Safety	263	263	U
	Improved Safety Total	263	263	
<i>(schemes designed to specifically reduce road traffic accidents and improve road safety)</i>				
Public Transport	Public Transport	835	275	A/U
	Public Transport Total	835	275	
<i>(schemes and initiatives to promote public transport usage)</i>				
Public Realm	Local & District Centre Improvements	90	0	A
	City Centre Improvements	1,725	1,725	U
	Public Realm Total	1,815	1,725	
<i>(schemes to improve the environment and street scene of the city)</i>				
Parking	Mscp 10 Yr Maint. Programme	322	0	A
	Parking Total	322	0	
<i>(schemes to improve the Councils multi storey car parks and ensure they are fit for purpose)</i>				
Travel Planning	Smarter Travel Choices	261	261	U
	Travel Planning Total	261	261	
<i>(schemes to influence travel behaviour)</i>				
Accessibility	Accessibility	325	325	U
	Accessibility Total	325	325	
<i>(schemes designed to improve access to services around the City)</i>				
Highways Other	Traffic Signals Upgrade	200	200	U
	Other Highways	50	50	U
	Highways Drainage	86	86	U
	Highways Other Total	336	336	
<i>(schemes to improve the highway that do not easily fall into other categories)</i>				

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME SCHEMES
CAPITAL APPROVAL TO SPEND 2011/12

BLOCK	SCHEMES HEADING	CAPITAL EXPENDITURE 2011/12 £000	APPROVAL TO SPEND SOUGHT IN THIS REPORT £000	STATUS OF APPROVAL A/ U
Bridges	Bridges Maintenance	448	0	A
	Itchen Bridge	139	0	A
	Bridges Total	587	0	
	<i>(schemes to inspect, maintain and improve the Councils 200+ structures)</i>			
Street Furniture	Street Furniture	165	165	U
	Street Furniture Total	165	165	
<i>(schemes to replace and or enhance street name plates and barriers)</i>				
Roads	Classified Roads	1,441	1,320	A/U
	Unclassified Roads	2,871	2,871	U
	Principal Roads	2,618	2,460	A/U
	Highways Maintenance Risk Fund	208	208	U
	Roads Total	7,138	6,859	
<i>(schemes to improve the network and infrastructure of the highway)</i>				
Network Management	ITS	547	547	U
	Network Management Total	547	547	
<i>(schemes designed to keep the city moving)</i>				
Environment & Sustainability	Carbon Emissions Inventory	4	0	A
	Carbon Reduction Measures	75	75	U
	E-Planning PDG	65	0	A
	Invest To Save - Building Control	35	0	A
	Environment & Sustainability Total	179	75	
<i>(initiatives to modernise planning and support the Council's carbon reduction agenda)</i>				
General Environment	Relocation of Town Depot	4,543	0	A
	Itchen Bridge Toll Automation Project	850	0	A
	Crematorium Major Works	1,050	0	A
	General Environment Total	6,443	0	
<i>(major environment projects)</i>				
TOTAL		19,612	11,206	

Key:

U - Unapproved - approval to spend sought by this report
A - Approved - previously approved capital expenditure

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12 £000	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Walking/ Pedestrian Improvements Cycling Improvements	130 245	Old Town Public Realm Improvements Cobden Bridge Cycleways Cycling - Cycle Parking On Street Cycling - Promotion etc Cycling - Quality Monitoring NCN23 Riverside Northam to Horseshoe Bridge Connect 2 - City Wide Cycle Missing Links	The implementation of further 20mph speed restrictions in the City centre. Measures to promote cycling, deliver improvements on site and ensure that quality monitoring is carried out.
Improved Safety	263	Road Safety Partnership Improved Safety 2010/11 Improved Safety - Promotion etc	Contribution to the Road safety Partnership, engineering measures and safety promotion activities.
Public Transport	275	Bus Stop Imps (Developers) Traveline (PTI 2005) Bus Stop Infrastructure Southampton Central Station Bus Priority - Corridor 1	Contributions to improve bus stop facilities and bus service frequency enhancements.
Smarter Travel Choices	261	Safer Routes - 20pmh zones Travel Planning - Site Specific Advice Personalised Journey Planning	Measures to ensure safety around schools and promote sustainable travel choices.

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Accessibility	325	Minor Mobility Schemes Programme Crossings Programme Legible Cities Phase 2	Low cost measures to improve accessibility including crossings and Legible Cities signing.
Traffic Signals Upgrade Other Highways Highways Drainage	200 50 86	Traffic Signals/ Parking Signs Other Minor Works Highways Drainage SWMP Implementation Works	An ongoing refurbishment plan for traffic signals and variable message signs in the City. Low cost measures in response to ad-hoc requests. These works will be to resolve areas identified as having drainage problems either through highway inspection of via the Surface Water Management Plan report.
Street Furniture	165	Road Restraint Systems Street Nameplates	This scheme will replace out of specification road restraint barrier and deliver further replacement street name plate replacements.

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Principal Roads	2,460	<p>Various Principal Roads</p> <p>Redbridge Rd (w/b Slip Road)</p> <p>Shirley Rd</p> <p>Bursledon Road (North East Road to Nr Jctn Hinkler Road)</p> <p>Romsey Road (Rownhams Rd to Lancaster Rd)</p> <p>Redbridge Road Slip (Jctn M271 to Millbrook Road West)</p> <p>Redbridge Slip Road (Totton bound) (Redbridge Roundabout to traffic lights)</p> <p>Winchester Road (Hill Lane to Wordsworth Road)</p> <p>Principal Roads Surface Treatments</p> <p>Principal Roads Structural Repairs</p> <p>Principal Roads Drainage Improvements</p> <p>Mansbridge Road (Gaters Mill to City Boundary)</p> <p>Bullar Road (Cobden Avenue to Bullar Road)</p> <p>Millbrook Road West (W/bound from Jctn Regents Park Road for approx 480m)</p> <p>Town Quay (Orchard Place one way to French Havelock Road (Civic Centre Hill to Commercial Rd)</p>	<p>The road programme continues to reflect the need to maintain the structural integrity of the City wide highway network. The programme has been designed in line with the Transport Asset Management Plan (TAMP) principles.</p>

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Classified Roads	1,320	Various Classified Roads Wessex Lane Bend nr Halls of Residence to Wide Peartree Avenue (Lances Hill to Bitterne Way) Classified Roads Surface Treatments Classified Roads Structural Repairs Classified Roads Drainage Improvements Upper Weston Lane (Portsmouth Road to Jctn Portswood Road (Mayfield Road to Broadlands Portswood Road (Jct St Denys Road for 90m s west Anglesea Road (Shirley Road to Jctn Medina Road) Waterloo Road (Mansion Road to Shirley Road) Wimpson Lane Millbrook r'about to Kendall Avenue) Hill Lane (Archers Road to Raymond Rd)	The road programme continues to reflect the need to maintain the structural integrity of the City wide highway network. The programme has been designed in line with the Transport Asset Management Plan (TAMP) principles.

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Unclassified Roads	2,871	<p>Various Unclassified Roads</p> <p>Priory Road St Denys Road to Kent Road</p> <p>Footways - Various Treatments</p> <p>Unclassified Roads Surface Treatments</p> <p>Unclassified Roads Structural Repairs</p> <p>Unclassified Roads Drainage Improvements</p> <p>Cumbrian Way (Jctn Wimpson Road to Jctn Oakley Rd)</p> <p>Portsmouth Road (Itchen Bridge Roundabout to Victoria Road, including Itchen Bridge Bus Slip)</p> <p>Upper Deacon Road (Bursledon Road to Windhover Close)</p> <p>Deacon Road (Ruby Road to Bursledon Road)</p> <p>St Mary Street (Northam Road to Ascupart Street)</p> <p>Brookvale Road Jctn (Portswood Road to Jctn Bleinheim Road)</p> <p>Glen Eyre Road (Burgess Road to Violet Road)</p> <p>Green Lane (Romsey Road to Lulworth Green)</p> <p>St Michaels Street (Castle Way to High Street)</p> <p>Meadowmead Road (Stanton Road to Tillbrook Road)</p> <p>Botany Bay Road (South East Road to O/S 96)</p> <p>Darlington Gardens (Wilton Road to Wilton Crescent)</p> <p>Darlington Gardens (St James' Road to Wilton Road)</p> <p>Bluebell Road (Laburnham Road to Daisy Road)</p> <p>Westrow Gardens (Westrow Road to Turning head)</p> <p>Shelley Road (Browning Avenue to Burns Road)</p> <p>College Road (Weston Grove Road to Swift Road)</p> <p>Ellis Road (Hinkler Road to End)</p> <p>Hinton Crescent (Ellis Road to Ellis Road)</p> <p>Oxford Street (Terminus Terr to Latimer St)</p>	<p>The road programme continues to reflect the need to maintain the structural integrity of the City wide highway network. The programme has been designed in line with the Transport Asset Management Plan (TAMP) principles. There is also additional investment in footways across the city in response to public demand to improve their condition, assist less mobile pedestrians and improve safety.</p>

ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME
DESCRIPTION OF SCHEMES 2011/12

SCHEME HEADING	CAPITAL EXPENDITURE TO APPROVE BY SCHEME 2011/12	COMPRISING THESE INDIVIDUAL PROJECTS	DESCRIPTION OF SCHEME
Highways Maintenance Risk Fund	208	Highways Maintenance Risk Fund	Funding for unforeseen capital costs arising from the Highways Service Partnership.
ITS	547	LTP Monitoring Micro Simulation Congestion Reduction Real Time Information Upgrade	A package of Integrated Transport Schemes to monitor traffic movements, build computer models of traffic movements and implement measures to manage congestion and start the upgrade of the bus passenger information project.
City Centre Improvements	1,725	Civic Centre Place Public Realm - Sea City Museum Oxford Street Phase 1 Platform Road and Gyrotories Advanced Design North of Station Public Realm Advanced Design GHS Rising Bollards	These projects will enhance the City Centre through the development and implementation of high quality public realm improvements.
Carbon Reduction Measures General Environment Total	75	Carbon Reduction Measures	Micro CHP at a residential care home plus additional works to meet carbon policy reduction measures with lighting and heating control improvements.

11,206

Agenda Item 16

VARIATIONS TO THE ENVIRONMENT AND TRANSPORT CAPITAL PROGRAMME

Appendix 4

Block	Scheme No	Scheme Description	2011/12 Council Resources (LTP Borrowing)	2011/12 Council Resources (Prudential Borrowing)	2011/12 Total Funding 2011/12
			£000	£000	£000

<u>Transfer Funding from This Scheme</u>					
Roads	C8100	Unclassified Roads		-100	-100
<u>Transfer Funding to This Scheme</u>					
Public Realm	C8900	City Centre Improvements		100	100

<u>Transfer Funding from This Scheme</u>					
Active Travel	C7121	Walking/ Pedestrian Improvements	-100		-100
<u>Transfer Funding to This Scheme</u>					
Public Realm	C8900	City Centre Improvements	100		100

City Centre Improvements: total variation (£100K + £100K)

200

Total Virements

200

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Safe City Partnership Plan

2011 – 2012



* New indicator

Contents

INTRODUCTION AND CONTEXT

1. Setting the scene
2. Working with other partnerships

LOOKING BACK

3. 'We said, we did': Our performance last year
4. Summary of changes in the last year
5. 'You said, we did' Community Feedback

LOOKING FORWARD

6. Priorities for 2011/12
7. Headline Actions



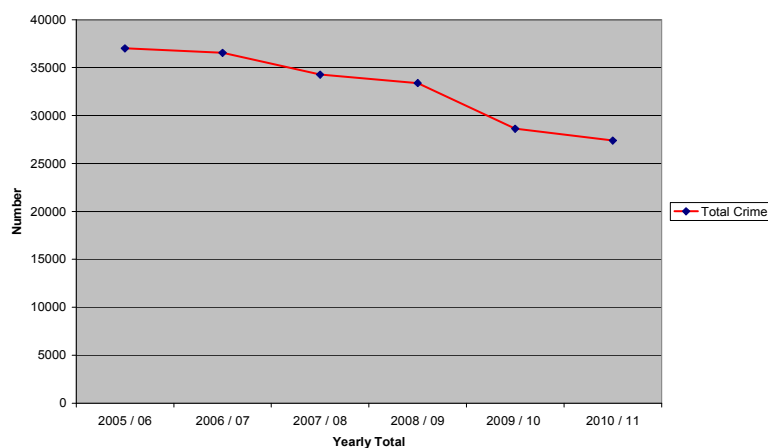
Introduction and Context

1. Setting the scene

Our recent Residents' Survey shows that crime and anti-social behaviour is second only to the economy as a top issue for local people. This Safe City Partnership Plan describes how the wide range of organisations and services in Southampton work together with residents to make our city safer.

We aim to continue to make Southampton a safe city. We want to make you feel safer in your home and your neighbourhood. We also want you to enjoy visiting or working in the city centre and making the most of what Southampton has to offer while feeling safer day and night.

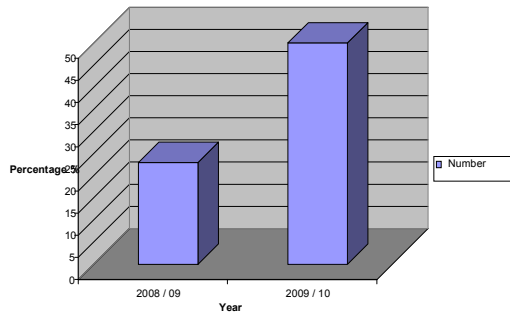
We aim to prevent and reduce crime by working together with other services to tackle the root causes of crime – such as promoting responsible drinking or supporting families with multiple problems. We also want to ensure we respond effectively where crime does occur, to reduce reoffending and to protect victims and vulnerable people in our communities.



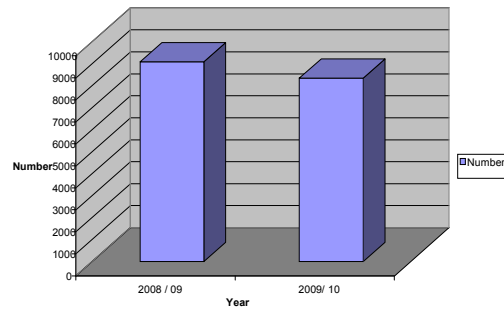
All Crime Yearly Figures

Southampton is a safer city, with overall crime rates falling for 4 consecutive years.

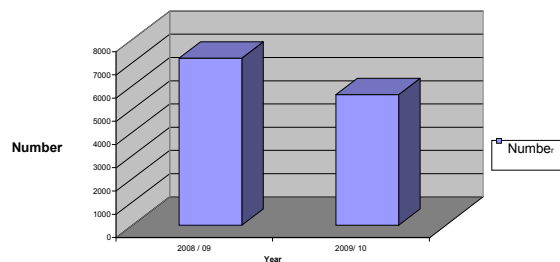
As detailed in this Plan, the Partnership succeeded in meeting the local targets set against the top 3 priorities in last year's plan. So in the last 18 months we have seen a fall in violent crime, criminal damage and anti-social behaviour. We also achieved a substantial increase in the percentage of local people who feel the Council and Police successfully tackle crime and anti-social behaviour in their area (up 27% to 50%). In fact crime levels in December 2010 were the lowest level in one month (in Southampton) since 2003.



Percentage of people who think the Council and Police are tackling crime and Anti-social behaviour in their area – increased by 27%.



Violent Crime - Reduction of 8%



Criminal Damage - Reduction of 22%

We still need to continue to improve our comparative position (to other similar areas) and although most crime types are falling our annual crime assessment shows we need to focus this year on reducing house burglary. While the Partnership has worked hard to listen to and respond to the issues that matter most to local residents in local areas, this Plan highlights the priority the Partnership will continue to give to this area and we plan to expand our activities to involve more individuals and communities in helping us to improve safety in neighbourhoods.

This Plan looks back at what we said we would do last year and what we did achieve. It also looks forward to the year ahead and identifies key priorities and actions that will make the most of our collective effort and resources.

Priorities for 2011/12 are:

- **Reducing violent crime**
- **Reducing burglary**
- **Improving public involvement and perception of safety**

Reducing crime and improving safety is subject to changing national policies, while all partners are reacting to the national austerity measures. As a result, this area of work is subject to a rapidly changing climate but we will continue to work together to achieve efficiencies while delivering priority services together.

2. Working with other partnerships

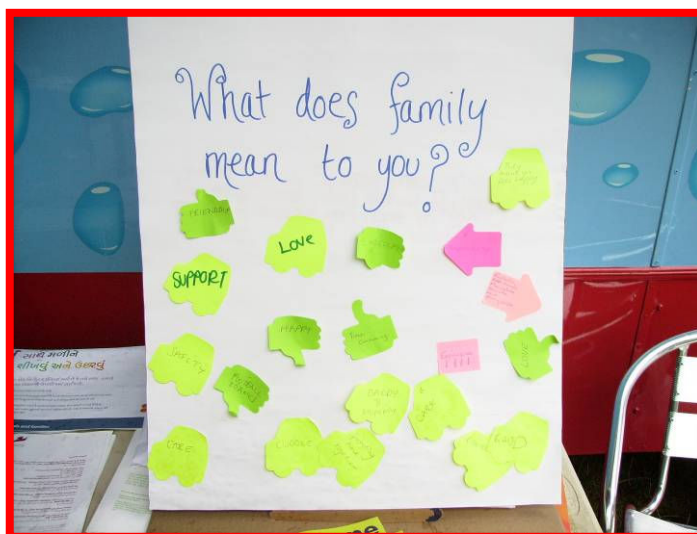
By working together to improve community safety the Safe City Partnership seeks to make a significant contribution to meeting the City priorities - to achieve sustained economic growth and low cost, efficient, customer centred services. We also contribute to addressing the four key challenges for the City (as set out by the Southampton Partnership) which are:

- Economic development
- Educational attainment and skills
- Well-being
- A sustainable green and attractive environment.

Many of the causes and solutions to tackling crime and offending behaviour are rooted in the issues addressed within the city 4 key challenges. For example, the Safe City Partnership has a strong focus on preventing and reducing the harms caused by alcohol and drugs which has benefits for health and well-being as well as safety; we seek to involve service-users or local residents in crime prevention projects and activities that in turn can contribute to skills development of volunteers; while an enhanced image and reputation as a safe city, for example through reduced crime in the city centre at night can contribute to a thriving night time economy; improved educational standards and reduced absenteeism, more resilient families and cleaner and greener environments all contribute to reducing crime.

Although the Safe City Partnership provides the expertise and focus to make communities safer, we recognise other partnerships in the city make a crucial difference to preventing and reducing crime too. Improving the economy of the city, health of residents and educational standards are just a few examples of issues that will also contribute to reducing crime and anti-social behaviour.

We are part of a much bigger picture of services and agencies working together to improve the quality of life for local people in our city.



An exercise with young people led by the Think Family Team

LOOKING BACK

3. 'We said, we did'

Here we review how we performed against specific targets and priorities set in the last Safe City Partnership Plan (2009/10). The top 3 priorities were:

- To reduce 'All Crime'.¹
- To reduce Violent Crime and Criminal Damage.
- To improve public perception of safety in the city.

We said, we would

- Reduce All Crime by at least 7%
- Reduce Violent crime by 5%
- Reduce Criminal Damage by a further 8%
- Improve the percentage of people who think the council and police are tackling crime and anti-social behaviour in their area to 30%.
- Improve Southampton's relative position (in the priority areas) when compared to Community Safety Partnerships in other areas (our Most Similar Group²).

We did

By the end of the 2nd quarter in 2010/11, we did

- Reduce All Crime by 9%
- Reduce Violent Crime by 9.56%
- Reduce Criminal Damage by 17%
- Increase public perception of safety by 27% - the percentage of local people who think the Council and police are tackling crime and anti-social behaviour in their area is now 50%
- Improve Southampton's comparative position for All Crime from 14/15 (15 = worst in group) to 12/15.

However, we did not improve our comparative position for Violent Crime or Criminal Damage.

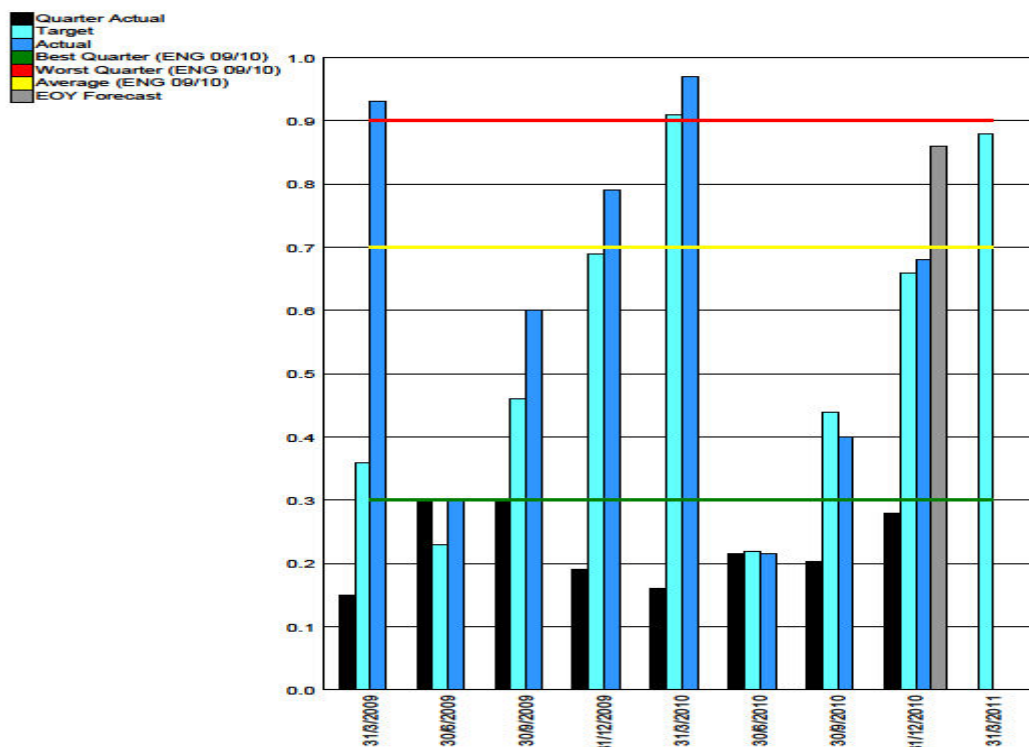
- Most Serious Violence position has worsened from 3rd of 15 to 6/15.
- Violence against the Person – Southampton remains worst 15/15.
- Criminal Damage – Southampton's position is unchanged at 14/15

Despite another successful year in terms of local crime rates falling, Southampton's position compared to other Community Safety Partnerships in our most similar group' has stubbornly failed to shift in most areas (except All Crime). We also reach above national average levels in key areas including Violent Crime. This position reflects the national trend of reducing crime and the relatively low starting position of our crime levels – that is, we have to make really significant incremental changes to shift relative positions when all areas are experiencing falling crime. Nevertheless, the challenge for the partnership is to continue to reduce all crime rates and to do so to such a level that our comparative position positively improves.

¹ All Crime is defined as the total count of every incident reported to Police found to be a crime.

² This measures, compares and ranks reported crimes in a designated group of 15 other Safety Partnerships and shows how we are doing compared to others in that group.

Serious Violent Crime



Significantly reducing Violent Crime is clearly our most challenging area. Although it is important to note that the comparative data particularly shows high reported rates of lower level violence which will often encompass non-physical contact that is still within the very broad definition of 'Violent Crime'. Only 2.9% of all violence in 2009/10 is 'Most Serious Violence'. So Southampton is still very much a safe city in actual and relative terms.

The two biggest single elements of 'Violent Crime' in the city are Domestic Violence (24%) and Alcohol and Public Place related violence (with significant links to the Night Time Economy 19%). The Partnership has been very proactive in the last two years to make a difference in both of these areas and will continue to do so. For example, a range of key initiatives were established in 2009/10 to improve safety and prevent violence including ICE Bus, Street Pastors and the Yellow Card scheme. While the city holds a leading position on Partnership responses to the highest risk victims of Domestic Violence, we have recently reviewed how to make further improvements to reach more victims of Domestic Violence and provide effective support to reduce risk and reduce repeat victimisation. These two areas will remain top priorities in 2011/12.

We said we would:

Meet the targets set by government for 34 Performance Indicators

We did:

By the end of the second quarter, 29 out of 34 of all the performance indicators were monitored and of these;

- 21 were green (achieved in full)
- 4 were amber (slight variance from target)
- 3 were red (not achieved)

Those indicators that were red were:

- Reduce dwelling burglary
- Number of Domestic Violence homicides (NI34)
- Number of gun crimes per 1,000 population.

Dwelling Burglary is discussed on Page 11. There was tragically 1 domestic homicide in the 2010/11 and this target is nil. However, this is despite an effective partnership response to highest risk victims of Domestic Violence (ranked in top 4 in the country). Gun Crime is still at very low levels in Southampton and this indicator is not showing a consistent trend.

We said, we would:

Deliver 84 actions as part of our agreed action plan - to achieve the top priorities. These were allocated to respective sub-groups of the partnership.

We did:

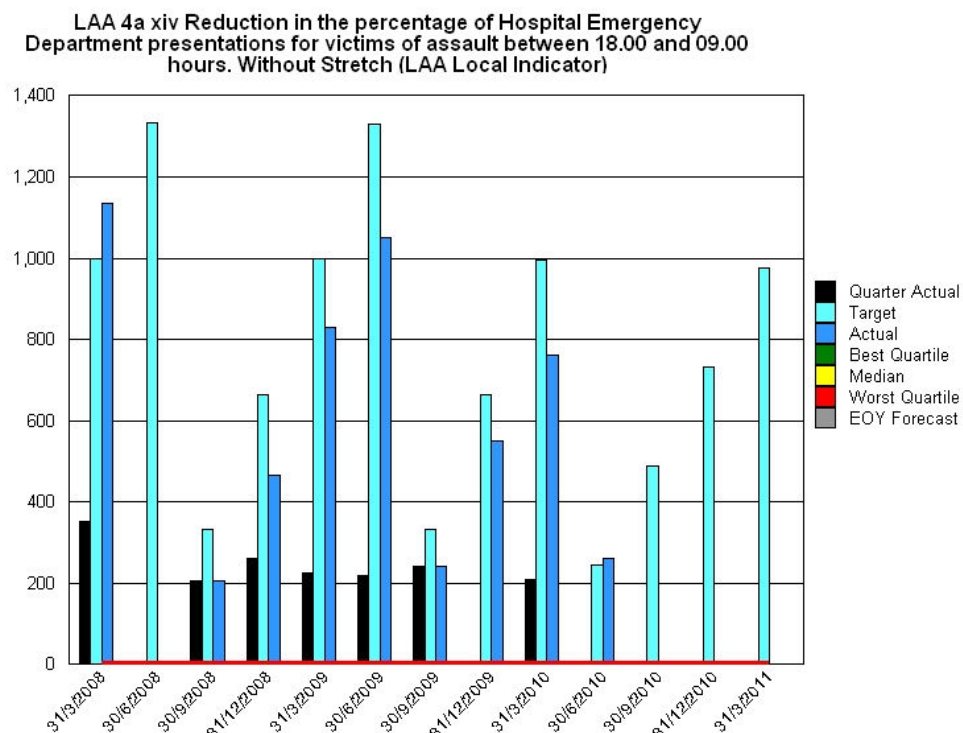
Achieve more than 80% of these actions at the end of Quarter Three and we project achieving all agreed actions by year end.

4. Summary of changes in the last year

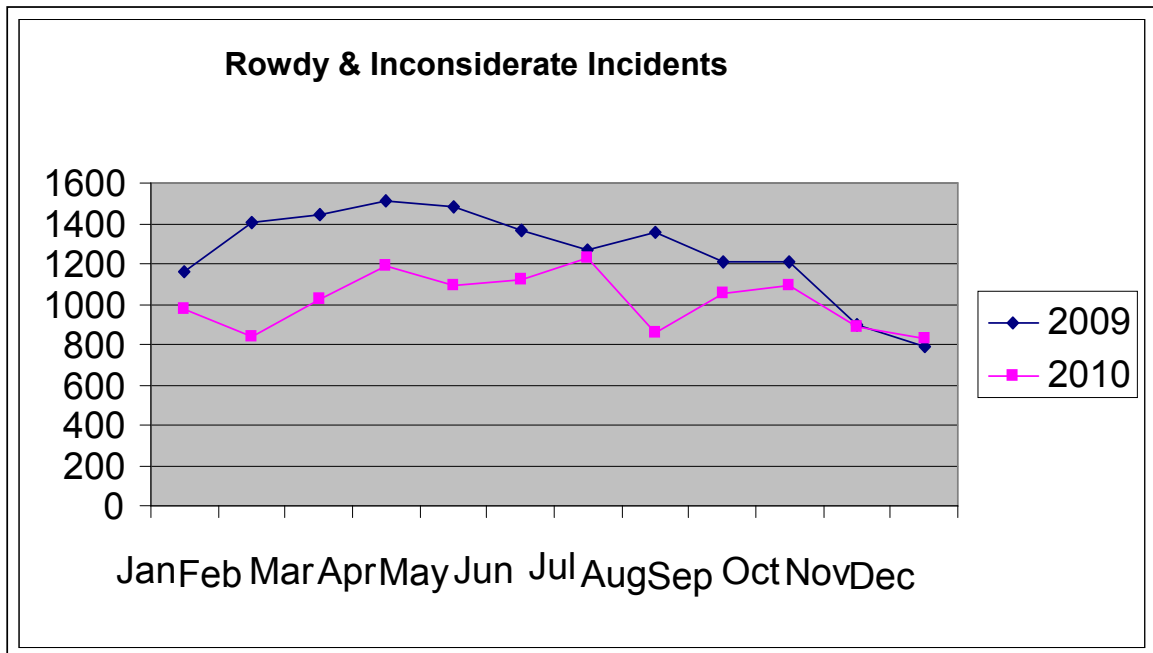
This Plan is underpinned by local data and analysis of crime and anti-social behaviour, and the views of local residents that form the annual 'Strategic Assessment'. Key facts arising from the most recent assessment (covering year end 2009/10 and 2 quarters of 2010/11) are summarised here.

Key positive changes

- Overall crime and anti-social behaviour is reducing. The total level of 'All Crime' is down 7% at year end and 9% at the end of Quarter 2 (Sept 2010). This represents the 4th consecutive year of falling crime levels.
- Violent Crime is down by 9.56%. At year end the most significant fall within this category was youth-on-youth violence (down 24% on the previous year). Serious violent crime was down 8% at year end.
- Violent Crime in the night time economy is showing a consistent downward trend. Quarter 2 (July – Sept 2010) displayed a 33% reduction on the same quarter in 2009. Projections indicate a good decrease in incidents in the city centre at night for year end 2011/12. This is supported by a drop in Emergency Department hospital admissions late at night as a result of alcohol-related assault. See the graph below.



- Youth offending reduced by 26% and the number of first time entrants to the Criminal Justice system fell by 16%. This continues a downward trend.
- Reoffending (by adults) reduced by 12%.
- Anti-social behaviour fell substantially by year end (April 2010) compared to the previous year (-15%) and Rowdy and Inconsiderate behaviour dropped in 2009/10 (-19%) and that trend has continued.



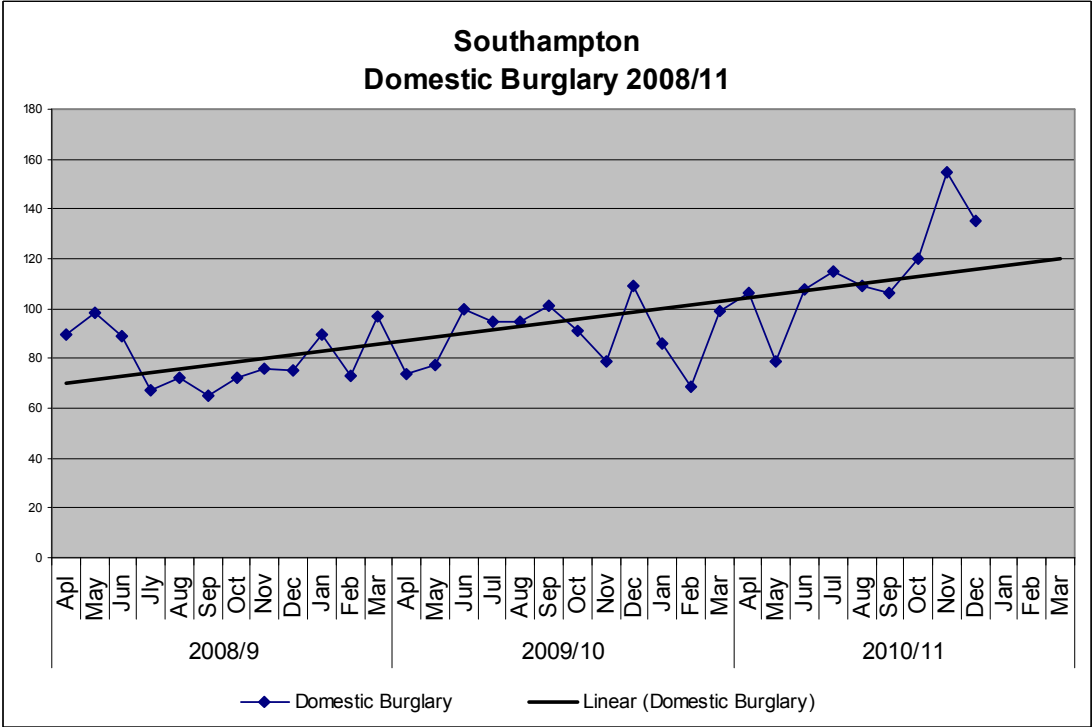
- Criminal Damage (often used as a proxy measure for anti-social behaviour) also fell (by 21% at year end and 17% to Sept 2010). This drop continues a substantial 3 year downward trend.
- Arson levels varied over the year but reduced overall at year end by 17%.
- The number of Neighbourhood Watch schemes has doubled over the last two years.
- The percentage of local people who feel the Council and Police tackle crime and anti-social behaviour in their area has more than doubled from 23% to 50%. (a 27% increase)

Other key changes

House burglary was one of the very few crime types to increase (up 12% at year end and 17% at Sept 2010). The continuing upward trend that started in 2010 reflects the emerging

national rise in burglary but is more significant in Southampton. This is mirrored in an adverse shift in comparative position with our 'Most Similar Group' of Community Safety Partnerships (from 4th best of 15 in March 2010 to 9th out of 15 in Sept 2010). The factors contributing to this rise in house burglary include the economic climate but it is also attributed to a small number of prolific offenders. Additionally, there are links between drug use and serious acquisitive crime.

Action taken by the Partnership to seek to tackle this upward trend includes police targeted detection and arrest measures; public awareness campaigns about crime prevention and home security – this was a key theme in Safer Southampton Week and a Christmas burglary campaign - plus targeted anti-burglary initiatives, for example, crime prevention activities with students.



The Partnership will re-double focus in this area in 2011/12. A rise in burglary rates is not only an important issue in itself but it also has a strong link to fear of crime as it is a crime type that is frequently identified by residents as the crime they worry most about.

The Economy

In the last year Southampton Partnership monitored the potential impact of the economic climate on key issues including crime. To that end, we have tracked rates of domestic burglary, non – domestic burglary, robberies and the number of vehicle thefts on a monthly basis. Findings to date from the October 2009 baseline show that burglary is occurring at a higher rate on a consistent basis where as the other indicators vary month to month and do not show a consistent trend to date. In addition, the substantial spending pressures on all partner services have begun to create new challenges for the Partnership and the impact of the substantial changes in all partner organisations will also be monitored by the Partnership.

Alcohol related harm

Alcohol-related harm remains a significant problem in Southampton. Both crime data and health data indicate that too many adults and young people in the city use alcohol at harmful levels and in ways that put both their health and wellbeing and their safety at risk. Research E:\moderngov\Data\AgendaItemDocs\7\1\5\AI00003517\lygm2obl.doc

by the North West Health Observatory in a range of key health measures such as Alcohol-specific hospital admissions for under 18s and estimates of binge drinking position Southampton as above national average. Southampton also records above average rates of alcohol-related recorded crimes.

Alcohol plays a significant role in criminal behaviour as well as in the safety, health and well-being of residents. The Probation Service reports a significant link between alcohol and offending behaviour and the Domestic Violence team has identified alcohol as a key issue, especially with regards to individuals who are resistant or unable to change their behaviour. Of particular concern is high use of alcohol amongst young people which not only contributes to street based crime and anti-social behaviour, but also to 'fear of crime'. We also know that a number of dependant children are affected by adult alcohol use and this puts these children at greater risk of offending and other related harm.

The Partnership has worked very hard and achieved considerable recent success in tackling some of the harms caused by alcohol. A range of projects in the Night Time Economy commenced last year and this year the Best Bar None scheme will continue work in this area to seek to raise standards of management in city centre licensed premises.

In addition, Children's Services and Health Services have recommissioned work with young people and substance misusers to support more young people in treatment (99 in treatment with more than 90% with alcohol or cannabis use as the presenting problem), leading to over 90% successfully completing treatment. There is more targeted outreach and brief interventions for young people with alcohol problems reaching around 2,000 young people under 18 years old last year.

The Safe City Partnership will continue to prioritise joint work to prevent and reduce the harms caused by alcohol. But it is also recognised that this is an issue with wider partnership significance and so we will work with other partnerships to support action in this area with outcomes for health and well-being, the economy and safety.

5. Community Feedback: 'You said, we did'

We try to understand what issues matter most to you – residents, visitors and workers of the city – on a continuous basis throughout the year. We use surveys, regular community meetings and big campaigns like Safer Southampton Week to engage with local people. The highlights from the local public feedback are captured here.

Recently ‘You said’

- **On Safety and Crime in the city²**
 - 91% of residents (surveyed) said they feel safe in their local area during the day (up 6% from 2008)
 - 57% said they feel safe in their local area after dark (up 19% from 2008)
 - 50% of residents (surveyed) felt the Council and Police successfully deal with crime and anti-social behaviour (up 27% from 2008)

This means more local people feel safer and more satisfied with local services that tackle crime and anti-social behaviour. However, when asked if crime is increasing or decreasing 72% said it had remained unchanged – 20% thought crime had gone up and only 8% thought it had decreased. This suggests local residents don’t believe crime is falling and there remains a need to reassure residents about crime and safety in the city. Because of this response, improving public perception is a continuing partnership priority for 2011/12.

In fact, crime and anti-social behaviour has substantially decreased over the last few years in Southampton.

- **On key crime and safety issues in the city that worry you most³, the majority of you said:**
 - Burglary
 - Anti-social behaviour.
- **On local priority concerns, the most consistent issues are:**
 - youth nuisance, young people congregating
 - young people acquiring alcohol
 - cycling on pavements
 - young people setting fire to litter / grass
 - motor cycle nuisance
 - inappropriate use of vehicles
 - fly tipping

Here we list just a few examples of local actions

In response to what you said, we did

²Based on the City Survey of residents 2010/11

³ Based on the ‘fast feedback form’ used at partner and partnership event to ask resident views throughout the year.

- **Reduce Anti-Social Behaviour and Criminal Damage**

Every month the Council (Safer Communities Team), Police, SCC Housing and Registered Landlords, schools and other parties meet to discuss where anti-social behaviour is taking place and determine what to do to tackle it. This year, the highest number of Anti-Social Behaviour Orders were granted since the powers began in 1999 (the vast majority of these were led by the council). Southampton was the first city in the country to establish new ASB MARACs – multi agency risk assessment conferences for the most vulnerable victims of anti-social behaviour to provide more effective partnership support. Since starting in 2010, 22 ASB MARACs have been held. Joint operations aimed at tackling anti-social behaviour problem areas – involving the council, police, partners and sometimes residents – totalled 26 this year.

- **Make the city centre safer at night**

Launched on 1 June 2010, the Yellow Card scheme aims to reduce drink related violence and anti-social behaviour. On the issue of one Yellow Card, details are taken of that person. On receiving a 2nd Yellow Card, that person will be banned from all participating night time economy venues in the city for a period of up to 12 months. At the end of September 2010, 281 people were issued with one yellow card and 12 people received a second yellow card banning them from the city centre Night Time Economy. This scheme operates with the support of licensed premises and works alongside Street Pastors, ICE BUS and Taxi Marshalls that all help visitors to the city have a safer night out.



ICE BUS Feedback

We set up ICE Bus last year and have built on the success of this project to make it more cost effective and ensure it is on the streets at peak times. The ICE Bus provides an emergency medical and welfare provision in the city late Saturday nights and during peak times.

"I'm just writing to say a massive thank you. The helpers on ICE Bus saved me last Saturday. I was very ill and got split up from my friends. The girls who looked after me were brilliant I dread to think what would have happened if they weren't there"

Young woman after attending the ICE Bus

"On behalf of myself, my daughter and family we would like to say a very, very big thank you to the 'good Samaritans' who helped my grandson on Saturday night. We are so very grateful to them and the service you offer."

Feedback about the ICE Bus

- **Reducing youth offending.**

The Youth Offending Team and Hampshire Police successfully implemented triage in Police custody suites to ensure decisions about young people are made faster and those young people referred to the Youth Offending Team have a plan of intervention established. A strong emphasis is placed on restorative justice where the young offender will be confronted with the consequences and impact of their behaviour upon the victim. Reoffending by this cohort is proven to be much lower than for others and the number of first time entrants in Southampton has reduced by 50% since 2007/08.

- **Tackling under-age drinking.**

Partners worked together to launch a pilot initiative in the west of the city which established a Young People's Alcohol Worker to work with schools, youth settings and other outreach targeting under 15s. The Parent Support Link helpline also developed alcohol - advice for parents - available through the helpline 23 hours a day.

- **Reducing Hate Crime**

The Hate Crime and Harassment Task Group supports the victims of hate crime and increases confidence in reporting. The rate of repeat victims has remained under 3% as a result of on-going multi-agency interventions. A local Safe Places pilot has been launched in Portswood, an initiative that connects local disability groups, local businesses and agencies. A new initiative to encourage third party reporting, Don't Stand By ... Do The Right Thing, was launched at the Holocaust Memorial Day event.

LOOKING FORWARD

6. The Annual Improvement Priorities for 2011/12:

Based on the findings of the strategic assessment the partnership has 3 annual improvement priorities for the coming year – those areas that require particular focus. They are:

- reducing Violent Crime
- reducing Dwelling Burglary
- increasing the involvement of individuals and communities to improve safety in their neighbourhoods and improve public perception of safety

To make a difference in the improvement areas, with a particular view on improving the comparative position in these areas, we will set the following key targets:

- reduce Violent Crime by 5%
- reverse the upward trend then reduce Dwelling Burglary by 3%
- increase the number of Neighbourhood Watch schemes by a further 25%. This would result in a 75% increase over 3 years.
- improve public perception of safety by at least 10%. This would lead to 60% satisfaction with the Police and Council tackling crime in local areas.

Neighbourhood Priorities

The Partnership District Management Groups will identify key priorities for each District based on localised data and community feedback. District-level priority delivery plans will then be agreed and delivered in each of the two Districts in the city.

Cross Partnership Priorities

In addition, wider cross-partnership priorities that the Safe City Partnership will particularly focus on is:

- Tackling alcohol-related harm.
- Supporting economic development especially in the Night Time Economy.

Area Based Reviews

The Partnership will also lead on delivering 2 significant Area Based Budget (ABB) Reviews; Improving Responses to Domestic Violence and Reducing Reoffending. The Safe City Partnership will contribute to the ABB Review for Think Family. These reviews examine in detail the financial and social costs of the issue under review and the Partnership savings and efficiencies that can be made, leading to improved ways of working that take a 'Total Place' perspective. These reviews should lead to significant service and financial outcomes to the benefit of service users and agencies.

Efficiency Actions

In the current economic climate the Safe City Partnership is also actively seeking to deliver efficiencies both in the functions of the partnership itself, for example, reducing meetings and in taking joint approaches to local funding decisions to ensure key services and activities are sustained. We are also exploring new ways of working to join-up or share services to maximise resources.

Headline Action Plan

The attached table provides headline actions and outcomes for the three top improvement priorities. This is indicative of the approach and activities to be undertaken. However, more detailed delivery plans will underpin each of these areas of work.

Annual Improvement Priority

1. Reducing Violent Crime

• Key outcomes

- Reduce the number of reported incidents of violence.
- Improve our comparative position for Violent Crime (against our Most Similar Group).
- Reduce Emergency Department hospital admissions for alcohol-related assault (at night).
- Reduce repeat incidents of Domestic Violence
- Reduce alcohol-related violence in the Night Time Economy.
- Reduce youth-on-youth (lower level) violence escalating from anti-social behaviour.
- Develop systems for the earlier identification of people who are drinking at harmful levels and provide timely advice and intervention
- Continue and expand public campaigns to encourage safe drinking levels

• Resources

Actions identified here will be further developed and delivered through re-shaping or re-focus of existing resources across relevant services to realise efficiencies and create capacity to prioritise actions in this area. For example the new DV model will seek to substantially re-shape current provision. Additional funding will be sought through government funding and private sector support, this will include new external funding for night time economy activities. Partners will also explore new ways of funding large initiatives for example through social finance to deliver integrated initiatives to reduce offending.

Headline Actions

- Develop and deliver the new Domestic Violence 'Integrated Services' model to improve joint service delivery and increase earlier interventions.
- Build on Partnership work to target offenders and challenge and change behaviour
 - Embed the Integrated Offender Management model to target partnership action at offenders most likely to reoffend.
 - Deliver the Reducing re-offending Area Based Budget review to tackle reoffending.
- Build on existing Night Time Economy projects e.g. Yellow Card, Street Pastors and ICE bus to expand reach and impact.
 - Identify partnership measures to seek to tackle irresponsible drinking promotions and promote safe and responsible drinking behaviours.
- Increase actions to further tackle youth anti-social behaviour – targeting actual and potential violent offenders.
 - include targeted Partnership work with families with multiple problems, and continue Youth Offending Team Triage
 - actions to reduce under-age drinking

Lead Agency

SCC/SDVF

Probation/ Police

NTE Operational Group

SCC/YOT

Annual Improvement Priority

Headline Actions

Lead Agency

2. REDUCING HOUSE BURGLARY

• Key Outcomes

- Halt and reverse the upward trend for reported incidents of dwelling burglary.
- Increase public confidence in partners tackling burglary and reduce public fear of crime (burglary in particular)
- Increase detection and conviction rates for Burglary.
- Increase home security – especially ‘vulnerable’ properties.
- Target Partnership burglary prevention measures in hot spot locations.
- Increase public awareness and self-help measures
- Seek to disrupt the market for stolen goods.

• Resources

Actions will be delivered through prioritising existing resources to tackle this issue, for example police resources to focus on reducing burglary. Targeted communications and promotion of Neighbourhood Watch will deploy existing officer time from relevant agencies, use some residual government funding and be included in routine public meetings or events. Some specific actions such as ‘design-out’ crime will be integrated into planned and already funded developments.

- Redouble measures to identify and target, catch and convict offenders committing burglary.
- Deliver a range of targeted campaigns to increase public awareness of home security and self-help measures.
 - Target vulnerable properties and hot spot areas.
- Identify and deploy suitable situational crime prevention measures.
- Promote Neighbourhood Watch in vulnerable areas.
- Positive publicity to reduce fear of crime.
- Maximise ‘Design-out’ opportunities in hot spot areas by using environmental improvements.
- Deliver actions and promote public awareness of the purchasing of stolen goods.

Police

SCC and Police Comms Teams/
District Management Groups

District Management Groups

SCC Safer Communities

Communications Teams

Police Crime Prevention Officers

Police

Annual Improvement Priority

3. To increase public involvement and improve the public's perception of safety

• Key outcomes

- Increase number of residents volunteering or involved in local crime reduction and safety initiatives and activities.
- Continue the 2-year upward trend for increased number of Neighbourhood Watch schemes in the city.
- Improve the percentage of residents who think the Council, Police and partners tackle crime and anti-social behaviour in their area.
- Deliver positive messages to increase public reassurance about safety in the city.

Resources

These actions will be developed and delivered within current provision, with additional funding from residual government grant for the bigger campaigns. Community involvement and volunteering initiatives will be delivered as part of the city's broader response to the Big Society agenda. Positive reassurance will form part of each partner's communications and engagement with local people and collective effort will ensure delivery of the two planned events – Neighbourhood Watch Week and Safer Southampton. 'Crime Reports' and other new ways of giving information to the public to increase trust and transparency will be met from existing commitments.

Headline Actions

- Deliver Partnership campaign to increase the number of volunteers as Special Constables to 100 in the city.
- Take supporting action to enable more volunteer involvement in crime reduction and safety projects.
- Deliver Partnership activities to raise awareness and positively encourage growth of Neighbourhood Watch.
 - Deliver Neighbourhood Watch Week (link to national 'week') and annual Neighbourhood Watch Conference/ Event.
- Roll out and positively raise awareness of 'Crime Reports' – public access to on-line local crime data to increase transparency and access to data.
- Deliver positive reassurance activities including a Safer Southampton event.

Lead Agency

SCC and Police

SCC and Voluntary Sector groups

SCC and Police/ DMGs

DMGs

DMGs
Safer Communities Team to co-ordinate

Efficiency Actions

Delivering efficient and effective Partnership services

○ Key Outcomes

- Deliver agreed outcomes through a lean, cost-effective Partnership.
- Monitoring and allocation of resources (where available) to maximise shared outcomes.
- Sharing or re-shaping services and activities to maximise resources.

○ Resources

- Delivery within existing partner resources with specific actions met by officer time for agreed priority actions.

Headline Actions

- Implement a much reduced Partnership structure.
- Develop efficient and low cost communication mechanisms
 - Introduce Crime Reports
 - Electronic performance monitoring.
 -
- Deliver Key Area Based Budget Reviews – developing specific invest-to-save models for:
 - Domestic Violence
 - Reducing Reoffending
- Explore new funding options including social impact bonds, private sector support, Government grants.
- Review opportunities for shared assets and services.

Lead Agency

SCP Executive

SCC Comms Team and DMGs

SCC Probation Children's Services and Learning

SCP Executive

SCP Executive

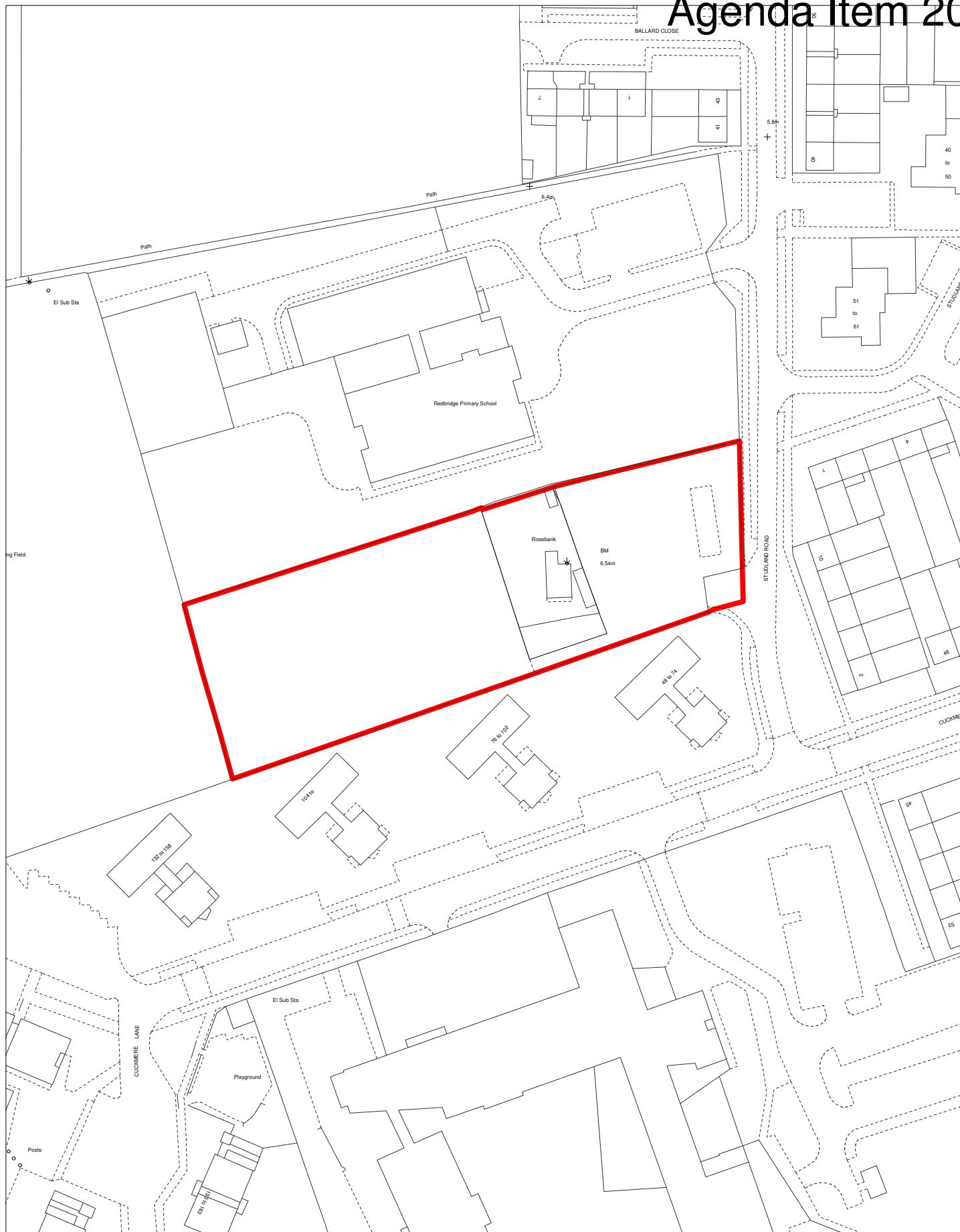
How we will measure our performance

Appendix 1


Indicator	Year End 2009/10	Target 2010/11	Target 2011/12	1 yr Target % change
Safe City Partnership overarching indicators				
<ul style="list-style-type: none"> ○ All Crime ○ Reduce reoffending⁴ 	26,626	26,991	25,355	↓5%
	To be set	To be set	To be set	To be set
<ul style="list-style-type: none"> ○ Percentage of offenders 18+ reoffending 	10.54%	<9%	<7.5%	↓1.5%
Priority 1: Reducing Violent Crime				
<ul style="list-style-type: none"> ○ Violent Crime ○ Repeat incidents of Domestic Violence ○ Serious Violent Crime per 1,000 pop (Actual crime numbers) ○ Assault with injury ○ Emergency Department admissions from victims of assault ○ Comparative position for Violent Crime 	8316	7900	7505	↓5%
	36%	30%	28%	↓2%
	0.95	0.88	0.69	↓22%
	(228)	(206)	(162)	
	N/A	3,373	TBA	TBA
	1,051	1,035	1,019	↓1.5%
	15/15	14/15	13/15	- 1
Priority 2: Reducing Burglary				
<ul style="list-style-type: none"> ○ Dwelling Burglary ○ Comparative position 	1,075	1,015	985	3%
	3/15	2/15	3/15	-1
Priority 3: Improving involvement and public perception.				
<ul style="list-style-type: none"> ○ * Increase in number of Neighbourhood Watch schemes ○ % of people who think Council and Police tackle crime and ASB in their area 	122 schemes	+25% (30 more schemes) 152 total	+25% (40 more schemes) 190 total	+25%
	23%	30% (actual 50%)	60%	↑10%
Other critical indicators				
<ul style="list-style-type: none"> ○ Criminal Damage – number of incidents ○ Anti-social Behaviour – Rowdy and Inconsiderate reports ○ Hate Crime reports ○ Primary Arson reports ○ Secondary Arson reports ○ First time entrants to the criminal justice system (per 100,000) ○ Change in the number of problem drug users in treatment 	5,631	5,626	5,457	↓3%
	16,619	15,510	15,045	↓3%
	-	-	-	TBA
	186	TBA	125	↓33%
	532	TBA	466	↓12%
	909	TBA	TBA	TBA
	761	771	773	+1%

⁴ A single national performance indicator is soon to be established until then and for the purpose of continuity we will continue to use NI18 as a measure.

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 <p>SOUTHAMPTON CITY COUNCIL</p>	<p>PROPERTY SERVICES SOUTHAMPTON CITY COUNCIL ONE GUILDHALL SQUARE, ABOVE BAR, SOUTHAMPTON, SO14 7FP.</p>	<p>SCALE 1:1250</p>	<p>DATE 01/10/10</p>
	<p>PLAN NO V2937</p>	<p>Studland Road Development Site</p>	

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