

# Cabinet

## Agenda

**MONDAY**  
**20 JANUARY 2014**  
**6.00 pm**

**ASSEMBLY HALL**  
**HAMMERSMITH**  
**TOWN HALL**  
**KING STREET**  
**LONDON W6 9JU**

### Membership

Councillor Nicholas Botterill, Leader (+ Regeneration, Asset Management and IT)  
Councillor Greg Smith, Deputy Leader (+ Residents Services)  
Councillor Helen Binmore, Cabinet Member for Children's Services  
Councillor Mark Loveday, Cabinet Member for Communications (+ Chief Whip)  
Councillor Marcus Ginn, Cabinet Member for Community Care  
Councillor Andrew Johnson, Cabinet Member for Housing  
Councillor Victoria Brocklebank-Fowler, Cabinet Member for Transport and Technical Services  
Councillor Georgie Cooney, Cabinet Member for Education

**Date Issued**  
**10 January 2014**

If you require further information relating to this agenda please contact:  
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Reports on the open Cabinet agenda are available on the Council's website: [http://www.lbhf.gov.uk/Directory/Council\\_and\\_Democracy](http://www.lbhf.gov.uk/Directory/Council_and_Democracy)

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**Members of the Public are welcome to attend.**  
**A loop system for hearing impairment is provided, together with disabled access to the building**

### DEPUTATIONS

Members of the public may submit a request for a deputation to the Cabinet on non-exempt item number 4 on this agenda using the Council's Deputation Request Form. The completed Form, to be sent to David Viles at the above address, must be signed by at least ten registered electors of the Borough and will be subject to the Council's procedures on the receipt of deputations. **Deadline for receipt of deputation requests: Wednesday 15 January 2014.**

### COUNCILLORS' CALL-IN TO SCRUTINY COMMITTEES

A decision list regarding items on this agenda will be published by **Wednesday 22 January 2014**. Items on the agenda may be called in to the relevant Scrutiny Committee.

The deadline for receipt of call-in requests is: **Monday 27 January 2014 at 3.00pm**. Decisions not called in by this date will then be deemed approved and may be implemented.

A confirmed decision list will be published after 3:00pm on **Monday 27 January 2014**.

# Cabinet Agenda

20 January 2014

<u>Item</u>		<u>Pages</u>
1.	<b>MINUTES OF THE CABINET MEETING HELD ON 6 JANUARY 2014</b>	1 - 8
2.	<b>APOLOGIES FOR ABSENCE</b>	
3.	<b>DECLARATION OF INTERESTS</b>	
	<p>If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.</p> <p>At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.</p> <p>Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.</p> <p>Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Audit, Pensions and Standards Committee.</p>	
4.	<b>PROPOSED AMALGAMATION OF NEW KING'S AND SULLIVAN SCHOOLS ON THE NEW KING'S SITE</b>	9 - 694
5.	<b>KEY DECISIONS LIST</b>	695 - 706



London Borough of Hammersmith & Fulham

# Cabinet

## Minutes

Monday 6 January 2014

### **PRESENT**

Councillor Nicholas Botterill, Leader (+ Regeneration, Asset Management and IT)  
Councillor Greg Smith, Deputy Leader (+ Residents Services)  
Councillor Mark Loveday, Cabinet Member for Communications (+ Chief Whip)  
Councillor Marcus Ginn, Cabinet Member for Community Care  
Councillor Andrew Johnson, Cabinet Member for Housing  
Councillor Victoria Brocklebank-Fowler, Cabinet Member for Transport and Technical Services  
Councillor Georgie Cooney, Cabinet Member for Education

### **ALSO PRESENT**

Councillor Michael Cartwright

### **125. MINUTES OF THE CABINET MEETING HELD ON 9 DECEMBER 2013**

#### **RESOLVED:**

That the minutes of the meeting of the Cabinet held on 9 December 2013 be confirmed and signed as an accurate record of the proceedings, and that the outstanding actions be noted.

### **126. APOLOGIES FOR ABSENCE**

#### **RESOLVED:**

An apology for absence was received from Councillor Helen Binmore.

### **127. DECLARATION OF INTERESTS**

#### **RESOLVED:**

There were no declarations of interest.

**128. COUNCIL TAX SUPPORT 2014/15**

**RESOLVED:**

1. That the Council continues to award a council tax discount as though the Council Tax Benefit regulations were still in place, meaning that no one currently in receipt of council tax support will be worse off, be approved.
2. That the Council adopts what has been known as the government's "default scheme" for its working age claimants that runs as though the regulations for council tax benefit were still in place, be approved.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**129. COUNCIL TAX BASE AND COLLECTION RATE 2014/2015**

**RESOLVED:**

That the Cabinet recommends to Council for the financial year 2014/15:

1. The estimated numbers of properties for each Valuation Band as set out in this report, be approved.
2. That an estimated Collection rate of 97.5%, be approved.
3. That the Council Tax Base of 69,875 Band "D" equivalent properties, be approved.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

### **130. REVENUE BUDGET 2013/14 - MONTH 7 AMENDMENTS**

#### **RESOLVED:**

1. That budget virements of £0.751m for the General Fund, be approved.
2. That the write off of £0.093m of bad debt, be approved.

#### **Reason for decision:**

As set out in the report.

#### **Alternative options considered and rejected:**

As outlined in the report.

#### **Record of any conflict of interest:**

None.

#### **Note of dispensation in respect of any declared conflict of interest:**

None.

### **131. ECONOMIC DEVELOPMENT EMPLOYMENT AND ENTERPRISE INITIATIVES**

#### **RESOLVED:**

1. That approval be given to the use of section 106 funds for economic development purposes as set out in the report, specifically sections 4 & 6 and Appendix 1, for the period April 2014 to March 2017, subject to satisfactory annual review, to a maximum value of £2.3 million and noting that £1 million of the £2.3 million proposed expenditure has yet to be received by the Council and would not be committed until received.
2. That Cabinet receive quarterly monitoring reports and an annual review of progress.
3. That authority be delegated to the Executive Director of Housing and Regeneration to approve any employment and enterprise programme variations and decisions under £50,000 over the funding term (April 2014 to March 2017).
4. That the Leader of the Council, as lead Economic Development Member, award any subsequent contract(s) that may be let as a result of this decision where the value exceeds £100,000 but less than £500,000, be approved.

#### **Reason for decision:**

As set out in the report.

#### **Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**132. DELEGATED AUTHORITY REQUEST - TRIBOROUGH PRIMARY CARE AND GROUP WORK TENDER**

**RESOLVED:**

That the decision to award the contract for the provision of the Primary Care Support Services and Group Work Programme across the Tri-borough be delegated to the Cabinet Member for Community Care, to ensure a timely approach to procurement within appropriate timeframes, be approved.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**133. EXTENSION OF "STEP UP TO SOCIAL WORK" CONTRACT WITH HERTFORDSHIRE UNIVERSITY**

**RESOLVED:**

1. That approval be given to retrospectively extend the existing "Step Up to Social Work" contract with the University of Hertfordshire from 1 September 2013, at a cost of around £190,000 pa (a maximum of £380,000 for each 2 year term).
2. That approval be given to renew the contract with Hertfordshire University at two-yearly intervals for a period of up to 4 years until August 2017, subject to satisfactory outcomes, provider performance, and continued Government funding.
3. That approval be given to delegate the award of any student bursaries related to the "Step Up to Social Work" programme to the Tri-borough Executive Director for Children's Services, applying to future cohorts until the end of the current contract in 2017.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**134. HIGHWAY WORKS CONTRACT EXTENSIONS**

**RESOLVED:**

That one-year extensions of the contracts listed in paragraph 3.2 of the report in accordance with option 3 outlined in paragraph 5.3, be approved.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**135. EARLS COURT HIGHWAYS ENABLING WORKS**

Councillor Michael Cartwright queried why the Beaumont Avenue residents had not been consulted on the proposals as this was a significant issue of concern for them.

In response, it was noted that the proposed options were the best engineering choices available. The depot currently has substantial traffic going in and out of it. The existing road width was too narrow for a large vehicle to pass another vehicle from the opposite direction. The works will allow large articulated lorries 6 – 9 times a day and on few occasions very long lorries access to the LUL depot site during the Earls Court development.

**RESOLVED:**

That approval be given to enter into a section 278 agreement with Capital and Counties (CapCo), and construct the highway works on Beaumont Avenue and Aisgill Avenue at an estimated cost of £130,000 (including fees), to be funded by CapCo.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**136. HOUSING ESTATE INVESTMENT PLAN (HEIP) UPDATE**

**RESOLVED:**

1. That approval be given, subject to Section 20 leaseholder consultation, for the full scope of works for Emlyn Gardens, Becklow Gardens and Sullivan Court as described in section 5 and Appendix 1 of the report at a cost of £1.637 Million to be funded from the Decent Neighbourhood Fund.
2. That the works will be delivered by MITIE under the new Repairs and Maintenance contract, be noted.
3. That the sales under the Asset Based Limited Voids Disposals policy in Emlyn Gardens, Becklow Gardens and Sullivan Court will be ring fenced to fund these works, be noted.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**137. HOUSING REVENUE ACCOUNT PARKING UPDATE**

**RESOLVED:**

1. That approval be given to appoint consultants from Transport and Technical Services' Term Contractors (either Opus or Project Centre) to review the most appropriate option for parking control on each of the 91 HRA sites and delivery of the proposed scope as listed in Appendix 1, at



an estimated cost of £176,000 which will be funded from HRA general reserves.

2. That a procurement exercise is currently being undertaken to procure an interim parking management contract, the cost of which is to be funded from within current budgets, be noted.
3. That the decision to award the interim parking management contract be delegated to the Cabinet Member for Housing in conjunction with the Executive Director of Housing and Regeneration (HRD) and the Executive Director Transport and Technical Services (TTS).

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.

**Note of dispensation in respect of any declared conflict of interest:**

None.

**138. KEY DECISIONS LIST**

**RESOLVED:**

The Forward Plan was noted.

**139. EXCLUSION OF PRESS AND PUBLIC**

**RESOLVED:**

That under Section 100A (4) of the Local Government Act 1972, the public and press be excluded from the meeting during consideration of the remaining items of business on the grounds that they contain information relating to the financial or business affairs of a person (including the authority) as defined in paragraph 3 of Schedule 12A of the Act, and that the public interest in maintaining the exemption currently outweighs the public interest in disclosing the information.

[The following is a public summary of the exempt information under S.100C (2) of the Local Government Act 1972. Exempt minutes exist as a separate document.]

**140. EXEMPT MINUTES OF THE CABINET MEETING HELD ON 9 DECEMBER 2013 (E)**

**RESOLVED:**

That the minutes of the meeting of the Cabinet held on 9 December 2013 be confirmed and signed as an accurate record of the proceedings, and that the outstanding actions be noted.

**141. HIGHWAY WORKS CONTRACT EXTENSIONS : EXEMPT ASPECTS (E)**

**RESOLVED:**

That the report be noted.

**Reason for decision:**

As set out in the report.

**Alternative options considered and rejected:**

As outlined in the report.

**Record of any conflict of interest:**

None.


**Note of dispensation in respect of any declared conflict of interest:**

None.

Meeting started: 6.00 pm  
Meeting ended: 6.08 pm

Chairman .....

# Agenda Item 4

	<b>London Borough of Hammersmith &amp; Fulham</b>  <b>CABINET</b>  <b>20 January 2014</b>
<b>PROPOSED DISCONTINUANCE OF SULIVAN PRIMARY SCHOOL AND ENLARGEMENT OF NEW KING'S PRIMARY SCHOOL – COMPLETION OF STATUTORY NOTICE PERIOD AND RECOMMENDATION TO PROCEED.</b>	
<b>Report of the Cabinet Member for Education and the Cabinet Member for Children's Services</b>	
<b>Open Report</b>	
<b>Classification - For Decision</b> <b>Key Decision: YES</b>	
<b>Wards Affected:</b> Town, Sands End, Parsons Green and Walham	
<b>Accountable Executive Director:</b> Andrew Christie, Tri-Borough Executive Director for Children's Services	
<b>Report Author:</b> Ian Heggs, Tri-Borough Director of Schools Commissioning	<b>Contact Details:</b> Tel: 020 7645 6458 E-mail: <a href="mailto:ian.heggs@lbhf.gov.uk">ian.heggs@lbhf.gov.uk</a>

## 1. **EXECUTIVE SUMMARY**

- 1.1 On 16 July 2013 the Council began consultation on related proposals under the Education and Inspections Act 2006 for the discontinuance of Sullivan Primary School and the enlargement of New King's Primary School. Consultation on these related proposals took place from 16 July 2013 to 8 October 2013. A decision was taken to proceed with the proposals and a statutory notice was issued dated 21 October 2013 and the period for making representations in response to that notice ended on 11 December 2013. The purpose of this report is to inform Cabinet of the consultation responses and the representations made during the statutory notice period, to provide information about the legal process to be followed and to set out key factors which must be considered by Cabinet when making this decision and to make a recommendation to Cabinet.

## 2. **RECOMMENDATION**

- 2.1 That, following full consideration of all relevant matters, including in particular all of the consultation responses, all of the representations received during the statutory notice period, the factors set out in this report and the Equalities Impact Assessment, Cabinet agrees to implement the proposals for the discontinuance of Sullivan Primary School and the enlargement of New King's Primary School, subject to the following conditions being met by 1 August 2014: (1) planning permissions being granted for both the interim accommodation at the Sullivan site and the proposed extension and remodelling of the New King's Primary School buildings (see **Appendix G**); and (2) the making of any agreement under section 1 of the Academies Act 2010 for the establishment of a New King's Primary School as an academy; and authorises the Director of Schools Commissioning and Director of Law to undertake the necessary procedures to implement the proposals, including giving formal notification to the Department for Education.

2.2 These are related proposals so that either both or neither must be approved.

### 3. **REASON FOR DECISION**

3.1 For a number of years, to include the current school year, there have been surplus places at both Sullivan Primary School and New King's Primary School. The Council is therefore able to make proposals to discontinue Sullivan Primary School and enlarge New King's Primary School on this basis. The Council is obliged to follow a process prescribed by statute which includes consultation, a decision to proceed, publication of a statutory notice and complete proposals, further representations and then the decision to either agree or reject the related proposals.

### 4. **BACKGROUND**

4.1 On 8 July 2013 the Cabinet Member for Education gave authorisation to begin a consultation exercise on related proposals to discontinue Sullivan Primary School and enlarge New King's Primary School on the New King's Primary School site.

4.2 On 16 July 2013 a full consultation process then took place with all stakeholders including parents, governors, all staff at both schools, the local MP and ward members. The period of consultation ran for a period of 12 weeks and completed on 8 October 2013.

4.3 The Council then considered the consultation responses and a decision was made to issue a statutory notice dated 21 October (**Appendix N**) and complete proposals dated 30 October 2013 to proceed with the related proposals to discontinue Sullivan Primary School and enlarge New King's Primary School (**Appendices E and F**). Representations were received during the statutory notice period which ended on 11 December 2013.

### 5. **PROPOSALS**

#### **Primary pupil place planning and surplus places**

5.1 At New King's Primary School and at Sullivan Primary Schools, first and second parental preferences have historically been low compared with other schools in the borough as set out in **Appendix I**. The numbers in each year group in each school as of May 2013 and as set out in the original consultation proposal are set out below:

	PAN*	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
New King's Primary School	30	20	28	22	25	20	29	25
Sullivan	45	36	44	38	39	39	27	30
Capacity	75	-19	-3	-15	-11	-16	-19	-20

\*PAN - Published Admission Number

Closing Sullivan (currently 45 places a year) and enlarging New King's Primary School (currently 30 places a year) with a single two-form entry school providing 60 places a year in total would be in line with the Council's Schools of Choice policy, which aims to increase choice for parents by providing more outstanding, high-achieving and oversubscribed schools as well as rationalising provision where there are surplus places. It is noted that there is also capacity at Langford Primary School. However this school serves the need for primary places to the east of Wandsworth Bridge Road where there are no other primary schools nearby. New King's Primary School and Sullivan are located nearby to each other

and the table above shows that there is insufficient demand for two separate primary schools providing 75 places between them. Most pupils attending the schools live nearby to both schools and would easily be able to access the enlarged school on the New King's Primary School site.

### **Updated capacity data at both schools**

- 5.2 Since the data above was published in July, further information has been collated from both schools and the information below is for each year group at Sullivan and New King's Primary School as of October 2013 and is shown below:

	PAN*	Reception	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
New King's Primary School	30	23	21	27	24	25	22	30
Sullivan	45	45	39	42	36	40	39	31
Capacity	75	-7	-15	-6	-15	-15	-14	-14

\*PAN - Published Admission Number

This information provided by the schools shows that there continues to be a significant number of spare places in almost every year group in both schools. Neither school has a waiting list for any of its classes. The reception class at Sullivan Primary School is now full, but it is noted that, of the 45 places available, only 32 were offered in response to on-time applications, which is broadly in line with previous years, and that the remaining 13 were offered to late applicants (10 new arrivals, who had not made an on-time preference; 3 as a result of a further preference being made, having not been offered any of their original on-time preferences).

In its response to the consultation, which is attached in full to **Appendix C**, and in its representation, which is attached in full to **Appendix D**, Sullivan Primary School has predicted that its school roll will increase in the future, but the school has not produced the evidence to show that there will be a change in the long-standing pattern of under-subscription at reception (with the exception of 2013 referred to above), nor that empty places in other classes across the school will fill. The school's nursery class is full and has a waiting list, but the nursery is subject to a separate admissions policy and therefore it is incorrect to predict that nursery children will automatically fill the reception class.

### **Population projections**

- 5.3 Since the consultation began, the Council has updated its school place planning projections, which were submitted to the Department for Education (DfE) in October 2013. The DfE requires the Council to submit projections up to 2017-18, which it has done, but in addition, the Council has also used the GLA population projections in order to project demand for school places over the next ten years. In **Appendix B**, these projections are then matched against current spare capacity in primary schools, and any new or expanded provision that has come or will come onstream. This shows that due to the expansion of popular schools, such as Holy Cross and St. John's and the opening of new schools, such as the West London Primary Free School, there is sufficient capacity in the borough to meet current and future demand. On this basis, if the Council reduces the number of reception places on offer by 15 a year from September 2015 at the enlarged New King's Primary School, there will not be a shortage of primary school places in the borough.

It should also be noted that when looking at spare capacity alone in the primary sector in the current academic year 2013-14, there are 955 spare primary places in Hammersmith

and Fulham (see **Appendix O**). Of the 955 spare places, 166 are in the north of the borough, 289 are in the centre and 500 of them are in the south of the borough. It is likely that this imbalance of spare primary places, heavily weighted towards the south of the borough, will continue in future years. These ongoing spare primary places in the south of the borough will cater for any additional demand that might arise from new developments, such as South Riverside in Fulham. According to data submitted in October 2013, Langford Primary School, located near the South Riverside residential development, had 110 unfilled places.

## **6. ISSUES RELATING TO THE PROPOSALS**

### **An improved educational offer for children in Fulham**

#### **New King's Primary School**

- 6.1 As part of its vision to become an outstanding and oversubscribed school, New King's Primary School has recently approached the Council setting out its proposals to convert to academy status working with Thomas's London Day Schools, a local independent school trust with a strong reputation. New King's Primary School is judged by Ofsted in its most recent inspection of the school in December 2012 to be 'Good' with some outstanding features, and its published results are above the national average. It is reasonable to predict that the academy conversion application would be approved by the Department for Education (DfE), as it currently meets the criteria set out in the DfE guidance. The Council fully supports New King's Primary School aim, but firstly wishes to rationalise provision where there is spare capacity, and invest in the school building in order to provide state-of-the-art facilities for teaching and learning through a major refurbishment programme. The governing body at New King's Primary School agreed to delay its consultation on academy conversion until the Council had consulted on the expansion of New King's Primary School and the closure of Sullivan, but intends to consult on this proposal shortly after the Council has made its decision. If the closure of Sullivan and enlargement of New King's Primary School were approved, then the Council would support New King's Primary School with its academy conversion proposal working closely with Thomas's

The proposal to enlarge New King's and to discontinue Sullivan, and thus the capital investment in the New King's buildings, would be conditional on an agreement being made by 1 August 2014 for New King's Primary School to be established as an academy.

In its joint representation with Thomas's London Day Schools, which is attached to **Appendix D**, New King's Primary School has set out in detail their joint plans for conversion of the enlarged two-form entry school into the proposed Parsons Green Academy on the New King's Primary School site. Changes would include a broadening of the curriculum, introducing a particular focus on science and music, with new specialist classrooms and specialist teaching, including an art studio, music room, computing suite and a junior science laboratory linked to an outdoor classroom and greenhouse, as well as a multi-sensory room. The intention would be to install two lifts, thus making the school fully accessible for children with a range of disabilities. The redesigned outside areas would receive significant investment to ensure that pupils retain the opportunity to bring their learning outside. The Council is prepared to fund these capital works in order to deliver this fully inclusive curriculum vision at the enlarged two-form entry New King's Primary School, which is likely to be popular with parents and would significantly improve the educational offer for children in Fulham. All of these elements would be included in the capital contribution to the New King's Primary School building scheme.

#### **Sullivan Primary School**

- 6.2 Sullivan Primary School has put forward an alternative proposal to convert to academy status and join the London Diocesan Board of Schools (LDBS) Academy Trust. Sullivan is judged by Ofsted in its most recent inspection of the school in May 2010 to be 'Good' with some outstanding features and its published results are above the national average, so again it is reasonable to predict that the academy conversion application would be approved by the Department for Education, as it meets the criteria set out in the guidance. The Cabinet Member for Children's Services and the Director of Schools Commissioning met with the school and a representative from the LDBS Academy Trust to hear more about their proposal. More details about Sullivan's proposal are included in its representation, which is attached to **Appendix D**. The LDBS offer, as set out in Sullivan's representation, appears to be more limited than that offered by Thomas's working as a partner with New King's Primary School, in terms of its impact on the breadth of the curriculum and on standards. There is a lack of overall detail in Sullivan's representation about the improved educational offer for children that would result from academy conversion with the LDBS.

As part of its plans, Sullivan also proposes expanding to two forms of entry, but it is unclear from their proposal how the academy conversion in itself would enable Sullivan Primary School to become more popular with parents than it is now. It is noted that, unlike New King's Primary School which plans to convert after its enlargement to a two-form entry school, Sullivan is proposing to convert to academy status as a one and a half form entry school. Sullivan has now completed its consultation process on academy conversion and has passed a resolution to proceed with a formal application to DfE at a governing body meeting in November 2013. It is our understanding that the Secretary of State for Education should give consideration to any proposal currently being consulted on, such as closure, before making a decision on academy conversion.

### **Costs savings**

- 6.3 By creating a single school on a single site, it is estimated that reductions in running costs of approximately £400,000 per annum (see **Appendix J**) could be achieved from the combined budgets of both schools, which would be reinvested directly in additional teaching and learning, providing more teachers, including more specialist teachers and the opportunity for smaller class sizes. Standards are already above national averages at both schools, but it is expected that the enhanced curriculum opportunities set out above will improve standards further for children from both schools.

### **Opportunities for capital investment in school buildings**

#### **Condition surveys of existing school buildings**

- 6.4 As part of an ongoing programme, condition surveys were undertaken by the Council's consultants, EC Harris, for Sullivan Primary School in December 2011 and New King's Primary School in December 2012.

The Sullivan Primary School survey recommended a new roof and a programme of window replacement. Together with other works, this was costed at £1.165m. In September 2013, the school's independent survey, conducted by EJ Hawkins, noted that a large part of the roof had by then been replaced, but the window replacement had not been carried out. The report stated that the school building is not reaching the end of its current life and estimated that £750,000 was required over 10 years to maintain its current standard, with a further £570,000 required for window replacement and other works. The Council's consultant, EC Harris, carried out a second inspection of the school in September 2013 at which time roof works were in progress in some areas. The report costed the works required over a 5 year period at £912,700 including £350,000 for roof replacement.

The New King's Primary School survey identified condition works costed at £1.699m over a 5-year period. None was classified as requiring immediate attention, and the highest element, in terms of cost, accounted for £1.277m but was the lowest priority, programmed for Year 5. This mainly related to external structural work, such as roof works.

### **Investment proposals**

- 6.5 Both schools are roughly the same size in terms of floorspace, but the traditional Victorian construction of New King's Primary School (as well as its architectural status) compared with the 1950s construction of Sullivan Primary School supports the view that a far longer lifespan would be achieved by investment in the New King's Primary School building.

Victorian school buildings, whilst 100 years old, provide large, airy classrooms with good natural light and flexible space. Their main structure, walls, floors and roofs are usually still sound, and their services are relatively simple to maintain. If kept in good repair, as New King's Primary School has been, they will continue to be viable and economic school buildings for many years. New additions can supplement these buildings with high quality design and efficient services.

The Council proposes to invest £3.8m in the full refurbishment of the enlarged New King's Primary School buildings, to create a two-form entry school equipped with the latest teaching facilities. It would be expected that some of the costs identified in the condition survey of New King's Primary School would be included in this investment, particularly internal works. The longer term works identified in the existing condition survey, such as repairs to the roof, are additional to this investment.

An initial feasibility study has now been carried out and extracts from the architect's visuals, including plans for a new specialist science centre at the rear of the site, are attached in **Appendix G**. The specification for the feasibility study takes account of the fact that some year groups will have up to 75 pupils in them and will therefore require three main teaching classrooms per year group. This would include all the space currently occupied by the independent Parayhouse School, which has a lease of much of the top floor, expiring in 2016. Parayhouse School has indicated that it is keen to relocate to more suitable accommodation. Planning permission would be required for these works, both at the New King's Primary School site and for the interim accommodation at the Sullivan site.

Sullivan Primary School was built in the 1950s to a design typical of the era, with an intended lifespan of a minimum of 50 years. The buildings are single or two storey in height. The Council's surveyors have confirmed that building a new two-form entry school would cost approximately £6m, plus demolition, site clearance and phased on-site decanting costs which would be likely to add £500,000 to the cost.

Sullivan Primary School commissioned a separate report by its independent surveyor, which sets out the estimated costs of converting the existing school buildings to a two-form entry school. There were two options, costed at £780,000 and £1m respectively, but this would retain the existing buildings. The surveyor also advised that the cost of accommodating New King's Primary School on a temporary basis on the Sullivan site whilst New King's Primary School is refurbished, would cost approximately £422,000 (**see Appendix D**). This is not dissimilar to the sum the Council has already calculated for temporary accommodation on the site.

It is the Council's view that were Sullivan Primary School to be retained and extended, the buildings are more likely to require replacement at an earlier date than the New King's Primary School buildings. This has been confirmed by the Council's surveyors. A new two-



form entry school on the Sullivan site would cost at least £6m at current estimates, plus demolition, site clearance, and phased on-site decanting costs which would be likely to add £500,000 to the cost, making a total of £6.5m. Therefore a stronger case exists for the refurbishment and improvement of New King's Primary School at a cost of approximately £3.8m, plus re-location and temporary decanting costs, totalling £4.4m (see paragraph below), which would provide better value for money overall.

### **Future use of the Sullivan site**

- 6.6 There has been a well publicised debate about whether the Sullivan site or the New King's Primary School site could be used for the proposed Fulham Boys' School, a secondary Church of England Free School.

The current proposals must be considered on their merits in relation to primary schooling including the various factors referred to below. The alternative use of land or buildings that may be vacated in the event of a particular option being adopted is not a matter which can be a reason for adopting, or not adopting, the recommended proposals.

## **7. NEXT STEPS**

- 7.1 It is proposed that with effect from 1 September 2014 New King's Primary School will be permanently enlarged to accommodate pupils of New King's Primary School and Sullivan Primary Schools. Sullivan Primary School will be discontinued from the same date.

- 7.2 The enlargement of New King's Primary School would take place in two phases:

1. For the academic year 2014/2015 New King's Primary School would operate from the existing site at Sullivan Primary School, which would have been discontinued. However the admissions criteria for each school would remain the same for the September 2014 intake and therefore up to 75 children may be admitted to reception. The published admissions number for Sullivan Primary School is 45 pupils and for New King's Primary School it is 30 pupils.
2. During the academic year 2014/2015 the Council will undertake a programme of refurbishment and enlargement of the existing New King's Primary School. In September 2015 New King's Primary School will return to its existing site with the permanent proposed capacity of 420 pupils or 60 per year group. All current pupils on roll at both schools will be accommodated at the new school. The Sullivan Primary School site will be vacated by September 2015, or as soon as possible thereafter.

## **8. CONSULTATION PROCESS AND ANALYSIS**

- 8.1 Following the Cabinet Member decision on 8 July 2013, a consultation process began. The consultation process ran for a period of 12 weeks, from 16 July to 8 October 2013, and comprised the following activities:

- Stakeholder feedback survey
- Consultation leaflet with response form, plus online consultation on the LBHF website
- Public meetings for parents and stakeholders at both schools
- Meetings for staff at both schools
- Public viewing of consultation responses on 26 and 27 November

- 8.2 As at 10 October 2013, the response to the consultation was:

1,367 Agree with the proposal

## 2.226 Disagree with the proposal

75 Don't know

13 N/A (unticked)

8.3 Broken down in more detail, the responses were:

<b>Disagree</b>	Sulivan	New Kings	Other	Total
Parents	854	27	155	1036
Staff/stakeholders	123	5	116	244
Pupils	101			101
Other	615	13	217	845
<b>Total</b>	<b>1693</b>	<b>45</b>	<b>488</b>	<b>2226</b>

<b>Agree</b>	Sulivan	New Kings	Other	Total
Parents	23	37	1047	1107
Staff/stakeholders	1	20	30	51
Other	2		207	209
<b>Total</b>	<b>26</b>	<b>57</b>	<b>1284</b>	<b>1367</b>

8.4 The vast majority of responses, where a postcode was given, were from people living in the borough, or nearby. Only 127 responses were from postcodes from further afield. A large number of responses, 854, were received against the proposal from parents at Sulivan Primary School, in excess of the numbers of parents with children attending the school and from others 'associated' with the school (615) who were neither parents or staff. 101 responses were received from pupils associated with Sulivan Primary School. Large numbers of responses were completed by people who were not local parents or staff; 284 in favour of the proposal and 869 against. 244 staff, governors and other school stakeholders were against the proposal compared to 51 in favour.

There were 80 responses from one single "Three" mobile IP address, all anonymous and all definitely disagreeing with the proposals. It is possible that this resulted from large groups of people meeting together and submitting their responses, one after the other, on one mobile device, but the lack of identifying data makes this group of responses worth noting.

The largest response in favour of the proposal (1047) was from parents not associated with either school. The favourable responses are largely from those associating themselves with the proposed Fulham Boys' Free School. As stated above, the proposed creation of the free school is not a matter which should be taken into account in determining the proposals. Local residents who are not supporters of the free school, not defining themselves as parents of boys at local CE primaries keen to see a CE boys' secondary, are almost without exception against the loss of Sulivan Primary and concerned about the potential impact on the local area.

8.5 Sulivan Primary School representatives also delivered two petitions. One – 'Save our Sulivan' – has 1,440 signatories. The phraseology used on the sheets is about the council proposing to close the school and asks: 'Please sign our petition to help save our school'. The cover states: 'We are presenting this as part of the consultation procedure'. Of these, 376 (26 %) of the postcodes supplied were a considerable distance outside the borough or

supplied no address. 970 of the signatories live in the borough. The remainder, 103, live in areas just outside the borough.

- 8.6 The other is an online '38 degrees' petition, which asks signatories to 'please help stop the proposal to close Sullivan Primary School' and claims 2,168 signatures. Of these, 1,089 (50.2%) of the postcodes supplied were a considerable distance outside the borough. 686 were within the borough and 393 were postcodes in neighbouring areas.

Sullivan representatives also delivered 3 copies of their formal response, each with four appendices (condition surveys and cost estimates), plus two photo books.

The several letters, emails and submissions received have not been counted in the totals above.

- 8.7 Representations disagreeing with the proposal have been received from: PRARA (Residents' Association for Peterborough Road and other roads around South Park), HDRA (Hurlingham District Residents Association), The Fulham Society, City Events Ltd. the Polo in the Park organisers, H&F Liberal Democrats, The Executive Board of the Fulham College Academy Trust and the NUT. Several different submissions came from Hurlingham and Chelsea School – from Stephen Greenhalgh as Chair of Governors and in a personal capacity, from Phil Cross as Head, plus another from the staff body, with 59 signatories 'formally objecting' to the proposal.

Favourable submissions (agreeing with the proposal) have been received from: the Chair and Head of New King's Primary School and Greg Hands MP.

A full analysis is shown in **Appendix C**.

## **9. REPRESENTATIONS FOLLOWING STATUTORY NOTICE PERIOD, COMPLETE PROPOSALS AND ANALYSIS OF RESPONSES**

- 9.1 Statutory notices were published dated 21 October 2013, starting a six-week representation period - giving an opportunity for individuals and organisations to express their objections to as well as support for the proposals.
- 9.2 The complete proposals were published on 30 October 2013 and the six-week period for representations ended on 11 December 2013. The notices were published widely, as legally required, and the period for representations and public viewing sessions for the original consultation responses were publicised on the website, in residents' e-newsletter mailings and by press releases.
- 9.3 The majority of the representations received by the close of the statutory notice period of 11 December 2013 were opposed to the proposal. Nine representations from organisations were received objecting to the proposal, plus a further 100 from individuals and a letter signed by 10 LBHF headteachers and a 'Stop the closure of Sullivan Primary' petition with 969 signatures. A representation supporting the proposal was made by New King's Primary School; a further three were received supporting the proposal, two from individuals, and one from the Chairman of the West London Free School Academy Trust. The proposers of Fulham Boys School (FBS) made a strictly neutral representation. Letters supporting FBS but not commenting on the closure and enlargement proposals were received from 37 businesses, individuals, educators and faith groups, including a letter signed by 68 members of a Fulham church congregation.

There was considerable correspondence in this period between organisations and individuals and the council (Members and officers). For the purpose of this analysis, the

figures quoted refer to the number of people making specific representations rather than their several items of correspondence.

A full analysis is shown in **Appendix D**.

## **10. OPTIONS AND ANALYSIS OF OPTIONS**

10.1 The Council can decide to:

- (a) reject the proposals;
- (b) approve the proposals;

In this case any approval should be conditional on:-

- planning permissions being granted for both the interim accommodation at the Sullivan site and the proposed extension and remodelling of the New King's Primary School buildings by 1 August 2014; and
  - the making of any agreement under section 1 of the Academies Act 2010 by 1 August 2014 for the establishment of New King's Primary School as an academy
- (c) approve the proposals with a modification or modifications after further consultation as appropriate, including with Sullivan Primary School and New King's Primary School.

The proposals are related and should either be approved together or rejected together (whether with a modification or not).

The recommended option is to approve the proposal to enlarge New King's Primary School and discontinue Sullivan Primary School. The principal advantages and disadvantages of this option (referred to as option A), are now compared with those of rejecting the proposals and maintaining the status quo (referred to as option B).

### **Option A: Discontinue Sullivan Primary School and Enlarge New King's Primary School (recommended)**

Pros

- Provides the required two forms of entry
- Enhanced educational vision set out by New King's Primary School will be delivered, providing a broadened curriculum offer but with additional facilities for more specialist teaching
- School buildings offer scope for alterations and enlargement
- Capital investment in the region of £3.8m (plus decanting and temporary accommodation) is considerably less than the likely cost of re-building Sullivan Primary School.
- The existing buildings are considered capable of extended life following refurbishment and investment

Cons

- New King's Primary School is a smaller site than the Sullivan Primary School site.
- There is no scope for further expansion in future on the New King's Primary School site. However any need for additional places in the area could, if necessary, be met locally by reason of spare places being available elsewhere locally.

### **Option B: Maintain two separate schools and retain the status quo**

## Pros

- Would allow expansion on both sites for future additional places

## Cons

- Does not address the ongoing issue of spare places in these two primary schools
- Does not provide the economies of scale that would enable the delivery of an improved educational offer
- Significant ongoing maintenance requirements for both school buildings

## 11. **FURTHER RELEVANT FACTORS UNDER STATUTORY GUIDANCE**

### **System shaped by parents**

- 11.1 Parental preference has resulted in both schools having shortages of places. Accordingly these proposals are not a case, of schools expanding/closing because one is significantly more popular than the other. It is believed the changes proposed to the educational offer by New King's Primary School at the enlarged two-form entry school will help create a popular and oversubscribed school.

### **Standards**

- 11.2 Currently, both schools perform well and the percentage of pupils achieving National Curriculum Level 4+ in reading, writing and maths in 2013 was 84% at New King's Primary School and 83% at Sullivan (national average – 79%). The most recent Ofsted reports for both schools show that groups of pupils, including those with special educational needs, those eligible for the pupil premium and those from minority ethnic backgrounds, perform well. It is believed that the proposed improvements to the educational offer at the enlarged New King's Primary School as set out in **Appendix D**, enabled through the economies of scale achieved by moving from two schools to one, including the recruitment of specialist intervention teachers, will contribute to raising local standards of provision and continue to reduce attainment gaps for these groups of pupils.

### **Diversity and SEN**

- 11.3 Currently both schools provide SEN inclusive provision which contributes to the LBHF mainstream local offer for children with high incidence lower levels of SEN and/or for parents of children with a statement of SEN whose preference is for education in mainstream.

SEN provision in the planned New King's Primary School will enhance the offer of a range of provision to meet the needs of individual children and takes full account of educational considerations to ensure a broad and balanced curriculum within a learning environment in which children can be healthy and safe. There would be no displacement of any pupil with SENs.

The plans for development of New King's Primary School include provision for replication and/or enhancement of existing acoustic treatment, which improves the acoustic environment for children with hearing impairment and for those children with speech, language and communication needs for whom listening and comprehension can be a challenge.

The school environment will be organised in such a way as to maximise the engagement of children with autism in education and the life of the school on both the temporary Sullivan

and the final New King's Primary School School sites through clear visual cues for different areas of the school reflecting the specific use of, for example, classrooms, dining hall, library. Provision will include workstations for those students for whom reduced sensory overload is a preferred environment for learning. Additionally, wherever possible consideration will be given to provision of sufficient circulation space to avoid congestion and over-crowding during break and/or unstructured periods.

The proposed changes support the Council's strategy for making schools and settings more accessible to disabled children and young people and promote equality of opportunity for children through the planned addition on the New King's Primary School site and accessible toilets, which will enable the mainstream SEN provision to meet the needs of children with physical disabilities in an environment that is safe.

The plans proposed by New King's Primary School include provision of access to three specialist teachers to deliver interventions to support children with learning difficulties both on the temporary and final school sites, will provide support and advice so that pupils can have the fullest possible opportunities to make progress in their learning and participate in their school and community.

The expansion of New King's Primary School and the planned enhancement of the arrangements and provision for children with SEN through the above measures are expected to lead to improvements in the standard and quality of provision for children with SEN, which is the SEN Improvement Test that Local Authorities must demonstrate to parents, the local community and decision-makers.

It is expected that enhancements to the expanded New Kings School will ensure the basis for a strong offer for children with SEN within the local community.

The proposed temporary school provision on the Sullivan site will provide at least as good provision as children with SEN currently experience. The temporary site will be adapted to ensure that the provision for children with hearing impairment of an acoustic environment, currently provided in New King's Primary School is replicated to ensure provision meets the needs of these pupils. This represents an improvement for children at Sullivan Primary School.

It is recognised that children with SEN and those with autism, in particular, find change challenging and that this can impact on educational progress. Consideration has been given to the best way of mitigating potential negative impact through planned teaching assistant support for familiarisation through visits, sharing of photos of the new environment, providing clear timetables of planned dates and times for move-related activity. It is expected that these steps will support continuity of educational progress.

### **Every Child Matters**

- 11.4 The proposals will not have an adverse effect on every child's ability to achieve their potential in line with the principles of the former government policy 'Every Child Matters' which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic wellbeing. It is believed that the improved educational offer at the enlarged New King's Primary School should enhance delivery of these aims.

### **Provision for Displaced Pupils**

- 11.5 There will be no displacement, as every pupil at Sullivan will be guaranteed a place at the enlarged New King's Primary School and the proposed admissions arrangements from

September 2015, subject to consultation in spring 2014, will give priority, as they do now, at both schools to children with a Statement of Special Educational Needs and to looked-after children siblings of current pupils would then receive priority followed by an inclusive community intake prioritising those children living closest to the point halfway, by road, between New King's Primary School and Sullivan. This would ensure equal access for both current school communities. This addresses the concern raised during the consultation by the Imam of Al-Muntada School Trust. Any changes to this admissions policy would be subject to consultation by the governing body.

From September 2015, the Governing Body of the enlarged New King's Primary School will decide the mix of full and part-time places in the combined nursery classes, but the current proposed number of full-time equivalent nursery places on offer at the enlarged New King's Primary School will be 60, which is in line with the proposed reception intake of 60 pupils from September 2015.

### **Surplus places**

- 11.6 These proposals would have the effect of reducing surplus places and help ensure that education is provided as cost-effectively as possible taking account of the aims of raising standards and respecting parental choice.

### **Early Years Provision**

- 11.7 From September 2015, the Governing Body of the enlarged New King's Primary School will decide the mix of full and part-time places in the combined nursery classes, but the current proposed number of full-time equivalent nursery places on offer at the enlarged New King's Primary School will be 60, which is in line with the proposed reception intake of 60 pupils from September 2015. This figure of 60 full-time equivalent nursery places is broadly in line with the current combined total number of nursery places at both schools. The proposed early years provision at the enlarged school will maintain the standard of educational provision and flexibility of access for parents.

Through its Children's Centre spoke and its nursery provision, New King's already offers integrated pre-school education with childcare services. The enlarged New King's School will maintain this offer for children and parents, but it will be delivered from the temporary Sullivan site from September 2014 for one year.

### **Equal Opportunities Issues**

- 11.8 These are dealt with in the relevant Equality Implications section and in the section on Diversity and SEN. It is believed that the proposals should increase educational opportunities for disadvantaged groups by providing education of better equality for all, and that there will be increased provision specifically for children with SEN.

### **Funding and land**

- 11.9 The capital funding for the proposed works is confirmed, as set in the relevant section of this report.

### **Impact on the community**

- 11.10 Both schools provide a range of extended services, which will continue as they do now, both at the interim and at the permanent sites. New King's Primary School is also a Children's Centre spoke and the services offered to the local community will continue to be offered as they are now, but will be delivered from the temporary Sullivan site from September 2014.

### **Community Cohesion and Race Equality**

11.11 The ethnic profile of both schools' pupils is similar and it is expected that the communities the two schools serve will not face any adverse impact as a result of the proposal and that their needs will be served by the enlarged New King's Primary School. The views of different sections of the community as expressed during the consultation about the proposal have also been fully considered and are referred to in **Appendix H**, which also sets out the race equality factors that have been considered. It is not expected that there will be a negative impact on community cohesion or on pupils by virtue of their race.

### **Travel and accessibility for all**

11.12 The two schools are sited close by to each other and as most pupils live locally, it is not expected that there would be an increase in travel times to the enlarged New King's Primary School. All pupils currently entitled to home-school travel assistance, for example the two pupils at Sullivan with a physical disability, who have met the Council's published eligibility criteria would continue to receive the same travel support as they do now.

## **12. EQUALITY IMPLICATIONS**

12.1 The Equality Impact Assessment published in July 2013 has been updated and is contained in **Appendix H**. It sets out in detail what the likely impact of the proposals will be on those groups of pupils with protected characteristics and steps which will be taken to mitigate against them.

12.2 The Equality Impact Assessment has been undertaken as part of the Council's duty under section 149 of the Equality Act 2010 to have due regard to the need to -

- (a) eliminate unlawful discrimination
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it

12.3 As such the Council must have due regard to equality implications of the related proposals in reaching a decision.

*Implications verified by Carly Fry, Opportunities Manager, LBH&F, Telephone 0208 753 3430,*

## **13. PLANNING IMPLICATIONS**

13.1 The Sullivan Primary School buildings date from the 1950's and comprise part single and part two storey, concrete clad with aluminium windows and doors and are set within fairly spacious grounds of approx 1.06 ha. The New King's Primary School is a three storey (with half levels), late Victorian Board School set on a site of approx 0.37ha. The main building is constructed from yellow and red brick with timber casement windows and keystone details and presents a significant elevation to Kings Road.

13.2 Typical planning considerations for proposals to develop on either site would be those relating to impact on adjoining occupiers/land uses, design, impact on trees, contaminated land, flood risk, sustainability, highways and travel, air pollution, noise and vibration.

13.3 At the existing Sullivan Primary School site there is greater potential for a more comprehensive redevelopment of the existing buildings, for re-use and extension of the existing buildings and for the erection of temporary structures. There are a number of significant trees along the boundary and within the Sullivan Primary School site which would need to be subject of a tree survey, the site is also in a high flood risk zone, and any proposals for more pupils on the site would need to be subject to a revised travel plan.



Proposals for the interim use of this site from September 2014 for additional temporary accommodation would require the submission of a planning application and this is likely to take a period of 2-3 months to determine.

- 13.4 At New Kings Primary School there is probably scope at the rear of the building for ground floor extensions and some new build to the rear of the main building. The main planning considerations are likely to be the impact of any new build on the amenities (including light and outlook) of adjoining residential properties, the design, appearance and location of any new build in relation to the main retained Victorian Board School building, any potential loss of school play ground, highway and travel considerations with an increased school roll and the site being within a high flood risk zone.
- 13.5 Any proposals to develop additional floorspace at New King's Primary School would require the submission of a planning application. Proposals would need to be developed in conjunction with planning officers through the pre-application advice process. A period of 4-6 months would need to be programmed for the pre-application and planning application process and therefore in order to allow for a 12 month build programme, the pre-application advice process would need to commence as soon as possible in February 2014 which would allow for pre-application negotiations and a 3 month planning application process starting in April with an estimated decision in Summer 2014.

*Implications verified by: Christina Parker, Principal Planner (Projects) Tel: 020 8753 3503.*

#### **14. FINANCIAL AND REVENUE IMPLICATIONS**

- 14.1 The financial implications of the proposals can be broken down into two parts: capital implications and revenue Implications. These are set out below:

##### **Capital implications**

- 14.2 Both school sites are owned by the Council. Implementing the recommended decision would require extensive building works and enabling works, to accommodate a 2-form school on the New Kings site, the implications of which are set out below.
- Alterations and extension of New King's Primary School currently costed at approximately £3.8m.
  - Decant provision currently estimated at approximately £0.5m
  - Alteration of alternative premises in Fulham to create space for Parayhouse School currently costed at £100,000, inclusive of irrecoverable VAT.
  - No further condition survey works or other capital investment in the Sullivan Primary School buildings.

All of the above costs will be funded from the Council's Basic Need and Maintenance grant provision, which has a current balance of £10.245m. Allocating £4.4m (the sum of the above costs) for works and decants would leave a revised balance of £5.845m.

##### **Revenue implications**

- 14.3 The revenue cost of running schools are funded from within the Dedicated Schools Grant which is received and generally distributed on a per pupil basis. As such a 2-form entry school of 60 pupils per year would receive similar funding to two schools running under capacity as New Kings and Sullivan generally are at present. Merging the schools on a single site would
- Saved costs of schools carrying vacant places.

- Saved costs of maintaining the Sullivan site.
- Improved buildings at New King's Primary School leading to lower running costs.
- Reduced staff costs.

14.4 It is estimated that DSG savings of approximately £400,000 per annum could be achieved, which would be available for reinvestment in teaching and support staff, providing more learning resources and the opportunity for smaller class sizes. See Appendix J.

*Implications verified/completed by: Dave McNamara, Director of Finance and Resources (Children's Services), tel: 020 8753 3404.*

## **15. HUMAN RESOURCES IMPLICATIONS**

15.1 A proposed new staffing structure for the enlarged New King's Primary School will be sent out to all staff at both schools for consultation and staff at Sullivan Primary School will be given every opportunity to seek redeployment at New King's Primary School Primary School, as stated by New King's Primary School in their representation in **Appendix D**. Many of them, both teaching and non-teaching staff, will be able to take up posts at New King's Primary School should they wish to do so, thereby providing continuity for pupils at both schools.

*Implications verified by: Andy Inett, Bi-borough HR Manager, Schools Team, tel: 0208 753 1555*

## **16. RISK MANAGEMENT**

16.1 A number of actions will be taken to minimise the risks associated with the recommendation. They include but are not limited to:

- Planning risk as identified in the relevant section above
- Staffing, pupil and parent and educational and communications risk.
- Information risk, such as records transfer to the new school.
- Procedural matters, including legal challenge.
- Optimum timing to enable the most efficient route to achieving recommendation 1.
- Phasing of re-locations.
- Planning permission and other approvals and responding to any objections or clarifications such as they may arise.
- Procurement and successful selection and award of building contracts and their project management.

A Risk Register will be compiled and maintained as part of the works programme and will form part of the departments existing risk management framework.

*Implications verified/completed by: Michael Sloniowski, Bi-Borough Risk Manager, Telephone 0208 753 2587.*

## **17. PROCUREMENT AND IT STRATEGY IMPLICATIONS**

17.1 Should the proposals be approved, the building works required to deliver an enlarged school on the New Kings site are reported to be approximately £3.8m plus decanting and re-location costs. This value is below the current threshold of £4,322,012 for works contained in the Public Contracts Regulations 2006 (EU Procedure) which would necessitate a mandatory OJEU contract notice and fully regulated competition, but should nonetheless still be procured in accordance with the Council's Contracts Standing Orders to help demonstrate value for money. If the current estimate of £3.8m is subsequently revised

upwards over £4m, it may become prudent for officers to consider placing an OJEU notice to ensure statutory compliance and avoid any potential future delay to the works completion.

- 17.2 Should the proposals be approved, consideration will be given to whether the value of the works is such that their procurement should be subject to a mandatory OJEU contract notice and regulated competition in accordance with EU derived obligations. In case of doubt it may be prudent for officers to place an OJEU notice to ensure statutory compliance and avoid any potential future delay to the works' completion. Whether or not the EU procedures are required, the works must be procured in accordance with the Council's Contracts Standing Orders to help demonstrate value for money.

*Implications verified/completed by: Francis Murphy, Principal Procurement Consultant, Telephone 0208 753 2211*

## **18. LEGAL IMPLICATIONS**

- 18.1 The current proposals to discontinue Sullivan Primary School and enlarge New King's Primary School are governed by the detailed procedural requirements of the Education and Inspections Act 2006, regulations under that Act, and two sets of statutory guidance from the Secretary of State (one in relation to the proposed closure, the other in relation to the proposed enlargement, which are at **Appendices L and M**).
- 18.2 In summary, the procedural steps are:-
- (1) consultation before the issuance of a statutory notice of the proposals;
  - (2) the issuance of the statutory notice of the proposals
  - (3) representation period in response to the statutory notice
  - (4) Council decision.
- 18.3 In reaching a decision, members must take into account relevant factors. The two sets of statutory guidance set out many of the factors which are to be taken account. These, along with other relevant matters, are referred to in this report.
- 18.4 Members must also take into account the outcome of pre-notice consultation and representations made in response to the statutory notice.
- 18.5 Deputations are expected at the Cabinet meeting and the views expressed by the deputations must also be taken into account.
- 18.6 The Council must also abide by the public sector equality duty, which is explained in this report.
- 18.7 The options open to the Council are to:-
- (a) reject the proposals;
  - (b) approve the proposals;

In this case any approval should be conditional on:-

- planning permissions being granted for both the interim accommodation at the Sullivan site and the proposed extension and remodelling of the New King's Primary School buildings by 1 August 2014; and
  - the making of any agreement under section 1 of the Academies Act 2010 by 1 August 2014 for the establishment of New King's Primary School as an academy
- (c) approve the proposals with a modification or modifications after further consultation as appropriate, including with Sullivan Primary School and New King's Primary School.

No modification is proposed or recommended by officers.

- 18.8 The proposals to discontinue Sullivan Primary School and enlarge New King's Primary School are related and should either be approved together or rejected together (whether with a modification or not).
- 18.9 Certain stakeholders have the right to refer Cabinet's decision to the Schools Adjudicator, an independent decision maker who will consider the proposals afresh in the event of such a reference.

*Implications verified/completed by: Joyce Golder, Principal Solicitor, Tel: 0207 361 2181*

**Andrew Christie**  
**Tri-Borough Strategic Executive Director of Children's Services**

## LIST OF APPENDICES:

- A. Other implications (see separate schedule)
- B. Pupil Place Planning projections – 2014-24
- C. Summary of responses to consultation, October 2013
- D. Summary of representations received
- E. Complete Proposal for the Enlargement of New King’s Primary School.
- F. Complete Proposal for the Discontinuance of Sullivan Primary School.
- G. Extract from architects’ visuals for proposed New King’s Primary School extension and re-modelling
- H. Equality Impact Assessment
- I. First and Second School Preferences
- J. Revenue savings model
- K. Timeline for capital works
- L. DfE guidance: Closing a Maintained Mainstream School
- M. DfE guidance: Expanding a Maintained Mainstream School
- N. Statutory Notice
- O. Spare capacity in primary schools in Hammersmith and Fulham

### LOCAL GOVERNMENT ACT 2000 LIST OF BACKGROUND PAPERS USED IN PREPARING THIS REPORT

No.	Description of Background Papers	Name/Ext of holder of file/copy	Department/ Location
1	Cabinet Member Decision 8 <sup>th</sup> July 2013		
2	Cabinet Members’ Decision 17 <sup>th</sup> October 2013		

*[Note: Please list only those that are not already in the public domain, i.e. you do not need to include Government publications, previous public reports etc.] Do not list exempt documents. Background Papers must be retained for public inspection for four years after the date of the meeting.*

**Contact officer(s): Ian Heggs, Tri-Borough Director of Schools Commissioning, email: [Ian.Heggs@lbhf.gov.uk](mailto:Ian.Heggs@lbhf.gov.uk), Tel: 020 8753 2880.**

**Other Implications**

1. Business Plan – this proposal will be included in the School Organisation and Investment Strategy 2014-15
2. Risk Management – The risks outlined above will be identified in subsequent reports
3. Health and Wellbeing, including Health and Safety Implications - none
4. Crime and Disorder - none
5. Staffing - staffing issues will be addressed in a subsequent report
6. Human Rights - none
7. Impact on the Environment – environmental issues will be dealt with during the planning process as outlined in the report above.
8. Energy measure issues - none
9. Sustainability – sustainability issues will be dealt with during the planning process as outlined in the report above.
10. Communications – a consultation strategy will be implemented as part of this scheme

## APPENDIX B Hammersmith and Fulham School Place Planning

## Primary - Reception - Year 6

	Projected Population	Published Admissions Number (PAN)	Surplus/Deficit = PAN number minus Projected Population	New Provision/Expansions	
Taken from SCAP 2013 return to the DFE	2013/14	9,662	10,452	790	Ark Conway = + 30 (Year 2) West London Free Primary NEW = + 60 (reception) St John's = + 30 (Year 4) St Thomas' = + 15 (Year 4) Old Oak = + 15 (Year 1) St Stephen's = + 30 (Reception) Holy Cross bilingual school = + 28 (Year 3) Holy Cross Primary = + 30 (Year 1) TOTAL = + 238
	2014/15	10,098	10,765	667	Ark Conway = + 30 (Year 3) West London Free Primary = + 60 (Year 1) St John's = + 30 (Year 5) St Thomas' = + 15 (Year 5) Old Oak = + 15 (Year 2) St Stephen's = + 30 (Year 1) Holy Cross bilingual school = + 28 (Year 4) Holy Cross Primary = + 30 (Year 2) Earls Court Primary NEW 1 FE = + 15 (Reception - 50% H&F) Burlington Danes Primary NEW 1FE BDA pri = + 30 (reception) Pope John = + 30 (Reception) TOTAL = + 313
	2015/16	10,482	11,093	611	Ark Conway = + 30 (Year 4) West London Free Primary = + 60 (Year 2) St John's = + 30 (Year 6) St Thomas' = + 15 (Year 6) Old Oak = + 15 (Year 3) St Stephen's = + 30 (Year 2) Holy Cross bilingual school = + 28 (Year 5) Holy Cross Primary = + 30 (Year 3) Earls Court Primary 1FE = + 15 (Year 1 - 50% H&F) Amalgamation of New Kings and Sullivan = - 15 (Reception) Burlington Danes Primary 2FE BDA pri = + 60 (reception) Pope John = + 30 (Year 1) TOTAL = + 328
	2016/17	10,776	11,376	600	Ark Conway = + 30 (Year 5) West London Free Primary = + 60 (Year 3) St John's = COMPLETE St Thomas' = COMPLETE Old Oak = + 15 (Year 4) St Stephen's = + 30 (Year 3) Holy Cross bilingual school = + 28 (Year 6) Holy Cross Primary = + 30 (Year 4) Earls Court Primary 1FE = + 15 (Year 2 - 50% H&F) Amalgamation of New Kings and Sullivan = - 15 (Year 1) Burlington Danes Primary 2FE BDA pri = + 60 (Year 1) Pope John = + 30 (Year 2) TOTAL = + 283
	2017/18	10,923	11,631	708	Ark Conway = + 30 (Year 6) West London Free Primary = + 60 (Year 4) Old Oak = + 15 (Year 5) St Stephen's = + 30 (Year 4) Holy Cross bilingual school = COMPLETE Holy Cross Primary = + 30 (Year 5) Earls Court Primary 1FE = + 15 (Year 3 - 50% H&F) Amalgamation of New Kings and Sullivan = - 15 (Year 2) Burlington Danes Primary 2FE BDA pri = + 60 (Year 2) Pope John = + 30 (Year 3) TOTAL = + 255

Hammersmith and Fulham School Place Planning					
Primary - Reception - Year 6					
	Projected Population	Published Admissions Number (PAN)	Surplus/Deficit = PAN number minus Projected Population	New Provision/Expansions	
Using GLA population projections	2018/19	11,160	11,871	711	Ark Conway COMPLETE West London Free Primary = + 60 (Year 5) Old Oak = + 15 (Year 6) St Stephen's = + 30 (Year 5) Holy Cross Primary = + 30 (Year 6) Earls Court Primary 1FE = + 15 (Year 4 - 50% H&F) 2FE = + 15 (Reception - 50% H&F) Amalgamation of New Kings and Sullivan = - 15 (Year 3) Burlington Danes Primary 2FE BDA pri = + 60 (Year 3) Pope John = + 30 (Year 4) TOTAL = + 240
	2019/20	11,347	12,066	719	West London Free Primary = + 60 (Year 6) Old Oak = COMPLETE St Stephen's = + 30 (Year 6) Holy Cross Primary = COMPLETE Earls Court Primary 1FE = + 15 (Year 5 - 50% H&F) 2FE = + 15 (Year 1 - 50% H&F) Amalgamation of New Kings and Sullivan = - 15 (Year 4) Burlington Danes Primary 2FE BDA pri = + 60 (Year 4) Pope John = + 30 (Year 5) TOTAL = + 195
	2020/21	11,462	12,171	709	West London Free Primary = COMPLETE St Stephen's = COMPLETE Earls Court Primary 1FE = + 15 (Year 6 - 50% H&F) 2FE = + 15 (Year 2 - 50% H&F ) Amalgamation of New Kings and Sullivan = - 15 (Year 5) Burlington Danes Primary 2FE BDA pri = + 60 (Year 5) Pope John = + 30 (Year 6) TOTAL = + 105
	2021/22	11,519	12,201	682	Earls Court Primary 1 FE COMPLETE 2 FE = + 15 (Year 3 - 50% H&F ) Amalgamation of New Kings and Sullivan = - 15 (Year 6) Burlington Danes Primary 2FE BDA pri = + 30 (Year 6 - Previously 2014/15) Pope John = COMPLETE TOTAL = + 30
	2022/23	11,587	12,216	629	Earls Court Primary 2 FE = + 15 (Year 4 - 50% H&F) Amalgamation of New Kings and Sullivan COMPLETE Burlington Danes Primary = COMPLETE TOTAL = + 15
	2023/24	11,679	12,231	552	Earls Court Primary 2 FE = + 15 (Year 5 - 50% H&F) TOTAL = + 15



Hammersmith and Fulham School Place Planning Secondary - Year 7 - Year 11					
		Projected Population	Published Admissions Number (PAN)	Surplus/Deficit = PAN number minus Projected Population	New Provision/Expansions
Taken from SCAP 2013 return to the DFE	2013/14	6,371	6,790	419	Hammersmith Academy = +120 (Year 9) West London Free School = +120 (Year 9) Sacred Heart High (165 PAN year)= +15 (Year 7) Total = +255
	2014/15	6,819	7,180	361	Hammersmith Academy = +120 (Year 10) West London Free School = +120 (Year 10) Lady Margaret = +30 (Year 7)* Fulham Boys School NEW = +120 (Year 7) Total = +390
	2015/16	7,287	7,600	313	Hammersmith Academy = +120 (Year 11) West London Free School = +120 (Year 11) Lady Margaret = +30 (Year 8)* Sacred Heart High (expansion to 180) = +30 (Year 7) Fulham Boys School = +120 (Year 8) Total = +420
	2016/17	7,475	7,780	305	Hammersmith Academy = COMPLETE West London Free School = COMPLETE Lady Margaret = +30 (Year 9)* Sacred Heart High = +30 (Year 8) Fulham Boys School = +120 (Year 9) Total = +180
	2017/18	7,685	7,930	245	Sacred Heart High = +30 (Year 9) Fulham Boys School = +120 (Year 10) Total = +150
	2018/19	7,775	8,080	305	Sacred Heart High = +30 (Year 10) Fulham Boys School = +120 (Year 11) Total = +150
Using GLA population projections	2019/20	8,411	8,095	-316	Sacred Heart High = +15 (+15 PAN originally captured in 2013/14 year 7 cohort) Fulham Boys School = COMPLETE Total = +15
	2020/21	8,766	8,095	-671	-
	2021/22	9,079	8,095	-984	-
	2022/23	9,333	8,095	-1,238	-
	2023/24	9,474	8,095	-1,379	-

\* Lady Margaret school is expanding to 120 from 90 PAN permanently from 2014/15.

However, as two 120 bulge years already exist within the school and are included in the 2013/14 PAN total, for the purposes of this exercise just three years further years of +30 expansion will be shown.



# **Consultation on the proposal to amalgamate New King's and Sullivan schools on the New King's site**

## **Report on the consultation findings**

October 2013  
Author Terry Broady, on behalf of  
Tri-borough Schools Commissioning  
terry.broadly@lbhf.gov

# 1

## Introduction

This report contains the findings from a range of consultation activities designed to gather feedback on the proposal to amalgamate New King's and Sullivan primary schools on the New King's Road site.

The consultation process ran for a period of 12 weeks, from 16 July to 8 October 2013 and comprised the following activities:

- Stakeholder feedback survey (consultation leaflet with response form, plus online consultation on the lbhf website)
- Public meetings for parents and stakeholders at both schools
- Meetings for staff at both schools

**There was a very high level of interest in the consultation. Many responses were received, some 3,681 in total. Divergent views emerged and strong opinions were voiced both for and against the proposal.**

**The number of respondents disagreeing with the proposal outweighed the number agreeing. The views registered via the stakeholder survey were**

- **1367 agreed with the proposal to amalgamate the schools;**
- **2226 disagreed.**

**However, a majority of parents responding to the consultation agreed with the proposal – 1,107 agree compared to 1,036 who disagree.**

Additional emails and letters were fairly evenly balanced for and against. Several submissions were received, including one from each of the two schools concerned: Sullivan opposing the proposal and New King's supporting it. Two petitions expressing disagreement with the proposal were delivered by representatives of Sullivan. The petitions carried a total of 3604 signatures.

Representations disagreeing with the proposal were received from: Sullivan Primary School, PRARA, The Fulham Society, City Events Ltd. the Polo in the Park organisers, H&F Liberal Democrats, The Executive Board of the Fulham College Academy Trust and the NUT. Several different submissions came from Hurlingham and Chelsea including one from Phil Cross as Head, plus another from the staff body, with 59 signatories formally objecting to the proposal. The response from the governing body expressed concern at the proposal to locate a new boys' secondary school so close to Hurlingham & Chelsea. The Chair of Governors wrote in a personal capacity that he supports the principle of the amalgamation of New King's and Sullivan schools.

Hurlingham District Residents Association expressed concerns about the impact on the local area and requested a survey. A meeting has been arranged.

Favourable submissions (agreeing with the proposal) have been received from the Chair of Governors and Headteacher of New King's and from Greg Hands MP.

The Q&A sessions at the two public meetings demonstrated the strength of feeling of those who wished to retain Sullivan school in its current form, as did the meeting for Sullivan staff, who voiced their loyalty to the school and Headteacher and expressed their concerns about the implications for them.

A separate meeting for staff of New King's was held and the school organised a further informal forum for its own parents.

Two deputations were received. The first, from Ms Donna Fine, made to the Cabinet meeting of 2 September 2013, sought the extension of the consultation period. The Cabinet listened to Ms Fine's concerns but was unable to accede to the request. The second deputation was received on Thursday 12 September 2013 requesting that the Select Committee suspend the consultation. At the Select Committee meeting on 17 September, the deputation was put forward by Rosie Wait, Chair of Governors of Sullivan Primary School and Dr Philip Cross, Headteacher of Hurlingham & Chelsea Secondary School. The Chairman noted that there was not a report before the Committee for that meeting and no decision as yet to scrutinise, but it was resolved that: the Cabinet Member for Children's Services and the Cabinet Member for Education would discuss the comments made and send a joint response within seven days and the minutes of the meeting be submitted as part of the consultation.

A large number of requests for information were received. Questions raised in the course of the consultation were answered in the regularly updated online FAQ document, final version at Appendix 2, as published 17 September 2013.

More detail of the consultation activities and findings can be found in the main body of this report and the appendices:

**Appendix 1**  
**Consultation document**

**Appendix 2**  
**FAQs**

**Appendix 3**  
**Notes of public consultation meetings**  
**3a) New King's 3b) Sullivan 3c) New King's parents' forum**

**Appendix 4**  
**Minutes of staff consultation meetings**  
**4a) New King's 4b) Sullivan, with Q&A factsheet**

**Appendix 5**  
**Submissions received**

**Appendix 6**  
**Deputations**

**Appendix 7**  
**Cross section of the comments made by respondents**

# 2

## Context

New King's and Sullivan are both stand-alone, maintained community primary schools. New King's Primary offers 30 full time places per year, Sullivan Primary offers 45 places. Both schools offer early years/nursery provision.

New King's currently shares its site with Parayhouse School, a non-maintained special school for pupils with moderate learning difficulties. A Children's Centre also operates on the site.

New King's and Sullivan are relatively small schools, very close to each other and serving families from a similar area. Both schools are rated 'good' by Ofsted but are chosen by comparatively few families as their first or second preference school. Both schools have been hampered by unfilled places and the buildings require investment.

The surplus places at New King's and Sullivan suggest changes are needed to meet parents' preferences and to free up resources where they are most needed. Previous discussions between the Council and the schools exploring school reorganisation solutions to spare capacity issues came to nothing. Recently, however, New King's informed the Council of its plan to consult on converting to academy status working in partnership with Thomas's London Day Schools, a highly regarded independent schools group. The Council is supportive of its vision to become an outstanding and oversubscribed school.

The Council's view is that amalgamating New King's with Sullivan on the refurbished New King's Road site would target resources at one school, where the investment would provide a high quality environment for many years and a unique educational opportunity for LBHF children.

Combining the schools would reduce running costs and take advantage of economies of scale to improve facilities and learning experiences.

Bringing together these two schools, building on the best from each, would help the amalgamated school attract more families, fill current surplus places and provide a securer future. Accordingly, a Cabinet Member decision was taken to undertake a consultation exercise to gather feedback on the amalgamation proposal from parents/carers, staff, schools and the local community.

# 3

## Consultation methodology

The Council wanted local people, particularly parents, and everyone at the schools affected to have their say about the proposal and the Council undertook a range of consultation activities to ensure they could.

A total of some 650 letters, accompanied by consultation materials, were sent to stakeholders seeking their views. Consultation letters were sent to all parents and carers of pupils at Sullivan, New King's and Parayhouse schools and to the Headteachers, Chairs and all staff and governors of the schools.

Individual consultation letters were written to: all Trades Unions representing staff at the schools; the local MP; the Councillors of the three affected wards (Sands End, Parsons Green & Walham, Town); the eight neighbouring Local Authorities; Head of SEN at Wandsworth, as the council maintains the statement of a pupil on roll at one of the schools; Head teachers of all Fulham schools potentially affected (nurseries, primaries, secondary's, specials and PRUs); the founders of Fulham Boys' Free School and the Directors of the C of E and RC Diocesan Boards for Education. A consultation communication was sent to all Hammersmith & Fulham schools via the Council's weekly School Staff Zone e-bulletin. Letters and copies of the booklet were also sent to Children's Centres in Fulham.

Sullivan, New King's and Parayhouse schools were asked to suggest any other stakeholders or special interest groups they felt should be consulted.

All requests for stock of the booklet with its integral response form were met: 7,000 were printed. Substantial supplies of the booklets were delivered to the schools for their own distribution. Over 3,000 booklets were provided to other local schools at their request. Fulham library displayed stock of the booklet.

In addition to the distribution of hard copy materials, participants were encouraged to visit the online consultation space, where they could keep themselves informed of developments, see the answers to questions raised during the consultation and register their views.

We have gone to great lengths to publicise the consultation. The consultation has, for example, been featured several times in the Council's 'Your Hammersmith & Fulham' e-newsletter, mailed to 42,000 subscribers. A press release was sent to all local media, including blogs, and was posted prominently on the public-facing lbhf website and the intranet for staff. The online consultation and supporting information was linked to the story and went live in the early hours of 16 July. Follow up releases were issued in the course of the lengthy consultation period. The Council's September issue of Buzz magazine, distributed to all schools and all pupils, 20,000 copies in total, featured a double page spread on the consultation, with a page of balanced "Your shout" vox pop opinions.

It was the Council's view that the lengthy consultation period (beyond that required) would maximise the opportunity for parents and local people to have their say.

It was felt to be to the benefit of all concerned to start the consultation as early as possible, though the Council recognised that some of the consultation period would fall within the school holidays. This was taken into consideration: Department for Education (DfE) guidance recommends that a consultation of this sort runs for a minimum of six weeks; the period allowed was 12 weeks, from 16 July through to a closing date of 8 October. If, following consultation, the decision were taken to go ahead with the proposal, statutory notices would be published in October 2013 for a further six-week period within which further representations could be made.

## **Stakeholder feedback survey**

Consultees were encouraged to complete the survey questionnaire, designed to gain feedback on the proposal from parents/carers, staff, governors, local residents and other interested stakeholders.

A detachable response form was an integral part of the booklet detailing the proposal. The booklets were distributed widely, initially accompanied by letters to the staff, parents and carers of the two schools. The survey was also posted on the lbhf website alongside supporting consultation materials, with the form replicated as an online questionnaire.

## **Staff consultation meetings**

Meetings with staff were held at each of the two schools. The meetings were arranged to discuss the proposal with teaching and support staff, to answer their questions about the implications and to gather their feedback. The majority of staff were able to attend. Trades union representatives also attended.

## **Public consultation meetings**

Two public meetings were held, one at each of the schools:  
 New King's School - Thursday 5 September 2013, 6.30pm;  
 Sullivan School - Tuesday 10 September 2013, 6.00pm.

The events were well publicised and extremely well attended - in the case of the first meeting the doors had to be closed to latecomers when the hall was full to capacity.

The meetings were aimed primarily at parents and carers, but attracted local residents and other interested parties including education professionals and prospective Fulham Boys' Free School parents. The meetings followed the same format of presentations from a panel, followed by a Q and A session, interrogating the amalgamation proposal in more depth and generating feedback.

A third, informal meeting for New King's parents was organised by the school itself on the morning of 20 September, providing a more relaxed forum in which parents could ask questions and discuss any concerns. Again, feedback was noted.

## **Report**

This report pulls together findings from all of the above consultation activities. The main body of the report contains a summary of the findings from each of the activities undertaken, as well as the individual written responses and submissions. More detail can be found in the appendices.

# 3a Stakeholder feedback survey

As part of the wider consultation exercise a stakeholder survey was conducted.

The survey was conducted in two ways: via a response form in the consultation booklet detailing the amalgamation proposal; as an identical online questionnaire, signposted prominently as part of the consultation web presence. The survey was designed to gain feedback from parents/ carers, staff, governors, local residents, local schools and other interested stakeholders.

The booklets were available in both schools as well as other information points. They were sent home with an accompanying letter to parents and carers of pupils at the two schools. Letters and booklets were distributed to teachers and other staff at the schools and to members of the schools' governing bodies.

Individual consultation letters were written to: all Trades Unions representing staff at the schools; the local MP; the Councillors of the three affected wards (Sands End, Parsons Green & Walham, Town); the eight neighbouring Local Authorities; Head of SEN at Wandsworth, as the council maintains the statement of a pupil on roll at New King's School; Headteachers of all Fulham schools potentially affected (nurseries, primaries, secondary's, specials and PRUs); the founders of Fulham Boys' Free School and the Directors of the C of E and RC Diocesan Boards for Education. A consultation communication was sent to all Hammersmith & Fulham schools via the Council's weekly School Staff Zone e-bulletin. Letters and copies of the booklet were also sent to Children's Centres in Fulham.

Sullivan, New King's and Parayhouse schools were asked to suggest any other stakeholders or special interest groups they felt should be consulted.

Every request for restocking of booklets was met, in total 7,000 were distributed.

## Survey results

Respondents were asked for their views on the proposal to amalgamate New King's and Sullivan schools on the New King's Road site. The level of interest in the proposal was high, as was the response rate.

In total, 3,681 survey responses were received, 1,893 via hard copy response forms, the remainder as completed online surveys.

Additionally, 34 emails, 2 letters and 11 submissions were received within the consultation period.



The number of respondents disagreeing with the proposal outweighed the number agreeing. The views registered on the proposal were as follows:

**1,367 Agree** with the proposal

**2,226 Disagree** with the proposal

75 Don't know

13 N/A (unticked)

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### Responses disagreeing with the proposal

<b>Disagree</b>	Sullivan	New Kings	Other	Total
Parents	854	27	155	1036
Staff/stakeholders	123	5	116	244
Pupils	101			101
Other	615	13	217	845
<b>Total</b>	<b>1693</b>	<b>45</b>	<b>488</b>	<b>2226</b>

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### Responses agreeing with the proposal

<b>Agree</b>	Sullivan	New Kings	Other	Total
Parents	23	37	1047	1107
Staff/stakeholders	1	20	30	51
Other	2		207	209
<b>Total</b>	<b>26</b>	<b>57</b>	<b>1284</b>	<b>1367</b>

### Key themes and analysis of views by category of respondent

Respondents were asked to indicate whether they are a parent/carer, teacher/staff member, governor, or 'other'. In the case of 'other', respondents were invited to further specify. Respondents were also asked whether associated with New King's or Sullivan and invited to explain the reason for their choice. The information provided allows us to drill down and give a breakdown of the opinions expressed by the categories of stakeholder.

**The majority of parents responding directly to the consultation agree with the proposal.** 1,107 parents agree and 1,036 disagree.

The vast majority of the respondents were LBHF residents, mostly of Fulham. Proximity was clearly meaningful for many who expressed concerns about the potential impact of building a secondary school on the Sullivan site.

Many of the relatively few respondents (127) living outside the local area stated connections with Sullivan - former staff or relatives of pupils or staff, for example. Some other external respondents to the online consultation survey were education professionals and stated opposition on grounds of principle. It was difficult to unpick which teachers were from LBHF or external schools as many chose not to state their place of employment.

**The key reasons given for agreeing with the proposal** can be summarised as:

- A well-thought through proposal that would offer cost efficiencies, provide improved resources for the pupils and generate additional funding.
- This will improve primary education choices in the borough, we need more excellent primaries, existing ones are oversubscribed.
- Fulham desperately needs a really good CE secondary boys' school.
- Makes sense to amalgamate two schools which are close and undersubscribed and free up a site for Fulham Boys School.

**The key reasons given for disagreeing with the proposal** can be summarised as:

- A cynical, ideologically driven exercise designed to free up a site for a free school.
- Sullivan should be supported not closed, it has an excellent Head and staff, is judged 'good with outstanding features', achieves very good results, is improving all the time and growing in popularity.
- Sullivan Primary School is a much loved and valued part of the community and provides a safe, nurturing environment for its children. Small and local is good.
- Siting a second large secondary school in an already congested area would have a detrimental impact.
- Sullivan has an established, green site that is ideal for a primary school, not for a secondary school. The New Kings site is on a main road and not ideal for young children.
- Closure of Sullivan would leave just one community primary school to serve the area, a school currently judged 'inadequate'.
- The Council's figures about surplus capacity, projected need for places and refurbishment costs are considered misleading.

The vast majority of responses, where a postcode was given, were from people living in the borough, or nearby. Only 127 responses were from postcodes from further afield. A large number of responses, 854, were received against the proposal from parents 'associated' with Sullivan school, in excess of the numbers of parents with children

actually attending the school, and from others 'associated' with the school (615) who were neither parents or staff.

Sullivan school had involved pupils and 101 pupil responses were received. Large numbers of responses were completed by people who were not local parents or staff; 284 in favour of the proposal and 869 against. 244 staff, governors and other school stakeholders were against the proposal compared to 51 in favour. It is worthy of note that there were 80 responses from one single "Three" mobile IP address, all anonymous and all definitely disagreeing with the proposal. It is possible that this resulted from large groups of people meeting together and submitting their responses, one after the other, on one mobile device, but the lack of identifying data makes this group of responses worth noting.

**Many of those agreeing with the proposal described themselves as parent/carers with no association with either of the two schools.** This applied to 1,047 respondents expressing agreement. The favourable responses are largely from those associating themselves with Fulham Boys' Free School. Many of these noted their affiliation with CE primary schools such as All Saints or St John's, noting that they are parents of primary aged children and keen to see a secondary CE boys' school. Relatively few of the respondents agreeing with the proposal commented on the amalgamation proposal itself, though some said it makes good sense to combine two undersubscribed schools, but almost without exception they expressed support for a new CE secondary boys' school and Fulham Boys' Free School in particular.

**The majority of responses from New King's parents, staff and stakeholders favoured the proposal.** A comparatively low response rate of 89 from New King's stakeholders, saw 57 agree and 32 disagree, see the chart above for details. Some, including most of the governors and several members of staff, viewed the proposal extremely positively. They saw the amalgamation as hugely advantageous, a way of improving resources and providing excellent educational opportunities for the pupils. Some parents welcomed the idea of a local free school secondary option. Others saw the change as too disruptive. Some staff relished the benefits they foresaw, definitely agreeing, while some were concerned for their own jobs and those of Sullivan staff, hence tended to disagree or did not know.

**The vast majority of responses from those associated with Sullivan expressed disagreement with the proposal.** Some 854 parents claiming association with Sullivan, plus 101 pupils, stated that they definitely disagreed. By comparison, 23 Sullivan-associated parents expressed agreement. Staff and governors were united in their disagreement, as were former staff and governors. The majority of other local residents associated with Sullivan school (615 responses) disagreed with the proposal. Other local stakeholders registering disagreement included businesses, clergy (one agreed, several did not), GPs, health and community workers. For the most part they viewed Sullivan as a very good school, good neighbours on a pleasant and appropriate site and were fearful of the potential impact of siting an 800 pupil secondary school in the already congested local area. Many respondents were critical of the suggestion that it would extend parental choice to replace a community primary school serving local children with a faith-based secondary free school. Many refuted the idea that

bigger was necessarily better and felt that Sullivan's size was an advantage. A common theme was the view that the Council was acting ideologically, aiming to shut the best of the local schools simply because it offered a prime site for a new free school. Those with current and historical associations with Sullivan expressed dismay at the potential closure of the school. The staff, the Headteacher and the education they provide were universally praised.

**The vast majority of responses from people other than teachers and parents were against the proposal: 845 disagreeing and 209 agreeing.** Local residents who are not supporters of the free school, not defining themselves as parents of boys at local CE primaries keen to see a CE boys' secondary, are almost without exception against the loss of Sullivan Primary and concerned about the potential impact on the local area.

**Sullivan also submitted their formal response to the public consultation,** three copies, each with five appendices (condition surveys and cost estimates), plus two photo books.

The formal response contested the key arguments made in the Council's consultation document and presented the case for the school's retention as a stand-alone entity. The reasons stated for the school's opposition to the proposal were given as:

1. The document is factually inadequate
2. Impact on education
3. Impact on community
4. Impact on local schools

The document outlined an alternative proposal: "that Sullivan Primary School applies for Academy Status in partnership with the protective and supportive group, the London Diocesan Board for Schools (LDBS) as part of their Multi-Academies Trust."

The formal Sullivan response is attached in full at Appendix 5.

Additionally, Sullivan representatives delivered two petitions. One, 'Save our Sullivan', has 1,440 signatories. The phraseology used on the sheets describes the council as proposing to close the school and asks: 'Please sign our petition to help save our school'. The cover states: 'We are presenting this as part of the consultation procedure'. Of these, 376 (26 %) of the postcodes supplied were a considerable distance outside the borough or supplied no address. 970 of the signatories live in the borough. The remainder, 103, live in areas just outside the borough.

The other is an online '38 degrees' petition, which asks signatories to 'please help stop the proposal to close Sullivan Primary School' and claims 2,168 signatures. Of these, 1,089 (50.2%) of the postcodes supplied were a considerable distance outside the borough. 686 were within the borough and 393 were postcodes in neighbouring areas.

Submissions disagreeing with the proposal have been received from: PRARA, The Fulham Society, City Events Ltd. the Polo in the Park organisers, H&F Liberal Democrats, The Executive Board of the Fulham College Academy Trust and the NUT. Several different submissions came from Hurlingham and Chelsea including one

from Phil Cross as Head, plus another from the staff body, with 59 signatories formally objecting to the proposal. The response from the governing body expressed concern at the proposal to locate a new boys' secondary school so close to Hurlingham & Chelsea. The Chair of Governors, Stephen Greenhalgh, wrote in a personal capacity that he supports the principle of the amalgamation of New King's and Sullivan schools.

Favourable submissions (agreeing with the proposal) have been received from: the Chair of Governors and Headteacher of New King's and Greg Hands MP. The submissions are attached at Appendix 5.

A number of teachers/members of staff and Headteachers from other H&F schools expressed their disagreement, some voicing their disquiet about the LA's approach and their support for Sullivan's retention as a good community school. Ten of these were members of staff at Hurlingham and Chelsea and signatories to the Hurlingham and Chelsea formal objection, which was signed by 59 staff in total including the Headteacher, and expressed particular concern about the impact of siting a secondary free school nearby.

A cross section of the written comments provided by respondents to the survey is attached as Appendix 7.

## 3b Stakeholder consultation meetings

**As part of the consultation on the amalgamation proposal two public meetings were organised by the council to gather the views of parents/carers, local residents and other key stakeholders:**

- Thursday 5 September 2013, 6.30 - 7.45pm, at New King's School
- Tuesday 10 September 2013, 6.00 - 8.00pm, at Sullivan School

The events were well publicised and generated considerable interest. They were held at the schools themselves as this was felt the best way to make them accessible to parents, families and local residents. They attracted large numbers of parents, residents and other interested parties including education professionals and prospective Fulham Boys' Free School parents. Both meetings were extremely well attended and the audience participation, particularly during the Q&A sessions, demonstrated the strength of feeling held by many of the stakeholders.

An estimated 180 people were present for the first of the meetings, at New King's, but with the school hall full to capacity at the scheduled start time, safety issues dictated that some 50 more had to be turned away.

Those unable to gain entrance were reminded that there would be an opportunity to attend the next meeting, following the same format, a few days later at Sullivan Primary. An estimated 275 people attended the event at Sullivan. The larger hall and the exemplary preparation by the Sullivan staff allowed all those who arrived to participate in another lively meeting. It was agreed in advance that the meeting would be longer than originally scheduled to maximise the opportunity for the audience to question the panel and make their views known.

Both meetings followed the same format of a welcome and introduction from the host schools: by Andrew Fenwick, Chair of Governors for New King's and by Caroline Langton, former Chair of Governors for Sullivan School. In each case this was followed by presentations from:

- Andrew Christie, Tri-borough Executive Director of Children's Services, outlined the proposal and the purpose of the meeting.
- Ian Heggs, Tri-borough Director for Schools Commissioning, presented the Council's case for launching a consultation on the proposed changes.
- Miles Chester, Headteacher New King's Primary School and Tobyn Thomas, Principal, Thomas's London day Schools, presented New King's plan for moving to academy status in partnership with Thomas's London Day Schools.

At the Sullivan meeting, the panel included Chair of Governors Rosie Wait and Headteacher Wendy Aldridge, who spoke of their passionate opposition to the council's plans for the school.

After the presentations the meetings were opened to the floor. Questions to the panel were invited and frank exchanges of views followed. Questions at both meetings came largely from parents, staff and governors of Sullivan Primary. The first three speakers, however, all of whom spoke eloquently of their concerns about the proposal and its perceived impact, were: a local resident and ex-Headteacher; a member of the committee of PRARA (Peterborough Road Area Residents Association); then a teacher at another local primary school who exhorted staff and others to fight to defend community schools.

Another who spoke was Gary Piper, until recently Vicar of St Matthew's Church in Fulham and before that a teacher working in the ILEA for twenty years, including as Head of a primary school. As Vicar of St Matthew's Gary Piper took weekly assemblies in Sullivan School, said he had long and close associations with the school. He voiced his dismay and spoke in the cause of retention of the site, the school and the Headteacher.

Dr Philip Cross, Headteacher of Hurlingham & Chelsea Secondary School was another who expressed his concern, including around the impact of a new boy's CE free school: "My issue is that if you put that school here and you empty out Hurlingham and Chelsea, which is highly likely, what you will create is the schools of choice for some, but where do you go as a parent if you are choosing, mixed, multi-faith, multi-ethnic, multi-lingual, community education?" Dr Cross asked for the consultation to be withdrawn and revisited in six months' time, to allow a period of time for a group of education professionals to come up with one cohesive, properly considered plan for the south of Fulham.

The Council's justifications for the proposal were interrogated and contested in a series of questions addressed to Cabinet Member for Education, Councillor Georgie Cooney, Ian Heggs and Andrew Christie. The lines of questioning and the strong support expressed for the school gave voice to the disagreement with the proposal summarised in the 'key reasons' list above, page 8.

Full notes of both meetings and the Q&A feedback can be seen at Appendices 3a & 3b. We are grateful to Sullivan Primary for sharing these comprehensive, verbatim notes, commissioned by Sullivan and prepared by the School Improvement Service's former Head of School Governance.

**A third, informal meeting for New King’s parents was organised by the school** on the morning of 20 September, providing a more relaxed forum in which parents could ask questions, find out more about the proposal and discuss any concerns.

Approximately 35 parents were welcomed by Headteacher Miles Chester.

Andrew Fenwick, Chair of Governors, explained the reason for the meeting and outlined the background that had led to this consultation. He said that the governing body was very keen to continue the improvement seen over recent years and described how it had arrived at the planned conversion to academy status as Parsons Green Academy, in partnership with Thomas’s Day Schools. He said the LA was supportive of the proposal, but said it was looking at solutions to the problem of spare primary places in south Fulham primaries and asked New King’s to delay its consultation on moving to academy status in order for the LA to consult first on a proposal to amalgamate the two primary schools.

Miles Chester gave a presentation, saying that he wanted to keep it brief to give parents as much time as possible to ask questions. He provided a short outline of: the history and the timeline, of “where we are now” and plans for the future.

Parents were then invited to ask questions, which were answered by Miles Chester, Andrew Fenwick and Susanne Kelly, Deputy Headteacher.

The questions from the parents were largely about concerns around the implications for their children should the amalgamation proposal go ahead, leading to a Q&A conducted on an “If so, what happens?” basis, with several reminders from the panel that this was part of a consultation process and no decisions had been made other than their intention to proceed with the school’s own academy conversion proposal.

Miles Chester described how the school would do lots of work in advance to build bridges and ensure a smooth transition for all pupils. He said there would be lots of familiar faces and continuity, but a great deal of planning would be needed, working on integration, the curriculum and the needs of each individual pupil. The key thing, he said, was to be well prepared and make this an enjoyable and positive experience for all the children.

The meeting was noted by Terry Broady, LBHF communications and information officer, to be included in the report on consultation feedback, see Appendix 3c.

## **3C Staff consultation meetings**

As part of the consultation process, two meetings for staff were organised, one at each of the schools, each at the end of the school day:

- Sullivan Primary School, 11 September 2013
- New King’s Primary School, 16 September 2013

The meetings were well attended by teaching and non-teaching staff, with trades union representatives invited.

At each of the meetings the respective Headteachers welcomed everyone and explained that the meeting was to discuss staffing implications should the proposed amalgamation of NKS and Sullivan go ahead. The panel outlining the position and responding in the ensuing Q&A sessions were:

**Ian Heggs**, Tri-borough Director for Schools Commissioning

**Richard Stanley**, Tri-borough Assistant Director for School Standards

**Andy Inett**, HR Relationship Manager

Ian Heggs and Andy Inett acknowledged that there was concern and uncertainty about the likely effect of the proposal on individuals, but Ian Heggs described the proposed changes as a very exciting opportunity to build on the strengths of both schools and offer the very best educational opportunities for our children.

All the staff affected had received letters from Ian Heggs stating that if, following the consultation exercise, it was decided to proceed with the closure of Sullivan and the expansion of New King's, detailed plans would be developed to implement a proposed new staffing structure, which would be the subject of further consultation early in the Spring term 2014.

Sullivan staff in particular voiced their concerns about their position, with redundancy as the necessary first stage and attendant uncertainty about retaining their jobs, their terms and conditions and the specialisms for which they were training or already qualified. Several expressed their dismay at the prospect of losing their highly respected Headteacher, also the likely reduction in the number of support staff posts overall compared to the current position in Sullivan and in New King's.

The meetings were noted to form part of the consultation feedback. At the Sullivan meeting, Ian Heggs and Andy Inett undertook to provide a factsheet covering the questions and the answers. The factsheet includes more detailed answers to some of the questions raised, for instance about maternity leave entitlements. The notes of the meetings and the factsheet are attached at Appendices 4a and 4b.

## **Appendices to consultation report follow - contents**

### **Appendix 1**

**Consultation document**

### **Appendix 2**

**FAQs**

### **Appendix 3**

**Notes of public consultation meetings**

**3a) New King's 3b) Sullivan 3c) New King's parents' forum**

### **Appendix 4**

**Minutes of staff consultation meetings**

**4a) New King's 4b) Sullivan, with Q&A factsheet**

### **Appendix 5**

**Submissions received**

### **Appendix 6**

**Deputations**

### **Appendix 7**

**Cross section of the comments made by respondents**





# **Consultation on the proposal to amalgamate New King's and Sullivan schools on the New King's site**

## **Report on the consultation findings**

October 2013  
Author Terry Broady, on behalf of  
Tri-borough Schools Commissioning  
terry.broadly@lbhf.gov

# 1

## Introduction

This report contains the findings from a range of consultation activities designed to gather feedback on the proposal to amalgamate New King's and Sullivan primary schools on the New King's Road site.

The consultation process ran for a period of 12 weeks, from 16 July to 8 October 2013 and comprised the following activities:

- Stakeholder feedback survey (consultation leaflet with response form, plus online consultation on the lbhf website)
- Public meetings for parents and stakeholders at both schools
- Meetings for staff at both schools

**There was a very high level of interest in the consultation. Many responses were received, some 3,681 in total. Divergent views emerged and strong opinions were voiced both for and against the proposal.**

**The number of respondents disagreeing with the proposal outweighed the number agreeing. The views registered via the stakeholder survey were**

- **1367 agreed with the proposal to amalgamate the schools;**
- **2226 disagreed.**

**However, a majority of parents responding to the consultation agreed with the proposal – 1,107 agree compared to 1,036 who disagree.**

Additional emails and letters were fairly evenly balanced for and against. Several submissions were received, including one from each of the two schools concerned: Sullivan opposing the proposal and New King's supporting it. Two petitions expressing disagreement with the proposal were delivered by representatives of Sullivan. The petitions carried a total of 3604 signatures.

Representations disagreeing with the proposal were received from: Sullivan Primary School, PRARA, The Fulham Society, City Events Ltd. the Polo in the Park organisers, H&F Liberal Democrats, The Executive Board of the Fulham College Academy Trust and the NUT. Several different submissions came from Hurlingham and Chelsea including one from Phil Cross as Head, plus another from the staff body, with 59 signatories formally objecting to the proposal. The response from the governing body expressed concern at the proposal to locate a new boys' secondary school so close to Hurlingham & Chelsea. The Chair of Governors wrote in a personal capacity that he supports the principle of the amalgamation of New King's and Sullivan schools.

Hurlingham District Residents Association expressed concerns about the impact on the local area and requested a survey. A meeting has been arranged.

Favourable submissions (agreeing with the proposal) have been received from the Chair of Governors and Headteacher of New King's and from Greg Hands MP.

The Q&A sessions at the two public meetings demonstrated the strength of feeling of those who wished to retain Sullivan school in its current form, as did the meeting for Sullivan staff, who voiced their loyalty to the school and Headteacher and expressed their concerns about the implications for them.

A separate meeting for staff of New King's was held and the school organised a further informal forum for its own parents.

Two deputations were received. The first, from Ms Donna Fine, made to the Cabinet meeting of 2 September 2013, sought the extension of the consultation period. The Cabinet listened to Ms Fine's concerns but was unable to accede to the request. The second deputation was received on Thursday 12 September 2013 requesting that the Select Committee suspend the consultation. At the Select Committee meeting on 17 September, the deputation was put forward by Rosie Wait, Chair of Governors of Sullivan Primary School and Dr Philip Cross, Headteacher of Hurlingham & Chelsea Secondary School. The Chairman noted that there was not a report before the Committee for that meeting and no decision as yet to scrutinise, but it was resolved that: the Cabinet Member for Children's Services and the Cabinet Member for Education would discuss the comments made and send a joint response within seven days and the minutes of the meeting be submitted as part of the consultation.

A large number of requests for information were received. Questions raised in the course of the consultation were answered in the regularly updated online FAQ document, final version at Appendix 2, as published 17 September 2013.

More detail of the consultation activities and findings can be found in the main body of this report and the appendices:

**Appendix 1**  
**Consultation document**

**Appendix 2**  
**FAQs**

**Appendix 3**  
**Notes of public consultation meetings**  
**3a) New King's 3b) Sullivan 3c) New King's parents' forum**

**Appendix 4**  
**Minutes of staff consultation meetings**  
**4a) New King's 4b) Sullivan, with Q&A factsheet**

**Appendix 5**  
**Submissions received**

**Appendix 6**  
**Deputations**

**Appendix 7**  
**Cross section of the comments made by respondents**

# 2

## Context

New King's and Sullivan are both stand-alone, maintained community primary schools. New King's Primary offers 30 full time places per year, Sullivan Primary offers 45 places. Both schools offer early years/nursery provision.

New King's currently shares its site with Parayhouse School, a non-maintained special school for pupils with moderate learning difficulties. A Children's Centre also operates on the site.

New King's and Sullivan are relatively small schools, very close to each other and serving families from a similar area. Both schools are rated 'good' by Ofsted but are chosen by comparatively few families as their first or second preference school. Both schools have been hampered by unfilled places and the buildings require investment.

The surplus places at New King's and Sullivan suggest changes are needed to meet parents' preferences and to free up resources where they are most needed. Previous discussions between the Council and the schools exploring school reorganisation solutions to spare capacity issues came to nothing. Recently, however, New King's informed the Council of its plan to consult on converting to academy status working in partnership with Thomas's London Day Schools, a highly regarded independent schools group. The Council is supportive of its vision to become an outstanding and oversubscribed school.

The Council's view is that amalgamating New King's with Sullivan on the refurbished New King's Road site would target resources at one school, where the investment would provide a high quality environment for many years and a unique educational opportunity for LBHF children.

Combining the schools would reduce running costs and take advantage of economies of scale to improve facilities and learning experiences.

Bringing together these two schools, building on the best from each, would help the amalgamated school attract more families, fill current surplus places and provide a securer future. Accordingly, a Cabinet Member decision was taken to undertake a consultation exercise to gather feedback on the amalgamation proposal from parents/carers, staff, schools and the local community.

# 3

## Consultation methodology

The Council wanted local people, particularly parents, and everyone at the schools affected to have their say about the proposal and the Council undertook a range of consultation activities to ensure they could.

A total of some 650 letters, accompanied by consultation materials, were sent to stakeholders seeking their views. Consultation letters were sent to all parents and carers of pupils at Sullivan, New King's and Parayhouse schools and to the Headteachers, Chairs and all staff and governors of the schools.

Individual consultation letters were written to: all Trades Unions representing staff at the schools; the local MP; the Councillors of the three affected wards (Sands End, Parsons Green & Walham, Town); the eight neighbouring Local Authorities; Head of SEN at Wandsworth, as the council maintains the statement of a pupil on roll at one of the schools; Head teachers of all Fulham schools potentially affected (nurseries, primaries, secondary's, specials and PRUs); the founders of Fulham Boys' Free School and the Directors of the C of E and RC Diocesan Boards for Education. A consultation communication was sent to all Hammersmith & Fulham schools via the Council's weekly School Staff Zone e-bulletin. Letters and copies of the booklet were also sent to Children's Centres in Fulham.

Sullivan, New King's and Parayhouse schools were asked to suggest any other stakeholders or special interest groups they felt should be consulted.

All requests for stock of the booklet with its integral response form were met: 7,000 were printed. Substantial supplies of the booklets were delivered to the schools for their own distribution. Over 3,000 booklets were provided to other local schools at their request. Fulham library displayed stock of the booklet.

In addition to the distribution of hard copy materials, participants were encouraged to visit the online consultation space, where they could keep themselves informed of developments, see the answers to questions raised during the consultation and register their views.

We have gone to great lengths to publicise the consultation. The consultation has, for example, been featured several times in the Council's 'Your Hammersmith & Fulham' e-newsletter, mailed to 42,000 subscribers. A press release was sent to all local media, including blogs, and was posted prominently on the public-facing lbhf website and the intranet for staff. The online consultation and supporting information was linked to the story and went live in the early hours of 16 July. Follow up releases were issued in the course of the lengthy consultation period. The Council's September issue of Buzz magazine, distributed to all schools and all pupils, 20,000 copies in total, featured a double page spread on the consultation, with a page of balanced "Your shout" vox pop opinions.

It was the Council's view that the lengthy consultation period (beyond that required) would maximise the opportunity for parents and local people to have their say.

It was felt to be to the benefit of all concerned to start the consultation as early as possible, though the Council recognised that some of the consultation period would fall within the school holidays. This was taken into consideration: Department for Education (DfE) guidance recommends that a consultation of this sort runs for a minimum of six weeks; the period allowed was 12 weeks, from 16 July through to a closing date of 8 October. If, following consultation, the decision were taken to go ahead with the proposal, statutory notices would be published in October 2013 for a further six-week period within which further representations could be made.

## **Stakeholder feedback survey**

Consultees were encouraged to complete the survey questionnaire, designed to gain feedback on the proposal from parents/carers, staff, governors, local residents and other interested stakeholders.

A detachable response form was an integral part of the booklet detailing the proposal. The booklets were distributed widely, initially accompanied by letters to the staff, parents and carers of the two schools. The survey was also posted on the lbhf website alongside supporting consultation materials, with the form replicated as an online questionnaire.

## **Staff consultation meetings**

Meetings with staff were held at each of the two schools. The meetings were arranged to discuss the proposal with teaching and support staff, to answer their questions about the implications and to gather their feedback. The majority of staff were able to attend. Trades union representatives also attended.

## **Public consultation meetings**

Two public meetings were held, one at each of the schools:  
 New King's School - Thursday 5 September 2013, 6.30pm;  
 Sullivan School - Tuesday 10 September 2013, 6.00pm.

The events were well publicised and extremely well attended - in the case of the first meeting the doors had to be closed to latecomers when the hall was full to capacity.

The meetings were aimed primarily at parents and carers, but attracted local residents and other interested parties including education professionals and prospective Fulham Boys' Free School parents. The meetings followed the same format of presentations from a panel, followed by a Q and A session, interrogating the amalgamation proposal in more depth and generating feedback.

A third, informal meeting for New King's parents was organised by the school itself on the morning of 20 September, providing a more relaxed forum in which parents could ask questions and discuss any concerns. Again, feedback was noted.

## **Report**

This report pulls together findings from all of the above consultation activities. The main body of the report contains a summary of the findings from each of the activities undertaken, as well as the individual written responses and submissions. More detail can be found in the appendices.

# 3a Stakeholder feedback survey

As part of the wider consultation exercise a stakeholder survey was conducted.

The survey was conducted in two ways: via a response form in the consultation booklet detailing the amalgamation proposal; as an identical online questionnaire, signposted prominently as part of the consultation web presence. The survey was designed to gain feedback from parents/ carers, staff, governors, local residents, local schools and other interested stakeholders.

The booklets were available in both schools as well as other information points. They were sent home with an accompanying letter to parents and carers of pupils at the two schools. Letters and booklets were distributed to teachers and other staff at the schools and to members of the schools' governing bodies.

Individual consultation letters were written to: all Trades Unions representing staff at the schools; the local MP; the Councillors of the three affected wards (Sands End, Parsons Green & Walham, Town); the eight neighbouring Local Authorities; Head of SEN at Wandsworth, as the council maintains the statement of a pupil on roll at New King's School; Headteachers of all Fulham schools potentially affected (nurseries, primaries, secondary's, specials and PRUs); the founders of Fulham Boys' Free School and the Directors of the C of E and RC Diocesan Boards for Education. A consultation communication was sent to all Hammersmith & Fulham schools via the Council's weekly School Staff Zone e-bulletin. Letters and copies of the booklet were also sent to Children's Centres in Fulham.

Sullivan, New King's and Parayhouse schools were asked to suggest any other stakeholders or special interest groups they felt should be consulted.

Every request for restocking of booklets was met, in total 7,000 were distributed.

## Survey results

Respondents were asked for their views on the proposal to amalgamate New King's and Sullivan schools on the New King's Road site. The level of interest in the proposal was high, as was the response rate.

In total, 3,681 survey responses were received, 1,893 via hard copy response forms, the remainder as completed online surveys.

Additionally, 34 emails, 2 letters and 11 submissions were received within the consultation period.

The number of respondents disagreeing with the proposal outweighed the number agreeing. The views registered on the proposal were as follows:

**1,367 Agree** with the proposal

**2,226 Disagree** with the proposal

75 Don't know

13 N/A (unticked)

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### Responses disagreeing with the proposal

Disagree	Sullivan	New Kings	Other	Total
Parents	854	27	155	1036
Staff/stakeholders	123	5	116	244
Pupils	101			101
Other	615	13	217	845
<b>Total</b>	<b>1693</b>	<b>45</b>	<b>488</b>	<b>2226</b>

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### Responses agreeing with the proposal

Agree	Sullivan	New Kings	Other	Total
Parents	23	37	1047	1107
Staff/stakeholders	1	20	30	51
Other	2		207	209
<b>Total</b>	<b>26</b>	<b>57</b>	<b>1284</b>	<b>1367</b>

### Key themes and analysis of views by category of respondent

Respondents were asked to indicate whether they are a parent/carers, teacher/staff member, governor, or 'other'. In the case of 'other', respondents were invited to further specify. Respondents were also asked whether associated with New King's or Sullivan and invited to explain the reason for their choice. The information provided allows us to drill down and give a breakdown of the opinions expressed by the categories of stakeholder.

**The majority of parents responding directly to the consultation agree with the proposal.** 1,107 parents agree and 1,036 disagree.



The vast majority of the respondents were LBHF residents, mostly of Fulham. Proximity was clearly meaningful for many who expressed concerns about the potential impact of building a secondary school on the Sullivan site.

Many of the relatively few respondents (127) living outside the local area stated connections with Sullivan - former staff or relatives of pupils or staff, for example. Some other external respondents to the online consultation survey were education professionals and stated opposition on grounds of principle. It was difficult to unpick which teachers were from LBHF or external schools as many chose not to state their place of employment.

**The key reasons given for agreeing with the proposal** can be summarised as:

- A well-thought through proposal that would offer cost efficiencies, provide improved resources for the pupils and generate additional funding.
- This will improve primary education choices in the borough, we need more excellent primaries, existing ones are oversubscribed.
- Fulham desperately needs a really good CE secondary boys' school.
- Makes sense to amalgamate two schools which are close and undersubscribed and free up a site for Fulham Boys School.

**The key reasons given for disagreeing with the proposal** can be summarised as:

- A cynical, ideologically driven exercise designed to free up a site for a free school.
- Sullivan should be supported not closed, it has an excellent Head and staff, is judged 'good with outstanding features', achieves very good results, is improving all the time and growing in popularity.
- Sullivan Primary School is a much loved and valued part of the community and provides a safe, nurturing environment for its children. Small and local is good.
- Siting a second large secondary school in an already congested area would have a detrimental impact.
- Sullivan has an established, green site that is ideal for a primary school, not for a secondary school. The New Kings site is on a main road and not ideal for young children.
- Closure of Sullivan would leave just one community primary school to serve the area, a school currently judged 'inadequate'.
- The Council's figures about surplus capacity, projected need for places and refurbishment costs are considered misleading.

The vast majority of responses, where a postcode was given, were from people living in the borough, or nearby. Only 127 responses were from postcodes from further afield. A large number of responses, 854, were received against the proposal from parents 'associated' with Sullivan school, in excess of the numbers of parents with children

actually attending the school, and from others 'associated' with the school (615) who were neither parents or staff.

Sullivan school had involved pupils and 101 pupil responses were received. Large numbers of responses were completed by people who were not local parents or staff; 284 in favour of the proposal and 869 against. 244 staff, governors and other school stakeholders were against the proposal compared to 51 in favour. It is worthy of note that there were 80 responses from one single "Three" mobile IP address, all anonymous and all definitely disagreeing with the proposal. It is possible that this resulted from large groups of people meeting together and submitting their responses, one after the other, on one mobile device, but the lack of identifying data makes this group of responses worth noting.

**Many of those agreeing with the proposal described themselves as parent/carers with no association with either of the two schools.** This applied to 1,047 respondents expressing agreement. The favourable responses are largely from those associating themselves with Fulham Boys' Free School. Many of these noted their affiliation with CE primary schools such as All Saints or St John's, noting that they are parents of primary aged children and keen to see a secondary CE boys' school. Relatively few of the respondents agreeing with the proposal commented on the amalgamation proposal itself, though some said it makes good sense to combine two undersubscribed schools, but almost without exception they expressed support for a new CE secondary boys' school and Fulham Boys' Free School in particular.

**The majority of responses from New King's parents, staff and stakeholders favoured the proposal.** A comparatively low response rate of 89 from New King's stakeholders, saw 57 agree and 32 disagree, see the chart above for details. Some, including most of the governors and several members of staff, viewed the proposal extremely positively. They saw the amalgamation as hugely advantageous, a way of improving resources and providing excellent educational opportunities for the pupils. Some parents welcomed the idea of a local free school secondary option. Others saw the change as too disruptive. Some staff relished the benefits they foresaw, definitely agreeing, while some were concerned for their own jobs and those of Sullivan staff, hence tended to disagree or did not know.

**The vast majority of responses from those associated with Sullivan expressed disagreement with the proposal.** Some 854 parents claiming association with Sullivan, plus 101 pupils, stated that they definitely disagreed. By comparison, 23 Sullivan-associated parents expressed agreement. Staff and governors were united in their disagreement, as were former staff and governors. The majority of other local residents associated with Sullivan school (615 responses) disagreed with the proposal. Other local stakeholders registering disagreement included businesses, clergy (one agreed, several did not), GPs, health and community workers. For the most part they viewed Sullivan as a very good school, good neighbours on a pleasant and appropriate site and were fearful of the potential impact of siting an 800 pupil secondary school in the already congested local area. Many respondents were critical of the suggestion that it would extend parental choice to replace a community primary school serving local children with a faith-based secondary free school. Many refuted the idea that

bigger was necessarily better and felt that Sullivan's size was an advantage. A common theme was the view that the Council was acting ideologically, aiming to shut the best of the local schools simply because it offered a prime site for a new free school. Those with current and historical associations with Sullivan expressed dismay at the potential closure of the school. The staff, the Headteacher and the education they provide were universally praised.

**The vast majority of responses from people other than teachers and parents were against the proposal: 845 disagreeing and 209 agreeing.** Local residents who are not supporters of the free school, not defining themselves as parents of boys at local CE primaries keen to see a CE boys' secondary, are almost without exception against the loss of Sullivan Primary and concerned about the potential impact on the local area.

**Sullivan also submitted their formal response to the public consultation,** three copies, each with five appendices (condition surveys and cost estimates), plus two photo books.

The formal response contested the key arguments made in the Council's consultation document and presented the case for the school's retention as a stand-alone entity. The reasons stated for the school's opposition to the proposal were given as:

1. The document is factually inadequate
2. Impact on education
3. Impact on community
4. Impact on local schools

The document outlined an alternative proposal: "that Sullivan Primary School applies for Academy Status in partnership with the protective and supportive group, the London Diocesan Board for Schools (LDBS) as part of their Multi-Academies Trust."

The formal Sullivan response is attached in full at Appendix 5.

Additionally, Sullivan representatives delivered two petitions. One, 'Save our Sullivan', has 1,440 signatories. The phraseology used on the sheets describes the council as proposing to close the school and asks: 'Please sign our petition to help save our school'. The cover states: 'We are presenting this as part of the consultation procedure'. Of these, 376 (26 %) of the postcodes supplied were a considerable distance outside the borough or supplied no address. 970 of the signatories live in the borough. The remainder, 103, live in areas just outside the borough.

The other is an online '38 degrees' petition, which asks signatories to 'please help stop the proposal to close Sullivan Primary School' and claims 2,168 signatures. Of these, 1,089 (50.2%) of the postcodes supplied were a considerable distance outside the borough. 686 were within the borough and 393 were postcodes in neighbouring areas.

Submissions disagreeing with the proposal have been received from: PRARA, The Fulham Society, City Events Ltd. the Polo in the Park organisers, H&F Liberal Democrats, The Executive Board of the Fulham College Academy Trust and the NUT. Several different submissions came from Hurlingham and Chelsea including one

from Phil Cross as Head, plus another from the staff body, with 59 signatories formally objecting to the proposal. The response from the governing body expressed concern at the proposal to locate a new boys' secondary school so close to Hurlingham & Chelsea. The Chair of Governors, Stephen Greenhalgh, wrote in a personal capacity that he supports the principle of the amalgamation of New King's and Sullivan schools.

Favourable submissions (agreeing with the proposal) have been received from: the Chair of Governors and Headteacher of New King's and Greg Hands MP. The submissions are attached at Appendix 5.

A number of teachers/members of staff and Headteachers from other H&F schools expressed their disagreement, some voicing their disquiet about the LA's approach and their support for Sullivan's retention as a good community school. Ten of these were members of staff at Hurlingham and Chelsea and signatories to the Hurlingham and Chelsea formal objection, which was signed by 59 staff in total including the Headteacher, and expressed particular concern about the impact of siting a secondary free school nearby.

A cross section of the written comments provided by respondents to the survey is attached as Appendix 7.

## 3b Stakeholder consultation meetings

**As part of the consultation on the amalgamation proposal two public meetings were organised by the council to gather the views of parents/carers, local residents and other key stakeholders:**

- Thursday 5 September 2013, 6.30 - 7.45pm, at New King's School
- Tuesday 10 September 2013, 6.00 - 8.00pm, at Sullivan School

The events were well publicised and generated considerable interest. They were held at the schools themselves as this was felt the best way to make them accessible to parents, families and local residents. They attracted large numbers of parents, residents and other interested parties including education professionals and prospective Fulham Boys' Free School parents. Both meetings were extremely well attended and the audience participation, particularly during the Q&A sessions, demonstrated the strength of feeling held by many of the stakeholders.

An estimated 180 people were present for the first of the meetings, at New King's, but with the school hall full to capacity at the scheduled start time, safety issues dictated that some 50 more had to be turned away.

Those unable to gain entrance were reminded that there would be an opportunity to attend the next meeting, following the same format, a few days later at Sullivan Primary. An estimated 275 people attended the event at Sullivan. The larger hall and the exemplary preparation by the Sullivan staff allowed all those who arrived to participate in another lively meeting. It was agreed in advance that the meeting would be longer than originally scheduled to maximise the opportunity for the audience to question the panel and make their views known.

Both meetings followed the same format of a welcome and introduction from the host schools: by Andrew Fenwick, Chair of Governors for New King's and by Caroline Langton, former Chair of Governors for Sullivan School. In each case this was followed by presentations from:

- Andrew Christie, Tri-borough Executive Director of Children's Services, outlined the proposal and the purpose of the meeting.
- Ian Heggs, Tri-borough Director for Schools Commissioning, presented the Council's case for launching a consultation on the proposed changes.
- Miles Chester, Headteacher New King's Primary School and Tobyn Thomas, Principal, Thomas's London day Schools, presented New King's plan for moving to academy status in partnership with Thomas's London Day Schools.

At the Sullivan meeting, the panel included Chair of Governors Rosie Wait and Headteacher Wendy Aldridge, who spoke of their passionate opposition to the council's plans for the school.

After the presentations the meetings were opened to the floor. Questions to the panel were invited and frank exchanges of views followed. Questions at both meetings came largely from parents, staff and governors of Sullivan Primary. The first three speakers, however, all of whom spoke eloquently of their concerns about the proposal and its perceived impact, were: a local resident and ex-Headteacher; a member of the committee of PRARA (Peterborough Road Area Residents Association); then a teacher at another local primary school who exhorted staff and others to fight to defend community schools.

Another who spoke was Gary Piper, until recently Vicar of St Matthew's Church in Fulham and before that a teacher working in the ILEA for twenty years, including as Head of a primary school. As Vicar of St Matthew's Gary Piper took weekly assemblies in Sullivan School, said he had long and close associations with the school. He voiced his dismay and spoke in the cause of retention of the site, the school and the Headteacher.

Dr Philip Cross, Headteacher of Hurlingham & Chelsea Secondary School was another who expressed his concern, including around the impact of a new boy's CE free school: "My issue is that if you put that school here and you empty out Hurlingham and Chelsea, which is highly likely, what you will create is the schools of choice for some, but where do you go as a parent if you are choosing, mixed, multi-faith, multi-ethnic, multi-lingual, community education?" Dr Cross asked for the consultation to be withdrawn and revisited in six months' time, to allow a period of time for a group of education professionals to come up with one cohesive, properly considered plan for the south of Fulham.

The Council's justifications for the proposal were interrogated and contested in a series of questions addressed to Cabinet Member for Education, Councillor Georgie Cooney, Ian Heggs and Andrew Christie. The lines of questioning and the strong support expressed for the school gave voice to the disagreement with the proposal summarised in the 'key reasons' list above, page 8.

Full notes of both meetings and the Q&A feedback can be seen at Appendices 3a & 3b. We are grateful to Sullivan Primary for sharing these comprehensive, verbatim notes, commissioned by Sullivan and prepared by the School Improvement Service's former Head of School Governance.

**A third, informal meeting for New King's parents was organised by the school** on the morning of 20 September, providing a more relaxed forum in which parents could ask questions, find out more about the proposal and discuss any concerns.

Approximately 35 parents were welcomed by Headteacher Miles Chester.

Andrew Fenwick, Chair of Governors, explained the reason for the meeting and outlined the background that had led to this consultation. He said that the governing body was very keen to continue the improvement seen over recent years and described how it had arrived at the planned conversion to academy status as Parsons Green Academy, in partnership with Thomas's Day Schools. He said the LA was supportive of the proposal, but said it was looking at solutions to the problem of spare primary places in south Fulham primaries and asked New King's to delay its consultation on moving to academy status in order for the LA to consult first on a proposal to amalgamate the two primary schools.

Miles Chester gave a presentation, saying that he wanted to keep it brief to give parents as much time as possible to ask questions. He provided a short outline of: the history and the timeline, of "where we are now" and plans for the future.

Parents were then invited to ask questions, which were answered by Miles Chester, Andrew Fenwick and Susanne Kelly, Deputy Headteacher.

The questions from the parents were largely about concerns around the implications for their children should the amalgamation proposal go ahead, leading to a Q&A conducted on an "If so, what happens?" basis, with several reminders from the panel that this was part of a consultation process and no decisions had been made other than their intention to proceed with the school's own academy conversion proposal.

Miles Chester described how the school would do lots of work in advance to build bridges and ensure a smooth transition for all pupils. He said there would be lots of familiar faces and continuity, but a great deal of planning would be needed, working on integration, the curriculum and the needs of each individual pupil. The key thing, he said, was to be well prepared and make this an enjoyable and positive experience for all the children.

The meeting was noted by Terry Broady, LBHF communications and information officer, to be included in the report on consultation feedback, see Appendix 3c.

## **3C Staff consultation meetings**

As part of the consultation process, two meetings for staff were organised, one at each of the schools, each at the end of the school day:

- Sullivan Primary School, 11 September 2013
- New King's Primary School, 16 September 2013

The meetings were well attended by teaching and non-teaching staff, with trades union representatives invited.

At each of the meetings the respective Headteachers welcomed everyone and explained that the meeting was to discuss staffing implications should the proposed amalgamation of NKS and Sullivan go ahead. The panel outlining the position and responding in the ensuing Q&A sessions were:

**Ian Heggs**, Tri-borough Director for Schools Commissioning

**Richard Stanley**, Tri-borough Assistant Director for School Standards

**Andy Inett**, HR Relationship Manager

Ian Heggs and Andy Inett acknowledged that there was concern and uncertainty about the likely effect of the proposal on individuals, but Ian Heggs described the proposed changes as a very exciting opportunity to build on the strengths of both schools and offer the very best educational opportunities for our children.

All the staff affected had received letters from Ian Heggs stating that if, following the consultation exercise, it was decided to proceed with the closure of Sullivan and the expansion of New King's, detailed plans would be developed to implement a proposed new staffing structure, which would be the subject of further consultation early in the Spring term 2014.

Sullivan staff in particular voiced their concerns about their position, with redundancy as the necessary first stage and attendant uncertainty about retaining their jobs, their terms and conditions and the specialisms for which they were training or already qualified. Several expressed their dismay at the prospect of losing their highly respected Headteacher, also the likely reduction in the number of support staff posts overall compared to the current position in Sullivan and in New King's.

The meetings were noted to form part of the consultation feedback. At the Sullivan meeting, Ian Heggs and Andy Inett undertook to provide a factsheet covering the questions and the answers. The factsheet includes more detailed answers to some of the questions raised, for instance about maternity leave entitlements. The notes of the meetings and the factsheet are attached at Appendices 4a and 4b.

## **Appendices to consultation report follow - contents**

### **Appendix 1**

**Consultation document**

### **Appendix 2**

**FAQs**

### **Appendix 3**

**Notes of public consultation meetings**

**3a) New King's 3b) Sullivan 3c) New King's parents' forum**

### **Appendix 4**

**Minutes of staff consultation meetings**

**4a) New King's 4b) Sullivan, with Q&A factsheet**

### **Appendix 5**

**Submissions received**

### **Appendix 6**

**Deputations**

### **Appendix 7**

**Cross section of the comments made by respondents**

# New King's and Sullivan primary schools proposals

A close-up photograph of a young child's eye, looking slightly to the right. The eye is brown and has a soft, natural expression. The background is a blurred green, suggesting an outdoor setting. The text 'public consultation' is overlaid in white on the lower part of the image.

public  
consultation



## **We would like to hear your views**

Hammersmith & Fulham Council is consulting local residents and schools on proposals to amalgamate two primary schools in Fulham to create a new combined school with better facilities on a single site.

If the amalgamation were to go ahead, it would also free up a site that we propose to make available to a new secondary free school, in line with the council's Schools of Choice agenda.

We would like local people, and everyone at the schools affected, to have their say at the earliest opportunity. Your views are crucial to developing these proposals and we welcome any questions or suggestions you have. We will also be running public meetings so you can talk directly to council staff face-to-face.

## The proposal

We would like to hear your views on the proposal to amalgamate New King's and Sullivan schools on the New King's Road site.

### Reasons for the primary school amalgamation

Both New King's and Sullivan schools are small compared with some other primary schools in the borough. New King's primary has 30 places per year and Sullivan has 45 places per year. The combined school would have 60 places per year (two forms of entry).

The two schools are very close to each other, serving families from a similar area.

Small schools attract less funding than larger schools and consequently find it harder than larger schools to provide a similar breadth of curriculum.

### Surplus places

Both schools have also been hampered by unfilled places. Both schools are rated 'good' by Ofsted but both schools are chosen by relatively few families as their first or second preference school.

	Approved number of places	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>New Kings</b>	30	20	28	22	25	20	29	25
<b>Sullivan</b>	45	36	44	38	39	39	27	30
Spare capacity	75	-19	-3	-15	-11	-16	-19	-20

By amalgamating on one site, the combined school could reduce running costs and take better advantage of economies of scale to improve facilities and learning experiences.

### **Meeting parental demand**

Our Schools of Choice programme is driven by what parents tell us they want, through their list of preferences when applying for schools. We think that bringing together these two schools on one site, building on the best from each, will help the amalgamated school attract more families, fill current surplus places and provide a securer future.

Across the borough, the growing primary population and the increasing popularity of good state primary schools, means there is growing pressure on places, particularly in the centre of the borough. The surplus places at New King's and Sullivan, along with surplus places at nearby Langford School, suggest changes are needed to meet parents' preferences and to free up resources where they are most needed.

### **Improving school buildings and facilities**

Both schools need significant investment to maintain and improve the fabric of their buildings. Amalgamation would enable a larger school to benefit from more wide-ranging improvements to just one site, giving all pupils a better quality education.

The school buildings on the Sullivan site are nearing the end of their useful life and it is estimated that it would cost over £6 million to replace the current buildings. However, the New King's building, whilst in need of repair, is a prized school building in an excellent location and could be significantly improved through an extensive refurbishment programme. The council would provide at least £2 million in capital funding to redesign the New King's building as a two-form-entry school and equip it with the latest teaching facilities.

**Future vision**

As part of its vision to become an outstanding and oversubscribed school, New Kings School has recently approached the council, setting out its proposals to convert to academy status working with Thomas's London Day Schools, a local independent school trust with an excellent reputation. If the amalgamation proposal goes ahead, following consultation, the council would support New King's with its academy conversion proposal, working closely with Thomas's.

**Opening a new secondary free school**

If the amalgamation proposal were agreed, it would have the added benefit of releasing a school site that could be used to meet demand for secondary school places in Fulham.

Fulham Boys' Free School has been given the go-ahead by the Government to provide 800 secondary places for 11 to 19-year-old boys, but has been unable to open because of problems finding a site.

Local parents have enthusiastically supported the Fulham Boys' proposal and we would like to help them find a site. It would provide boys at the amalgamated school with an additional option when choosing their secondary school.

If the amalgamation were to go ahead, the Fulham Boys' Free School would open on an interim site in September 2014 and move permanently to the vacated Sullivan site in September 2016. The Department for Education would fund the building of this new secondary school in Hammersmith & Fulham at a cost of £13.5million.

**A better site for Parayhouse**

Parayhouse is an independent special school, currently based in the New King's School annex. The school has already asked the council for help in finding a more suitable site. As an additional benefit of amalgamating Sullivan and New King's, the council would ensure that a new site would also be found for Parayhouse for September 2014.



## Detailed proposals

**Amalgamation** There are two methods of amalgamating schools. Either both schools could be closed and a new school set up, or one school could be closed and the other expanded to accommodate pupils from the closed school. The second of these options appears the least disruptive.

The council is therefore proposing to close Sullivan School and enlarge New King's School to create the amalgamated school, which will guarantee places for all current Sullivan pupils.

**Leadership and staff** This amalgamation proposal would mean that the headteacher and governors of New King's would lead the amalgamated school.

To ensure continuity, existing governors at Sullivan School would be encouraged to nominate themselves for available places on the governing body of New King's School.

The amalgamated school will require additional teaching and non-teaching staff and many of the staff at Sullivan will be able to seek redeployment at the enlarged New King's School, thereby providing as much continuity as possible for pupils at both schools.

The benefits for the two staff teams joining together include new opportunities for joint training, shared lesson planning and a wider curriculum offer with extra after-school activities for pupils.

**Admissions** All current pupils in both schools will be guaranteed a place in the amalgamated school. Most year groups have fewer than 60 pupils, but in the two year groups with more than 60 pupils, additional classes will accommodate all the children, ensuring no class has more than 30 pupils.

## APPENDIX C.3

Admissions of new pupils in 2014 will be in line with the two schools' current admissions criteria. Seventy five places in all will be on offer for September 2014.

From 2015 onwards, the amalgamated school will offer 60 new reception places per year.

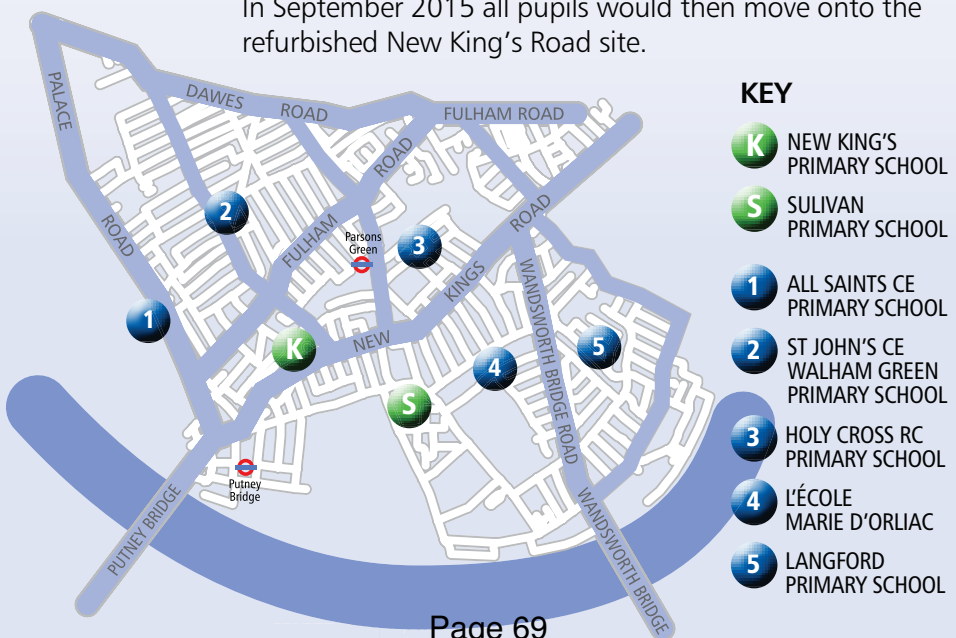
Both schools offer a mixture of full-time and part-time nursery places currently and the number and mix of nursery places would remain the same for September 2014. This would reduce to 60 places per year from September 2015. The governing body would decide on the mix of full-time and part-time nursery places for September 2015 onwards.

### Site proposals

If the proposal is agreed, all new and existing pupils from New King's and Sullivan would be educated on the Sullivan site on a temporary basis from September 2014 to July 2015. Temporary accommodation would be provided on the site to cater for the additional pupils.

This is to allow for a £2 million refurbishment of the New King's site to provide state-of-the-art teaching facilities suitable for 21st century learning.

In September 2015 all pupils would then move onto the refurbished New King's Road site.



## Your questions answered

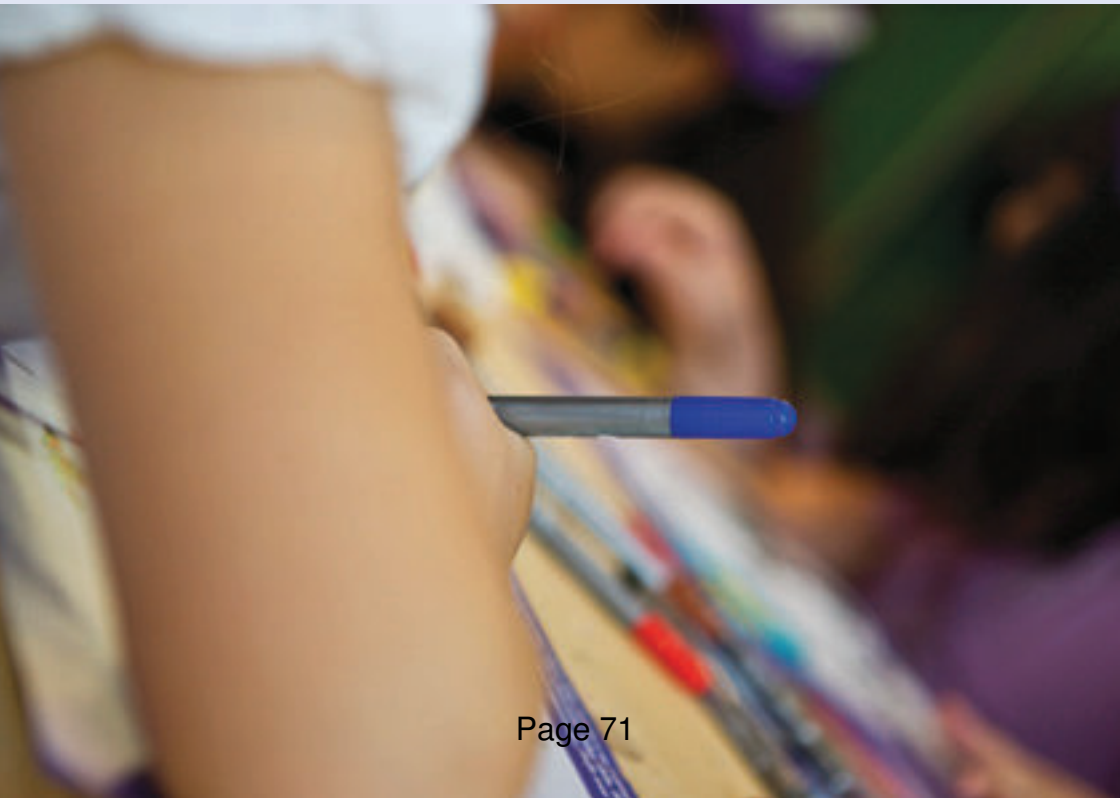
- Will my child be offered a place at the amalgamated school?** All pupils currently attending Sullivan or New King's will be guaranteed a place at the amalgamated school if they want it.
- Will my child stay with his/her classmates and current class teachers?** Sullivan children would transfer to New King's with their classmates and many of their class teachers, providing as much continuity as possible.
- Will the proposal disrupt my child's education?** All change brings a degree of disruption and both sets of pupils would have to move sites (see site proposals above), but by transferring current pupils and class teachers together, there would be continuity in pupils' education, provided by teachers they know.
- Why not amalgamate with Langford?** Langford primary school is also under-subscribed, but serves a different group of families, including those living to the east of Wandsworth Bridge Road, so an amalgamation with Langford would lead to more families travelling longer distances.
- Is this about cutting budgets?** No. Schools' funding comes directly from the government based on the number of pupils. By amalgamating on one site, the new school would be able to spend its money more effectively. In addition, the council would invest at least £2 million in a significant building refurbishment.
- Why is only Fulham Boys' School being considered if the Sullivan site is vacated?** It is the only new school that is currently without a site. Fulham Boys' School has been able to demonstrate it has parental support in the area and it has been approved by the Government. It would provide boys at the amalgamated primary school with an additional option when choosing their secondary school.



**Opening a new free school would not be fair to other secondary schools in the area.**

To get government approval for a new free school, its proposers have to show there is a need for new places and that they have support from sufficient numbers of local families. Fulham Boys' Free School has already made its case and gained permission to open in Fulham. We have been impressed with the popularity of the new free school and academy that have opened in Hammersmith and with their success in complementing existing state school choices. The addition of a Church of England option for boys would improve the range of choices for local families.

More information on the Fulham Boys' School proposal is available on their website:  
<http://www.fulhamboyschool.org/>



# Proposed decision-making timetable

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**16 July 2013** Consultation opens

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## Public meetings

**Thursday 5 September 2013** New King's School  
**6.30pm** New King's Road  
 Fulham, SW6 4LY

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**Tuesday 10 September 2013** Sullivan School  
**6.00pm** Peterborough Road  
 Fulham, SW6 3BN

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## Staff meetings

Dates will be confirmed shortly for meetings with staff at each school.

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**Tuesday 8 October 2013** Consultation closes

The council will then consider the consultation responses and, if it decides to go ahead, formal statutory notices would then be published in October 2013 for a further six-week period within which further representations can be made.

A final decision would be made by the council's Cabinet in December 2013 on whether or not to go ahead with the proposed amalgamation.

Read more online and fill in a consultation form at  
**[www.lbhf.gov.uk/fulhamschools](http://www.lbhf.gov.uk/fulhamschools)**

If you have any questions before deciding on your response to our consultation, please email [terry.broady@lbhf.gov.uk](mailto:terry.broady@lbhf.gov.uk)

If you are not able to access the online form, please complete the form on the right and return it to:

**Terry Broady**  
**Room 39, Hammersmith Town Hall,**  
**King Street, London W6 9JU**

The consultation closes on  
**Tuesday 8 October 2013**



# Proposed amalgamation of New King's and Sullivan schools on the New King's Road site

Thank you for your interest and for taking the time to complete this response. Please indicate your postcode (this will be used to understand from where responses have been received).

Name (optional):

Postcode:

I am a:  Parent/carer  Teacher/staff member  Governor  
(tick all boxes that apply)

Other (please specify):

Associated with:  Sullivan Primary  New King's Primary

*Do you agree with the proposal to amalgamate New King's and Sullivan schools on the New King's Road site ?*

- Definitely agree
- Tend to agree
- Tend to disagree
- Definitely disagree
- Don't know (please tick one box)

Please explain the reason for your choice and make any other comments in the box below. Please feel free to attach an additional sheet if you need to.





**If you require any part of this document in large print or Braille please call 020 7598 4805**



## Your questions answered

### Will my child be offered a place at the amalgamated school?

All pupils currently attending Sullivan or New King's will be guaranteed a place at the amalgamated school if they want it.

### Will my child stay with his/her classmates and current class teachers?

Sullivan children would transfer to New King's with their classmates and many of their class teachers, providing as much continuity as possible.

### Will the proposal disrupt my child's education?

All change brings a degree of disruption and both sets of pupils would have to move sites (see site and timeline proposals in the consultation document), but by transferring current pupils and class teachers together, there would be continuity in pupils' education, provided by teachers they know.

The Council would assign link education advisers to each of the schools to help them maintain the highest standards.

### Why not amalgamate with Langford?

Langford primary school is also under-subscribed, but serves a different group of families, including those living to the east of Wandsworth Bridge Road, so an amalgamation with Langford would lead to more families travelling longer distances.

### Is this about cutting budgets?

No. Schools' funding comes directly from the Government based on the number of pupils. By amalgamating on one site, the new school would be able to spend its money more effectively. In addition, the council would invest at least £2 million in a significant building refurbishment.

It does not represent value for money to maintain two separate schools, both requiring some investment in repairs and maintenance, when both are under-occupied and when there is a more strategic opportunity to consider. The proposal targets resources at one school, where the investment will provide a high quality environment for many years. An additional benefit is that it releases the other school site for rebuilding in order to provide brand new facilities, meeting a demand which cannot be provided for elsewhere. The cost of this school will be met by additional capital grant funding not otherwise available to the borough.



The top-to-bottom refurbishment of the New King's building will include upgrades of roof, windows, heating and electrical installations, as well as improvements to external areas. If, as a result of amalgamation, this refurbishment goes ahead, it will provide state-of-the-art facilities not usually found in primary schools, in particular specialist classrooms to deliver science, music and art.

### **If this goes ahead, what money will be available for reinvestment in the pupils' education?**

There would be real advantages. The savings made on running costs by moving from two schools to one would free up much more money to be spent on front line learning activities.

The number of pupils dictates the amount of money received from Government, so that would stay the same, but the Council estimates that approximately £400,000 could be saved by amalgamating on one site. There would be economies of scale in utility bills, cleaning and maintenance. Back office functions such as finance, IT and site management would be streamlined. Potential staffing structures are yet to be detailed, but there would be a single Headteacher.

The £400,000 estimated is approximately 20% of a primary school's budget, the equivalent, for example, of the cost of employing an extra eight teachers. Making such significant savings by amalgamating two relatively small schools on one site would give the school a great opportunity to reinvest the money in teaching staff, support staff and equipment.

### **Why is only Fulham Boys' Free School being considered if the Sullivan site is vacated?**

It is the only new school that is currently without a site. Fulham Boys' Free School has been able to demonstrate it has parental support in the area and it has been approved by the Government. It would provide boys at the amalgamated primary school with an additional option when choosing their secondary school.

### **Will opening a new free school be fair to other secondary schools in the area?**

To get Government approval for a new free school, its proposers have to show there is a need for new places and that they have support from sufficient numbers of local families. Fulham Boys' Free School has already made its case and gained permission to open in Fulham. We have been impressed with the popularity of the new free school and academy that have opened in Hammersmith and with their success in complementing existing state school choices. The addition of a Church of England option for boys would improve the range of choices for local families.

More information on the Fulham Boys' Free School proposal is available on their website:

<http://www.fulhamboysschool.org/>

### **You say parents are enthusiastic about Fulham Boys' Free School and that it improves the range of choices, but what is the case for needing a new Church of England secondary school for boys?**

There is currently an imbalance of places for boys and girls in the borough that the new school would help correct. At present there are three girls' secondary schools in Hammersmith & Fulham and only two boys' schools, one of which offers places only for Roman Catholic boys.

For residents wanting single-sex education in Hammersmith and Fulham, 73 offers of secondary places were made to boys this year compared to 194 offers to girls. This is disproportionate, particularly as there were more applications for boys, 601, than there were for girls, 585. The new school would help meet this need.

Fulham Boys' Free School would provide the first boys' Church of England school in H&F, with as many of the places (up to 60 each year) allocated on the basis of proximity to the school as on the basis of faith. The school is supported by the London Diocesan Board for Schools and will work closely with the popular and highly successful Lady Margaret School, a Church of England academy for girls. A memorandum of understanding is being agreed between the two governing bodies setting out the areas on which they plan to work together for the benefit of the pupils attending the two single-sex schools.

### **What analysis has the Council undertaken on the likely traffic pressures in south Fulham arising from the potential new school and other developments in the area?**

The Council has already met with representatives of the Peterborough Road and Area Residents' Association (PRARA) to discuss residents' concerns and has agreed to commission a holistic survey of all developments in the area and their likely impact.

If the site did become available and Fulham Boys' Free School were to apply for planning permission, its School Travel Plan would be scrutinised by the Council's planning and environment departments, taking into account all the residents' views and opinions. Approval for the scheme would not be granted if the plan did not meet the departments' planning requirements.

### **Would part of the Sullivan site need to be sold off to help finance the project or would all the money be coming directly from the government?**

The Department for Education (DfE) has confirmed that if the Sullivan site were to be vacated and made available to Fulham Boy's School, the DfE would fund the building of this new secondary school at a cost of £13.5million. There are no plans currently for the Sullivan site, or any part of it, to be sold off to help finance the project.

### **Is the Council handing over the land, the buildings and the schools to private companies?**

No. Fulham Boys' Free School has been approved by the Government and is a publicly funded school with the status of charitable trust. If the amalgamation proposal were to go ahead and the Sullivan site eventually vacated and made

available to Fulham Boys' Free School, the Council would follow standard national procedures and grant a lease of 125 years to the charitable trust.

Similarly, if New King's Primary took the decision to become an academy, with Thomas's Day Schools as partner, the new academy would have the legal status of charitable trust and be subject to all the regulations that apply. Again, in line with standard practice, the Council would grant a 125 year lease to the charitable trust.

This is exactly what the Council has done in other cases where H&F schools have changed status – Canberra Primary School, for example, now an ARK academy, as well as the schools in the Fulham College Academy Trust: Fulham Cross Girls' and Fulham College Boys'.

### **Who is being consulted and what publicity is being organised for the consultation?**

We would like local people and everyone at the schools affected to have their say about the proposal and we have made every effort to ensure they can.

More than 60 different letters, accompanied by consultation materials, were sent to stakeholders seeking their views. Consultation letters were sent to all parents and carers of pupils at Sullivan, New King's and Parayhouse schools and to the Headteachers, Chairs and all staff and governors of the schools: a total of some 650 letters together with consultation booklets.

All requests for stock of the booklet with its integral response form have been met. Substantial supplies of the booklets have been delivered to the schools for their own distribution. Over 1,000 booklets have also been provided for Hurlingham & Chelsea Secondary School and Langford Primary School. We have supplied Fulham library with stock of the booklet for display.

In addition to the distribution of hard copy materials, we are encouraging participants to visit the online consultation space, where they can keep themselves informed of developments and register their views.

Individual consultation letters have been written to: all Trades Unions representing staff at the schools; the local MP; the Councillors of the three affected wards (Sands End, Parsons Green & Walham, Town); the eight neighbouring Local Authorities; Head of Special Educational Needs at Wandsworth; Headteachers of all Fulham schools potentially affected (nurseries, primaries, secondaries, specials and PRUs); the founders of Fulham Boys' School and the Directors of the C of E and RC Diocesan Boards for Education. A consultation communication was sent to all Hammersmith & Fulham schools via the Council's weekly School Staff Zone e-bulletin. Letters and copies of the booklet were also sent to Children's Centres in Fulham.

Sullivan, New King's and Parayhouse schools have been asked to suggest any other stakeholders or special interest groups they feel should be consulted.

We have gone to great lengths to publicise the consultation. The consultation has, for example, been featured several times in the Council's 'Your Hammersmith & Fulham' e-newsletter, mailed to 42,000 subscribers. A press release was sent to all local media, including blogs, and was posted prominently on the public-facing lbhf

website and the intranet for staff. The online consultation and supporting information was linked to the story and went live in the early hours of 16 July.

### **Why is the consultation period over the school summer holidays, what is the closing date?**

We feel that the lengthy consultation period (beyond that required) will maximise the opportunity for parents and local people to have their say. We felt it was to the benefit of all concerned to start the consultation as early as possible, but recognise that some of the consultation period falls within the school holidays. We have taken this into consideration: Department for Education (DfE) guidance recommends that a consultation of this sort runs for a minimum of six weeks; the period we have allowed is 12 weeks, from 16 July through to a closing date of 8 October. If, following consultation, the decision were taken to go ahead with the proposal, statutory notices would be published in October 2013 for a further six-week period within which further representations could be made.

### **What is being done to support parents, staff and governors to respond to the consultation proposals?**

The measures we have taken to inform all concerned by letters and distribution of consultation materials is detailed above.

We have worked with the schools to set dates for public meetings at each of the two schools, as noted in the consultation booklet:

#### **Public meetings**

##### **Thursday 5 September 2013, 6.30pm**

New King's School, New King's Road, Fulham SW6 4LY

##### **Tuesday 10 September 2013, 6.00pm**

Sullivan School, Peterborough Road, Fulham SW6 3BN

We have arranged these meetings to provide opportunities for Council representatives Cllr Georgie Cooney, Cabinet Member for Education, Andrew Christie, Tri-borough Executive Director of Children's Services and Ian Hegg, Tri-borough Director for Schools' Commissioning, to explain the proposal and for those attending to raise questions and air their views face-to-face. The Heads and Chairs of Governors intend to welcome their school communities and to make their own presentations. The meetings will be noted and any issues raised will be reported and considered as contributions to the consultation.

We are continuing to liaise with the schools over the detailed arrangements and will support the meetings in every way possible. The Council's Events Management team have undertaken to provide a professional PA system and technical support. In addition to stage microphones, there will be roving mics for the Q and A session when the meeting is opened to the floor.

Meetings are also being arranged for the staff of both schools. The aim is to help all staff understand the proposal and what it will mean for them if the decision is taken to proceed. Senior Council managers will attend and there will be Human Resources and Trades Union representation.

Any costs arising from the public meetings and staff meetings organised by the Council will be met by the Council.

**There may have been spare capacity in both schools in the past, but is it true that they are oversubscribed for this current intake in September?**

Reception place take-up for 2013/14 is becoming clear now that the pupils have started school for the new term. Neither Sullivan nor New King's have met their published admissions number and filled their reception classes. It should be emphasised that all classes from Years 1-6 in both schools continue to have spare places.

**What are the figures for the spare capacity in community primary schools in this area?**

The last school census figures (May 2013) showed that classes across the year groups were not full in four of Fulham's community primary schools, including Sullivan and New King's. There were 384 spare places out of a total of 1260 places available, i.e. over 30% of places were unfilled.

**If there are spare places in these schools, why have extra places been created in other Fulham schools?**

Over the last four years the Council has worked to provide a total of 616 extra places (88 extra reception places per year) in popular and oversubscribed Fulham primary schools that meet the Schools of Choice agenda. There was clear demand for these places, expressed in parents' application preferences, and their provision has proved extremely popular – all the places have filled:

- 30 extra places at St John's Walham Green
- 28 new bilingual places at L'école Marie d'Orliac
- 30 extra places at Holy Cross

**We are told there is increasing demand for primary places nationally. What demand has the Council estimated?**

The Council has a duty to provide sufficient school places and estimates how many places will be needed year on year, looking at factors such as population increase, housing developments and family mobility. The Council's latest predictions, as set out in the chart below, show a projected increase across H&F in demand for new primary places at reception level from 1,516 places in 2012/13 to 1,650 places in 2016/17. The main area of projected additional demand is in the northern half of the borough, but with concentrations in Fulham Broadway and Sands End due to proposed new housing developments. Currently, however, primary schools in Fulham have sufficient capacity to meet demand.

The Hammersmith & Fulham School Capacity submission to the Department for Education in 2012 is as follows:

Forecasts	Reception
2012/13	1516
2013/14	1580
2014/15	1646
2015/16	1604
2016/17	1650

**Are additional places required to cope with developments that are planned as part of the South Fulham Riverside regeneration?**

Yes. The Council recognises that more primary places will be needed. The exact number will depend on the scale of the final developments, but the Council estimates that spare capacity in existing schools in the area is such that it can meet this need.

**Given that Sullivan Primary School was judged by Ofsted as 'good with outstanding features' in May 2010 and is oversubscribed for Autumn Term 2013, how can you justify a proposal that means it would cease to exist? How does this fit with the Council's 'Schools of Choice' agenda?**

In line with the Council's Schools of Choice agenda, which sets out to increase the number of outstanding, high-achieving and oversubscribed schools parents can choose from in the borough, the Council has been working with both New King's and Sullivan for some time to help them become schools of choice. Both schools, despite the fact that their standards are high and that they are judged to be good schools by Ofsted, have spare places in every year group.

It would be fair to say that consideration of the future of Sullivan school and the need to have a plan which involves change has been on the agenda for some time, as detailed below. The approach to date and the current proposals are in line with the Council's Schools of Choice agenda.

**What is the background to this? Did discussions take place with the Governors and Senior Management Team at Sullivan and at New King's before the Council announced this proposal?**

The Council originally approached Sullivan in 2010 to discuss a possible federation with Hurlingham and Chelsea School and the opportunity to provide a new primary school building for Sullivan on the Hurlingham and Chelsea site. At that time, governors at Sullivan decided not to progress with the federation or the building proposal. The following year, Hurlingham and Chelsea and Langford governors decided to federate and Sullivan were again approached with an offer to join the federation but declined the offer. Then in 2012, the Council approached both New King's and Sullivan to offer support in developing a federation proposal between the two schools. New King's governors were keen to work with Sullivan, but no joint decisions were taken to move forward.

Subsequently, New King's governors decided that they would like to convert to academy status working with Thomas's London Day Schools as a partner. The Council was generally supportive of their plans, but given the ongoing spare capacity issues at both schools, asked New King's to delay their consultation on the proposed academy conversion while the Council began a consultation on the amalgamation of both schools. Given the timeline that New King's had originally set for consulting on their proposal, **within that current** term, the Council felt that the consultation on the amalgamation should begin on 16 July, allowing more time for discussion and for responses about the proposals to be submitted.

The meetings with New King's took place on 2 July and 8 July. At the latter, the school was informed of the decision to begin a public consultation on the amalgamation proposal on 16 July. The equivalent meeting with Sullivan's Headteacher and Chair of Governors had also been arranged and took place the next day, 9 July.

### **If you are moving a whole school into another school, what will be the impact on the children in both schools?**

If we proceed, there will inevitably be some disruption, but we are sure that the benefits far outweigh any disadvantages and we will make every effort to ensure a smooth transition. The proposed method of amalgamation, with one school expanded to accommodate the pupils from the other, is the least disruptive of the ways of achieving a new combined school, providing better facilities and educational opportunities on one site.

Places in the amalgamated school will be guaranteed for all existing pupils and, as we explain in the consultation document, Sullivan children would transfer to New King's with their classmates and many of their class teachers, providing as much continuity as possible.

Both sets of pupils would have to move sites, but by transferring current pupils and class teachers together, there would be continuity in pupils' education, provided by teachers they know. Additionally, existing governors at Sullivan School would be encouraged to nominate themselves for available places on the governing body of New King's School.

The Council would provide professional support to ensure that the phased process of change is managed properly. This applies to all aspects of change management, with particular emphasis on the maintaining the high standards of education, with link education advisers allocated to both schools.

We firmly believe that by amalgamating on one site, the combined school could reduce running costs and take better advantage of economies of scale to improve facilities and learning experiences. We think that bringing together these two schools on one site, building on the best from each, will have a significant impact on raising standards further and will help the amalgamated school attract more families, fill current surplus places and provide a securer long term future.

**Can you provide more information about the next stage proposed, the amalgamated school becoming an academy? This is another uncertainty – what will it mean and is the proposal part of this consultation?**

It is the aim of the existing governing body of New King's to convert to academy status from September 2014 as "Parson's Green Academy - in partnership with Thomas's Day Schools". This will almost certainly remain the aim of the new governing body if the schools amalgamate. The Council is fully supportive of the proposal, but any academy proposal would be subject to a full, stand-alone consultation with parents and staff and this would come from the governing body.

New King's has told the LA that the proposal has the full support of the governors, Head and teaching staff and that Thomas's have proposed a full partnership model between the two organisations. The school's vision is to offer 'a world-class education for our international community', building on the strengths of a successful community primary school, adding significant elements of an independent school offer to bring a unique school of choice for local parents.

The school is confident that Thomas's possesses all the necessary academic, financial, administrative and logistical experience required to achieve these aims and to support the continued development of New King's.

**How would this proposal transform the educational opportunities for the children?**

The Council envisages that the proposed amalgamation would enable the new school to develop a vision which allows every child to experience a truly exceptional education.

New King's has been developing an international focus to their curriculum, based on the very latest educational research. The school would continue to follow the International Primary Curriculum and would build on pioneering work with the Maths Mastery programme (a rigorous mathematics curriculum praised for raising standards around the world) to build an innovative, effective and highly relevant approach for pupils.

Changes would include a broadening of the curriculum, introducing a particular focus on Science, and Music (building on an area of particular strength at Sullivan). Improved resourcing would aid the enriched curriculum. The refurbishment would provide well defined specialist learning areas such as an art studio, music room and a creative computing suite. A brand new junior science lab would be created, linked to an outdoor classroom and greenhouse. The refurbished site would provide great opportunities to learn within state of the art facilities which would be otherwise unavailable in the primary sector.

Specialist teaching and specialist multi sensory resources including a dedicated multi sensory room would be introduced. The radically refurbished facilities would include a lift, providing full access to all areas for all pupils, helping ensure a first class inclusive education.

Additionally, the proposed partnership with Thomas's offers significant benefits. The organisation is recognised for offering a rich and broad education which inspires



enjoyment, learning and achievement. Thomas's would provide invaluable academic, administrative and logistical support. New King's anticipates linking up with Thomas's schools for a wide range of exciting, creative projects and aims to build on existing strengths to offer the very best educational opportunities.

**What is the status of the amalgamation consultation - who devised the format and who will be analysing the results? When will the results be published?**

This is a formal consultation, now live, that will lead to a Cabinet decision. The consultation adheres to DfE School Organisation Decision Makers Guidance for Local Authorities and the established good practice format and previous models used by the Council. The consultation can be viewed at: [www.lbhf.gov.uk/fulhamschools](http://www.lbhf.gov.uk/fulhamschools)

A report summarising and analysing the consultation feedback will be produced for consideration in the Cabinet decision making process and will be made available to the public alongside the other consultation materials on the lbhf website.

**If the consultation feedback is largely against the move of Sullivan what will happen?**

The Council has an obligation to make best use of its resources and will take all views expressed in the consultation into account before deciding whether or not to proceed.

**The New King's building is older and has less green space than Sullivan. How will these proposals address this?**

The Council believes that the substantial New King's building offers excellent scope for modernisation, with an increase in first class accommodation which would compensate for the loss of the Sullivan building. The Council would ensure that outdoor space at New King's will be of high quality and sufficient for the numbers of children attending. The intended creation of an outdoor classroom/greenhouse and pond is one example, supporting innovative delivery of the science curriculum. The redesigned and refurbished site would provide exceptional, state of the art facilities.

As a partner, Thomas's expertise will be invaluable. They operate four leading primary schools, three of which occupy purpose built Victorian school buildings similar to New King's. These buildings have been transformed by Thomas's and are now impressive, thriving schools with rolls of between 400 and 600 pupils.

**Consultation closes 8 October**

**We want to hear your views**

**Read more and fill in your response online at**  
[www.lbhf.gov.uk/fulhamschools](http://www.lbhf.gov.uk/fulhamschools)

**Minutes of the public meeting held to consider the consultation on the proposal to amalgamate New King's and Sullivan Primary Schools on the New King's site held on Thursday 5<sup>th</sup> September 2013 at 6.30pm**

In Attendance as members of the panel:

Cllr Georgie Cooney (Cabinet Member for Education, LBHF); Ian Heggs (Tri-borough Director for Schools' Commissioning); Miles Chester (Head Teacher, New Kings Primary School); Andrew Fenwick (Chair of Governors, New Kings Primary School); Andrew Christie (Tri-borough Executive Director of Children's Services); Toby Thomas (Principal, Thomas's London Day Schools); Jo Copeland (Head of Curriculum, Thomas's London Day Schools).

**1. Welcome – Andrew Fenwick (AF)**

AF - Welcome to New King's School, this is the first of two public consultations; the next one will be at Sullivan School next Tuesday at six o'clock. First of all I would like to introduce the panel alongside me. I am Andrew Fenwick, I am the Chair of Governors of New King's School, working from the right hand side, we have Georgie Cooney, who is a councillor and the head of the Education Cabinet at the Local Authority and next door to her we have Ian Heggs, who is the Director of Schools' Commissioning in the Tri-borough, next to Ian is Miles Chester the Head Teacher of New King's School, next to me is Andrew Christie who is the Director of Children's Services in the Tri-borough, next to him is Toby Thomas, Principal of Thomas's London Day Schools and next to him is Jo Copeland who is Head of Curriculum at Thomas's London Day Schools.

**At this point the meeting was interrupted by a member of the audience who explained that there were people outside who were being prevented from coming in and it was not yet 6.30pm. The meeting was halted whilst some of the people were allowed in; however, there was inadequate space in the school hall for everyone to be admitted. A significant number of people were left outside the school, but remained in the school playground until the end of the meeting. Many people were upset that not everyone who wanted to attend could gain access. Andrew Christie said that the meeting was not the only opportunity for people to**

have their say on the consultation. Members of the audience said that it was the only opportunity at New King's School and if the school and the Council had underestimated the strength of feeling that was their problem. Andrew Christie said - if we are going to do all that we need to do this evening then I do ask all of you just to bear in mind we want to give everybody the opportunity to have their say and for a public meeting like this on a hot night to be carried out successfully I do ask everybody to cooperate. Now the fact of the matter is that we cannot fill the hall beyond a safe capacity, we obviously regret the fact that there are some people that we have to say there is no space to come in. However, the point I would want to go on to make – at this point there were a number of interjections from audience members, who remained unhappy that a significant number of people were unable to gain access to the meeting – Andrew Christie said - we could have an evening where people interject and take every opportunity to shout or we can have an evening where the people here can provide you with information and then there will be an opportunity for people in the hall to ask questions and to make comments and we are likely to get more opportunity for questions and comments if you allow us to proceed with the first stage which is one of information giving. As I was about to say there is another public meeting scheduled for Tuesday of next week at Sullivan School starting at six o'clock and the same people will be at that meeting to provide the same information and to give a second opportunity for people to ask questions and have their say. So on that basis if we can proceed, I would just like to hand back to Andrew to conclude the welcome from the Chair of Governors point of view.

AF- Thank you very much Andrew. So the running order this evening is this, I am going to say a few words, then Andrew is going to make some remarks, Ian Heggs will give a presentation followed by one from Miles Chester and closing with one from Toby Thomas after which as Andrew has said there will be a full and open Q&A session at which you can ask questions or make comment. Before we start it is obviously a very hot evening, but if you can all just turn off mobile 'phones so we don't get interruptions from 'phone bells ringing stopping proceedings.

AF – I would like to say a few words from the New King’s perspective, the Governors and the school management at New King’s have been looking at how to take New King’s forward for a number of years. We have been very encouraged by the improvements in results; these are evidenced by last year’s Ofsted which rated New King’s as a good school with outstanding features and in our academic record where New King’s had the best results for pupil progress across Hammersmith and Fulham last year and the school has just recorded another excellent set of SATs results taken last term. Twelve months ago we formed a working party to look at how we could build on this progress, by making New King’s a school of choice for pupils and parents in south Fulham. In March we were introduced to Thomas’s London Day Schools who have built an excellent reputation for the quality of education at their four schools. These meetings resulted in our decision to apply for academy status in partnership with Thomas’s, we would like New King’s to become the Parson’s Green Academy. In June having taken this decision we approached the Local Authority to tell them of our intention, at this meeting they told us of their proposed consultation of an amalgamation between New King’s School and Sullivan. This is the reason that the meeting this evening has been called. Whatever the outcome of the consultation, our aim at New King’s is to offer an outstanding education to pupils in south Fulham and to continue to build on the strong ethos of the school. I would now like to ask Andrew Christie to make some opening remarks from the perspective of the Local Authority.

## **2. Outline of the proposal and the purpose of the meeting – Andrew Christie (AC)**

AC – Thank you very much. As the Chair of Governors has just said this meeting is part of the public consultation that the Council has initiated to consider the possibility of bringing together New King’s and Sullivan schools. Now first of all I want to recognise and acknowledge that any very significant proposal like this inevitably causes worries, uncertainties, anxieties for parents, for carers, for children and for staff. The other part of what we would like to do this evening is to provide you with some more information because, in my experience, that for those who are involved in the potential for significant change, a

really important part of helping them to cope with that is actually being able to know and understand as much as possible about the detail of any set of proposals.

AC - We opened this consultation on the 16<sup>th</sup> July 2013, and the consultation will close on the 8<sup>th</sup> October 2013. Now that is a period of twelve weeks, which is actually twice as long as the Government regulations require. The Council decided to make it for that length of time because we recognised, first of all that during the period of the summer holidays it would be difficult for some people to be able to make their views known, and to meet, but secondly because of the significance and importance of what we are proposing, we want to give people as much opportunity as possible to make their views known. Can I then go on to say, one of the things I should say, therefore, as part of the process tonight, my colleague, Terry Broady sitting to the left, will be taking notes so that we can capture, as best we possibly can, the views and opinions that are being expressed. But this is not your only opportunity to have your say, to make your views known, because as I have said we have a second meeting next week on Tuesday at Sullivan School, but beyond that we also welcome written comment, and we kind of set up a variety of ways and means of you alternatively being able to make your views known. And another important thing to say, before I hand over to Ian to say a little bit more about the context of these proposals, is that this consultation process is only but one part, the first part of the process, if the Council decides after it has conducted its first consultation exercise to proceed with the proposals, the next step would be that once we conclude the consultation on the 8<sup>th</sup> October 2013, the Cabinet Member, Councillor Cooney and her colleagues then need to consider whether or not to proceed to the next stage and if the Council is minded at that point to continue to the next stage with these proposals, then in fact there is a further period of consultation, the start of which the Council has to formally publish its proposals and again there is another six week period in which all of you will have the opportunity to make your views known again, so in fact the total length of time that we are taking over this consultation will be something of the order of eighteen weeks. So as I said we are going ask a few people to speak briefly, to kind of tell you about some of the kind of most important facts of the proposal, so first of all can I hand over to my colleague, Ian Heggs, who is the Tri-borough Director for

Schools who will tell you a little bit more about the context of these proposals, Ian.

### **3. Presentation of the Council's case for launching a consultation on the proposed changes – Ian Heggs (IH)**

IH – Thank you Andrew. You have all seen the consultation document; the key area I wanted to focus on first of all is the issue of spare places, surplus places. As of May 2013, the last time we did the school census, there were spare places in every year group, both here at New King's and at Sullivan. Currently there are seventy-five places on offer in total, forty-five at Sullivan, thirty at New King's and in five out of seven of those year groups, as of May 2013, the combined total places taken up was either sixty or less. We are, therefore, proposing an overall reduction in the number of places from seventy-five to sixty. So a reduction of only fifteen places in total and this will take effect from September 2015, so seventy-five places are still being offered across both schools this year and again next year, September 2014. Our proposal is to move to a sixty place amalgamated school, on a single site. We believe this will reduce running costs, take advantage of economies of scale to improve both the facilities and the learning experience for the children.

**At this point a slide was shown outlining were there were spare places in four primary schools in South Fulham, Sullivan, New King's, Langford and Fulham Primary.**

IH – The figure you see there 180 spare places, an update today and our assessment shows there were 384 spare places in May 2013 out of 1260 places in total in those four schools so we do believe there is spare capacity in the system at the moment to meet the need.

**A further slide was shown outlining predicted pupil numbers in LBHF, which stated 2012 - 1588; 2013 - 1648; 2014 – 1660; 2015 – 1705.**

IH – You will know that the Council has a duty to ensure there are sufficient places for every child that wants one and across the borough, the whole borough this is not just Fulham, across Hammersmith and Fulham our prediction show that between September 2012 and September 2015 we need just over 100

extra places. Now this is taken from our School Organisation Strategy for 2012/13, published last year, we do update our predictions annually and take into account actual primary applications, so we will look at numbers coming into all schools this week, in September and we look at other factors such as mobility of families and we will be releasing new predictions for primary and secondary places this autumn.

IH – In terms of what we have done already in Fulham to meet that rising demand, we have provided extra places, eighty-eight in total just down here in Fulham primary schools in the last four years.

**A further slide was shown outlining where those places were provided: 30 at St John’s Walham Green; 28 Holy Cross/Lyceee Bilingual; 30 Holy Cross.**

IH – They have been extremely popular with parents all of them have been filled. So we have provided, in 2009 in fact, thirty extra places at St John's Walham Green, a mixture of open and foundation places; twenty-eight bilingual school places in partnership with the French ecole and Holy Cross, they are all open places based purely on distance from the school and also last year thirty extra places at Holy Cross School itself (all foundation places).

IH – In terms of parental preferences part of our proposal states quite clearly that we recognise that both schools are rated as good by Ofsted, but, nevertheless, we have also noted that parental preferences for both schools are low, compared with other local schools, and this is at a time when demand is increasing overall as you have just seen. So to us this low preference data for New King’s and Sullivan suggests changes are needed to meet more parents’ preferences and free up resources where they are most needed. The Council’s Schools of Choice agenda is driven by parents telling us what they want when applying for places, our aim through this agenda is to increase the number of schools that parents can choose from that are outstanding as judged by Ofsted and achieve high standards and are oversubscribed each year.

IH – Another key part of our proposal is to improve school buildings and facilities, which we are doing across

Hammersmith and Fulham. We recognise, and the condition surveys that we have commissioned, have shown that both schools need significant investment to maintain their buildings. The amalgamation to create a new school on the New King's site to us makes sense and that is because through the condition survey, it has been shown that the buildings at Sullivan are nearing the end of their life.

**At this point there were significant interjections from the audience who disputed IH's comments that the buildings were nearing the end of their life.**

IH – If we want to go ahead with our proposal of creating a two-form entry school, in our view based on the study, we would have to build a new school on that site (Sullivan site)

**There were further interjections as audience members refuted IH's claims.**

IH – The costs for that (building a new school on the Sullivan site) are estimated at £6M.

**A member of the audience says - so we are going back to Victorian times with Victorian buildings, that's a good idea isn't it**

IH – Here at New King's we recognise, and the school, I am sure, would acknowledge that the building is in need of repair. Nevertheless it is a prized school building that could be significantly improved. The Council is prepared to invest in the building, but we have to provide value for money

**At this point the people outside in the playground who had been refused entry began to sing – We are still here- this continued for much of the remainder of the meeting.**

IH – So we are preparing to invest in one site rather than two, given the spare places issue.

IH – In terms of future vision I won't say too much about that because Andrew has referred to the correspondence with the Local Authority in June, but what I will say is that the Council is fully supportive of New King's vision to convert to an academy



status in partnership with Thomas's, what we would like is that opportunity, the vision you are about to hear about, to be available for more children, also the children at Sullivan. In terms of additional benefits of the scheme, some of you will know that we also have an independent special school based here, Parayhouse, and the intention is to work with them, they approached the Council, two years ago now, to help them find a more suitable site. Discussions have begun with them about site options. In addition, we recognise that as part of the proposals, the release of a site could be used to meet the acknowledged demand for increased secondary school places in Fulham. What we do know that is through the Fulham Boys Free School consultation over 500 parents supported the proposal (for the free school). The Council is fully supportive of it, it is in line with the Schools of Choice agenda and you will know it has been approved by the Department of Education, but they have been unable to find a site.

**At this point there were interjections calling for the proposed Church Free School to find an alternative site and leave Sullivan's site alone.**

IH – It would be helpful if you would let me finish then we can go to questions. The Department for Education have said they will fund this new school; they'll build it new in Hammersmith and Fulham and spend about £13.5M on it. Thank you very much.

#### **4. Presentation of New King's plan for moving to academy status in partnership with Thomas's London Day Schools – Miles Chester (MC) and Tobyn Thomas (TT)**

MC – Good evening and welcome to New King's School. So this consultation is on the proposal to close Sullivan School, the reasoning behind this proposal has already been outlined by Ian. New King's and Sullivan are both small schools, they serve families from a similar area, but both have unfilled spaces, despite both having being rated as good by Ofsted, both having excellent academic outcomes. By moving to a single site economies of scale come into play allowing facilities to be improved and a key element of this proposal is the provision of a new site for Fulham Boys CofE School, I don't think anyone can overlook that.

**A member of the audience asked for clarification on what could not be overlooked.**

MC – What can't be overlooked is that a key element of this proposal is the provision of a new site for Fulham Boys CofE School.

**A member of the audience points out that the provision of the site for the Church School was not outlined in the consultation. Further discussion in the audience about the statement MC made continues.**

MC – If you wouldn't mind I will continue, we'll be happy to answer any questions you have. The first question is really why change at all. New King's has been looking at ways to approach the issue of low pupil numbers for a considerable length of time, whilst we are very successful in terms of pupil progress as was said previously we were top of the Local Authority last year for that particular measure, we've got great pupil outcomes, we are well above Local Authority averages and above national averages, we've got a really successful Ofsted report, we've got a really positive group of families who really enjoy bring their children to our school, but we are not regarded as a school of choice. Now, despite all of our successes, we have spaces in most year groups and we don't fulfil the Council's School of Choice criteria, so, therefore, we struggle to attract investment from the Local Authority. We have been working to develop a strategy to highlight New King's as a school of choice, by developing some of the fantastic work we are already doing, but also by working in partnership with Thomas's London Day Schools to offer a brand new choice to parents, the resulting school will still be in the state system, but will be quite different from standard community, church or independent schools. What we are looking to do is to produce something that is completely different from what you have experienced before. So perhaps I need a bit more time just to explain a few more details of what that would look like. This new school would be called the Parson's Green Academy; it will remain a non-selective, inclusive school.

**A member of the audience shouted – and it will be empty**

MC – It will remain a non-selective, inclusive school, which will welcome pupils from the whole community. It will retain the excellent academic outcomes of New King's, but it will also be able to augment that offer through our partnership with Thomas's. The big question really is, how did all of this come to involve Sullivan.

**Members of the audience interjected that it was because Sullivan's site was wanted.**

MC – We approached the Local Authority to discuss New King's taking on academy status back in June and to re-launch as Parson's Green Academy, and this original proposal did not involve Sullivan School at all. However, it was at the meetings in June that we were first told that the Council was planning to consult on the proposals being discussed here today. Should the current proposals go ahead we would now expand our plans to form a two-form entry school and we would incorporate the pupils and staff, well lots of the staff, from Sullivan School into this new school. Now this next slide I think is very important, this was never intended to be a New King's takeover of Sullivan and in reality should plans go ahead we will be creating a brand new school, where pupils can benefit from the best of both, so I would like to continue for a few moments about our vision for the Parson's Green Academy, because I do believe this could bring fantastic opportunities for local children. We would enter into a formal partnership with Thomas's who will add significant support to enable us to deliver our vision of a unique school of choice for local parents, which will deliver a world-class education for our international community. New King's and Thomas's have a shared ambition to deliver the very best for our children and the aims of the Thomas's organisation, which is so apparent to anyone that has had the opportunity to visit any of their schools, is to offer a rich and broad education, which inspires enjoyment, learning and achievement and these aims dovetail very closely with our own aims at New King's. We are very clear that this partnership will offer opportunities for our pupils, contrary to what you may have read on various websites this is not a takeover of a community school by a private company, it is in fact a community school actively seeking to partner with an outstanding provider for the benefit of all of our children. Now there would be of course a separate consultation and dialogue with parents once a decision has been made on

the future of Sullivan School, so everything I have been talking about with regard to our academy is really a separate consultation to the one that we are here today to discuss. I think it is important for everybody to see the fuller picture rather than seeing one part at a time, but I am genuinely intending on trying to get as much of a feel of what people want from a new school in this area, I am not intending to railroad what has already been done at Sullivan, there is some fantastic work that goes on at Sullivan.

### **There was applause and agreement from the audience**

MC – Now what do we mean by a world-class education, we've been developing an international aspect to our curriculum for a number of years and we have been basing it on the very latest educational research, we'd continue to follow the International Primary Curriculum, we'd build on some pioneering work we have been doing with the Maths Mastery programme, that is the mathematics curriculum that is based on the approaches being used in Singapore and we'd be building an innovative, but an effective and highly relevant approach for our pupils. There is obviously concerns about the children who have been at Sullivan and the children who have been at New King's and ways in which we could make the move as smooth as possible, we are fully aware of that and we would be looking very carefully to make sure the teachers can work together to give the children the very best opportunities.

MC – So changes will include a broadening of the curriculum, increased focus on science and music, an area of particular strength at Sullivan. The introduction of more specialist teaching and more specialist teaching spaces, including a brand new junior science lab, creative art rooms and the involvement in a wide range of exciting and creative projects linked with our Thomas's partner schools, I feel this would bring an enormous amount of opportunities for the children at our current school. Should the proposals go ahead the Local Authority have committed at least £2M to completely refurbish this site, both inside and out and then we would be looking to establish as many opportunities within that space. We'd make sure we used that investment wisely to ensure we are providing fantastic resources for the children's education. So what will change for the pupils? The immediate benefit of specialist teaching of

pupils, opportunities to learn new languages, learn how to play a musical instrument, or take part in a wide range of sports teams

**Members of the audience said that these things were already on offer at Sullivan.**

MC – The refurbished site will provide fantastic opportunities to learn within a state of the art facility, which would otherwise be unavailable. The opportunities for pupils developed in conjunction with Thomas’s will be exciting and varied, musical activities, sporting fixtures, charitable projects, lessons alongside their peers at Thomas’s Schools and opportunities to share their ideas with an even more diverse community.

MC – We at New King’s are committed to moving forward with these academy proposals, but obviously this would be open to a further consultation later down the line. If the decision is made for New King’s and Sullivan to amalgamate there will be both greater opportunities, but there will also be greater challenges, there is no doubt about that. Pupils’ welfare will be kept at the forefront of all of our decisions; our original plan was made with the children’s best interests at heart and should the amalgamation proposal go ahead every effort would be made to ensure the pupils benefit from a smooth transition. We would suggest that mentors work across both schools in the summer term, with a focus on the vulnerable pupils. We’d like to look at cross-school inclusion teams, curriculum teams; working together to ensure the pupils’ education is not unduly interrupted. We’ll be looking at team building exercises and events in the autumn term to look to try and help cement those friendships across both schools, we’ll be looking to include pupils in designing elements of the new school, gardens, playgrounds so they can feel real ownership of this new building. Now it is our intention to offer the very best education for the children in the local community and we believe that these plans enable us to deliver that. The proposal to close Sullivan was not in any way part of our proposals for this academy. However if the proposal does go ahead, then I would hope, genuinely hope that staff and families from Sullivan, New King’s and Thomas’s join forces to provide the best possible opportunities for the children to succeed and to flourish, but I fully understand that those sentiments, however well meaning,

they are, won't make a difference to teachers, parents, staff and pupils at Sullivan right now. Wendy and her team have done a fantastic job in making Sullivan the great school that it is today

### **Strong applause from the audience**

MC – The support that the school is receiving is testament to all the hard work that has been done. The issue is that having worked at New King's for five years and having worked closely with Wendy throughout that time, both school face very similar issues, both are good schools with excellent results, however, we are both struggling with pupil numbers

### **Members of the audience refute the suggestion that Sullivan are struggling with pupil numbers.**

MC - and given the fact that we are both on generous sites and there is a proven demand for this boys school, the Council's proposal does make sense and should the proposal go ahead we will engage fully with Sullivan staff, families and pupils to develop a shared vision for this new school, which allows every child to experience this truly world-class education. Thank you for listening, I am going to hand over briefly to Tobyn Thomas who can say a few words on behalf of Thomas's.

TT – My name is Tobyn Thomas and I am the Principal of Thomas's London Day Schools. I'd also like to introduce Jo Copeland, Thomas's Curriculum Head. Thomas's is a family owned group of four co-educational independent primary schools and two kindergartens. We provide an education of outstanding quality to 2,000 boys and girls aged from 2 ½ to 13 in Battersea, Clapham, Kensington, Fulham and Pimlico. The first Thomas's school opened in 1977 with eleven pupils and two teachers, by my parents David and Joanne Thomas, a former army officer and actress, who sold our home to start. They retired in 2000 and for the past thirteen years Thomas's has been led by me and my brother Ben, in turn supported by every member of our excellent school communities. Three things to best describe Thomas's: we offer a rich and broad curriculum to children, taught by specialist teachers wherever possible; we believe that happy and fulfilled children learn best; we have a single school rule, be kind; all the rest is on our website.

**A member of the audience said - That was rich coming from Thomas's after what they did at the Albert Hall, the Celebration of Childhood which was actually your parents fiftieth wedding anniversary, it was not anything to do with a celebration of childhood.**

**AC – We will give people the chance to ask questions at the end**

**TT – I look forward to replying to that in the questions and answers.**

TT – We have just heard some exciting possible plans and we are here to back them every inch of the way. Although this is not for now, we are also here to confirm Thomas's desire to play a part with them, should the school's community wish this to happen at some stage in the future. We see many benefits from enlarging schools: broadening its curriculum; widening its excellent staff body; refreshing its facilities and providing a school of choice for local parents by seeking to offer a world-class education for the international school community, with the strength and depth to be able to deal with whatever the future holds in store. Thomas's have established, and now run, four leading primary schools, three of which occupy transformed, purpose-built Victorian buildings, such as this. We have adapted these buildings to full, thriving schools of between 400-600 pupils. We run them daily, we are, therefore, experienced travellers on the path that is being offered to you now and we commend it to you. Bigger schools really can be better schools

**Loud cries of disagreement from the audience.**

TT – We have the necessary financial, academic, administrative and logistical expertise required for the task ahead and we would like to use it, in partnership with you, to help you to succeed. Why? Not for any profit making, but because we simply feel that we can and we should contribute. We are hugely impressed with the leadership team of this school and we share this vision and we would like to work with you. On a personal level, we are rightly proud of our record of academic and commercial success in the independent sector, but we place a greater emphasis on a set of core values which include

kindness, courtesy, confidence, humility and learning to be givers and not takers. We wish to enter into a genuine partnership because we believe that this will improve all schools, and will provide pupils here with a smashing school, it will provide teachers with additional responsibilities in terms of forging links and potential career progression, it will enhance both our pupils' understanding of the world, it will provide another opportunity for enhanced parental support and it will demonstrate a powerful embodiment of our values, most of all we believe working together will be worthwhile, we look forward to helping you grow and sustain your new school, if you wish us to. All that is for the future, but for now, it is good to meet you, thank you for listening.

## **5. Question and Answer Session**

AC – Thank you very much indeed Tobyn and Miles, now as promised it is the opportunity for members of the audience to ask questions and to make comments.

- **Caroline Langton (CL) – former Chair of Governors at Sullivan Primary School** – I'd like to address a question to the Chair of Governors please. The Governing Body at New King's were told in June of the LA's proposal to close Sullivan and amalgamate the two schools am I right? I wrote it down; you said it was announced to the Chair and Headteacher in June, why were the Headteacher and Chair of Governors at Sullivan not told until the 9<sup>th</sup> July 2013.

### **There is loud applause and some cries of disgrace**

CL – The consultation paper had already gone to print when the Headteacher and the Chair at Sullivan were told of the plans. Confirm that you heard in June.

### **At this point the power for the sound system was lost. After a few minutes the sound was restored.**

AC – I will ask Andrew to respond in the first instance, but then I will let IH and Cllr Cooney (GC) respond as it is the LA's responsibility in the first instance to have the conversation with the Heads and Chairs of Governors concerned.



AF – As I said in my opening remarks once we had taken the decision as a Governing Body here to apply for transition into an academy, we then went to the Local Authority

CL – That is not what I asked, you said in June the LA discussed their proposal to close Sullivan

AF – No I said that we went to the Local Authority to discuss our decision to move to academy status, they then said they were looking to do a consultation on the proposal to amalgamate

CL – Was that in June

AF – I can't remember the date

### **Loud jeers from the audience**

MC – It was in June

AC – Can I ask Ian and Georgie to pick up

GC – When they asked us to come talk to them to discuss this proposal to become an academy, we went to meet them, we had the discussion, at which point we said we would like the opportunity they were talking about to be open to Sullivan as well

CL But you had printed the consultation document before you spoke to the Headteacher and Chair of Governors at Sullivan.

GC – Sorry let me get the right date, we went in...

IH – We had two meetings here at New King's School when Miles informed me of the Governing Body's intention to move to academy status, we had an initial meeting at Miles' request to find out more about the reasons for the conversion, it is worth saying we're fully supportive of that. The school also shared with us the idea of having a partnership with Thomas's, so Georgie and I asked if we could also meet with a representative from Thomas's to find

out more about what the Thomas's offer would be, as part of the conversion. So there were two meetings, one here with Miles and his Chair of Governors and a further meeting with Tobyn. After that meeting we then took a decision to move forward with the consultation

CL – That isn't what you said at the beginning

IH – I'd like to finish the point if I may, so once we had heard from the proposal from the two meetings, we then decided to go ahead with the consultation, we decided to do that only after Cllr Cooney made that Cabinet Member decision, then a week in advance of the consultation we arranged meetings at both schools with the Headteachers and Chairs of Governors to tell them of our intention to consult.

### **Audience jeered and accused the panel of lying**

GC – I am not lying, Ian's not lying.

CL – But you definitely said it was June

GC – We will find the dates

AC – We have answered that question

### **Audience jeer - there are numerous calls that the question had not been answered**

- **Rosie Waite (RW) – current Chair of Governors at Sullivan School**

### **Large round of applause from the audience**

RW – First can I ask for the slides to be provided to me?

AC – Yes we'll do that, we'll put them on the website with the FAQs so they are available to everybody.

RW – Yes, but if I could have them tomorrow.

RW - I'm a bit confused so I would like some clarification. The public consultation document is very misleading, is this

an amalgamation or is it a closure, and the question is for Ian.

IH – In terms of an amalgamation, technically under law this can happen in two ways when you are looking to bring two schools together; either you can propose to close both schools and open a new school, or you can propose to close one school and expand the other school. We felt it would be less disruptive to go with the second option of closing one school and expanding New King's; and one of the reasons we made that decision was linked to the exciting vision set out by Miles and Thomas's, secondly because of our desire to invest in the buildings and we feel that this building is the best one to invest in.

- **Karen Ross (KR) – Parent at Sullivan, who has had four children at the school.** KR – Given the shambolic process and the short time scale of the consultation process, can I ask you if this is a foregone conclusion.

AC – The answer is it is not, and that's why I explained the process at the beginning, there is this consultation which will run to the 8<sup>th</sup> October 2013, we are really clear as I said originally that this is twice as long as we are required to have, then a decision will then have to be made as to whether or not we decide we still want to continue, then we have to publish formal proposals, so it is not a foregone conclusion.

- **Joan?? (J) A parent at Sullivan – J –** You have used a lot of buzz words, world-class, vision, and all that stuff feeds in well with the local council and it fits the Government's agenda, can you publish on your website who has worked with Sullivan on their vision, can you publish that? Everyone is sat there talking about preferences, choice and all of that stuff, and that is fine, but at the end of the day we all know, choosing a school is about word of mouth, Sullivan is an excellent school

**Applause from the audience**

J – Publish on your website, who from the LA has worked with the Governing Body and the Headteacher on Sullivan’s vision, why aren’t there two offers on the table?

### **Further applause**

J – This process needs to be more open and more transparent and you need to suggest other options?

AC – Can I ask Ian to make comment on this question, then this is probably something we will need to give further thought to after today. Today, tonight, is partly about asking questions, but it is also about making comments for us to give further thought to.

IH – Well we do have published on our website a series of frequently asked questions, and one of them does refer to the recent history of discussions with New King’s and a number of other schools, Sullivan and Langford. Three times in the last three years we have spoken to Sullivan and Governors about possible federation proposals with other schools, precisely because of the spare places issue. So I would put it to you, that we would want to continue that dialogue with Sullivan, but we have been discussing over three years now, the potential way forward given the spare places issue. It is on the website and I should say this is precisely what the consultation is for, we are putting out to you a proposal and we are looking for your views, some of you will have alternative proposals, this is precisely what the consultation is for, we receive them tonight and in writing, we can then consider them.

### **The audience ask if the Council will listen to their views**

GC & IH – Yes we will.

- **?? (Didn’t catch the name) A former pupil of Sullivan with a sister still at the school and a local resident.** – My question is to Miles, there is a rigorous process that Headteachers go through to be appointed, I would like to know how you have been appointed Headteacher of the new school already

### **Strong approval for the question from the audience**

AC – Miles is the appointed Head of New King's

MC – I will answer that question, the proposal as Ian pointed out earlier, is the closure of Sullivan and the enlargement of New King's

**A number of the audience are unhappy that there appears to be a lack of transparency and clarity over the dates of meetings, whether it is an amalgamation of two schools, the closure of a school, whether the amalgamated school is a new school and the process that had led to Miles Chester being the Headteacher.**

MC – As the Headteacher of New King's School it makes sense for me to continue

### **Numerous members of the audience as why**

MC – This could have been done in a different way, what could have happened is that both schools would close then there would be a competitive process to see who would run the school

**The audience appeared to feel that this would be more appropriate process.**

MC – If that happened, the most likely outcome there is that we would now be talking about opening an Ark Academy on one of these sites, and both schools would be lost. So what I am suggesting is that we work together, there is a misconception that this proposal involves the large majority of Sullivan staff being made redundant, but that is not the case they won't, the very large majority of Sullivan staff will keep their jobs and will be working within this school and the reason for that is so we can maintain standards

**Members of the audience complained that MC had not answered the question. It was suggested that MC resign so that all parties could apply for the post.**

AC – Can I just say again if everybody is to have the chance or as many people as possible are to have the chance

**The audience said that it was important that the questions asked were answered.**

AC – You have to let people have their say, then listen respectfully to both the question and also to the answer, because if the meeting just descends into a rabble of people shouting and yelling that will be unproductive for all of us. Now somebody down here has their hand up.

**The audience complain that the last question was not answered.**

**Hannah Weiss (HW) – Teacher at Sullivan – HW –** Recently our numbers have really grown; in Reception we are full and we have a waiting list, Nursery is full and we have a waiting list, and today we have had about ten new children start, prospective pupils just keep coming to visit so we are just wondering if that is taken into account.

AC – The straightforward answer to that is yes and we are and will continue to look at the numbers, we will continue to look at the preferences, everything is constantly under review so the answer is yes.

**Wendy Aldridge (WA) – Headteacher at Sullivan**

**A huge cheer and a round of applause came from the audience**

WA – I'm Wendy Aldridge I am the Headteacher at Sullivan Primary School and I am very proud to be the Headteacher at Sullivan Primary School

**A child in the audience called out that WA was the best.**

WA – I can completely understand how tense everyone feels about the situation we are in, but there are several points that I would like to make. Miles is correct, we had worked very successfully together, I thought, as a group of local Headteachers. I was completely unaware of him going to the

Local Authority and I am very happy for him to continue to do that, but what I am saying is let Sullivan continue on its journey, on the current school site, which is the best school site for our children. I fully respect the fact that Miles and his Chair of Governors want to take their school to an academy and I am very thrilled for them to do that, what I am not happy about is that we have an excellent site, we have a good Ofsted, we've got outstanding features, we've got a growing roll, we've got a group of parents who support everything we do and there are lots of things to be refuted, but Sullivan Primary School is an excellent school on an excellent site, so that is my main point, the other point I wanted to make was, on page 2 of the document it states that the new school will be building on the best of both schools, there is a lot of confusion, my staff who are the most fabulous team ever, are very concerned about their jobs, if the school is going to two forms of entry you will need seven more teachers, I've got fourteen class teachers currently on my roll, there is already scheduled a support staff re-shuffle, so even if my teachers do want to apply to the school there is no guarantee they will get the position. There has also been no consultation, no talking to staff about their well-being or how they are going to deal with the situation.

### **Members of the audience called the situation scandalous**

WA – What is very clear to us is that it doesn't matter how good you are, how outstanding you are, when your site is available for a free school then you have no choice.

### **Applause from the audience.**

WA – Again I have no issue with the free school, if that's what parents want I have no issue, but find another site. What you are saying is, that this site is too good for our school and our children, but it is good enough for secondary school boys. Find another site; leave us to continue doing the job we are doing.

### **Huge applause from the audience.**

AC – Thanks Wendy you made a couple of statements, can I ask Ian to comment on the particular point you made about staff.

IH – Thank you Andrew. I think in terms of staff, I first want to acknowledge what Wendy has said, we are perfectly clear, this is a school places issue, this is not a standards issue and Wendy, as I said to her in a meeting, is doing a great job as the Headteacher. It is not about standards, it is about spare places. Now as I set out earlier, because we want to go forward with an amalgamation there are two ways of doing it, now we have set out one way of doing it, in the document we have made it quite clear that the reduction in total school places is relatively small, we are only proposing to go from seventy-five to sixty, we envisage as stated in the document that many of the staff at both schools, would retain their jobs, but the very difficult part of this proposal, which I fully acknowledge, if we are moving from two schools to one is there can only be one Governing Body, one Headteacher and inevitably there will be some staffing changes. I know there are some staff here this evening, you will know that we are getting letters out to all staff tomorrow, with details of the staff consultation meetings, which are happening individually in both schools, I've got my HR colleague Andy with me at those meetings so we can answer more of those questions. What will happen next if this consultation proceeded is that there would then be a process between January and August of next year, the amalgamated school's Headteacher would lead detailed staffing consultation of teachers, non-teaching staff and proposals around the new leadership team, but all of that is only to come if this proposal proceeds.

**Peter Craig (PC), resident, Governors, and former parent of Sullivan School** – PC – explained that both his children had been treated as individuals and had a bespoke education at Sullivan School, he said that this was what Sullivan provided, it was not what free schools provided. The June to August spell that was just talked about, the decision to close Sullivan was talked about at the meeting with New King's was in June, but by August a decision had been made to demolish a school, build a school, refurbish a school, how can a decision like that be made in three months, three months. So we have got the site for a free school, the



closure of Sullivan School, we've got the appointment of a Headmaster for the free school on the website that was advertising itself as a new school on the site of our school, before the consultation even started. So we have a budget ready for temporary location, refurbishment of New King's School, demolition of Sullivan School, construction of a free school, staffing structure of a new school, curriculum of a new school, consultation documents compiled and printed, location of the new free school published on the website. Everybody on the panel has been complicit in that particular set of events. We teach children openness, honesty, morality; the whole process whether it goes through or not has been carried out in an underhand, snide way, for want of a better word, by people who have left out the victims until the very last moment. You have just mentioned that the consultation, if this were to go through, would last from January through to August, you give eight months to consider the teachers and you give twelve weeks, six weeks of which are the summer holidays, for the school to defend itself. We are away from home here at the moment, we'll be at home next Tuesday, I think you can see the mood of these people, the whole thing has been done in a totally underhand, unfair way, we have nothing against this school and nothing against the free school, but we are a fantastic school, with fantastic results in an area where you need a community, why get rid of a perfectly good school, because statistics, Mr Heggs, statistics tell you that sixty places means the difference between £20M investment. It is not fair and I am not very happy about it and neither are these people. My question is could you answer that.

AC- If I can draw out what is the fundamental component of your question, which is essentially, that decisions are already made and we are complicit in underhand proposals, and I'll answer that question, because actually I think what we have done is to be completely open. We have been completely upfront right from the very beginning, with the consultation exercise we have to start with a position, we have to use and invest our money wisely

**A member of the audience says that it is not AC's money it is the audience's money**

AC – It is all of our money, and the responsibility laid at my door is to ensure that those scarce and precious resources are used in the most efficient way they possibly can. We've got a big issue, which is the issue of surplus places, I know it all sounds terribly bureaucratic, managers' speak, but that is the hard fact. What we have then done when we brought forward these proposals, is we have been completely explicit and if the decision is then made to go ahead with bringing the two schools together, and we have the described to you the thinking we have put in to why we are putting forward as a proposal, rather than close two schools, the proposal to close one school, but what we have also gone ahead and done is be absolutely explicit about it, and one of the consequences of it, is the potential, the potential, it can only be a potential, and it is absolutely right for you to say that there can be no presumptions made about that, but the potential, the opportunity that is created is to free up an additional site, which gives us the opportunity to add to educational provision for the community. That's my answer to your question, but you put your points very eloquently.

**Jean Tarran (JT) – Teacher at Sullivan School – JT –** I strongly oppose this proposal. This question is for Cllr Cooney. Hammersmith and Fulham are claiming it is their intention to make all schools self-governing, does this mean that we are the first of many good and outstanding schools to face closure, I know there are a lot of other Headteachers here who will be interested in your answer.

GC – No, it does not, we are dealing with a specific situation in a specific area, and this is why we are carrying out a consultation. There is absolutely no other plan at all, this is very much to do with the surplus places we have in South Fulham schools. Does that answer your question?

JT – Not really because it contradicts this document (not sure what the document was) where it says that it is the intention of the Council to make all schools self-governing, although it is quite hidden away in the document.

AC – But that wasn't your question, if I can be absolutely precise, your question was whether or not there are plans to

close schools, it is a different issue that you raise about the document.

**There is jeering from the audience**

AC – You have made your point and asked your question.

**There is more unhappiness and jeering from the audience.**

AC – We have six minutes left and I've got at least two other people with their hands up, can I ask you to quickly make your concluding point and then we can move on.

JT – You have visited New King's and Sullivan, which school would you choose for your children.

GC – Well first of all I don't have any children, I probably wouldn't want to make this personal, but answer from a cabinet member's point of view, but I have visited New King's and Sullivan twice and I fully respect both Headteachers, I have to say I thought the behaviour of both schools was outstanding, they were extremely warm and welcoming and both Headteachers were excellent, so the fact that I have the same opinion of both schools in their performance, would make it very difficult to choose a school for the children I don't have. I just want to point out that the idea that the Sullivan site was mentioned on the Fulham Boys School website

**Many members of the audience say the Sullivan site is mentioned on the Fulham Boys School website**

GC – All I am saying is I would be very, very shocked if it had been put up there before the consultation. I would be very shocked; the accusation was that it was on the website before the consultation

**A member of the audience said that it was not an accusation it was a fact.**

GC – If you give me the evidence that it was on the website before the consultation

**A member of the audience said this was taking up important time, this was a fact and everybody knew it.**

GC – If you can present me with the evidence that it was on the website before the consultation, because I find that very hard to believe.

AC – I am going to move we've got time for two more questions, Denis you've had your hand up for a long time.

**Denis Charman (DC) Teacher in the borough and NUT rep** – DC – I am Denis Charman, a teacher in the borough, I have worked with Sullivan in the past as an adviser on science education, but I have been asked to speak principally on behalf of the staff, because I also represent as a union representative, the staff at Sullivan, as I do for 1000 other teachers in the borough. I want to say something to you all up here (the panel), you said some interesting things, but there is one thing that is not absolutely clear to me, there are two reasons for going forward with this plan from the Council's point of view; one is because you have to, circumstances are forcing you to do it and you have no choice, or because you'd like to do, you think it will be a good thing, but I am not getting from the way you talk about the figures and the rolls, whether or not you feel your hand is being forced, because if it is this is what you should have done. You should have gone to the Sullivan Governors and said we've got a difficulty coming; we need to come up with a solution, let's get together with other schools and think it through. What would have happened then, is not an idea that has come down from above on the staff, parents, children and managers of those schools, but they would have been forced to come up with a solution themselves, which they could have worked on. What you have done by doing it this way, is you have divided that part of the community and that is very wrong. Another thing, we are six, seven, eight, nine weeks into this consultation and you turn up with figures that are not in the document, those figures and those facts and the facts from the Thomas's Schools, should have been there from day one of the consultation. I absolutely understand what Miles is saying about people working together, but that should have been worked out before

consultation was done. If you have to do it, that's fine, it has to be done and we will find a way, but what you have all done, is you've dropped a bombshell and when it has all blown over you are saying to people, all get together and see that it works, and that is going to be a very big demand.

### **Loud applause**

AC – Denis you actually asked the question either or and it is neither. The answer is a third proposition, we certainly feel we are faced with a significant issue, but it is still a question of judgement and consultation exercises are about the Council saying this is our judgement in these circumstances, but then we want to hear people's views and then we'll give further consideration to that.

**Grandparent of a child from New King's** – I just want to say thank you all for your time, there are not many New King's parents here, Mr Miles is an excellent Headmaster, if there hadn't been as much time spent on heckling there would have been more time for questions and answers and I hope next Tuesday it will be a much calmer atmosphere.

**Carina, Parent of a Child at New King's** – I have heard that New King's pupils will move to Sullivan while the work takes place at New King's, now during this time the children will have to deal with new teachers, new children, reduced space and they will be taught in portacabins, now this will all be happening when my daughter will be in Year 5. Now my question is to Miles, do you have previous experience of amalgamating primary schools and how will you ensure that my child's and every other child's learning is not disrupted.

MC – As you know Carina I don't have experience of amalgamating two primary schools, very few Headteachers do, but I do intend to work very closely with a large number of people who have had the experience of doing that and I am not the sort of leader who would go alone and say this needs to be done this way, I will be taking a lot of advice from professionals to make sure things were done properly. I think you've got a very good point about this particular challenge for children who are at the end of their primary education; it is something we will have to look very closely at.

I was looking at the size of the first Year 6 year group which was sixty-four as it stands at the moment, and I am absolutely sure that a lot of the excellent outcomes achieved at Sullivan and New King's have been down to really good staff ratios, making sure we know the children, making sure we are putting in everything we can. Both Sullivan and New King's have put in that work for a long time and that is why we are succeeding as we are. And we would be looking to continue that, we would be looking to continue keep working with exactly the same teams, we would be hoping to bring in as many as of the Sullivan staff into the school as possible, we would be looking to make sure that the children have as smooth a path through it as possible.

**AC closed the meeting at 7.50pm**

**Minutes of the public meeting held at Sullivan School to discuss the proposal to amalgamate New King's and Sullivan Primary Schools on the New King's site, held on Tuesday 10<sup>th</sup> September 2013 at 6pm**

**1. Welcome – Caroline Langton (CL) Former Chair of Governors of Sullivan School**

CL – Good evening everybody, it is really nice to see you here, I am pleased to say, that it is cooler than last week. My name is Caroline Langton; I'm chairing the meeting tonight as Sullivan is hosting the second of the two public meetings, which form part of the consultation process regarding the proposed amalgamation of Sullivan and New King's schools. Before we go any further, and before I say anymore, there is just one piece of housekeeping to accomplish, which is to tell you that the fire exits are positioned (CL showed the audience where the fire exits were located).

As I say my name is Caroline Langton, I have been a Governor at Hammersmith and Fulham for over fifteen years, at a number of schools, community and voluntary-aided, secondary and primary. I was Chair of Governors at Sullivan from 2004 through to 2008. In 2004 it was placed in special measures, which was why I was asked to join the Governing Body, it came out straight away and has done incredibly well ever since.

**Applause from audience**

CL – I have kept in touch with the school and its goings on over the past five years and I am very pleased to be helping with the campaign to keep the school from being closed.

CL – Sullivan welcomes everyone, and this evening we welcome members and officers from Hammersmith and Fulham Council who are here to answer our questions and address our concerns. We welcome children, parents and staff from New King's and we welcome local friends and residents who have turned up to be a part of this consultation and of course, with all of our heart, we welcome the children, parents, staff and supporters of Sullivan School.

**Applause from audience**

CL- The thing that is always obvious when you cross the threshold of Sullivan is not only how happy and contented the children are, but how very well behaved they are. We all want to hear the questions clearly tonight, but we will all want to hear the answers clearly too. So let's follow our well-behaved children's example tonight, as we do the business of the meeting, however, heated our debates becomes.

CL- Now the Council has generously allowed us a bit more time tonight so we have longer for our questions, from the floor. Let's use that time well and wisely for the sake of all the pupils and the staff at both New King's and Sullivan schools. I am going to ask everyone to introduce themselves starting with Georgie's end and the first person to speak tonight is Rosie Wait, Chair of Governors.

**The panel introduced themselves:**

Georgie Cooney, the Cabinet Member for Education for Hammersmith and Fulham;

Ian Heggs, Tri-borough Director for Schools;

Tobyn Thomas, Principal of Thomas's;

Miles Chester, Headteacher at New King's Primary School;

Caroline Langton;

Andrew Christie, Tri-borough Executive Director for Children's Services;

Rosie Wait, Chair of Governors Sullivan School since 2008;

Wendy Aldridge, Headteacher of Sullivan Primary School.

**Huge applause for Wendy Aldridge from the audience.**

- 2. Rosie Wait (RW) – Chair of Governors of Sullivan School – RW -**  
Well that was a wonderful welcome, and welcome to all of you to our lovely school. What I have to say is very brief indeed, as I want Wendy to have the opportunity to speak to you, and for you all to have a better opportunity to ask questions at this public meeting.

RW – So I just want to give you a little background. When the Council asked, at very short notice, to meet with Wendy and myself on the 9<sup>th</sup> July, we had absolutely no idea that they had already shared the amalgamation proposal with the Head and Chair at New King's in June.

RW – The Council refused to provide us with any information ahead of the meeting. They also refused to say what the meeting was about, other than it was vital for the future of the school.

RW – The first words used to open the meeting were those of Mr Ian Heggs, who told Wendy and me that he was closing our school, because our roll was seen to be low and parents were not selecting Sullivan School as their first or second choice. I wrote immediately to the Leader of the Council and I begged him to postpone the consultation. I asked if he would allow all parties and their advisers to



have preliminary talks, in an attempt to iron out an agreement. I also begged for the opportunity to read the documentation and I asked that he made sure that the September rolls for both schools were included in the public consultation. Well the answer I received was a firm no! But I was assured that it wasn't a fait accompli and the process would be very fair. So we received documentation at the same time as the printers, in its final format, with no chance to review or correct the statements.

RW- We have not received any documentation to substantiate a lot of what has been written or presented by the Council and we insist that much of the consultation is misleading. We are eight weeks into the consultation and still we have received no substantive information from the Council. We have received only three Freedom of Information responses, two of these they could not respond to and one we were provided with information, but it required further information. So this begs the question how can this be a fair process if we have to rely on the Freedom of Information Act to justify the information they have included in a public consultation.

RW – Finally, I personally, am horrified that the Council propose to sack Wendy so publically. She is a fantastic Headteacher, she is a great leader and she has been committed to this school for twenty-five years. The staff at Sullivan are talented, experienced and for me they are very humbling to know, from Emily as Deputy Head to Jean and John and the gang in the Foundation Stage to Lisa and Alison on Reception, to John Parent who keeps our school in such a wonderful condition and to Vanessa and the team in the kitchen, who cook such wonderful meals, we have an incredible team.

### **Huge applause**

RW – We have had 2000 people watch and visit our website, we have had 700 likes on our Facebook page to date and we have had a much larger following on our Twitter page than the Charing Cross A&E closure campaign. The support so far is very wide and they are all concerned for our school, including the Jamie Oliver Foundation who have asked us to be a pilot school for their national programme for primary schools – Learn your fruit and vegetables -. So I say to you all, as a committed Parson's Green resident, and your Chair of Governors, the only reasonable outcome is to keep our school on our site.

### **Applause from the audience**

3. **Outline of the proposal and the purpose of the meeting - Andrew Christie (AC), Tri-borough Executive Director of Children's Services** – AC –Thank you very much indeed Caroline. I am just going to say a few words, first of all to explain that this is the second public meeting that we, the Council, have convened and we are very grateful to Sullivan School for agreeing to host this meeting tonight. And this is a

public consultation, which the Council has brought forward, which is looking at the proposal to amalgamate New King's and Sullivan Schools on the New King's site. The point of tonight from our position is first of all for us to be able to provide you with a bit of information and I'll ask my colleague Ian Heggs shortly to provide a little bit of information about why the Council is bringing forward this proposal, then I would like to invite Miles Chester and Tobyn Thomas to say a little bit about the plans that New King's Governing Body have for their school, which includes academy status and the plan for a partnership with Thomas's Day Schools, but just before we do that and also I think we are going to hear from Wendy, just to explain a little about the mechanics of the process of the consultation. We opened this consultation on the 16<sup>th</sup> July it will close on the 8<sup>th</sup> October, the Council will then need to make a decision as to whether or not it wishes to proceed further with these proposals that will not be the end of the matter, because thereafter, if the Council does decide to proceed to the next stage the Council will be required to publish formal proposals and there would then be a further six weeks of consultation. There will be a series of subsequent public meetings, because I was asked this question by a parent on the door, would this be the last chance that anybody in this hall would have to bring forward, make their opinions known. And I can say it won't be. That is as far as I want to go at this stage, when we have heard all of the information we will convene the question and answer session.

**4. Council's case for launching a consultation on the proposed changes – Ian Heggs (IH) – Tri-borough Director for Schools Commissioning – IH – Thank you Andrew. What I would like to do briefly is talk to you about some of the key reasons for the Council's proposals to amalgamate New King's and Sullivan Schools.**

IH – The main reason we are bringing this proposal forward to you, is because of surplus places. Currently there are spare places in every single year group in both schools and that is based on the schools' census data from May 2013 and those are figures that the schools submitted to us. Currently there are seventy-five places on offer in total, forty-five here at Sullivan and thirty at New King's and in five out of seven of those year groups, as of May 2013, the combined total of places taken up was sixty or less. We are, therefore, proposing an overall reduction in the number of places from seventy-five to sixty, a reduction of only fifteen places in total and this would take effect from September 2015. Our proposal is then to move to a sixty place amalgamated school, a combined school on a single site, it is our view that this will reduce running costs, it will take advantage of economies of scale, in order to improve facilities and learning experiences for pupils.

IH- When we looked at those last school census figures in May 2013 it showed that classes across the year groups were not full in four of Fulham's Primary Community Schools, including Sullivan and New King's, and in fact at that calculation there were 384 spare places

available out of a total of 1260, and that is not including nursery places. So in fact we have currently have over 25 spare capacity in the system just in four of the local schools alone.

IH – The Council has a statutory duty to ensure there are sufficient school places for every child who wants one, and across the whole borough, as you can see, our predictions show that between now and 2016/17 we need a 134 extra primary places. These predictions are updated annually and take in to account actual primary applications each year and other factors including birth rates, mobility and new developments as well, and there will be new predictions for primary and secondary places published this autumn.

IH – In addition, and some of you will be aware of this; extra places have been provided in response to rising demand from parents. So in total, when all the places are full, there will be 660 extra places per year in some of the popular and oversubscribed Fulham primary schools, and those are places that have been introduced over the last four years. Just to give you some more details about those extra places, they have proved extremely popular with parents and have filled in every year group and this includes the eighty-eight extra Reception places each year. Just so you are clear where those extra places have been created there are thirty extra places created at St John's Walham Green School, they are a mixture of open and foundation places, twenty-eight places for the bilingual provision at the ecole in partnership with Holy Cross and Holy Cross School itself also has an extra thirty places.

IH – In terms of parental preferences, and it is really important for me to say this evening, that this is not a standards issue this is very much around school places, we fully acknowledge and recognise that both schools, Sullivan and New King's, are rated good by Ofsted, but the issue here is that parental preferences are low by comparison with other local schools and this is at a time when overall demand is increasing.as I have just shown to you. So this low preference data for New King's and Sullivan, suggest that changes are needed to meet more parents preferences and free up resources where they are most needed.

IH – The Council's Schools of Choice agenda is very much driven by parents, those that are here this evening and those across the borough, telling us what they want when they apply for places. We are trying to increase the number of schools that are outstanding, as judged by Ofsted, and are achieving high standards and are oversubscribed each year. We are also committed to improving school buildings and facilities and we fully acknowledge that both this building and the building at New King's would need significant investment to maintain them.

IH – Now in terms of our proposal, our amalgamation proposal to create a single sixty-place school on a single site, we believe that proposal to create a new school on the New King's site makes sense. We conduct condition surveys of all of our schools and the condition survey for Sullivan has shown that the buildings are nearing the end of their useful life.

**At this point there was significant disagreement from the audience**

IH – That's...that's what the survey has shown us, the survey has also shown us that the buildings at New King's School are also in need of significant repair.

**A member of the audience accuses the Council of being asset strippers.**

IH – If we are going to create a new single school and provide that investment, what we would want to do is consider the cost, and it is our estimation that to create a new primary school here, we would have to replace the buildings with a new primary school building, hence the cost of £6M, our proposal here is that the New King's building, whilst it is in need of repair, is a prized school building and could be significantly improved. The Council is prepared to invest in the buildings, but it has to provide value for money as well. We are proposing to invest in one site rather than two, given the spare places issue.

IH – When we met with New King's, I want to pick up on the points that were raised earlier, it is important that you understand the dates. On the 27<sup>th</sup> June 2013, I received an email from Miles, the Headteacher at New King's, explaining that the Governing Body had made a decision to convert to academy status working with Thomas's London Day Schools as a partner, and he sought a meeting with the local authority to discuss that proposal further. Cllr Georgie Cooney and I met with Miles and his Chair of Governors on the 2<sup>nd</sup> July 2013, we then arranged a further meeting, which took place on the 8<sup>th</sup> July 2013 when we had the opportunity to meet Toby Thomas, and hear all about what the Thomas's offer would be for New King's. At that meeting on the 8<sup>th</sup> July, Cllr Cooney and I explained to New King's that it was our intention the following week to put forward a consultation proposal regarding the amalgamation. I had already contacted Wendy and Rosie and we had a meeting planned for the following day, the 9<sup>th</sup> July, to explain that we were beginning this proposal at that time we were drafting the document, we didn't have a draft to share, but we spoke to the schools within twenty-four hours of each other.

IH – The main part of the proposal from New King's also involved a timeline to explain, to staff and parents, this plan in July. We the Council asked New King's if they would delay their consultation on

academy conversion with Thomas's until this consultation on the amalgamation was completed and both New King's and Thomas's agreed to that.

IH – We have also set out in the consultation document, some additional benefits of the proposal should it go ahead. Some of you will know that Parayhouse, an independent special school is also based in the New King's building, for some time they have been looking for a more suitable site and if this proposal were to go ahead, we the council would work with them to find new premises. In addition, given that we would move from two sites to one, there would be the release of a site that could be used to meet established demand for secondary places in Fulham. Some of you will know that the Fulham Boys CofE Free School has received over 500 signatures from parents stating that they would put the school as their first choice should it open. The Council is fully supportive of the proposal, which is line with the Council's Schools of Choice agenda; it has been approved as a proposal by the DfE, but has been unable to find a site. If this proposal goes ahead, then the DfE has confirmed it will fund the building of the new school at a cost of approximately £13.5M for the benefit of children and parents here in Hammersmith and Fulham. At this stage I am going to hand over to New King's to Miles Chester.

**5. New King's plan for moving to academy status in partnership with Thomas's London Day Schools – Miles Chester (MC) - Headteacher New King's School and Tobyn Thomas (TT) – Principal Thomas's London Day Schools.**

MC – Thank you and good evening. We're here because there are genuine issues facing both schools, there does need to be significant change. If we unite these changes can be, most definitely a positive one for all of our children. Last week I explored how New King's came to the decision to consult with our own parents on academy status, both schools were approached by the local authority back in 2011 and asked to consider a range of options to address our low pupil numbers. Various federations and groupings were discussed, but none quite worked beyond the existing, informal collaboration that the schools had been engaged in for that period of time. At New King's, faced with continued low pupil numbers we decided it was necessary to build on our existing strengths and to improve the offer that we were delivering to our pupils, in order to become a clear school of choice for local parents.

MC – We generated an innovative proposal, by partnering with Thomas's we developed a vision for the Parson's Green Academy. The next step for New King's, retaining our excellent academic results and continuing to build on an approach built on the very latest educational research, maintaining an inclusive, community led ethos, but adding that extra something through the support of Thomas's, so that our children could experience a genuine fantastic education. Now these

plans did not originally involve Sullivan at all, however, our original plans have now been augmented by the Council's proposals to include the staff and pupils at Sullivan. By doing this not only will Parson's Green Academy be a larger school with the capacity to deliver an outstanding offer, we would also have a better funded school, both in terms of investment in the building and for daily frontline delivery. I fully respect the right to campaign to save Sullivan, but having lived, breathed the life of these community schools for the last five years, I know that neither school can look forward to a sustainable future without some significant change. Just like the parents and staff here at Sullivan, we love our school and we have always worked extremely hard to do the very best for our children, sometimes that just isn't enough, sometimes it is necessary to innovate, and if necessary to collaborate.

MC – The proposals that we have put forward in conjunction with Thomas's is exactly that, we can retain what is great about our schools and we can add to that to make it a really outstanding school of choice with a sustainable long term future. We the support of the local authority, we can also look forward to the largest investment they have ever made in a community school.

MC – I believe this new school will bring fantastic opportunities for local children, subject to further consultation we would enter into a formal partnership with Thomas's who fully share in our ambition to deliver the very best for our children, the resulting school would still be in the state system, but would be quite different from ordinary state, church or independent schools. The new school would be lead by a new leadership team, augmented by many of the fantastic staff here at Sullivan and it will be aiming to retain as many of those key staff as possible, to provide them with genuine positions of responsibility and to build on the good practice of both schools. We would continue to develop an international focus to our approach, based on the very latest educational research, we would continue to follow the International Primary Curriculum and we would build on our pioneer work with the Maths Mastery programme, which is the maths curriculum based on the successful approaches in Singapore, to build an innovative, effective and highly relevant approach for our pupils. Changes will include a broadening of the curriculum to include a particular focus on science and music and the immediate benefits of specialist teaching will be felt by all of the children, there will opportunities to learn languages, to learn a how to play a musical instrument and take part in a wide range of supporting activities. The opportunities for pupils developed in conjunction with Thomas's will be exciting and varied from joint musical events, sporting fixtures and charitable events, lessons alongside their peers from the Thomas's schools giving them the opportunity to share their ideas with an even more diverse community.

MC – The local authority have committed and investment of at least £2M to completely refurbish the New King’s site, this would allow us to provide fantastic opportunities for children to learn in state of the art facilities, which would otherwise be completely unavailable, including specialist teaching spaces, brand new junior science lab, creative art rooms, recording studios, video editing suites. The outside spaces will also see a particular focus to ensure that pupils retain the opportunity to bring their learning outside, to plant and tend a garden, to search for mini-beasts in the local school pond.

**The audience queried where this would be as there is very limited outside space at New King’s.**

MC – I appreciate that and I think that that is something that needs to be explored further. When we move on to the questions and answers that will be a useful thing to explore.

MC – If the decision is made for New King’s to amalgamate it will create opportunities and challenges moving forward. We have a great staff, great families and great ideas, but we don’t have a great deal of time. It is essential that we immediately join forces to ensure that we provide a consistent approach for these children, to ensure the inclusion work of both schools is continued, helping children from all backgrounds, abilities and special educational needs, to ensure that the staff, who are ultimately responsible for making the schools such fantastic places are properly treated, all of these aims are achievable, the draft staffing structure for instance at the new amalgamated school gives teaching positions with genuine responsibility to the majority of current Sullivan staff

**Audience – apart from the Head – Miss Aldridge will she be the Head of this new school then?**

MC – large numbers of support staff will also be retained and the excellent standards at both can be maintained and improved as we move forward, the curriculum can be enriched, the building and school grounds can be developed and we can provide a wonderful learning environment to inspire all of our children. All of this is possible and together we can deliver an outstanding school with far greater strength and depth than either school can provide alone. I would like to close by extending an invitation to parents and staff from both schools to look closely at the opportunities this proposal could provide for all our children. The current consultation offers for us a unique chance to develop a great new school together, but we absolutely require your active participation, nothing has been decided yet,

**Many of the audience disagree with the statement that nothing has been decided yet.**

MC – Nothing has been decided yet, but if we are going to make the most of this opportunity then we have to start planning as soon as possible, deciding on the staffing priorities, deciding on the most appropriate opportunities for the school to offer ensuring a smooth transition for all of the pupils. I am working with a great team at New King's on all of these areas right now and I would be delighted to have the genuine input from people here at Sullivan. Whilst I fully respect the right to protest against this proposal, I urge you to start thinking about how we can be in the best possible position should the decision go ahead for the schools to merge, I have left my email address up there and I would be very happy to hear from anybody who is interested in joining the group, to look genuinely at how this can be taken forward for the benefit of all of the children. I'd now like to turn to Toby to explain more about the support of Thomas's

**There was a small trickle of applause from about six members of the audience. The rest of the audience were silent.**

TT – Thank you it is a pleasure to be here and for those who haven't heard me previously, my name is Toby Thomas, I'm a principal of Thomas's London Day Schools, which was started by my parents a former actress and army officer, who sold our house, our family house, to start educating eleven children and two teachers in 1977.

TT- By embracing change and making the most of every new opportunity, Thomas's has evolved to provide an independent co-educational, education of largely outstanding quality, in Victorian buildings to 2000 girls... boys and girls from 2 ½ to 13 supported by hundreds of teachers in Battersea, Clapham, Kensington, Fulham and Pimlico. Some of you also know the work of the Thomas's Schools' Foundation, an independent charity, providing educational and extra-curricular opportunities for children in the local communities of Thomas's London Day Schools.

TT – We are here because, as Miles explained, in late June of this year, for reasons already said, and further to discussions with Governors and Heads of New King's, a decision was made to seek approval for the establishment of the Parson's Green Academy, in partnership with Thomas's. In our discussions we came to understand that we share a vision for the school and that we possess all necessary academic, financial, administrative and logistical expertise required to be an effective partner to it.

TT – New King's School, like Sullivan, is a very good community school, with a clear ethos, strong management, leadership and good to outstanding levels of teaching. As excited as we were about helping, Thomas's had three requirements for our involvement: the first was that to deliver the key aims of widening the curriculum for children yet further, it is an essential requirement that the school employs more excellent teachers, these staff can only be afforded if the school gets



bigger. Our experience of running schools makes us absolutely certain that the new school needs to grow as quickly as possible to over 400 pupils, because this affords the realistic chance of giving staff the colleagues, budgets, opportunities and timetables that they require to provide most effectively for the pupils across the curriculum. Larger schools are simply better at being able to deliver a broad curriculum, which is why, so long as the best of both good schools can be retained in the new school, we believe that this proposed school merger is in the best educational interests of your children. The initial plan was to enlarge by opening one new class each year for the next seven years. However, due to the continuing issue of low pupil numbers in both schools this concept was superseded by the local authority's proposal to invest, significantly, into the merger of Sullivan and New King's as this achieves the coming together of two very similar, good schools, to make an enlarged school, with an enhanced staffing structure and refurbished facilities. This is ultimately what is on offer here, a fully staffed, refurbished, resourced, appropriately sized, good to outstanding primary school, of a size which allows it to be master of its own future and not a hostage to it.

TT- Our second requirement was that Miles agreed to remain Head for the foreseeable future

**This caused disquiet amongst the audience who felt that an Independent School was dictating who should be the Head in a state funded school.**

TT – The Governors and school leadership at New King's school are prepared to accept the risk of change to their school, because they are relentless in their pursuit of ever-higher educational standards. All teaching and learning requires inspirational leadership and we believe that Miles provides it, this is not to say that Wendy is not a marvellous Head, she clearly is

**Huge applause from the audience**

TT – but it is to say simply that she was not in the picture when this decision was made.

**This caused the audience to ask why not and if not then why not now**

TT – Our final requirement was that we would always look to the current school leadership, Head and Governors to continue to lead their school, we see Thomas's potential role as being that of supportive partners and enablers and not leaders of the new school. It will be a genuine partnership and no take over. The Chairman of the Board of Governors took this plan to the local authority in early July, he responded with a meeting on the 8<sup>th</sup> July with a radical, wide-ranging and inspirational plan, which I personally congratulate them on as it

significantly enhances the educational opportunities for many, many children. To make it happen however, Sullivan must give up its wonderful premises,

### **Boos and jeers from the audience**

TT – Thomas's has taken over and merged a successful school before, this school was called Lady Eden's and we needed its premises to enlarge our own school in the area. The process is always agony in the short-term and the feelings of shock, anger, frustration are only too natural, the challenge for us here, however, is not to let these feelings and the emotions involved in a possible break-up of a close-knit community, err the reality of the situation or the opportunities before you. Done right the ends will more than justify the means and this is not just for Sullivan children, New King's children, children at Parayhouse, and a potential 800 boys would also benefit enormously from the transformed educational provision. Any campaign to save Sullivan needs to demonstrate how these interests could otherwise be better provided for in order to have a realistic chance of success. And if you are not successful, then the schools will be merged next September and a successful merger will not just happen, it takes planning, good will, leadership, expertise, hard work and time. I strongly urge those involved to engage with the process now and not leave it until after a decision has been made or there may not be enough time left to ensure success and failure can never be an option. And Thomas's has done all that you are about to do. This is a bold and ambitious project, which requires time and detailed planning to succeed. The maxim that you don't plan to fail, but you fail to plan is blindly apt. As in all planning the devil is in the detail and getting that detail correct takes time, the time is one thing we do not have that much of, so we need your engagement now please. I therefore end with a plea, is that whatever you feel about it all, please realise that what unites us is far stronger than what divides us, the two schools are very similar, they are both good and getting better thanks to the efforts of their teachers and pupils, their premises may be different, but little else is. We are here because we want to see a plan succeed that improves the educational provision of all children, the future can be stronger as part of a larger whole. If you do not believe that then you won't accept a single word that I have said, but if you do believe it then I urge you to seize the opportunity given to you to take control and plan for the future and to let us make it happen together. As Henry Ford said, "If you think you can or if you think you cannot, then you are right." Thank you for listening.

CL – Thank you – The final person to speak is our very own Headteacher – Wendy Aldridge.

### **Applause and cheers from the audience.**

## **6. Wendy Aldridge (WA) – Headteacher, Sullivan School**

WA – I am the Headteacher at Sullivan and I have worked at this school for twenty-five years. As I look out into this audience I can see children, parents, staff, governors, colleagues and members of the local community, past and present, who have come here to show their support to us this evening – and are testament to how established Sullivan is in our diverse community.

WA – We are committed to providing an outstanding education for the children in the local community, supported by the families who have chosen this school for their children.

WA – Each year our school improvement plans builds on the excellent practice in all areas of learning – our last Ofsted was good, we are now well on the way being outstanding and I can tell you that at Sullivan outstanding means everything Ofsted states and a whole lot more.

WA – The skilled, dedicated and passionate staff team and governing body work tirelessly to provide outstanding provision for our children. Our staff team is unique and every one of them plays a special role.

WA – You cannot show statistics for the ethos of a school, but I want to tell you that every visitor who enters our building states what a happy, friendly and supportive learning environment this is – whether it is an enquiry about dinner money, a teaching assistant teaching an intervention programme, a mid-day meal supervisor serving lunch, a teacher teaching a lesson, a senior manager leading some training, every member of staff plays a vital role and I value every single one of them. It seems the council does not!

WA – Our setting is unique – it is the perfect learning environment for primary aged children who live in the south of Fulham. For many of our children it is the only chance they have to sit on grass, connect with nature and our grounds are just as much a part of the school as any classroom.

### **Applause from the audience**

WA – Each part of the school has been developed to provide excellent learning opportunities for our children.

- Bright, airy well-resourced classrooms, learning bases for music, ICT, reading and intervention rooms for special needs.
- Access to two playgrounds, an extensive inside and outside classroom for Foundation Stage children, the unique science lab in our wildlife garden and a children's kitchen

WA - If you ask parents and primary education specialists to write down what they want for a primary school – we have it

- A happy, safe learning environment – we have it
- High standards and expectations for every child – we have it

- An exciting curriculum with excellent enrichment opportunities – we have it
- A dedicated, passionate and nurturing team of staff – we have it
- Opportunities to play and learn in extensive outdoor spaces – we have it
- A school vision to be outstanding – we have it

WA – However, it seems leading a good school that is consistently improving and is well on the way to being outstanding is not good enough, and what we don't have is the support of the council

WA – I am totally opposed to the council's proposal to close Sullivan

- The LA say we are not a school of choice and the building is coming to the end of its life. I say we have done everything we can to become a school of choice and an independent building survey will show that the building is not at the end of its life. The building is well maintained to an excellent standard by our extremely dedicated site manager.

#### **Applause from the audience**

- Last year we were asked to increase our roll, we have done that, today there are 279 children on roll in Reception to Year 6 an increase of 10%

#### **Applause from audience**

- Therefore with our Nursery children we are a school of choice for 324 children and their families
- The school is now 89% full – we are full in Nursery, Reception and Year 2.
- We have a permanent waiting list for Nursery places.
- If we were able to increase the number of Nursery places from 26 to 40 to match the one and a half form entry in the rest of the school – we would be full. Last year we asked the LA if we could do this, as it only needed one more classroom, but the answer was no – therefore stopping us from being a school of choice for parents who wanted to join our Foundation Stage.
- 76% of Reception parents for September 2013 put Sullivan as their first choice.

WA – I would question – is it fair to use data to say we are not a school of choice, when parents often put down a choice that is unavailable to them? This is how the council judges us.

WA – It seems that by closing Sullivan it will mean a reduction of primary places in real terms

WA – You have heard about the proposal to create a new academy on the New King’s site. Miles has chosen this route, as he believes that this is the best opportunity for his school – let him continue on that journey.

### **Applause from the audience**

WA – You have heard in the consultation about the proposal to create a CofE secondary boys school – I have no issue with this – but not on our site

### **Load applause from the audience**

WA – What you haven’t heard about in the consultation is that the council are saying that this site is too good for our children, but just right for secondary school boys.

### **Cheers and applause from the audience**

WA – What has not been taken into consideration is that the success of Sullivan is about the children who attend the school, the team of staff who work here and the local community that supports us – it is not transferable!

WA – Sullivan should not be a political victim – this is an educational issue not a political one.

### **There followed a standing ovation and cheers of ‘Well done Wendy’**

### **Question and answer session**

AC – Thank you Wendy and thanks to all the speakers, there is a lot of food for thought for all of us. We would now like to move to the stage of the evening, I think it was something a number of people wanted us to devote as much time as possible to, we have managed to keep an hour and a quarter for questions and points of view, because this is the opportunity for you to both ask questions of people sitting on the platform but also to express your point of view and I would ask you, if you are going to ask a question or raise a point of view, to keep it, I know it is quite difficult when you feel strongly about things, to try and keep it brief and to the point, similarly with your questions. Now what I would also say is, because I recognise a number of people in the audience who have been to the previous session, and I welcome you, but I am sure you would agree with me, you had the chance to ask questions last time, it is really important that perhaps, also to make sure and encourage other people who haven’t yet had the chance to make a point of view or ask a question, to have a chance to do so, not stopping other people from asking questions or making points but I would just like to make sure we involve as many people as possible. As

I said one of the things we are doing is taking notes of the kind of comments and questions that are being made as this will all be part of the material that we will use to inform our decision.

**Nicholas Coates (NC) – resident**

I have never stepped foot inside Sullivan before although I have been based a few yards away for twenty years. What I would say is that one question is simply not going to be enough, today covers education, finance, social questions and I am sad to say political. I also add, I am probably conceited enough to say that I am only person in the room who was a Headmaster who had to close a school. So I do have one or two thoughts, none of which, this is something I would very much like to share with the people here, are emotional. If Sullivan is going to win this battle, it must cut out the emotion and bring in the practicality and the rational, that is how to win the argument, cheering I am afraid is not going to win the argument.

NC – Now, my first point, as I said, I have no connection until a leaflet came through my door, now if that note is true, either the council has exceeded its authority or it has ignored proper procedure

**Applause**

NC – If either of those two are the case somebody somewhere should pursue a judicial review.

**Applause**

NC – Now the question this evening is more than just the merger or the closure, it is to do with a new school and all schools in the area. Now promises were made when the French came in, which were not quite kept and as we heard from the council officers this evening, can ask if they and a couple of traffic wardens attend three times a day in term time, they would make a fortune because they don't pay their parking permit and it would keep down council tax.

NC – If this new school comes across there is going to be noise and dirt

**A member of the audience asked that Ian Heggs stop talking to Georgie Cooney and listen to NC**

IH – Excuse me can you let the gentleman speak please

**There was jeering from the audience as IH had been whispering to GC and appeared not to be listening to the gentleman speak**

NC – disruption and then these are questions that are more Head magisterial than many people I am afraid would want to consider. 800

new secondary pupils, bussed or carried in in the morning which will make the traffic even worse, of an evening making it even worse and during the day, buses, coaches to go for this, that and the other. Now let us put it this way, the new school, a free school, is going to be very proud of its uniform, they are going to come from everywhere, especially non-local and that may produce a culture clash, for religious reasons, socio-economic reasons and if my counting is right we probably have about five and two half schools within three quarters of a mile. Now if they come out at the same time, the traffic will increase, there is going to be the possibility for what already happens, I know this because twenty plus years ago I had to change the uniform policy of my school because my kids we being picked on in public, and especially on public transport. Now less than five years ago, or maybe a little longer, a poor child was stabbed to death on the corner of the estate we don't want the possibility of envy, we don't want, what already happens to some of the girls from Lady Margaret, they're picked on and I am not making that up because there are parents in this hall today who have told me about it. And last, but not least, as a Headmaster, spare a thought for Hurlingham and Chelsea

### **Huge applause**

NC- If I were its Headmaster, or a Governor or a teacher or a pupil or a parent of a pupil, to be polite about it I would be scratching my head saying, £14M, £6M, a fraction of that would transform my school.

### **Applause from the audience**

NC – Thank you for your patience I now will finish, one last question, 800 pupils nobody has mentioned if it will have a sixth form, what about Hurlingham and Chelsea, they don't have a sixth form do they, is this new school going to have one? Whose children is it going to serve?

### **Applause from the audience.**

AC – Thank you very much, as I have said tonight is about the opportunity to make comments as well as to ask questions and there were quite a few comments and questions outlined by the person who just spoke. I am just going to make a few comments in response, but some of it will have to be pursued elsewhere because some of it relates to other school issues than those being considered tonight.

AC – The first point was has the Council exceeded its authority or gone outside proper procedures, I don't think we have, I would say that wouldn't I, because I am responsible for it. But of course the Council is aware that in any very complex decision-making process such as this, we are absolutely, it is absolutely open for anyone to take us to court in the form of a judicial review. So we therefore take very seriously proper process. I think we are very clearly following the defined process in respect of a consultation to consider a closure plan or proposal so that

is what we are doing and why I explained the next steps. I think a lot more of the comments and questions then related to the proposal in respect of the Fulham Boys CofE School, well that of course a proposal about that is in the first instance considered by the DfE not the LA if that plan does proceed, then one of the things that will absolutely have to happen is for the proposal to also go through a consultation process, and that will have to include all sorts of things and amongst them it will have to include things related to traffic movement and also the issue of impact on schools in the area. So that is my kind of response to the first question.

**Anthony William (AW) Member of the standing committee of PRARA (Peterborough Road Area Residents Association)**

AW – (To AC) I am sorry you were not able to attend the meeting with the committee recently; Ian Heggs did with Cllr Cooney. The reason we requested that meeting is because our footprint as a residents association includes four schools: Thomas's; Hurlingham and Chelsea; Sullivan and the ecole/Holy Cross in Clancarty Road, we have just outside our footprint, but affecting us, Lady Margaret's and petit ecole. We also have three nursery schools in our area. We expressed concern at that meeting, as those two people know, about the loss of a community school, but we are not able to comment and come back on that, because we are not educationalists, so we leave that on one side. Our main concern, as you know (directed at IH and GC) was to ask has the Council considered the implication of changing this site from essentially a 300 pupil primary school to an 800 pupil secondary school, which will bring with it additional staffing and additional issues. And have they put that into the context of what is already happening in this area: increased numbers at Hurlingham and Chelsea; more than doubling the size at the ecole/Holy Cross; more pupils at Lady Margaret's. When we asked the question about the implications of that particular part of your proposal, you made it very clear that that is for stage two, we think there should be answers given to us on that score before you go down the road of expensive consultations, because we are very alarmed at the thought of potentially, of a thousand more children, plus everything else, coming into this area, if you live in this area, if you know it, you will know what the traffic is like in the morning; the road traffic, the pedestrian traffic, the rat run, all of these are already bad, to add on that the implication of a much larger secondary school is somewhat horrendous. There is also the issue, which I don't think should be ignored, is that the ecole/Holy Cross in the Peterborough building is about to start a major building programme, down at the end of Peterborough Road it is highly likely that we are going to get the tunnel, another huge, horrendous building works, add on that the fact that this proposal would like to demolish this site and build a school, putting another massive building project on here all at the same time. So our question to them is as the representatives of some highly effective people, we need to know what your logical answers are, going forward on these issues. If the amalgamation



happens, we hope it doesn't, but if it happens have you thought through would happen in this area, to the residents, to these communities if you proceeded with the free school.

### **Applause from the audience**

AC – Georgie you were going to answer

GC – Yeah, I just want to say thank you for the meeting we had the other day. From that meeting we took all of the suggestions you came back with, sorry all of the suggestions you gave us, we took them back to the council and we have agreed to commission a holistic survey of all developments in the area and their likely impact on the transport and the footfall, so that is happening.

AC – When are we going to start?

GC – It has already been commissioned

IH – That's right it will be starting shortly

### **The audience asked when it would be finishing and if it was independent – there was no answer from IH or GC**

AC – Let's move on to the next question.

### **Regan (R) – Teacher at another local primary school**

R – There are a lot of people here from other primary schools, because they are very concerned about what the future is for our schools, but the immediate issue is Sullivan. I would like to propose that we have a quick indicative vote, can I start by saying all those in favour of the Council's proposals to close Sullivan School please raise your hand (I couldn't see the entire hall, but I think I only saw one hand), all those against the Council's proposal please raise your hand (again I couldn't see the entire hall, but there was a sea of hands raised at this point). It says here (consultation document) that these meetings are consultations, feelings will be noted, and I think the vote should be noted.

### **Applause from the audience**

R – What I would like to say as quickly as possible is that what is behind all of this is a political agenda about academies and free schools and the break-up of genuine community schools

### **Huge applause**

R – And the people who are making the decisions about our community schools do not send their children to community schools

**Further applause**

R – No they send their children to private schools, where classroom sizes are far smaller. Why should a small roll at a school be a problem, it should be an opportunity, we can have more teachers, more time with our children. Why shouldn't our children get what the children of politicians and councillors get?

**Huge applause once more**

R – If there are millions of pounds to spend on free schools why can't millions of pounds be spent on our schools?

**Applause**

R – And I am saying to everybody in all schools in this borough; watch out, I'd even say to Miles watch out, there is no guarantee about your future. We are stronger sticking together, fighting to defend our community schools.

**Huge applause**

AC- I think I will take that as a statement rather than a question

**Donna Fine (DF) parent of a pupil at Sullivan School**

DF – I have recently transferred my daughter to Sullivan from an independent school, she wasn't settling well in the independent school, she wasn't thriving. I have looked at all of the numbers in the leaflet that has been handed out and I know they are wrong. The reason I know that they are wrong is because I called and asked for the pupil numbers for every school in the local area, because I am also a local resident and wanted to send my daughter to school locally. It was very important for me that she was able to settle into the local area, make local friends and be a part of the local community. Now obviously because I am also a resident I have some of the same neighbourhood concerns as the gentleman from PRARA raised, but just a couple of things that weren't mentioned, south Fulham has been marked as an area of re-generation by H&F Council, there are proposals to develop approximately five to seven sites in approximately the next seven to ten years, the current figures from the Council themselves is that there will be 2800 new residencies in the south Fulham area in the next five to seven years, and clearly that is going to bring a lot of new people to the area and there are going to be a lot more primary school places needed. The Conservative Party manifesto 2010, promised to give every parent access to a good school, and that their 'school revolution will create a new generation of good small schools, with smaller class sizes'. I am going to argue that Sullivan, well it's been proven, Ofsted said so themselves, is a good small school and it has small class sizes,

it is one of the reasons that I chose Sullivan, because I wanted my daughter to settle in a good school, where I knew she would get appropriate attention from the teachers. The Council's own proposals state that small schools attract less funding than larger schools, actually the funding per pupil is equal regardless of school size, the council's proposal also states that both schools have been hampered by their unfilled places, well I know this also not to be true because I know that New King's was full when I transferred my daughter, I have neighbours, I have friends who weren't able to get their children places in schools in Fulham and had to move, they weren't able to get Sullivan, they weren't able to get New King's or any other school. It is a clear fact that the numbers the Council have provided are inaccurate and in the Nursery, Reception and Year 1 there are thirty-seven more places filled than the Council state in their proposals. Cutting fifteen places per year leaves me with the fear that my younger child, if the amalgamation goes ahead, may not be able to go to a local community school or attend the same school as his sister. Not only that, the pure practical implications of amalgamating these two schools and causing children to travel further, puts further strain on local transport, it is also very impractical for young children. Now the proposal states that most of the parents don't live east of Wandsworth Road and that is why Langford is not being considered as part of this amalgamation, well I live east of Wandsworth Road and I know there are many, many Sullivan students in my area, I see them every day. The Council is saying that these surplus places, alleged surplus places, at New King's, Sullivan and at Langford, suggest changes are needed. Now I wouldn't want to bash another school, but I would not send my child to Langford because it has recently been rated by Ofsted as level 4, which is failing, if you need to make some changes perhaps you need to look at that first. I've looked at the numbers only this afternoon, at the applications that New King's and Sullivan received last year and they were roughly double the numbers available so I would dispute it is not a school of choice. We haven't really had the Council's projections for the 0-5 age population growth, but I would say that the predicted population growth in Hammersmith and Fulham, and in particular this area of Fulham, is in line with London and national growth figures if not at the high end, particularly for primary aged children. A report by the London Councils has warned of a chronic shortage of places forecast for the capital, a region already at over capacity, the National Audit Office has said that in excess of 230,000 primary places will be needed in time for the next academic year, in primaries that are already full or near capacity, the greatest pressure will be in London, which accounts, for a third of the places needed, roughly 75,000 and I would argue there are quite a number of those places that will be in Fulham. The DfE data shows that H&F is expected to be 6-10% over capacity by 2016/17 and these predictions were based on data before this year's growth and birth rate figures, which revealed the highest figures since the 1950's

**Applause**

DF – Now I have a couple of comments, then I will ask my question. I am going to quote your esteemed colleague, Nicholas Botterill, ‘We are very much of the opinion that if assets don’t yield benefits they can’t be justified and we need to sell them.’ I work in an industry that provides a public service, much like the Councillors I make decisions on public service projects in the £M’s and I know it is not all just numbers, there are subjective issues to consider. Given what I understand of the surveyors report on this building, this asset is viable and it yields not only a social benefit, but it yields a benefit to the community and we the parents of Sullivan are very much of the opinion that Sullivan Primary School does yield benefits

### **Applause**

DF – I want to ask if you agree with the statement: ‘Our vision is to create as green an environment as possible, with good open spaces; we want strong education, so kids come out of school and into work and not onto the scrapheap’. I want to ask if you agree with that, but I think and I think many other parents here agree with me that Sullivan does provide a strong education, in a small school, small classes in a green environment with open spaces and I would just like to tell you that Nicholas Botterill made that quote.

### **Applause**

AC – You made some very significant points both about policy and place planning and what I suggest, I think it is clear that this is an area where people have got lots of questions to ask, one of the things I have said we need to do, is produce the workings of how we produce our place planning requirements, so I will do that, but in the meantime, in the first instance I will ask Ian Heggs to say a little bit more about the place planning and then ask Georgie Cooney to talk about Council policy in relation to education.

IH – Thank you Andrew, well what you do have on your chairs are a set of our FAQs, and we have included for you in that document some details about our predicted demand. We have also set out for you statistics for spare capacity in local schools and also our plans, so I do urge you to look at those in detail. As I said earlier, we are predicting an increase in primary places, but we have a duty to meet that demand, but we do have to factor in existing spare places, and as I have said there are 384 spare places, just in four local schools alone, we are fully aware of the South Riverside development, I am glad you mentioned that, it is predicting an increase in the number of places, we need to see a bit more about the development to predict the requirements more accurately, but again we are confident that there are sufficient places in the system to meet demand.

**A member of the audience said that the estimated spare places in Sullivan and New King's was sixty places, which as a percentage of the 384 spare places was nothing.**

IH – Sorry I didn't make myself clear, what I meant was that in four Fulham primary schools between Reception and Year 6, I think from my notes there are 1260 places in total available and 384 of them are unfilled currently, now that might change and as I said we update our predictions annually, the point about the data, I do have to emphasize, the figures in the consultation document are based on the May census and were submitted to us by the schools themselves. Now you are absolutely right, this is a new academic year, we don't know yet if Reception classes at New Kings and Sullivan will be full or not, but as soon as we get that data from the schools of course we will provide the update.

AC – But what we will do, is we will set out the tables which describes exactly in those for schools what the numbers were at that May census what the figures were for each year group and then it will be clear to everybody.

**The same audience member said that IH did not answer the question and says 'so excuse my very poor maths, but it seems as if we are talking about sixty places for these two schools, so sixty from 384 is 324, so 324 of those spare places are nothing to do with these two schools.'**

**There is applause from the rest of the audience.**

IH – I do take your point.

**The same audience member 'so a multi-million pound investment is based on sixty places'**

AC – You have made your point, Georgie can you come on to talk about the policy, as I said we will publish the figures so that everybody can see the numbers of the May census.

GC – I think your question to me was about the Council's policy and you asked whether I would agree with the statement that we wanted to create educational placements that were green, had a green environment, as green as possible, with a strong education, did I agree that Langford had that, yes it does, do I think that schools of choice we are trying to provide as a Council

**The audience point out that it was Sullivan and not Langford that the question was asked about**

GC – I do apologise, I apologise, Sullivan, I apologise, clearly...

**The audience became very unhappy and GC was booed.**

AC – Can we allow Cllr Cooney to finish please?

GC – I can only apologise that I used the name Langford instead of Sullivan, I do apologise. The question is about the Council's view of schools for the future, first choice schools that would be outstanding and oversubscribed, do I believe, therefore, that an academy could also, the Parson's Green Academy, could it also provide a strong education, with...the future plans for the Parson's Green Academy, I think Miles described earlier,

**An audience member said NKS was on a main road and asked where the green space was**

GC – As I was saying, when Miles was describing some of the things an academy could have, part of that was an outdoor area, an outdoor space, and I approve of that too.

AC – Can I move on, what I did last time was identify three people so you don't have to keep your hands up all of the time, so I am going to identify three people again.

**Gary Piper (GP) who until April of this year, was Vicar of St Matthew's Church in Fulham and before that a teacher working in the Inner London Education Authority for twenty years including as Head of a primary school, and for most of the twenty-eight years as Vicar of St Matthew's took weekly assemblies in Sullivan School.**

GP – I have been strongly associated with Sullivan School and have seen Wendy come from a first year teacher to a splendid Head and I know what I am talking about, being the splendid Head that she is.

**Huge applause**

GP – I want to make one or two points then I will ask a question that absolutely surprises me. First of all with regard to the site here, I was Head of a school in Kentish Town when I first came to Sullivan and looked around I thought if only we had these facilities in Kentish Town, how much more we could have done for the children. This is a splendid site, wonderful for a primary school, which must not be lost.

**Applause**

GP – I am astounded, I have no problem, well I suppose I do, I have no problem with schools amalgamating, although I think legally you can't do that you have to close and open a new school.

AC – Yes that is essentially what this is.

GP – Right so it is not an amalgamation. Thank you I wanted that.

### **Applause**

GP – I understand Miles and Tobyn discussing together the future, but discussing together and coming to the agreement that Miles had to be the Head...in all my years of being associated with the LA I have never, ever, heard of such a thing. When did the authority cease to become equal opportunities?

### **Huge applause**

GP – As a way of treating somebody, well all of the staff at Sullivan, although I am told there will be job opportunities for them, but I know they are feeling insecure, but speaking of Wendy, is this the way the authority treats somebody who has worked so hard for the children of this borough.

### **Huge applause**

GP – If this is the way somebody like Wendy can be treated; those of you who are paid by the borough must be feeling insecure. Finally I would like to believe that because there are things going on that shouldn't have gone on here, I would like to believe this is a genuine consultation and this is not a stitch up, please be honest with us. Thank you.

### **Applause**

AC – There were two statements and a question, there were two statements one of which was your statement about the future, the second was about is this an honest consultation, you will just have to listen to me saying that we are here to listen to people genuinely, we are consulting, you can choose whether to believe me or not. The third and the most important and I am going to answer the question, is about Miles' position. Let me explain, and in fact in your statement about the regulations you have the answer therein, and I don't think it is fair or right that anybody here should say that Miles and Tobyn made a decision about the Headship in respect of the proposals we are talking about, and it is for me to explain the proposals we are talking about and, therefore, for me to explain why it is Miles we are talking about. The fact of the matter is that you are dead right about the regulations, there are really only two routes open to the LA to bring two schools together, one is for the LA to close one of the schools and leave the other open, and this is what we said last week as well, and the other is to close both schools. The proposal as it stands, the Council is proposing, that the school that is closed is Sullivan and New King's is the school that stays open, and therefore,

### **An audience member says how convenient**

AC – This is the proposal, this is what we are here to consult on, because I think it would be unfair of you to go away from the meeting tonight and think that this was something that was engineered by Miles and Tobyn, because it absolutely was the case that it was the LA that made the decision to consult on the proposal that New King's remains open and that Sullivan closes and, therefore, in law the position is that the Head of the school that is staying open remains Head of that school. Can I come on now to Phil Cross.

### **Phil Cross (PC) Headteacher Hurlingham and Chelsea.**

PC – Forgive me many of you will know that there is a real sense of deja vu for me, because in December 2006 I was also called to the Town Hall, they didn't come to my office and I was told that they were going to shut my school. I just wished you guys had learnt the lesson, I thought you had, because much of what I am going to say, I could stand here and talk about the impact on the local community etc., but the thing that concerns me here is the process, because if I reflect back to 2006 there were four people who wrote in to the consultation in support of the closure of Hurlingham and Chelsea. From my recollection, I don't have the figures here, there were 17,000 people by hook or by crook, that said do not close this school, but the closure notices went up. We did go to judicial review, we lost, spending a lot of money and it went to the wire, and about six months after we won that, the legislation we used to stop the closure of Hurlingham and Chelsea, was promptly removed from the statute book nationally. Now the thing that really worries me here is, why did the Council and the LA officers not trust the professionals or people in the local community, sit us all round a table as Rosie has already said, and say let's thrash out a plan.

### **Applause**

PC – I am concerned that if this is a proper amalgamation, I heard what you have said Andrew, but all the other amalgamations I have heard of, I haven't been involved in any, usually what happens is the minimum you would do is advertise the Headship nationally and people are free to apply.

### **Applause**

PC – So my question to you this evening is please, please, please will you stop the consultation, I am not saying that as the Headteacher of Hurlingham and Chelsea, that you can't have a free school or can't reorganise pupil places, what I am saying is let's sit down and come up with a proper plan, in short I don't think this is a proper plan. I would say there are three impacts to this proposal, there are three things you are consulting on, one is about a free school, another one is about



reorganising primary places and another one is about getting another academy, we shouldn't forget that. As well as the impact on the local community let's look at impact on primary children. As I understand it from the documentation I've read, we are going to take some children from New King's, then we are going to put them in Sullivan whilst that is refurbished, and all of the staff are expected to get on and work together, I'm sorry, but I think that is going to be exceptionally difficult for the staff in both schools. Then they are all going to move back again, think of the disruption on those primary pupils.

### **Applause**

PC – Forgive me for once if I am the voice of reason, I am also concerned about secondary provision and I go back to the Schools of Choice agenda, I have heard that now for seven years, schools of choice. I ask you, if this proposal goes ahead, what schools of choice really means is selection, and it means selection by faith, by gender, by social class and by where you live. Now if this proposal goes ahead, you'll have, I've got a lot of parents and staff from Hurlingham and Chelsea here, ever since I have been Head since 2004, somebody mentioned the murder, I arrived at Hurlingham and Chelsea two months after a lad was murdered at the corner of Sullivan Court, not a nice time. In 2006 I was told that Hurlingham and Chelsea was dead in the water, it was failing, its results were terrible, it was empty. In 2011 it was judged outstanding, so actually

### **Applause**

PC – the fact that Sullivan is already judged good means they have less of a journey to travel than we had to at Hurlingham and Chelsea. The impact on Hurlingham and Chelsea is obvious, as a the result of the Schools of Choice agenda, when I went to the school in 2004 there were exactly the same number of boys and girls. As a direct result of council policy we've now got twice as many boys as girls. That has a big impact on a secondary school. If you build a school with 800 CofE and make no bones about it, some of you sitting here will not get your children into that school, and you'll live next door to it, ask the parents who live next door to the Oratory. What I would also say is that Hurlingham and Chelsea has not gone through a period of stability since I have been Headteacher, it has gone through special measures, threat of closure, academisation, some deal with the French, yes for the person who mentioned Langford, for the last year I have been involved as Executive Head, that school's results are improving, that school will improve rapidly and will become outstanding. My issue is that if you put that school here and you empty out Hurlingham and Chelsea, which is highly likely I would say, what you will create is the schools of choice for some, and actually, what you will create is a school, where do you go as a parent if you are choosing, mixed, multi-faith, multi-ethnic, multi-lingual, community education.

**Applause.**

PC – So my question is simple, please withdraw this consultation now, we can come back to a consultation in six months' time, give us a period of time, as a group of professionals, to come up with one plan for the south of Fulham, one plan, not we make it up as we go along. In answer to the question did New King's trigger this, well in the introduction that is exactly what was said, actually your consultation is on hold while the Council seizes the opportunity to knock this school down and build a free school. I think we are playing with words, so let's have one plan so there is a school of choice for everyone.

**Applause**

AC – I am just going to say that Phil you made a series of statements, and a proposition about halting the consultation while further discussions take place. As I said this consultation is about answering questions and about considering views that are expressed and that is obviously a view that has been expressed.

**Sullivan Parent** - I am Sullivan parent and I would just like to know what guarantees you can offer to a child with mobility difficulties, that her needs will be met in a five storey Victorian building. (The parent was quite emotional and upset) And also Langford and New King's were not in my top five choices and I live next door to Langford.

**Applause**

GC – You will see in the FAQ's some of the vision for this new academy

Sullivan Parent – But you can't make a five storey building on one floor

GC – Please let me answer, one of the very big parts of it is to make it exceptionally inclusive including a lift in the school

Sullivan Parent – Sorry, but that isn't inclusion, my child will be in a lift with maybe one teacher, one helper, the rest of her class will be going another way to where they have to go

**Applause**

GC – The school will be designed so they have an inclusive environment, although the route to the classroom will be different

Sullivan Parent – But these are children we are talking about

GC – I understand that

Sullivan Parent – Social interactions are done outside of the lesson, if she is separated from her class friends while she goes up and down in a lift, she is going to be secluded not included

### **Applause**

GC – I just want to emphasise that one of the very big parts of the vision is to make it extremely inclusive with multi-sensory room

Sullivan Parent – But you can't make a five storey building one level, no matter what you do

GC – That is true

Sullivan Parent – Sullivan is perfect, there is no place in this school that she cannot access

### **Applause**

AC – OK thank you very much, I think you made your point very well indeed.

### **Maryam Hussain (MH) pupil of Sullivan**

MH – I'm learning in Sullivan School, I am very sad to say that I am very sad because Miss Aldridge has been teaching at this school for twenty-five years; I am very ashamed to say that this school is closing. I want to say to all teachers, thank you for teaching children. Miss Aldridge, I want to say thank you for being the nicest Headteacher. I don't want Sullivan School to be closed; I want it to stay open. New King's is a nice school as well, but Sullivan is also a nice school. We don't want Sullivan School to close down; we want Sullivan School to stay open. All children have been working hard so Sullivan School doesn't close down.

### **Applause**

AC – That was very well put indeed, we will have to make sure we get it absolutely right what you said.

### **Viv Bird (VB) – former Chair of Governors at Sullivan, LA Governor at a number of schools, including Chair at Phoenix.**

VB – I am thinking about your appeal not to make things emotional and it is hard for everybody, and I think you need to accept that this is a very emotional occasion for all of us who have had close involvement with Sullivan Primary School, over many years. I have always been impressed at the way the LA has taken quite a strategic view about education, I am trying to grapple with my horror and my emotions today, when I hear about some of the things you are proposing to a

school that is so well loved, that has pupils that talk passionately, teachers who speak passionately, parents who know how much they value the education this school offers them, under the incredible leadership of Wendy. Wendy taught both my daughters, she gave extra help to my older daughter when she had a brain tumour, and gave her help with reading and it was Wendy's support, she was Deputy Head then that helped us deal as a family with the huge challenge we had. I know what it is like as a parent to deal with situations, and you need schools, not just as schools of choice, but schools that care passionately about the pupils they are working with, who work with the families, with the community, to make sure that those children get the best possible education that is available, and have the choice to go to schools not very far away. They don't necessarily have the option to go in cars, so I would appeal to you as a council to listen to the very good advice, to seriously reconsider, this is a bad decision, it is a bad decision and I look to you for your professionalism, to find a way around, it shouldn't be enough that because the Government has decided on the basis of a consultation, that a free school should take over the needs of a primary school, clearly serving the needs of the local community. I would ask councillors to go back and search their hearts and consciousness's about whether this is the best thing or not.

### **Applause**

#### **Tony Bird (TB) Father of former pupil and local resident**

TB – My daughter went to Sullivan School and was taught by this wonderful lady (WA) she is wonderful

### **Applause**

TB I want to say a few things about New King's School, because I know that very well, I used to train young lads in the evening there. There are two things people should be aware about, it is a really high pollution spot, I think any parent that thinks about putting a young child there, think again. No matter what you do about refurbishing that building, the rooms are really pokey there, it is small and I don't think they are proposing to demolish it and rebuild it. Second thing I want to say is that I live around the corner to Thomas's, it has always fascinated me as to what their interest is in this, I mean Thomas's is an all-white school, all white, I understand you pay £16,000 to go there, I suspect they are looking to get a hand-out to have their fees paid, can you deny that that is not part of your agenda?

TT – I can absolutely deny that

TB – Because I understand you are struggling to fill places there. I think there is another dimension, the issue of a new school in the area, well there used to be a CofE school in the area, St Mark's it was closed down as there wasn't enough kids there, every picture I see of people

who want to go to the free school, they are all white again. If people want a school in Fulham, there are places in Fulham, one down by Fulham Palace Road. So I want to know, what is the position of the Church of England on this and I think people should be deputising and going to Justin Welby, because they're supporting something that is breaking up this school, I don't suppose they have thought through that, because it sounds quite nice, let's have a CofE school in the area, but if there is not a site why steal this one. What it is about for this council, this is a mixed community in this school, they have kids of all faiths there, what they are saying is, this site is too good for them. I support what Phil Cross says about having a plan, someone mentioned that a lot of areas are being zoned for regeneration and there are lots of building happening there, but what there isn't in those buildings is affordable housing.

### **Applause**

AC – Can we just focus on the issue on hand rather moving to housing policy, no matter how important that might be?

TB – These plans and policies are not for regular or low-income families, it is for the rich kids

### **Applause.**

MC – The concept that New King's is a high pollution site, it is in a more built up area than Sullivan I agree, and we have to make sure we can make the best of that situation. We have already over the last five years invested in a lot of green into the site and it has become a lot more green over the last five years and this investment that will come in, will definitely be able to increase that. I would like to address this concept as well that somehow the approach that the Parson's Green Academy is putting forward doesn't support this multi-faith, multi-ethnic, multi-lingual community education, that is exactly what we are supporting, that is exactly what we are putting forward, all of that and it will be extremely well funded. I would like to keep on the case of the greening of the site for just one second, just to think about the approach that is currently being taken. I sometimes find that I am on a slightly different page to a lot of people, because my role is to see that if it does go ahead, my job is to see that it all works. So therefore, I am thinking a little further ahead than some people are, at the same time it is quite likely, it is quite possible that this goes ahead and if it does, that pond over there could be lost. Now what I am suggesting is that this is the time for people to come together, there are opportunities here and Sullivan as a group of parents and as a group of stakeholders, you hold a lot of the cards at the moment in this negotiation. I'll give you an example here, Phil has said that children from this school will find it very difficult to get into the free school; you are in the perfect position at the moment to make the new school (Parson's Green Academy) a feeder school to the free school.

**There followed boos and jeers from the audience who consider the suggestion a bribe**

MC – You could guarantee places for your children should you wish to have them at that school. Another condition just as an idea, should you wish for the beautiful pond over there, which could easily be retained as a nature reserve, and you are in the negotiating position to establish that. It is the case of working with the people who can make those decisions for you to get the best out of the situation.

**Naomi (N) – resident**

N – I must be the only person in the room in favour of the boys' school, but my question is, I've been looking at street view and I never realised before that there are so many wide open spaces in Fulham all covered up with bricks, isn't there anywhere else in Fulham?

**Applause**

N – The thing is, this is terrible, I don't want Sullivan School to close, but at the same time my boy, my son needs a good school, an outstanding school with really high standards and so I feel that the council has pitted the Church against the community. Like National Government has pitted the strivers against the claimants, the able-bodied against the disabled. It is really unfair that you have allowed groups to be pitted against other groups and also I want to say the Thomas's proposal is excellent they've got excellent schools and they will drive education for pupils to its fullest potential, but I don't want Sullivan School to close.

AC – The very specific question is there another site actually should be answered by the proposers of the school scheme, but my understanding is they have done a very thorough search for a site thus far. You have identified a very difficult issue for all of this, sometimes, people like me in the role I have, kind of have to think about competing demands and competing priorities, sometimes there are some very difficult decisions to make.

**Patricia Hicks (PH) resident**

PH – I founded the PRAR, I am now 84 and have retired. I have heard some very good points tonight. I wonder if you were not able to clear this site for an 800-place secondary school, would you be able or unable to proceed with your amalgamations. Secondly if you do shoehorn 800 secondary school pupils up to the age of nineteen on this very small site, will you be compensating residents with reduced council tax?

**Applause**

AC – I definitely can't answer the second question. The first question, which is a very good question, not that the second wasn't, the answer would be that the proposal the council is making is not predicated on the free school proposal. The proposal the council is making is based, fundamentally, on the issue we have going forward about having sustainable primary schools in the area and the issue of spare places that my colleague Ian, has explained.

### **Emily Gennochio (EG) Teacher – Sullivan School**

EG – I am strongly, deeply, with every fibre of my being opposed to this proposal. My vocation as a teacher drives me to provide the best care and education for children at our school. I believe that Sullivan is a rare gem, a precious place for all children in Fulham.

### **Applause**

EG – I fully understand the realities of the ever changing, complex world in which we live, but making a decision based on political agendas and out of date retrospective data is not good enough for the children in our school

### **Applause**

EG – It is my professional duty to protect the best interests of our children and to ensure that they received the best education, an education they deserve

### **Applause**

EG – Therefore, it interested me to see that on page two of the proposal document it states, that the new school will give: 'all pupils a better quality education'. If I were convinced, without doubt, that our children would receive a better quality of education, in a new school, I would open the cage doors and let our little birds fly. Until I am convinced, I will not be swayed. My question is to Councillor Cooney, can you tell us, and please give us specific examples backed up with real numbers, not just vague aspirations, how the new school will provide better education for our children, although we have been told this is not a proposal based on standards, but on economics, the families and children of Fulham deserve to know that their futures are safe and will not be sacrificed.

### **Applause**

GC – First of all this is a consultation so I am listening and I have heard what you have to say. Erm your question about whether er I believe this proposal could provide a better education

### **Jeers from the audience**

EG – My question is can you tell us, as stated in the proposal document, give us specific examples, backed up with real numbers and not just vague aspirations, how the new school will provide a better education for all pupils

GC – Well ok, first of all, there is the much-disputed fact that it would cost £6M in order to

**There is a lot of disquiet in the audience as GC does not appear to be answering the question or does not appear to have understood it**

GC – I can only give, we are saying we would give at least £2M for this new academy

**The audience re-iterate that GC is not answering the question**

GC – You asked me for figures

EG – I asked you for figures to explain to us how the education you are proposing to provide, will be better, what about it will be better, and back that up please, quantitatively

GC - OK erm, I think you need to give me an example

**This leads to jeers in the audience**

GC – I am sorry, give me an example

MC – Do you, can I, just take the question

GC – You’ve got to bear with me I am trying to answer your question

EG – I understand you are trying to answer it, yes Cllr Cooney

MC – I am happy to answer it

**The audience call for GC to answer the question**

GC – I want to answer this, I really want to answer it

EG – How will it be better?

GC – I need a bit of guidance

AC- Just to be fair to everybody, we have run out of time

**Audience jeers and boos**



GC – I am happy to answer, I want to answer.

AC – I am just making the point that the question will be answered, if people are quiet, then I wanted to fit in that gentleman, who has been waiting throughout the evening. I am first going to ask Cllr Cooney to answer the question, and then I am going to ask Miles Chester to add to it.

GC – You want exact figures, but my issue is that we can provide evidence that this will reduce the running costs ok

**The audience state that that was not the question or the figures that were asked for.**

GC – It is a fact that a two-form entry school would, it is better. You know my position is I am a councillor, I represent the residents and I think about the tax payer as well, right, so this is why economies come into it, so everyone who lives here would be a tax payer, so you have to think about how your money would be used most effectively, ok. This lady in the front row (Naomi) is absolutely right, I can't, I don't have the exact number for a specific

EG - I am asking how the education will be improved

GC – Ok I can give you lots of examples of how the education could be improved, I did try to do that to begin with, people need to listen, if you want answers you need to listen. So some of the three, the main things I would say if this were to go ahead, what I envision, is as I mentioned earlier, a superior, inclusive school, inclusivity would be, with multi-sensory, state of the art resources

**Member of the audience states that Sullivan has a multi-sensory room**

GC – You do have a sensory, you do have multi-sensory resources, I am talking about opportunities that no school has, that you could get, with this investment, so, so, we have as I mentioned this lift, which would be accessible for everyone

**At this point the audience laugh**

GC – no, no I am sorry, the lift which would be part of the resources for special educational needs, the multi-sensory room, all the resources, brand new resources that no other school has, an outside greenhouse, junior science lab, specialist rooms, with specialist resources, which schools do not, other schools do not have the opportunity of having unless it is

**The audience ask if GC has been to Sullivan as the school has many of the things she is outlining**

GC – Yes I have been round, twice, I have already said you have many of the things here, we are talking about first class resources that we could provide in this academy, this is one example to do with inclusion

EG – Could you outline some of the resources you are talking about, but haven't seen at Sullivan?

**AC calls a halt to the question, which leads to unhappiness in the audience.**

GC – I am very happy to put all of this in writing, with more specific examples including figures.

MC – If I could just answer the question very quickly because I think it is an important question, and you are absolutely right in highlighting your professional duty to make sure that all of these children have the best possible education, and the school has a sustainable future and I would argue that as Headteacher of that school that would be my professional duty too. Now working together we do have the potential to improve on where we currently are, both of these schools are good, but neither is outstanding and it would easily be possible for us to achieve an outstanding school. Now I am not saying that that outstanding provision could only be provided on the New King's site, of course not, that outstanding provision could be provided here, but if the decision does mean we come together, we are going to have to collaborate, we are going to have to work together to put together an excellent plan, we are going to have fantastic back up and fantastic resources, we are going to have a really strong partnership and support from a wide range of different agencies. This is a fantastic school and so is New King's and I would suggest that if you bring these two together, you have the potential of an absolutely outstanding school.

AC- Last question this evening

**Rodney Harris (RH) resident of 45 years and parent of a current student, and of a former student.**

RH – My question is to Miss Aldridge, as someone we trust with our children's education, can you give us an honest, not council, opinion, on how this will affect our children's education, that's New King's children and our children, while all of this is going on, because at no point have the children been taken into consideration. We have not been told how our children are going to be affected, most people in this room have children and you have not told us what is going to happen to their education, while all of this is up in the air. Miss Aldridge you'll give us an honest answer

WA – I certainly will. My honest answer is that there will be, there already is disruption for the children, they are already unsettled, whether they are at New King's or at Sullivan, they are already unsettled. As I think it has been mentioned already, I think we have another year, if the consultation goes ahead, of complete disruption, when you are going to put children who do not know each other in one building, with again, still stating, most of the teachers not being offered positions, there will be huge disruption. Behaviour, research shows that if there is disruption for children, behaviour will decline, there will be a natural rivalry between the children because at the moment we are saying Sullivan is the best, New King's will be saying New King's is the best, it will be a huge problem. You've then got to deal with the culture change for staff if they choose to join the new school; you are going to have a group of children who do not know their teachers. All of the support staff here are trained to do high level intervention programmes, I don't know if that is to be part of the agenda, so the children may not get what they need. I do think you can't transfer what happens here into another school

### **Applause**

RH – So when my daughter comes back in September, what will be the name of the school she is coming to?

WA – I am afraid I can't answer that question for you

AC – Thank you very much for your questions,

### **The audience asked what the name of the school will be in September**

AC – What will name of the school be in September, when all the children come together on one site, as I understand it, the proposal the council is proposing on is to close Sullivan and all the children will be offered a move to New King's, so as it stands at the moment it will be New King's School, I think

### **Member of the audience – New King's School on Sullivan's site?**

AC – That is the answer to the question I think.

AC - That is the end of this evening, but as I have said this is not your only opportunity to have your say. Can I just close by thanking Sullivan School for hosting us tonight and can I also say thank you very much to all of you who came out tonight, took the time and trouble to attend and to all of you who were able to ask questions, thank you. Can I also say I am sorry to those who didn't have time to ask questions, but as I say there will be other opportunities.

**A member of the audience said that whether the council listen or not will be made clear by their actions, as everybody is against the proposal.**

## Informal meeting for New King's parents, with Q&A session

**New King's Primary School**

**20 September 2013, from 9.00am**

### Notes of meeting and of questions raised by New King's parents on the implications of the proposed amalgamation of Sullivan and New King's schools.

Attending:

**Miles Chester**, Headteacher New King's Primary School

**Andrew Fenwick**, Chair of Governors New King's Primary School

**Susanne Kelly**, Deputy Headteacher New King's Primary School

Meeting was noted by Terry Broady, LBHF communications and information officer, for the questions and answers to be included in the report on consultation feedback and considered as part of the Council's decision making process.

#### **Approximately 35 parents were welcomed by Headteacher Miles Chester (MC).**

Chair of Governors Andrew Fenwick (AF) explained that the meeting had been arranged to give parents of New King's an opportunity to find out more about the proposal and to ask questions, this time in an informal setting.

AF outlined the background that had led to this consultation. He said that the governing body had seen great improvement over the last few years, largely in the last three, under the leadership of MC. He highlighted: a very good Ofsted report, good with outstanding features; New Kings top school in LBHF for pupil progress in 2012; very strong results for the Y6 group that has just left the school. The governing body had been very keen to continue this improvement and one idea was to explore conversion to academy status and coming out of LA control. The school was introduced to Thomas's, a group of independent schools with a terrific reputation, looking to partner a mainstream school. This partnership stood to enrich the core curriculum as well as extra-curricular provision.

The intention was to formalise that partnership, converting to academy status as Parsons Green Academy. When the LA was informed it was supportive of the proposal, but said it was looking at solutions to the problem of spare primary places in south Fulham primaries, as well as to a lack of secondary places. Ian Heggs, Tri-borough Director for Schools Commissioning, asked New King's to delay its imminent announcement of a consultation on moving to academy status in order for the LA to consult on a proposal to amalgamate the two primary schools. AF said that it was really a matter for the LA to answer questions on its own consultation, but parents may want to find out more and discuss any concerns in this meeting. AF said that New King's was keen to go ahead with the academy proposal whether or not the Council went ahead with the amalgamation proposal.

MC gave a short presentation, referring to PowerPoint slides. He said he intended to be brief, to give parents as much time as possible to ask questions. He provided a short outline of: the history and the timeline, of "where we are now" and plans for the future.

MC said there would be challenges if the amalgamation proposal went ahead: building bridges and bringing the pupils, teachers and community together. It would be a genuinely merged school, with a strong, combined leadership team drawn from both schools. Pupils would be the first priority, he said, and he outlined how the school would support the pupils through these changes.

He said that the potential changes had not been discussed with the children at New King's, but if and when the time came, the school would want to involve the pupils in designing the new building. There would be a considerable budget for the complete refurbishment, providing not only the less obvious but important things like a modern heating system and new windows, but also the complete refurbishment of classrooms, new specialist teaching areas and greener exterior space and playground areas - in short a great learning environment.

MC said that by partnering with Thomas's the school had developed a vision for the Parsons Green Academy - continuing to build on excellent academic results, developing an international focus based on the very latest educational research. There would be more specialist teachers and a particular focus on science and music in future.

MC concluded his short presentation, saying that the real purpose of the meeting was to hear the parents' views. He opened the meeting to the floor and invited questions.

The questions from the parents were largely about concerns around the implications for their children should the amalgamation proposal go ahead, leading to a Q&A conducted on an "If so, what happens?" basis, with several reminders from the panel that this was part of a consultation process and no decisions had been made. The answers noted below came mainly from Headteacher Miles Chester, with contributions from Chair of Governors Andrew Fenwick and Deputy Headteacher Susanne Kelly.

**Q My son is in Y4, will be in Y5 next year, how will he be affected? How will he cope with the changes?**

Good question. If the amalgamation proposal goes ahead, there will be disruption for both sets of pupils but we would do lots of work in advance to build bridges and ensure a smooth transition for all pupils. Don't forget that the children move with their classmates and their teachers. A great deal of planning will be needed, working on the curriculum and the needs of each individual pupil, especially support for children with special needs. We need to make sure we are well prepared; the key thing is that we want to make this an enjoyable and positive experience for the children.

**Q Where will the children be taught at Sullivan, how will they be housed?**

We would need to have temporary classrooms. There would be 'Portakabins', which you may think doesn't sound good, but in fact these temporary classrooms are very good these days. There is a lot of space at Sullivan and we have no concerns about accommodation, but we do recognise that we need to work on integration.

**Q Would the children stay in the same groups or would they be mixed up?**

The plan would be to merge the children from both schools as soon as possible, mix them by distributing them over classes. It is really important that the two sets of pupils are integrated and feel equal, that we have a consistent approach for all our children.

**Q So existing classes would not stay together? Why not keep the children from each school in separate classes?**

We feel we need to mix the children up, to build bridges and enable all the children to be happy in a truly merged school. We want to face the challenges head on, straight away, to unite us all and build a strong new integrated identity. We will, though, be careful about how we place the children in groups - there are strong friendships and we would want to keep friendship groups together. Class sizes would be quite small, 25 or so and in future the intake would go down to two forms of entry, 60 a year. The small numbers in each class will help us to put those class groups together carefully.

**Q Would the children's teachers remain the same?**

Yes, though that is a matter for a separate consultation about a reorganised staffing structure for the new school. If the proposal goes ahead, there will also be lots of opportunities for the Sullivan staff, who are very good, and I hope you will see a real mix of teachers from both schools.

**Q How can the children all fit in? Will there be space at first in Sullivan and then how can it all be built on these premises, the New King's site? The Sullivan site is large - where is the space here for both schools and for sports?**

There is classroom space at Sullivan and there would be good temporary classrooms on what is quite a large site.

I have seen the plans for the refurbished, built for purpose, New King's site. The buildings would be redesigned specifically for the larger number of classes. There is spare space - don't forget that ParayHouse would move out to a site more suitable for them and free up the top floor that we don't use at present. The funding is there to make this work.

The Sullivan external space is good; we will have to work hard to make sure we have good, green outdoor areas in place here, providing an opportunity to bring learning outside. We are planning that and we will be working closely with Thomas's on sports activities.

**Q The main concern of all the parents is the proposed year on the Sullivan site.**

If this goes ahead, we will call a parents' meeting to hear your concerns about the move, the disruption and the way it will affect your children's education. We will work on those concerns. We are keen to maintain the Y5 and Y6 groups as they are and we will benefit from a substantial budget that will allow very strong staffing levels and help us manage things smoothly.

**Q Are you confident it will be done on time, in a year?**

Architects are working on plans and we are confident, but we cannot have detailed conversations with the Local Authority until decisions are made.

(AF) There would be every incentive for the Council to help get New King's work completed on time as in turn it involves the readiness of the Sullivan site for the new free school. We understand your concerns and as a governing body we are keen to keep channels of communication open and to address concerns.

**Q Is the aim to privatise in future?**

At the moment we are a community school. That means some of the funding comes from the LA and it has a lot of say about our policies and how we use the site.

As an academy, funding would come from the Government. We would have flexibility and freedom. This would apply not only to our curriculum, but would allow us to source things such as payroll and IT support ourselves. Thomas's can help provide this managerial and administrative support and that would free up money for front-line teaching. None of the funding would come from Thomas's.

Changes would include a broadening of the curriculum, introducing a particular focus on science, and music, with new opportunities to learn languages, learn how to play a musical instrument, or take part in a wide range of sports.

It will be different, but it will not be a private school, we will maintain an inclusive, community-led ethos, but with the support of Thomas's.

Thomas's have been looking to open up their children to a London school environment, the partnership benefits work both ways. You may not be aware of this, but some of your children have already been working on their reading with Thomas's volunteers. Thomas's have provided us with the Glee Club, books and PE mats. They have asked for nothing in return.

**Q Would the Muslim community have the chance to go to Fulham Boys' Free School as their local secondary school? Muslim girls can't access Lady Margaret.**

We hear what you are saying, though Lady Margaret's admissions policy has improved and is now more accessible. The admissions policy of Fulham Boys' Free School (FBS), is published on their website. An equal number of places are offered to Christian families (faith places) as to boys of all faiths and none (open places). The Head of Fulham Boys' Free School (FBS) came to a secondary transfer meeting at New King's and he was clear that the school would be welcoming children from all faiths. He wants the school to be inclusive, with a good representation from all faiths.

**Q Children in this area nearly all go to either New King's or Sullivan. As a parent, you consciously choose which one, but with this happening it seems choice doesn't matter, it won't be the same thing.**

- The parent went on to express concerns about standards usually dropping when there are changes to schools. She stated that in her opinion it would affect the children's education, it was bound to with three years of disruption ahead. She said this was worrying all the parents.



I hear your concerns, but the vast majority of the children's friends will go with them, there will be continuity. I have read about drops in standards when two schools come together, but usually they are joining because one of those schools is failing and that is bound to affect standards at first. That is not the case here, these are two very good schools and by bringing them together we think standards should go up.

- The parent disagreed, saying that she thought the problem was change itself.

In this case there will be children and teachers they know and two very strong teaching teams. There really should not be a drop in standards. The social side of the integration will be really important.

- It will be better for Sullivan as they stay on their site.

It would have an impact on both sets of pupils. There would be bridges to be built as Sullivan pupils may feel that this change wasn't what they wanted. Research shows that most friends are made in the first two weeks. We think that with the right support the children will bond very quickly – it is likely to be more difficult for the adults. It will not be completely new for the children, there will be much that they know. We will put in all the support needed for each individual child.

#### **Q How will you work with their teachers and other staff?**

We cannot guarantee the detailed structure as that is subject to the consultation decision and to process. The vast majority of the staff of both schools will stay. There will, however, be only one Headteacher

AF clarified that Miles Chester would be the Headteacher, as Sullivan would be merged into New King's.

#### **Q What about the nursery? Do you apply as usual?**

Yes, all processes would stay the same at present and all the current children are guaranteed a place. If the proposal goes ahead, it would not matter which of the two schools a parent had applied to in that first year.

The number of places in reception would be maintained at 75 for the first year, so there would be opportunities for new children.

#### **Q Possibly a minor issue, but would parents have to buy new uniforms, would uniforms change more than once if the new school becomes an academy?**

It's not a minor issue at all; it is something we have thought about. We don't want there to be three sets of uniforms that parents have to find a way of buying, but we would want to introduce a change in September 2014, something new to unite us. We want that to be adaptable, worn throughout the process, perhaps with a change of badge. That would be the likeliest route, straightforward and affordable.

**Q If it goes ahead, there would be many more classes, will you be able to put those in place over there (on the Sullivan site)?**

Yes. The whole school would have a total of 20 classes, as now: 8 from New King's; 12 from Sullivan. We would mix the classes and use spare classroom space as well as high quality temporary buildings. We would make sure there is ample room, spaces of a reasonable size, good teaching environments. I want to reassure you that the children won't be squeezed in and there will be lots of familiar faces.

MC and AF closed the meeting as there were no further questions. They thanked the parents for coming and said they were happy to stay and talk to anyone who might have any other concerns or questions.

## Meeting for New King's staff

**New King's Primary School**

**16 September 2013**

### **Notes of questions raised by New King's staff on the implications of the proposed amalgamation of New King's and Sullivan schools.**

The panel outlining the position and responding in the Q&A session were:

**Ian Heggs**, Tri-borough Director for Schools Commissioning

**Richard Stanley**, Tri-borough Assistant Director for School Standards

**Andy Inett**, HR Relationship Manager

Approximately 25 members of staff attended the meeting. Trades Unions representatives had been invited to the meeting.

New King's Headteacher Miles Chester (MC) opened the meeting by welcoming everyone, introducing the panel and explaining that the meeting was to tell the staff where the consultation stood and to provide an opportunity to discuss what it means, what the implications are should the proposed amalgamation go ahead.

MC emphasised that the proposed conversion to academy status was a separate issue that would be the subject of a second consultation. The focus at present was the proposal to amalgamate with Sullivan on the New King's site.

Ian Heggs (IH) explained that the meeting was for all the staff at New King's and that the noted Q&A session would form part of the consultation, as was the case for a separate meeting for Sullivan staff the following week. IH gave the rationale for the Council's proposal, describing capacity issues and the council's intention to provide more choice for parents – schools that parents would want to choose. He said that the Council was very supportive of the academy plan when informed recently by MC, but asked that it be delayed so that the Council could consult on this proposal. The view of the Council was that it should invest in one 2FE School, that maintaining the two schools as they were was not the best use of resources. It believed that it would result in better provision, an outstanding school. It would mean that money could be used in different ways, to provide all the technology needed, for example, and front line teaching.

IH described the implications for New King's staff, saying that the default position was that their jobs are fairly secure. He said that MC has plans for reorganisation of the staffing structure.

Andy Inett (AI) said that all staff had received a letter informing them of the proposal. He explained that most staff were secure; certainly teaching staff, though there would be some overlap in support staff roles if the proposal went ahead. *If* that was the case, there would be more detail and further consultation on what the new structure would look like. There might, in a few cases, be two just posts available for three people.

Some support roles may change, but in general the prospects were quite positive, with most New King's staff going forward into the new structure.

IH outlined the process for the potential restructure: planned new structure ready for January; 30 day consultation period, with staff meetings to which trades unions would be invited; responses would be looked at; structure would possibly be tweaked as a result; then there would be an incremental process with staff starting to take up some of the posts. The proposed structure announced in January would be very detailed.

Richard Stanley (RS) said that this would be a stage-by-stage process. Understandably, staff wanted more clarity, but at this stage it was only possible to give an outline of how the process would work. There are set methods for job assimilation, but the precise detail of the structure was still to be determined, following the outcome of the current consultation on the proposal to amalgamate the two schools. HR services would be available through the process to give any clarification staff might need.

MC said that if the proposal went ahead, the school would remain and be enlarged, which would result in a bigger staffing structure and mean posts were fairly secure, but in some cases roles would be more complex. He emphasised that all the posts would be consulted upon in January to make sure they work.

### **Questions were invited.**

**Q** If it happens, I am wary about how cohesive it will be. Our parents have been unsettled by how aggressive the meetings have been and because of that many have left the meetings. They are worried about how they and their children will get along with their Sullivan equivalents. I know you can't answer that.

**A** (IH) We are in the middle of a consultation that the Cabinet Member Cllr Georgie Cooney decided to hold. It closes on 8 October and Cllr Cooney has then to decide whether to move to the next stage, posting statutory notices and starting a period of six weeks that give a further chance for representations. If, in December, the full Cabinet and the leader take the difficult decision to amalgamate, that is the key time to make the best of this, make something that is even better. My sense from Sullivan staff is that they will do that if and when the time comes. If that were the scenario, it would give the two-term period from January to September to win hearts and minds, to do everything necessary to build bridges, to work on the curriculum with Sullivan colleagues.

(RS) If this goes ahead, the focus of meetings will be different; it will be more about managing the change. Yours is a useful observation, though, lots of work is needed to build bridges, working with parents and the community.

(Member of staff) Yes, I am sure staff would come together; it is more about the wider community, the parents.

(MC) Those meetings have been tough for your parents. That is why we are having an informal meeting for our parents on Friday morning. All involved with Sullivan are fighting this proposal now. Fair enough. If it goes ahead, however, things will start to change. There is a discussion to be had about integrating, about a transition plan, but that would be something for the future.

(IH) Staff would be key contributors to transition planning.

**Q** Perhaps not a good question, but what would the school name be when on the Sullivan site?

**A** (MC) It is a good question. It would be an issue, as New King's would remain open and Sullivan technically close. Let's wait and see what happens, don't want to muddy the situation, as is the case with the academy proposal.

**Q** There is a lot happening and some of it is a bit foggy for parents. We are getting questions about changes of name and uniform.

**A** (MC) If it goes ahead we need to think in the new year about making it work. It is the practical issues and the relationships that count for parents. Managing behaviour will be really important.

(IH) This is very much a long term plan, the benefits would really become apparent in five or so years time. In the shorter term, we would need to plan for managing the disruption.

**Q** Does New King's only get this money if Sullivan closes?

**A** (IH) The Council has a responsibility to do things like keep the schools watertight. Because neither school is oversubscribed, however, they don't meet the criteria for more capital investment, there is a limited pot available for that.

**Q** How does this affect New King's staff? What proportion of non-teaching staff will be lost?

**A** (IH) We really can't say yet, we simply don't know that detail. It would depend on the proposed new structure, which has not yet been drawn up. It is possible that there will be some cases where there are two posts at present, but only one will be needed.

**Q** When will we know? How

**A** (AI) January.

(IH) I must emphasise that this is not a major change. The number of pupils would be the same as the combined total, only changing to 60 in the future. The budget will not be vastly different. This is not like the complete closure of Peterborough, where had to try to find positions for staff elsewhere if possible, in this case it would be the consolidation of two schools on one site, with most of the staff remaining.

**Q** Would staff who didn't get a job be dismissed? What happens?

**A** (AI) Must emphasise again that most staff will be OK. After the period of consultation on the new structure, some New King's staff would be automatically assimilated into the new staffing structure and some may be in line for new positions identified. Where unsuccessful, staff would be given three months notice.

(MC) There will be a very good budget and we would expect to have similar numbers of TAs and support assistants. The restructure will have more affect on other support staff as there will be more people than jobs. Many of the New King's staff don't have too much to worry about, but there will be some changes and there can be no guarantee.

(RS) There is a good chance, but we have to be cautious. In cases like this, you can't be certain of anything until you put a new structure together and compare it with current staffing.

**Q** Is it different for Sullivan staff if, as you say, most New King's staff are safe?

**A** (IH) The default is that you would remain open and there would be no Sullivan. If it happens, there will be change and it will be challenging, but we have no problem with standards at Sullivan - the staff team is good and we want to retain good, experienced staff.

**Q** So, how would this work? If we get a job, we would then move to the Sullivan site for a year with that job, then move back to this site?

**A** (MC) The new structure would be for the amalgamated school on the Sullivan site. It would be the same when the school moved back. It would be a separate consultation about the academy conversion. Moving between sites is a factor in the practicalities, but not in people's roles.

**Q** The plan is that we would move to the Sullivan site for a year, then move back here as Parsons Green Academy?

**A** (MC) The academy would certainly not be in place for September 2014. We will consult on that, probably in the summer term this year, before even moving to the Sullivan site. Perhaps it would be a clean slate, a fresh identity, coming back here as Parsons Green Academy. We can't be clear about that, there is a process to work through that involves a lot of partners. What is exciting is the potential for the years ahead, working with an excellent partner in Thomas's, with better resources and external links that would be really beneficial.

**Q** And a secondary school for our boys to go to *if* this proposal goes ahead?

**A** (MC) We must ensure that our children have a good journey through whatever change lies ahead. We have done a great job on raising standards and that must continue. The main reason for this meeting is for you to ask questions about the process that is under way, but we need to deal with this issue by issue.

(RS) Standards are very important: the key is to focus on that, to manage and support it.

**Q** Wendy Aldridge mentioned dips in behaviour. Even now, the changes may be fuelling that.

**A** (RS) Support is going to be a crucial factor in managing that. HR support for staff is one level, another is to support the leadership team and we would have a link adviser in place for each school through this process.

(IH) There may be opportunities in due course, even in advance of any move, for teachers to cross over and work together.

(MC) I hope that some of the Sullivan staff might start to see the benefits and the opportunities this offers, refurbished premises, working with Thomas's, better resources, professional development etc.

Things will be much clearer in January, but if you do have questions not for here, Please put them to me, Andy, or Rowan in HR. There will be ongoing opportunities to find out more.

(IH) I do urge you to respond to the consultation, you and your parents. Please do contribute, it will be taken into account.

**Q** Are we definitely off-site for only a year?

**A** (IH) We need to talk to property colleagues about spend decisions, planning, contractors etc. Potentially, work could start July 2014 to be completed for September 2015. The aim is to do it in a year.

**Q** Would we be in Portakabins over there?

**A** (IH) We need to look closely at the Sullivan site to see how best it could be utilised. There would be temporary classrooms, but they are excellent these days and the 'decant' and the accommodation would be carefully planned.

**Q** Is there a chance the consultation could be extended? Hasn't that been requested?

**A** (IH) We wanted to start the consultation as early as possible to give everyone the best chance to make their views heard. We gave an extended period of 12 weeks, much longer than usual, because we recognised that the summer holiday fell within that period. If the decision were to go to the next formal stage, that would give six more weeks in which representations could be made. You are correct, however, that it might be challenged. We don't know if it will, or if that challenge would be heard. We feel we have meaningful proposals and have got the process right.

**Miles Chester thanked everyone and drew the meeting to a close.**

He reminded colleagues that they could come to him or to HR with any questions. He said it was important to take the opportunity to comment to Trades Unions. There would be more TU involvement and opportunities to comment in January. He urged them to make their views known.

Terry Broady, communications and information officer for the consultation, noted the meeting for consideration in consultation feedback.

## Meeting for Sullivan staff – Q&A

**Sullivan Primary School**

**11 September 2013**

### **Notes of questions raised by Sullivan staff on the implications of the proposed amalgamation of Sullivan and New King's schools.**

Answers to the questions were given by Council officers at the meeting and further information thought to help clarify matters has been provided in this document.

The panel outlining the position and responding in the Q&A session were:

**Ian Heggs**, Tri-borough Director for Schools Commissioning

**Richard Stanley**, Tri-borough Assistant Director for School Standards

**Andy Inett**, HR Relationship Manager

Approximately 40 members of staff attended the meeting. Trades Unions representatives present at the meeting included **Alex Reid**, GMB and **Dennis Charman**, NUT.

We are grateful to Sullivan Headteacher **Wendy Aldridge** and SAO **Judi Morgan** for sharing their minutes of the meeting, referred to here and a great help in ensuring the meeting content was captured accurately. The minutes detailed the introductory explanations that preceded the Q&A session as follows:

Wendy opened the meeting by welcoming everyone and explaining that the meeting was to discuss staffing implications should the proposed amalgamation of NKS and Sullivan go ahead, forcing the closure of Sullivan. Reference was made, in particular, to a letter sent by Ian Heggs to Sullivan staff, which had been received a couple of days earlier.

Andy explained that if the closure of Sullivan went ahead, the next stage would be a consultation on the staffing structure for the expanded school, including the likely effect on staff. He confirmed that there would be a quite different structure in the new school with regard to support staff, in that it was unlikely that there would be as many support staff posts as at present. The consultation would be to determine the final staffing structure and was expected to last 30 days, starting from January 2014. Andy added that it was likely that some posts would be assimilated and, while some new posts would be created, having fewer posts in total would lead to redundancy in August 2014 for some staff.

Ian referred to the second page of the letter regarding academy status conversion. He stated that this would be a separate consultation led by NKS and would probably take place at the start of 2015.

Headteacher Wendy Aldridge then coordinated the **question and answer session**, inviting questions from her members of staff and TU representatives. What follows is the factsheet that reflects the Q&A session, with HR related answers expanded by Andy Inett where it was requested or felt helpful for staff.



## Q&A FACTSHEET

### Answers to questions asked by members of Sullivan staff at the meeting on 11 September 2013.

**Q1: What is the process and the timeline for the consultation on the proposed staffing changes?**

**Ans1:** If the proposal goes ahead, a 30-day consultation on the proposed staffing structure would start in January 2014 and run to mid-February 2014. A number of NK staff would be automatically assimilated into the new staffing structure. The overall picture was that some staff would be assimilated and some may be in line for new positions identified. Some of these new posts might be filled by way of competitive interview.

As there would be no immediate reduction in the number of pupils in the amalgamated school, there would be additional teaching posts in the new expanded school which would be available for Sullivan staff. The situation for support staff would be similar, except that the proposed restructuring for these roles would be likely to result in a reduced number of posts overall compared to the current position at Sullivan and at New Kings. However, it is still envisaged that a large number of support staff from Sullivan would have the opportunity for posts in the new structure.

The likely timescale for all these changes would aim to ensure that a final new structure would be confirmed before Easter 2014. The status of the amalgamated school at 1 September 2014 would be a community school.

It is recognised that staff affected wanted more clarity about the different implications for teaching staff and non-teaching staff. However, at this stage it is only possible to give an outline of how the process would work. The precise detail was still to be determined, following the outcome of the current consultation on the proposal to amalgamate the two schools.

**Q2: Who will make the decision regarding the staffing structure for the amalgamated school? As the new school is likely to be doubling the number of pupils, would it be reasonable to assume that there will need to be a significant number of additional support staff?**

**Ans2:** Most support staff will have the opportunity to apply for a post in the new structure. The lead responsibility for the staffing structure will be the HT of the remaining school, who will be keen to work with the head teacher and senior leadership team at Sullivan. The changes in relation to the support staff structure would be in areas such as finance, IT support and site support.

**Q3: In order to give enough time for redundancy notices to be sent out in accordance with contractual and statutory requirements, the recruitment process in the new structure would have to be completed sufficiently in advance. When is it envisaged that the new structure will be finalised?**

**Ans3:** It is envisaged that the final plan will have to be agreed by around the end of March 2014, so that recruitment to the new structure could begin.

**Q4: Is it possible that someone being appointed to the new structure could end up with a different job and pay scale?**

**Ans4:** As the structure has not yet been drawn up, it was not possible to be precise. There could not be a guarantee that pay for all jobs would stay the same in the new staffing structure. Proposed job descriptions in the new staffing structure would have to be drawn up, followed by job evaluations where appropriate, before staff could be matched to posts. HR would support this process, providing professional advice to all parties.

**Q5: Will teaching posts in the new structure be advertised nationally?**

**Ans5:** Any vacant teaching posts in the new structure will be ring-fenced for staff from NK and Sullivan. The situation for support staff was less certain, because it may be necessary to advertise new roles externally. More clarity would be provided on this during the subsequent consultation on the proposed new staffing structure.

**Q6: Will support staff in NK and Sullivan be required to compete for the same jobs?**

**Ans6:** It is not possible to confirm this at present, because this will depend on the proposed new structure, which has not yet been drawn up. It is possible that this will apply in some cases.

**Q7: What support is being offered to staff during this stressful period in order to protect their wellbeing?**

**Ans7:** The school has some provision for supporting staff. In addition, the Council has a service which schools can access. HR will ensure that the support required is in place during the whole reorganisation process.

**Q8: Will teachers in Sullivan currently in receipt of TLR payments be assimilated to equivalent management roles in the new structure and will they continue to receive TLRs at the same level?**

**Ans8:** It is not possible to say at this stage whether teachers who are appointed to posts within the new structure will continue with their current management responsibilities. Where this is not the case, the salary protection arrangements under the terms of the School Teachers' Pay and Conditions Document would apply.

**Q9: Where new roles for support staff were different to the roles currently being carried out by support staff, what training opportunities will be provided, and what allowances would be made, to ensure that they had a good opportunity of securing these new jobs? . For example, some staff may have been trained to work specifically in the Foundation Stage and, if that were the case, then they should not be penalised if there were no Foundation Stage posts available in the new school.**

**Ans9:** This issue will be addressed in the 30 day consultation period relating to the implementation of the new staffing structure, in order to ensure that support staff in this position have a reasonable opportunity to compete for any new jobs. When roles in the new structure are being established, they need to be looked at broadly enough to suit any member of staff who would be able to match up to most of what is required in the role and, with training, achieve all of it.

**Q10: Will staff have to apply to jobs in the new structure (or in other schools where jobs were available) in order to be eligible for redundancy pay?**

**Ans10:** If a new role in the expanded school was identified as being, say, 98% suitable for someone, they would be expected to apply for that post. Those who were identified as redundant as a result of the reorganisation would have the opportunity to be placed on the redeployment register, but that there is no requirement to opt for this. It followed that they could not be forced to take a job at another community school.

**Q11: Will TUPE apply to staff transferred to the new expanded school?**

**Ans11:** TUPE does not apply in relation to the transfer of staff to NK as it is currently a community school with the same employer as Sullivan. TUPE would only apply if NK became an academy. In these circumstances, staff would be transferred on their existing terms and conditions. Subsequently, of course, the Academy Trust – as the new employer – would be able to propose revisions to pay and conditions of service.

**Q12: What will happen to those who are unsuccessful in securing a position in the new structure?**

**Ans12:** In these circumstances, notice of redundancy will be given. The Council may say that anyone can express an interest in voluntary redundancy and request their figures, meaning staff could consider their options in an informed way. This would be an expression of interest only, so it would not mean either side was committed.

**Q13: What process will be followed for those staff who apply for one or more positions in the new structure but are unsuccessful?**

**Ans13:** By 31 August 2014, a member of staff who is unsuccessful in gaining a new post would already have been given 12 weeks' notice of the end of employment and will have had the opportunity of being placed on the redeployment register. In January 2014, if the proposed reorganisation goes ahead, there would be the opportunity to see what posts are on offer and to respond to the consultation. As a result of feedback, changes could be made to job descriptions before implementation. At that point, staff will be able to make an informed decision on whether to express an interest in a particular post. If staff are unsuccessful in their applications, they would not be forced to apply for a job elsewhere in the borough, but would instead be entitled to a redundancy payment.

**Q14: How does the Council's redeployment register work?**

**Ans14:** The Council has a good, active HR redeployment team who will help staff to prepare - advising on CVs for example - and direct them to vacant posts. Appointments to other schools would of course be handled by the school, not the Council.

**Q15: Why is it not possible now to provide specific proposals about the new structure?**

**Ans15:** The Council is trying to be as explicit as possible, but to go further would be inappropriate at the present time as the proposal was under consultation. A decision has not yet been made on the proposal. If the proposal does go ahead, the shape of the new school would be a conversation for December and the earliest that the details would be available would probably be January 2014.

**Q16: Are there likely to be staffing cuts in 2016 and will teaching contracts in the new school be temporary or short-term to take into account reduction in pupil numbers (2.5FE to 2FE) from September 2016?**

**Ans16:** The budget for the new school is unlikely to be vastly different from the current budgets that apply to the two schools, as the money coming in was based on the number of pupils: The new amalgamated school would have the opportunity to look at economies of scale and running costs.

**Q17: Will the Council still be determined to amalgamate the two schools in some way if this proposal does not go ahead?**

**Ans:17:** In the event that the proposal did not go ahead, the status quo would be maintained, but that there would be ongoing conversations about the issue of spare places. The Council sees the advantages of schools joining forces and, as another model, has encouraged federations.

**Q18: Have other solutions been considered in relation to the rationalisation of spare places in primary schools in the Fulham area?**

**Ans18:** The Council had a duty to consider the most effective use of resources. The Council could not afford to invest in 2 schools. Although Langford did have spare places, it was the only school in the area east of the Wandsworth Bridge Road. The new housing development planned near Langford is another factor which has to be taken into account.

**Q19: Can an existing commitment to training support was guaranteed in the new reorganised school?**

**Ans19:** Staff are not being asked to make any decisions immediately regarding the detail of future roles and future staffing structures. The question of guaranteeing existing training arrangements would be a matter for consideration once the new structure has been implemented and existing staff have been considered for roles in the new structure.

**Q20: What would be the position of someone on maternity leave on 31 August 2014 who is identified as redundant?**

**Ans20:** If someone is on maternity leave now, they are part of the staffing consultation process. If, after the consultation period has concluded and as a result of the implementation of the new structure, anyone on maternity leave is made redundant every effort would be made to find a possible new post in another school – but the Council cannot compel another school to appoint them.

**Q21: Will current jobsharers have the same opportunity to continue jobsharing at the new school.?**

**Ans21:** Job sharers would have the same opportunity, as it would be the same as one person doing the job. Job descriptions would make it clear whether a post was suitable for jobsharing.

From: Stephen Greenhalgh  
Subject: RESPONSE OF THE GOVERNING BODY OF THE HURLINGHAM &  
CHELSEA SCHOOL AND LANGFORD PRIMARY SCHOOL FEDERATION TO  
COUNCIL'S CONSULTATION

Dear Sir/Madam,

We are very concerned at the proposal to locate the school on the Sullivan site within 400 metres of Hurlingham & Chelsea School.

Hurlingham & Chelsea School is the only mixed secondary school south of the Hammersmith Academy. A new boys secondary school so close to Hurlingham & Chelsea puts the school in a particularly vulnerable position.

In addition, the intensity of school peak hours travel in the neighbourhood of an estimated 5000 children will have a significant and detrimental environmental impact.

Therefore we would ask the local authority to consider alternative sites located to the north of New King's Road or to the east of the Wandsworth Bridge Road.

Yours faithfully,

Stephen Greenhalgh

Chair of Governors  
The Federation of Hurlingham and Chelsea Secondary School and Langford  
Primary School

Terry Broady  
 Hammersmith & Fulham Council,  
 Room 39, Hammersmith Town Hall,  
 King Street, London W6 9JU

6 October 2013

Dear Mr Broady,

We, the staff of Hurlingham & Chelsea School, write to formally object to Hammersmith & Fulham Council's proposed amalgamation of New King's and Sullivan schools on the New King's Road site.

Whilst we have sympathy regarding (and share) other concerns raised in more detail by other individuals and organisations — such as the impact the proposals would have in terms of increased footfall and traffic in the local community as raised by the Peterborough Road and Area Residents' Association — as educational professionals our objection contends simply that rather than improving the standards, quality, range and diversity of educational provision in the area, the proposals will actually undermine standards and narrow the range and diversity of provision, particularly at the secondary stage. We outline below our elaborations:

## 1 EDUCATIONAL STANDARDS.

1.1 An amalgamation of New King's and Sullivan primary schools into one school — nominally 'Parson's Green Academy' — would not just not guarantee an educational advantage for primary students (in either Sullivan or New King's schools), but would actually put at very real risk the quality of education (and the gains made in recent years) that are already patently evident.

1.1.1 We would therefore contend that retaining, not closing, Sullivan and New King's as separate schools will support the continued provision of high educational standards and enhance educational opportunities for primary aged children.

1.2 The proposals have not been justified specifically or explicitly in terms of their impact on standards, as they should have been — instead they attempt to justify the removal of surplus places at the expense of rather than in support of the core agenda of raising standards.

- 1.2.1 At the public meeting held at Sullivan Primary school on Tuesday 10<sup>th</sup> September 2013, the Tri-borough Director of Schools Commissioning, Children's Services cited 'spare places' as 'the main reason' behind these proposals. The inaccuracy of this argument brings into question the adequacy of the proposal in its entirety as in terms of school place planning as there is actually a widely accepted and demonstrable demographic *need* for primary places in the London boroughs, including Hammersmith & Fulham, which we elaborate in the subsequent paragraphs.
- 1.2.2 The London Assembly's own projections indicate that rather than having surplus places in the London boroughs, there will soon be a significant shortage of places, and this will be felt particularly at primary: 'in 2011/12 London had just under 1.1 million children in its education system. This figure is set to grow year on year to approximately 1.25 million by 2016/17. Pupil numbers are growing at a faster rate in London than anywhere else in the country *and the pressure is strongest within primary schools* [my emphasis]. Based on current projections London boroughs are facing a shortage of 118,000 primary and secondary schools places up to 2016/17<sup>1</sup>.
- 1.2.2.1 London's Local Authorities have been urged to be 'mindful' of the 'rising number of academies and free schools in London', not from an ideological viewpoint, but from the practical need for careful pupil place planning in the face of such marked demographic change: 'This affects where authorities can expand capacity, as academies are under no obligation to expand as they are outside local authority control. In the case of free schools, the challenge will be to ensure that *their locations* best support areas where there is particular pressure on places.'<sup>2</sup>
- 1.2.3 The Department for Education's own detailed analyses states that in the London Borough of Hammersmith and Fulham there were 9163 actual primary pupils in 2011/12, and projects that this will rise to 10 918 in 2016/17<sup>3</sup>.

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<sup>1</sup> London Assembly Press Release, 18 September 2013<sup>1</sup>, 'London's school place shortage', <https://www.london.gov.uk/media/assembly-press-releases/2013/09/london-s-school-place-shortage>.

<sup>2</sup> London Councils. (2013). *Do the Maths: Tackling the shortage of school places in London*, London: London Councils, from <http://www.londoncouncils.gov.uk/policylobbying/children/schools/dothemaths2.htm>.

<sup>3</sup> DfE. (2013). *Statistical First Release: School Capacity 2012*, table 4. London: DfE, from <https://www.gov.uk/government/publications/school-capacity-academic-year-2011-to-2012>.



- 1.2.3.1 The proposal makes little sense when framed by these conditions as it is clear that an amalgamation between Sullivan and New King's Schools would serve to actually reduce the amount of primary places available from those available now, and hence remove the capacity that is built in to the current system (i.e. so-called 'surplus' places) to cope with the coming increase in numbers.
- 1.2.4 The same Department for Education analyses states that in the London Borough of Hammersmith and Fulham there were 6735 secondary pupils in 2011/12 secondary rising to 9795 in 2016/17<sup>4</sup>, with the capacity already existing in the system to cope with up to 9099 pupils<sup>5</sup>.
- 1.2.4.1 So there is a projected shortfall of around 700 places in the secondary system for the Hammersmith & Fulham in 2016 — which is why we are not in principle initially unsympathetic to the establishment of another secondary school in the borough. Its location, however, on the Sullivan site is simply illogical, both in terms of place and time, as it would a) be at the expense of what will come to be priceless primary places, and b) serve a community that is already being served by Hurlingham & Chelsea.
- 1.3 As the school to be effectively closed should this proposal go ahead, the probable impacts of closing Sullivan School and the destabilisation that will inevitably occur in children's education and achievement must be considered.
- 1.3.1 The school was judged to be a good school (with outstanding features) by OfSTED in May 2010. Its capacity for sustained improvement was also judged good and an interim assessment from OfSTED in January 2013 confirmed that 'that the school's performance has been sustained'.
- 1.3.2 Indeed, since 2010 the proportion of students reaching the national expectations of level 4 or above in English and mathematics by the end of KS2 increased markedly to 83% in 2012, whilst the proportions of students reaching the national expectations of level 4 or above in reading and mathematics by the end of KS2 in 2013 were 90% and 86% respectively. Similarly, end of KS1 results in 2013 were very high and represented the best in the school's history.

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<sup>4</sup> Ibid., table 5.

<sup>5</sup> Ibid, table 2.

1.4 We object to the proposal on these grounds not just because there is no guarantee that the proposed 'Parson's Green Academy', and its sponsor Thomas' Day Schools, will provide a better educational experience for its children than that the children of Sullivan (or New King's) are already receiving and experiencing, but also because the proposed amalgamation will indubitably put these standards at risk. In addition, by not focusing on standards, these proposals will inadvertently and actually risk seriously intensifying the very real problem of providing adequate pupil places in the near future, both at primary and secondary stages. The proposal will, in short and at best, be a proverbial 'punt'. And this simply does not provide sufficiently sound educational grounds from which we could support the proposal.

## 2 DIVERSITY OF PROVISION.

2.1 Locating the Fulham Boys' Church of England free school on the Sullivan site, in such close geographic proximity to Hurlingham & Chelsea Secondary School, has the undeniable potential to have a profoundly damaging impact on admissions at Hurlingham & Chelsea, both in terms of numbers and/or in terms of the profile of students admitted, and on local community cohesion.

2.1.1 We would argue that any impact on admissions at Hurlingham & Chelsea as a result of the establishment of Fulham Boys' free school would not be a simple outcome of school competition; would not be a true reflection of parental choice in action; would not merely represent the 'market' functioning as a 'market' should.

2.1.2 We would also argue strongly that in the light of 'the shortage of school places in London [that] does not appear to be short-lived and will continue to be an issue that will grow and intensify'<sup>6</sup>, the location of the Fulham Boys' free school *in such close proximity to Hurlingham & Chelsea* does not support effective school place planning for this area of the capital. It would, in short, be counter-productive considering the DfE projected demographic need for around 700 more places in the borough 2016.

2.1.3 In short, whilst we appreciate the longer term need for another secondary age school in the borough<sup>7</sup>, the location of the Sullivan School site for such a school is strategically, simply, wrong.

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<sup>6</sup> London Councils. (2013). *Do the Maths: Tackling the shortage of school places in London*, London: London Councils, p9, from <http://www.londoncouncils.gov.uk/policylobbying/children/schools/dothemaths2.htm>.

<sup>7</sup> See paragraph 1.2.4.

- 2.2 We are concerned that there has been an obvious lack of consideration given to the ‘indirect’ impact of these proposals on Hurlingham & Chelsea, and thus worry that such a possible impact may not be an unwelcome bi-product of these proposals in the eyes of some in the administration.
- 2.2.1 We believe that there should have been a formal consultation about the proposed location for the free school, not to mention its establishment, and the fact that there has been none raises some fundamental questions.
- 2.2.2 There is no doubt that locating the free school on the Sullivan site would threaten the provision of co-educational, non-denominational, non-selective and hence inclusive community education for secondary aged children in this area of London. And this plainly repudiates the suggestion that the proposal is being put forward in the name of school choice.
- 2.3 The proposal erroneously asserts the presumption that there is a demand for denominational, single-sex, secondary schooling (with restricted admissions) that outweighs the demand for non-denominational, co-educational, non-selective community primary education. And this, by implication, appears to rubbish the existence of the last remaining provision of non-denominational, co-educational, non-selective community secondary education in the area.
- 2.4 Should this proposal go ahead, the voices of parents — both existing and in the future — who have made or would make a definite choice of non-denominational, co-educational, non-selective community secondary education for their children, will have been either ignored, overlooked or discounted. The ‘possible’ actions of parents that ‘may’ wish to express a preference for the free school when it comes down to it, are being openly preferred over the ‘actual’ actions of parents that have already and explicitly made the choice to send their children to a non-denominational, co-educational, non-selective community primary school.
- 2.5 At the public meeting held at Sullivan Primary school on Tuesday 10<sup>th</sup> September 2013, it was stated that there had been ‘500 parents’ that had expressed a wish for the establishment of a Church of England Free school in Fulham. Whilst this statement exposed the paucity of reasoned and evidenced argument in favour of the proposed amalgamation, it more importantly emphasized that the only strategic impact of the proposal is clearly to create a site for the Fulham Boys’ free school.

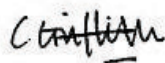
- 2.5.1 It is clear that if there was no free school, or if the free school already had a site, the amalgamation of Sullivan and New King's primary schools would likely not have been proposed. We are concerned that the proposal is more an opportunistic response to rather than genuine response from local educational strategizing. And this brings into very real question a) the efficacy of argumentation in favour of the amalgamation, and b) the restricted focus of the consultation.
- 2.5.2 As such, and to reiterate the fundamental point outlined in paragraph 2.2 and sub-paragraphs 2.2.1 and 2.2.2, there should be a formal consultation about the proposed location for the free school.
- 2.5.3 There is no doubt that locating the free school on the Sullivan site would threaten the provision of co-educational, non-denominational, non-selective and hence inclusive community education for secondary aged children in this area of London.
- 2.5.4 We also note that at the time of writing, over 2000 people have signed an online petition in support of Sullivan school remaining open, and would ask two obvious questions: if '500 parents' have expressed a wish for the establishment of a Church of England free school in Fulham, how many parents have *not* expressed such a wish, and how many (and which) parents were not asked for their opinion?
- 2.5.5 There was no indication that these '500 parents' had expressed the wish for the Free School *knowing* that it would mean — by implication — the closure of a successful primary school, nor, crucially, that the free school be located on the site now occupied by Sullivan primary school.
- 2.5.6 As a parent considering options for your child's secondary education, expressing a wish for a Church of England Free School to be established is clearly not the same as making a firm decision to choose to send your child to such a school over other alternatives.
- 2.5.6.1 Who are these '500 parents'? Are they parents of boys who would express the school as their first choice from their six? Are they parents of boys who would not express a preference for a non-denominational co-educational community school? And what about parents who would not wish for their boy to go to a Church of England free school?

- 2.5.7 This 'expression of a wish' from '500 parents' for a Church of England free school is an illegitimate and ambiguous argument to underpin these proposals because there is no indication of whether the parents in question would also express a preference for a different school. In short, these parents may have merely been 'keeping their options open' for when the time comes to make the exceptionally difficult choice of where they would like their child to go to secondary school.
- 2.5.8 There was no indication that these '500 parents' had expressed the wish for the Free School *knowing* that by very fact of its location the long-term provision of co-educational, non-denominational, non-selective community education would be put at risk.
- 2.6 Again at the public meeting held at Sullivan Primary school on Tuesday 10<sup>th</sup> September 2013, the Headteacher of New King's Primary School explicitly suggested to the audience that they may wish to suggest that the 'Parson' Green Academy' become a feeder school for the Fulham Boys' free school.
- 2.6.1 Not only was this was a direct and very public illustration of the lack of consideration or concern the proposals and its principal agents have given to the impact on Hurlingham and Chelsea School's admissions, it also betrayed a cavalier approach towards the school admissions code issued under Section 84 of the School Standards and Framework Act 1998 (DfE, 1 February 2012).
- 2.6.2 Whilst this may very well have been an error on the Headteacher of New King's Primary School's part, it is illustrative of the fact that there has been little (or at best perfunctory) consideration given to the impact of the location of the Fulham Boys' free school on Hurlingham & Chelsea school.
- 2.7 The probable impacts of locating the Fulham Boys' free school will in all probability be felt most profoundly at Hurlingham & Chelsea secondary school. As such these impacts must be understood before a decision is made to proceed with the proposals or not:

- 2.7.1 Hurlingham & Chelsea School has been on a remarkable journey, from 'Special Measures' in March 2004, through a statutory notice to close in September 2006, to being deemed to 'provide its students with an outstanding quality of education' in July 2011, when OfSTED stated that 'students entering the school embark on a journey which secures outstanding achievement for them, because of the remarkable progress they make along the way'. It is a school that has a track record of improvement in the most challenging of circumstances.
- 2.7.2 Despite the challenges faced by the school through reforms to the GCSE examination system in recent years, the school has posted two of its three best ever sets of results in the last three years. KS2-4 Value Added scores increased from the 92<sup>nd</sup> percentile for all schools in 2003 to the 3<sup>rd</sup> percentile in 2008, and have remained high in the upper quartile for all schools nationally since then.
- 2.7.3 The school was identified in January 2008 as the most improved school in London and 2<sup>nd</sup> nationally; in October 2011 as one of just twenty secondary schools in the country serving students from the most socio-economically deprived communities judged to be Outstanding; and again by the DfE in January 2012 as one of the 'top performing secondary schools based on sustained improvement in each year from 2008 to 2011'.
- 2.7.4 Hurlingham & Chelsea is a success story you would imagine Hammersmith & Fulham Council would be proud enough of to want to protect from — and not expose to — any risks incurred through its wider local organisation of schools, and particularly in light of imminent demographic demands.

In short, to reiterate and to close, we object to the proposal because it would actually undermine educational standards, narrow the range and diversity of educational provision in the area, threaten local community cohesion, and weaken pupil place planning in the context of projected increased need for places both at primary and secondary level across the borough.

Yours Sincerely,



Craig Griffiths

(Deputy Headteacher, Hurlingham & Chelsea School, written on behalf of the staff of Hurlingham & Chelsea School — see signatories overleaf).

Formal objection to Hammersmith and Fulham council on the proposed amalgamation of New King's and Sullivan schools on the New King's Road site.

Made by the staff of Hurlingham & Chelsea School, 7 October 2013.

Member of Staff (Print name)	Member of Staff (Signature)
DEBORAH DE SILVA	D. De Silva
IAN D'ANGELO	I. D'Angelo
Catherine Sargent	C. Sargent
RAYMOND ROBERTSON	R. Robertson
FRANCINE PARKINSON	F. Parkinson
PAUL McDONNELL	P. McDonnell
SUREETA WALKER	S. Walker
Kelly Brown	K. Brown
Jacob Taylor	J. Taylor
Sarah Meer	S. Meer
Sophie Horn	S. Horn
Eiretel Brown	E. Brown
Clare Borrell	C. Borrell
CHRIS AGA	C. Aga
Paul Barrett	P. Barrett
Jayna Sultana	J. Sultana
Jane Oladogba	J. Oladogba
Lizze Maxwell	L. Maxwell
Sinead Merin	S. Merin
VIKAAS PATEL	V. Patel
Jocasta Opton	J. Opton
ALAN ABDI	A. Abdi
Dan Scallan	D. Scallan
Philip Netherton	P. Netherton
KATH. FRANKLIN	K. Franklin
JEREMY HOWELL	J. Howell
Rojan Zarrabi	R. Zarrabi

Formal objection to Hammersmith and Fulham council on the proposed amalgamation of New King's and Sullivan schools on the New King's Road site.

Made by the staff of Hurlingham & Chelsea School, 7 October 2013.

Member of Staff (Print name)	Member of Staff (Signature)
CRAIG GRIFFITHS	C Griffiths
Ull Moroney	Ull Moroney
MICHELE BENNETT	Michele Bennett
Tam Pudney	Tam Pudney
CLAIRE DOYLE	Claire Doyle
CLAIRE MULLOEN	C. Mulloen
Micheál Daly	Micheál Daly
Deana James	Deana James
TERRI ROACH	Terri Roach
Kabe Ling	Kabe Ling
BARBARA JARW220	Barbara Jarw220
RACHEL FACEY	Rachel Facey
SUE TARRANT	Sue Tarrant
KATH MATTHEWS	Kath Matthews
Cerian Wood	Cerian Wood
MATT FOLEY	Matt Foley
Kim Flovian	Kim Flovian
Kate Gurd	Kate Gurd
Sibylla Parkhill	Sibylla Parkhill
Ciaran Feighan	Ciaran Feighan
KATIE BRYAN	Katie Bryan
VANESSA CHOUHAN	Vanessa Chouhan
PNÓLA TOWNSEND	PNÓLA TOWNSEND
KIRSTY PERCIVAL	Kirsty Percival
LUCY ROSE	Lucy Rose
JANAK KUMARASINGH	Janak Kumarasingh
VIVIENHE OWUSU-ANSAH	Vivienhe Owusu-Ansah





# FULHAM COLLEGE ACADEMY TRUST

A FEDERATION OF FULHAM CROSS GIRLS' SCHOOL  
FULHAM COLLEGE BOYS' SCHOOL & FULHAM ENTERPRISE STUDIO



Fulham College Academy Trust is a charity and a company limited by guarantee, registered in England and Wales with company number (8398143) whose registered office is at Munster Road, London SW6 6BP

**October 3<sup>rd</sup> 2013**

**To whom it may concern,**

## **Response to Proposal to Amalgamate New King's Primary School with Sullivan Primary School on the New King's Site**

We are writing in response to the current consultation about the proposal to amalgamate New King's Primary School with Sullivan Primary School on the New King's site. Part of this consultation is the proposal to release the Sullivan School site to the proposed Fulham Boys' Free School.

The Fulham College Academy Trust (FCAT) fully supports the local council's agenda to provide Schools of Choice for local residents. The FCAT has worked with local officers to support this agenda; schools in the trust are now high performing in very challenging circumstances with challenging cohorts. The Fulham College Boys' School has expanded parental choice by the introduction of a Studio School which, over time, will be opened to all residents. However the FCAT has concerns about this proposal and the Executive Board raises the following issues:

- The consultation states that introducing a further all boys' school into this area will 'meet the demands for secondary places in Fulham but this is not necessary, Fulham College Boys' School has seen rapid improvement under its new leadership over the last 3 years and outcomes are now above the national average and student progress is outstanding. The school roll is growing but the school is still under subscribed; the introduction of a boys' only school with 50% of non-faith based places will slow the growth of the school and will be divisive in the local community.
- Hurlingham and Chelsea Secondary School is in very close proximity to the proposed school and the introduction of a further provider will destabilise the school and may mean that it becomes unviable therefore reducing parental choice.
- Introducing a new provider when there is no evidence of increased need will destabilise current providers causing a domino effect on the take up of school places. The borough is dominated by faith schools with 2 faith girls' schools, 1 faith

boys' school and 1 mixed faith school. H&F is a small borough with only 2 mixed community schools and one single sex girls' non faith school and one single sex boys' non faith school. We have also seen the recent introduction of the Hammersmith Academy and the West London Free School. Introducing further providers puts successful schools at risk of under subscription and will reduce economies of scale. Introducing a further faith based school risks segregating our society and damaging community cohesion.

- The FAQ section of the website states that there are insufficient boys' school places to meet demand and cites 601 applications this year which provided 73 offers; no detail is given about which school the applications were for- the vast majority will have been for the London Oratory; no information is provided about how many of these applications were for borough residents-given that London Oratory had only 12.8% of local residents in 2012 it is not a significant number of *residents* that did not gain their school of choice. No mention is made of the fact that if these parents wanted single sex education for their sons there were places available at the nearby Fulham College Boys' School. If all the choices were made on the basis of faith then opening a CofE faith school will not meet their requirements either.
- We would draw your attention to some inaccurate information regarding the FCAT; we have not leased the land from the council; the land has been transferred to the FCAT and is held in trust.
- There is a growth in the primary demographic nationally and particularly in Hammersmith and Fulham; reducing the number of primary places in a time of growth does not seem sensible.
- Sullivan School has been under-subscribed but its roll is now growing and the school has been judged as Good by Ofsted, for a second time, and is well regarded by its local community. The school is 89% full and the trend is increasing. 79% of children in the Reception class chose the school as their first choice.
- The consultation does not make clear why it is closing Sullivan but retaining New Kings; Sullivan is chosen by more parents; significantly more in Years R-4. New Kings has only recently moved from a satisfactory Ofsted judgement to good. Recent outcomes for the two schools are similar with both schools being above both LA and National averages for the key measure of L4+ in En+Ma. If the LA is looking to reduce primary places in this area Langford Primary has very low outcomes and is not providing an adequate standard of education having been judged inadequate by Ofsted in March 2013; it is difficult to see why Sullivan has been singled out.
- We are surprised that a relatively new building is deemed to be at the end of its useful life and would question whether it requires 6 million to make it fit for purpose. We would be surprised if the borough had allowed one of its schools to fall into this state of disrepair.

- If New Kings is to become an Academy, why is the borough investing 2 million in capital funding, why is this not being met by the EFA as part of the Academy process?
- The consultation does not provide information on all the other schools in the area or give any indications of the predicted demographics for Fulham. There is no breakdown given to show the percentage of residents attending each school to support the proposal.

To conclude we cannot support the proposal as we do not believe that it is in the best interests of local residents and further we believe opening a further boys' school in the area will adversely affect the future of Fulham College Boys' School by introducing additional places which are not required. In the interim we would be pleased to receive the data referred to above which has not been provided as part of the consultation.

Yours sincerely

*Bernie Peploe*



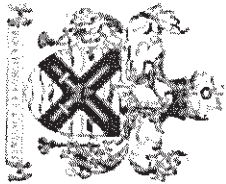
Andy Masheter

Chair of Executive Board FCAT

For and on behalf of the Members, Trustees and Directors of the Fulham College Academy Trust

Bernie Peploe

Executive Principal FCAT



## THE FULHAM SOCIETY

c/o David H Tatham OBE, 113 Rivermead Court, Ranelagh Gardens, London SW6 3SB

T/F 020 7731 2621

E [tatham@dsl.pipex.com](mailto:tatham@dsl.pipex.com) W [www.fulhamsociety.org](http://www.fulhamsociety.org)

Terry Broady, Room 39, Hammersmith Town Hall, King Street, London W6 9JU

September 24, 2013

Dear Mr. Broady

### NEW KING'S & SULLIVAN SCHOOLS

We are writing in connection with the proposal to amalgamate New King's and Sullivan schools and, if we had to fill in one of the Council's consultation forms, we would have ticked the "Definitely Disagree" box. Our reasons for saying this can be summed up as follows –

- You say that the schools are "very close" to each other, but this is a relative term. For example, a small child living in, say, Sullivan Court or at the bottom end of Peterborough Road would face quite a trek walking to New King's school and back again in the evening – and all of it on small legs.
- You admit that between them the 2 schools have 75 places, but the amalgamated school would only offer 60 places, and this at a time when the pressure for new primary school places is increasing in the face of a rapidly rising birth rate. For example, according to a London Councils Report, "By 2016, the shortage of school places is set to reach 118,000." Also, in a recent BBC news report it was said that according to official data from 2012, there will be a 20% shortfall in places by 2015. Sullivan school is on a large and open site and it has been specifically designed for nursery and primary school children with gardens, excellent facilities and plentiful play space. It is also adjacent to Hurlingham Park. But New King's on the other hand is a Victorian building designed for secondary school children. It is very close to the railway line and on a major road which has a constant flow of heavy traffic, with all the attendant pollution which this causes.
- There is extremely strong local opposition to the proposed scheme as witnessed by the fact that, at the two recent public meetings, potential attendees were turned away at the door.
- If the proposal goes ahead, Sullivan school will be occupied by some 800 pupils, most of them teenage boys, and it is a very short distance from the secondary school in Peterborough Road which, although mixed, also has a percentage of teenagers. One only has to recall the recent trouble between teenage gangs from Henry Compton school, which culminated in a horrific murder on Victoria Station, to appreciate the potential for trouble between the two groups. In any case, why should it be deemed sensible to site two secondary schools so close to each other?

In short, it seems very strange decision to move children from a modern open site to a cramped Victorian school, even if the latter's facilities are modernised with the help of Thomas's and in the way that you are suggesting.

Yours Faithfully

A handwritten signature in black ink that reads "David Tatham". The signature is written in a cursive style with a long horizontal stroke at the end.

D H Tatham

Chairman

## **Response to Hammersmith & Fulham Council's consultation on the proposal to amalgamate Sullivan and New King's Primary Schools**

By Greg Hands MP, October 2013

### **Background and Remit**

The Council wrote to me on 16<sup>th</sup> July 2013 seeking my views on this proposal, attaching the public consultation document.

At the outset, I should state for clarity that local schools' reorganisation is not directly the responsibility of the Member of Parliament however, it is only right that the Council has sought my view.

I have spoken with, or visited, many of the interested parties.

I met with a group of parents from Sullivan School on 12<sup>th</sup> August.

I visited Sullivan school on 6<sup>th</sup> September at the invitation of the Chairwoman of Governors, and spent an hour and a half at the school, discussing the issues with them and also touring the school and meeting staff and children. I was very impressed with the commitment and passion of the Head Teacher, the Chair of Governors and staff who I met on my visit.

I have also discussed the proposals with Council Leader Nick Botterill and with the Council Cabinet Member for Schools, Georgie Cooney.

I have also over the last two years or more been discussing with a separate group of parents their proposal to establish a "Fulham Boys School" (FBS), a Church of England voluntary-aided Free School for secondary age boys. I have been a supporter in principle of the school since it was first mooted in 2011, and rendered assistance with various matters, including with the Department for Education, although I was not approached by either FBS or the Council in advance of this proposed consultation, and have not previously been asked, nor have I given, a view on this particular choice of site for the Fulham Boys School.

### **Background on the shortage of school places in Fulham**

This proposal should be seen in the context of a chronic need to create more school places in Hammersmith & Fulham generally, and in Fulham particularly. Whilst there is strong need for primary places at this time, this need will change to secondary places in the future. Meanwhile, the demand for more primary places, according to LBHF figures, is more acute in north Fulham than South Fulham.

The cause of this shortage of places is clear. The then Labour Council in the 1990s, led by Cllr Iain Coleman and Andrew Slaughter, now MP for Hammersmith, embarked on a massive programme of school closures, at both primary and secondary level, and sites were disposed of cheaply to provide land, primarily for social housing estates. The Council at the time seemed blind to the possibility of school rolls going up again in the future. In Fulham, a number of primary schools like Sherbrooke, Beaufort House (Lillie Road), Harwood Road and Munster Schools were closed, and St Mark's secondary school was dealt the same fate. Indeed, the St Mark's site could today have been an ideal location for the Fulham Boys School. The Munster School site is now being used by St John's Walham Green, and their site has now been disposed of, largely for housing development. None of these sites can now be brought back into educational use, and hence the short-sightedness of the then Council leadership has made matters very difficult indeed today to increase the number of school places in the south of the Borough.

Across London, more than 240,000 new primary school places will now be needed. In Hammersmith & Fulham, there will already by 2014 be a shortage of 2.9% of places compared with pupils, according to the National Audit Office.

It is clear that more school places will be needed in the Borough in the coming years at both primary and secondary levels. The Council will have better access than I do to the precise numbers and optimal locations, but any proposal for a schools' reconfiguration will need to be assessed with this as the most important background factor.

### **The Need for a Boys Church of England Secondary School in Fulham**

There has long been an imbalance in secondary provision in Fulham for boys. The excellent London Oratory School serves Catholic boys. The improving Henry Compton School (now known as Fulham College) provides a county (i.e. non-religious) education for boys. Mixed sex provision is also available at Hurlingham & Chelsea, again an improving school. There is another excellent option for Church of England girls at Lady Margaret School, Parsons Green. In Hammersmith and Kensington, there is good secondary provision for Catholic girls.

There is, however, a glaring omission in secondary provision for Church of England boys. This omission has a profound effect on local Church of England primary schools, not only in Fulham (All Saints, St John's), but also further afield in Hammersmith and even in the Chelsea part of my constituency, where there is also no specific CE boys secondary provision. The number of boys at C.E. primary schools tends to fall as the cohorts near the time to leave, as some parents feel forced into choosing a different route for their boys when it comes to secondary education.



Given the strong general need to create additional secondary school places, as well as primary school ones, it seems common sense to try to create places for Church of England boys, to balance the provision at Lady Margaret School. It should be added that there is less need for additional primary places in south Fulham, with Langford also under-subscribed, yet an even more acute need for secondary places in the south of the Borough.

### **The two existing Primary Schools**

I have not had the opportunity to discuss the proposals with senior management, parents or governors of New King's School, and nor have they sought my view. I have not been inside the school in recent years, so I am not familiar with the interior or condition of the building itself.

I have visited Sullivan school on various occasions in recent years, notably summer fairs, and, as stated above, I was shown around the school by the Head Teacher and Chair of Governors in September. The school environment at Sullivan is superb, and they have facilities that would be the envy of many other local primary schools, particularly the outdoor facilities like play areas and the gardens. This is a rare example of an inner city school with quite extensive green areas. The Council states that the buildings, however, are "nearing the end of their useful life," although I understand that the school disputes this.

### **Demand for Places in the existing schools**

I note from the Council's documentation that both schools are under-subscribed overall. However, I also note that the figures used in the Council's consultation are a year out of date (and necessarily so, as the consultation began at the end of the previous school year), and that Sullivan tell me that their situation has improved. This may well be as a result of the demographic pressures outlined above. Figures the school gave me during my visit show them to be 89% full, and that reception has a full complement of 45 children. Nevertheless, I believe that both schools still have significant spare capacity (indeed, I do not believe that their reception classes are full), at a time when pressure will build on the Council to provide more places.

### **Conclusions**

1. In my view, the Council is doing the right thing to seek to urgently increase the number of school places in the Borough. Three new secondary schools have opened since 2010, partly as a result of the Coalition Government's agenda of creating more school choice. New primaries have also opened in the north of

the Borough, and a further new primary school is planned at Earl's Court. Nevertheless, it is the primary responsibility of the Council to ensure that, based on the known demographic projections, that there are enough primary and secondary school places in coming years and beyond, and to show foresight beyond that shown by the Council in the 1990s. I therefore applaud the Council's overall approach in seeking to expand school places, particularly in my Fulham constituency.

2. The very high land values in Fulham especially will make it very difficult indeed to find new sites for schools. Indeed, much of my dealings with the group of parents involved with creating the Fulham Boys School have centred around trying to find a site from Government land which is not in current use in the south of the Borough. Land prices are prohibitively expensive, and Government is obliged in its current financial constraints to find the best price wherever reasonably possible.
3. I am not in a position to evaluate whether there might be alternatives to the configuration envisaged by the Council with relation to the two primary schools. For example, I heard an alternative suggestion that New Kings School might merge into Sullivan on the Sullivan site, thereby freeing up the New King's site for the Fulham Boys School. I would urge the Council to ensure that this possibility be fully investigated, if it has not already been so.
4. With reference to Sullivan Primary School it would, in normal circumstances, be a pity to lose the green space around Sullivan. However, given the overwhelming demographic pressure to create new school places, a careful balance needs to be drawn between an optimal school environment and the pressing need for more places in the confined area of London SW6.
5. I remain strongly supportive of the Fulham Boys School and the need for boys C.E. secondary provision in the Borough.
6. Given the overwhelming need to create additional school places – 800 new ones for the Fulham Boys School alone will be created by this proposal – and if the Council can give assurances that other options and possibilities have been exhausted, I therefore support the detailed proposals outlined in the Council's consultation document.

London Borough of Hammersmith & Fulham

7 October 2013

**Re: Objection to the proposals set out in the Council's consultation document**

I write in response to the Council's consultation on the proposal to amalgamate Sullivan and New Kings Primary Schools. This latest consultation essentially contains three related proposals:

1. The closure of Sullivan School;
2. The establishment of a Church of England Boys Free School on the current Sullivan School site;
3. The consultation appears to have been triggered by New Kings School's intention to consult on becoming an Academy with Thomas's Independent School as its sponsor.'

**I strongly object to the proposals set out in your consultation document** for six substantive and very significant reasons as set out below:

**1. The disruption of Primary School education for a large number of pupils**

Sullivan School is judged to be a good school. The prospect of moving all children at New Kings to Sullivan and then moving all children at New Kings and Sullivan back to the New Kings site will be highly disruptive to children's education. The fact there will be a likely lack of trust and suspicion amongst staff at both schools further exacerbates the likely destabilisation to both school cohorts of children.

The case for a massively improved educational provision at the end of the exercise is far from convincing - beyond better economies of scale releasing some extra funds. This does not necessarily improve the educational offer. Similarly, I have not heard from the public meetings any specific improvements that will arise from the partnership with Thomas's school.

**2. The impact on Hurlingham & Chelsea School and the wider secondary school sector**

Apart from a desire for a selective 'Lady Margaret for boys', there is no sound educational argument for a boys free school in Fulham. The only arguments must therefore be political. Firstly, all secondary schools in Hammersmith & Fulham are currently judged good or outstanding. Secondly, the absence of effective pupil place planning in Hammersmith & Fulham has led to a significant increase of secondary school capacity and this in turn has led to significant numbers of surplus places in some schools.

The impact of a free school on the Sullivan site, in such close proximity to our school, would make Hurlingham & Chelsea completely unviable. At the time of the expansion of Lady Margaret, Fulham Cross and the establishment of Hammersmith Academy and the West London Free School, we were assured that this would not have any impact on Hurlingham & Chelsea. Nothing could be further from the truth - we now have a significant number of boys to every girl. By putting a free school on our doorstep the council will effectively be reassigning the boys to the free school and thus empty Hurlingham & Chelsea of our remaining students.

Even if Hurlingham & Chelsea retains a cohort, post the establishment of a free school, we will have great difficulty in hitting the government floor standards due to the significantly skewed nature of the remaining intake of pupils. The equation is simple: fewer children = more spare places = more in-year admissions = more challenging cohort = more children with SEN, EAL and social disadvantage = more difficulty raising standards. In effect the council would render Hurlingham & Chelsea a 'sink school'. Local Authority School Improvement Advisors should be well aware of this fact.

### **3. The impact on the schools of choice agenda**

It is a fact that many parents want coeducational, multi-faith, multiethnic community education for their children. Hurlingham & Chelsea is therefore a school of choice for many parents.

If the proposals are implemented in full, leaving Hurlingham & Chelsea school unviable due the massive number of surplus places in the south of the borough, there will be no mixed school in Hammersmith and Fulham south of Hammersmith Academy. In other words, many parents will be denied their school of choice.

### **4. The impact on the local geographical area**

The impact of a Church of England boys free school within 400 metres of Hurlingham & Chelsea School will place severe strain on the local infrastructure. A conservative estimate shows that in excess of 5000 pupils will attend schools in the immediate vicinity of Parsons Green and South Park. Many of these pupils will travel into the area from outside, causing significant pressure on sports facilities and open spaces such as South Park and Hurlingham Park. The impact of two secondary schools in such close proximity and with two very different cohorts of pupils is highly problematic in any case but could unavoidably cause real problems in the future.

### **5. The impact on social cohesion**

There is no doubt that faith is a proxy for selection in London schools but most notably in Hammersmith and Fulham. Some of the most exclusive selective schools in the country are based in Hammersmith and Fulham. Worryingly, they are selective on the basis of faith and social class., rather than ability alone. The addition of free schools and academies, able to select a proportion of their intake by ability, merely exacerbates this socioeconomic divide. The converse of this picture is that only two schools, Hurlingham and Chelsea and Phoenix High School, are non-selective, mixed, multi-faith, multi-ethnic schools that are truly reflective of the wider London community.

### **6. The impact on the professional community of Headteachers and the wider community**

There is no published overall plan for education in the south of the borough. Piecemeal planning is debilitating and unhelpful. The great sadness of this proposal is the manner in which the Council and its officers have pitted headteacher against headteacher and school against school. A good Local Authority would get its Headteachers together as a group to set out the issues. It would then involve those same professionals in getting agreement on the best overall plan. In the absence of proper consultation, Headteachers have no alternative but to speak at public meetings against the councils proposals. The aim should be to get the best strategic plan that meets the needs of all pupils - not just those from one section of the community. The damage done by undermining the

role of professionals is potentially very detrimental to the Local Authority and its schools. There is no evidence in the consultation document that these proposals have been the subject of any risk assessments by Local authority officers.

I have to seriously question the wisdom of Sullivan School consulting on becoming an Academy sponsored by the Church of England during the consultation period. Firstly, this undermines the concept of a local community, mixed faith primary school. Secondly, it would no doubt become a feeder school to the Church of England boys free school, thus undermining its role as our largest feeder primary school.

I have no doubt that the council's proposals will be implemented in full. This judgement is based on the manner in which councillors and Local Authority officers have responded to my own personal attempts to argue for a better solution that delivers all of the council's imperatives and the manner in which ordinary people who care about their children's education have been treated at the public meetings. In short, the council does not listen and so will ultimately make wrong decisions and end up with a solution that is not in the best interests of all children.

Yours sincerely

Dr Philip Cross  
Executive Headteacher  
The Federation of Hurlingham & Chelsea Secondary and Langford Primary Schools

Hurlingham District Residents Association

Dear Councillor Cooney,

I called your office last week. I was told you were unavailable and that it would be best to contact you by email.

I attended the meeting at Sullivan School on 10th September.

Our Association is aware that representatives from PRARA had a meeting with you a while back in order to raise residents' concerns over the possibility of Sullivan School being amalgamated with the NKR School and the Sullivan site becoming an 800 all boys school.

Apart from strongly objecting the purpose of this email is to advise you that we share PRARA's concerns the affect your plans would have on our communities, that is in the event the FBS moves to the present Sullivan site.

We understand that at the meeting you told PRARA that you would respond to their questions in due course. At the 10th September Sullivan School meeting a PRARA representative asked for an update. Your replied that you would get back to him. PRARA is still waiting. We would have thought you would have answers at your finger tips at the first meeting with a survey having been undertaken.

Their concerns are much the same as ours.

FBS would be on the doorstep of the Hammersmith & Chelsea School, this would be inviting trouble - we are thinking of fights and petty crime. Have the Police been consulted ?

To have a large school in a residential area beggars belief.

The character of the area would change completely.

The affect with additional transport (and staff driving to the school plus delivery vehicles) - it is not just 800 boys but teachers, caterers and general support staff. Surely over 1000 persons.

The area already has serious traffic flow problems, especially around the time FBS will be open & close, 0900 and 1700hrs. Are you aware that Hurlingham Road is a rat run for traffic coming off the NK Road and Wandsworth Bridge Road ? The Council's Highways Department is well aware of this from previous meetings and correspondence with our association (HDRA).

Sports - it is inevitable that Hurlingham Park will be targeted by FBS, after all it would be just across the road. Already the Park is over utilised as the Council well knows. Additional play will not be sustainable. Experts' opinion not ours. Having said that we are told the Park would not be used, which we take with a pinch of salt, the pupils would be bussed

elsewhere to play. If indeed this was true have you considered the transport affect with all the busses coming & going.

Thames Water's plan for their big sewer - surely it will be built on our patch. If this is the case what about the affect on transport etc - lorries and other builder's equipment. We understand the Sewer will take at least 7 years to build - how long would it take for the school to be built ?

We now hear that a "Holistic" report is due, when can we, the Residents Associations and the Public have a chance to study it, and respond.

Who will carry out the survey and submit the report ?

What experience do they have ?

We look forward to hearing from you.

With kind regards - Michael de Lacey

Hurlingham District Residents Association

**From:** Paul Kennedy  
**Sent:** 08 October 2013 16:43  
**Subject:** Fulham Schools consultation

I set out below the text of the response from H&F Liberal Democrats which has been submitted to the consultation.

The response has been summarised on our website as follows:

<http://hflibdems.org.uk/en/article/2013/733448/lib-dems-blast-sham-consultation-over-closing-local-primary-school>

If you have any questions, please do not hesitate to contact me.

Paul Kennedy  
Chair, H&F Liberal Democrats  
020-7736 3252

Submitted on 2013-10-08 13:18:03.255165

1 What is your name?

Name:

Paul Kennedy

2 What is your postcode (this will be used to understand from where responses have been received)?

Postcode:

SW6 1EH

3 I am a (tick all boxes that apply):

Parent/carer, Other (please specify below)

If other please describe::

Chair of Hammersmith and Fulham Liberal Democrats, local resident

4 I am associated with (tick all boxes that apply):

Other (please specify below)

If other please describe::

Hammersmith and Fulham Liberal Democrats

5 What is your email address?

Email:

[paulgkennedy@aol.com](mailto:paulgkennedy@aol.com)

6 Do you agree with the proposal to amalgamate New King's and Sulivan schools on the New King's Road site?

Definitely disagree

7 Please explain the reason for your choice and make any other comments in the box below:

Reasons:

1. The Council has produced an unbalanced consultation paper, putting the case for closure (without admitting that is what it is) but not the case for keeping Sulivan open.

2. The Council has failed to provide any proper and specific justification for closing a successful school, rated 'Good with Outstanding Features', at its last OFSTED inspection.



3. The Council's motives are to promote its policies on academies and free schools, rather than to help the pupils and parents of the two primary schools involved.
4. The proposal would cut primary places in an area where need is likely to increase.
5. The proposal includes unnecessary disruption for pupils and parents of New King's School, who would have to move twice during the building process, and worries about how all the pupils will be accommodated.
6. The Council has failed properly to consider and seek views on alternatives, such as helping the free school to find another site, or establishing an academy on the Sullivan site.
7. The Council has given inaccurate and misleading information about Sullivan's pupil numbers, claiming its reception class is undersubscribed when it is full.
8. The Council is relying on its own decision to refuse expansion of Sullivan Primary School's nursery class to justify closure of the whole school on the basis of allegedly low (but inaccurate) figures about applications for reception, whereas a larger nursery class would have increased the number of applications for reception.
9. Worries about the suitability of the New King's site for an expanded primary school, especially for disabled pupils currently at Sullivan's primary school, for whom the Council has specific statutory obligations.
10. Flawed consultation process:
  - a) conflates the decision the Council is actually making namely whether to close Sullivan Primary School, with irrelevant considerations on which the Council should not be consulting at this stage, namely the establishment of a free school and New King's School application to become an academy;
  - b) trying to turn the issues into a plebiscite, with interested parties whipping their supporters to "vote" for or against the proposal on the basis of their attitude to free schools and academies rather than the interests of children at Sullivan Primary School;
  - c) asking just one question disguises irrelevant considerations;
  - d) responses which support the proposal on the basis that it will support the proposed academy application and/or the finding of a site for the Fulham Boys Free School should be separately identified and excluded from consideration.

**HAMMERSMITH &  
FULHAM TEACHERS'  
ASSOCIATION**



# Our Schools

## Making The Right Choice

The Hammersmith & Fulham NUT response  
to the Council's proposal to close Sullivan  
Primary School.

October 2013

The proposal to close Sullivan Primary School is the most challenging proposal which any administration has made since Hammersmith & Fulham became a local education authority following the abolition of the Inner London Education Authority in 1990.

It is not the first time schools in the Borough have had to face possible closure or amalgamation either individually or as part of a wider reorganisation.

However it is the most challenging because:

1. Sullivan School is offering a high standard of care and education and this is continuing to improve year on year.
2. Sullivan School is a one and a half form entry school which is certainly large enough to be able to offer a broad and balanced curriculum in line with all statutory requirements.
3. The school has sufficient resources to offer additional support to pupils and teachers to enhance the quality of teaching and learning and to widen and enrich the curriculum offer to its children.
4. Sullivan is a growing school. It is popular with all the parents who have experience of it and its reputation has been rising within the local community.
5. There are no problems with finances, safe guarding, health and safety or the quality of the building which *require* action to be taken.

**In short, the reason why this is the most challenging proposal the Council has made about any school closure is that there is no educational, financial or other material reason for closing Sullivan School.**

The consequences of closing the school will have a damaging impact on the pupils, will fly in the face of parental wishes, will damage the careers of a large team of highly effective professionals and will have repercussions across other primary and secondary schools in the Borough.

All previous reorganisation and closure proposals have had a material and factual basis for being considered and the debate in each case has been about the strength and accuracy of the case for change.

**There is no case at all for closing Sullivan School and the Hammersmith & Fulham Teachers' Association completely rejects the proposal.**

There are a number of areas of concern which have to be addressed regarding the Council's proposal and actions.

1. There is no educational case for closing Sullivan Primary School.

If the Council believes that a 1½ form entry school is inhibited from delivering a broad, balanced and enriched curriculum then this implies that most of the primary schools in the Borough face the same problem as a majority of them are smaller than Sullivan School. This places the majority of the Borough's primary schools under a cloud.

The level of this concern is evident in the way the majority of primary Headteachers in the Borough have sent messages of support directly to the Headteacher and her staff at Sullivan School and the great interest and concern with which the Borough's teachers have attended consultation meetings, offered support and expressed their own concerns and fears about the implications of the policies behind this proposal.

In terms of outside accountability, the Local Authority grades Sullivan as a Good school and OFSTED and HMI grade it as Good with outstanding features. The SATS results, the achievement of each cohort and category of the pupils and the rate of progress and added value all show that the school is not only "not struggling" but is on a clear journey towards being designated outstanding.

In terms of parental satisfaction with the care, support and education their children receive the evidence confirms the high standard of professionalism and delivery at Sullivan School.

**There is no educational case for closure. Therefore the Authority has no right to close Sullivan School.**

2. The proposal to close Sullivan School will damage and inhibit the continuing progress of Sullivan's pupils. It will result in two years of unnecessary change and disruption over and above the inevitable impact of the loss of morale amongst the Sullivan community and staff during the rest of the school year if the proposal to close goes ahead.

The Local Authority has shown a very limited understanding of this, has not appreciated the extent of the harm and has little idea about how to mitigate or overcome this damage.

The Local Authority has a duty of care to the staff it employs, it has to take into account the views, choices and opinions of parents **but its final and overriding**

**responsibility is to the children in its schools. Their interests have to be the priority.** The Authority has put the interests of Sullivan School pupils as secondary to its other priorities and as secondary to the interests of other pupils. This is unacceptable.

**In terms of its duty of care to the pupils at Sullivan the Local Authority has no right to close Sullivan School.**

3. Sullivan School is a growing school. It is already big enough to be viable and even the most conservative estimates show the school will continue to grow from being well over 80% full to over 90% full in a short space of time.

Furthermore, Sullivan School is increasingly a “school of choice” even by the very narrow interpretation the Council of this measure. It is outstanding in terms of parental satisfaction with the provision.

The growth of Sullivan school is not due on a lack of places elsewhere in the system but is because of a combination of its location and its increasing desirability as a choice for local parents looking for a good school for their child.

**In terms of choice and viability there is no case to close Sullivan School.**

4. The issue of place planning across Fulham as a whole does need to be considered and the range of options carefully scrutinised. Such scrutiny and planning needs a very high level of professional input from school leaders across Fulham. Only this approach can result in the community being offered properly worked out plans and options, properly informed and able to engage parents, residents and the community in an informed consultation on the best way forward.

The Council has failed to do this and as result its strategy for addressing place planning has been poorly developed, poorly communicated and has been inadequate to the task of allowing an informed and constructive consultation to occur.

**The Council has failed to provide the stakeholders and the community with the adequate and professionally informed evidence for such a serious proposal. It does not have the authority to go forward with the closure of Sullivan.**

5. Any proposal to close a school must be handled sensitively. Those who will be directly affected by the proposal deserve the support and respect of the Council as it consults on its proposals. This consultation has not been managed in a sensitive way. It has been managed in a way which has been demoralising the

staff and marginalising the parents and carers. Some examples include:

1. The failure of the Authority to inform the Governors and Leadership of Sullivan School of the Council's view that change was required to secure the future of the Sullivan School. The records show that the Governing Body was never presented with a case for change which they could either challenge or implement. The Governing Body therefore continued to support the school on its journey to being outstanding with an increased roll.
2. The lack of care for the staff and Governors at Sullivan in the way the proposals were presented. It was not only hurtful, as these things inevitably are, but it was disempowering. No attempt was made to initiate even the basic processes of talking to staff about their employment situation and circumstances. Staff had to wait almost two months between the announcement and their first meeting with Human Resources.
3. Additionally, the leadership and Governors of Sullivan School were excluded from the organisation and delivery of the consultation on the Council's closure proposal. In the consultation document the voice of the Council, of New Kings School, the Fulham Boys School and the wishes of parents other than Sullivan's were all included. Sullivan's voice was excluded.

In the consultation meetings Sullivan was again excluded with only one opportunity to make a statement at the second meeting being allowed, (described as a "walk on role" by members of the audience). In contrast the Heads of New Kings and the Thomas Schools had plenty of opportunities to make their case and respond to questions and contributions.

4. Finally, the consultation was constructed in such a way that wittingly or unwittingly it invited parents to put their children ahead of other children. It was a serious mistake to offer the prospect that the closure of Sullivan School, regardless of the impact on those children, could be of benefit to another group of people who were looking for a site for their proposed school. This has been divisive within the community.

The siting of the Fulham Boys School is an issue which should have been separated from the case for closing Sullivan School. The demand for the Fulham Boys School is not just a Borough issue as, rather, it is a need being expressed across a number of neighbouring boroughs and the correct

approach would be for the Council to work in partnership with neighbouring boroughs and the LDBS for a pan Borough solution.

It is also the case that no impact assessment has been offered about the siting of the Fulham Boys School so close to Hurlingham & Chelsea school. This will definitely impact upon residents but will also risk undermining Hurlingham & Chelsea school and removing the last offer of a comprehensive, non-selective, non-faith provision in Fulham

**The Council has failed to properly assess the impact of its proposals on the children at Sullivan School and has exacerbated this by the way it has marginalised Sullivan School Governors, staff, parents and stake holders and undermined their morale. It has conducted the consultation in way which has made it more difficult support the children through this change, The process has been divisive. In doing so it has obscured the real issues of place planning, future provision and support for all its schools. This is not a basis upon which a school closure can be seriously contemplated.**

5. There has been a significant failure of political oversight of the process.

It has become painfully clear to the community and, most importantly to the professional education community of the Borough that the politicians who signed off and allowed the consultation to go ahead were either poorly informed by their Officers or asked the Officers to make a case which was not valid.

Leading Councillors have been unable to answer basic questions about the benefits of this reorganisation for the Sullivan children, the impact on other schools or the likely risks to the children involved.

They have failed to explain to staff why their outstanding commitment to raising standards and caring for their pupils should be so poorly recognised and rewarded. It has not even been possible to answer simple questions about inclusion and accessibility.

We are not in a position to understand how this can have happened but the Council need to reflect upon how they are advised and supported by their Officers.

Responsibility does lie with Councillors however, for their very narrow interpretation of the Schools of Choice agenda. This urgently needs reviewing. It does not seem able to provide a mechanism for incorporating parental satisfaction into the equation. Nor does it address what to do in a situation where parental first choices may initially be lower but the children at the school are receiving excellent care and

education. It certainly does not provide a strategic underpinning for ensuring provision when parental choice, as defined solely by first preferences, is at odds with a school requiring improvement.

It also undermines the confidence that other schools can have about their relationship with the Local Authority Officers and the Council. There is a tremendous undercurrent of concern which has been triggered by the consultation and the proposals.

**In short the Council's political leadership of this particular reorganisation has not properly served the needs of its children and is undermining confidence and moral amongst schools and school leaders across the Borough. The Schools of Choice policy at the very least needs to be updated in line with experience. It does not provide a basis for the closure of Sullivan School.**

## Conclusion

This contribution is meant to complement those which other professionals, which Sullivan School and its community and which other schools have put forward.

The arguments about the state of buildings have been thoroughly addressed elsewhere and do constitute a case for closure.

The future roll and the basis for providing a broad, balanced and enriched curriculum at Sullivan are secure.

The quality of education is good and the capacity to achieve outstanding levels is in place and working towards this goal.

There is no gain in the school being taken over and the children absorbed into an enlarged New Kings School.

The intention for New Kings to become an academy supported by the Thomas Schools is of not relevant for the children at Sullivan and is not seen as having any positive consequences by the parents, carers or professionals involved with the Sullivan children.

Whatever the potential gain for the Fulham Boys School from a closure of Sullivan School this cannot have any bearing on whether or not Sullivan should close.



**In the absence of any financial or safeguarding reasons for closure the Authority has no right or reason to close Sullivan.**

The NUT is cautious about Sullivan adopting Academy status in partnership with the LDBS and will take part in that consultation at the appropriate time in the best interest of our members and the children at the school. However, until we see any valid reason to reorganise or close Sullivan School we have no choice but to explore every possible strategy to save Sullivan School.

Sullivan School is a school which the Local Authority declared surplus and expendable but which the local community have described elsewhere a “something of a rare beauty”.

**In this case the NUT stands firmly on the side of Sullivan School, its children, their parents and carers, their teachers and helpers, the professionals across all the Borough’s schools who are deeply concerned about this and undoubtedly we are on the side of that rare beauty.**

**Sullivan School cannot be closed.**

**Sent:** 08 October 2013 22:55  
**To:** Broady Terry; Cllr Cooney Georgie  
**Subject:** Sullivan School Consultation

**10.50 pm, Tuesday 8th October 2013**

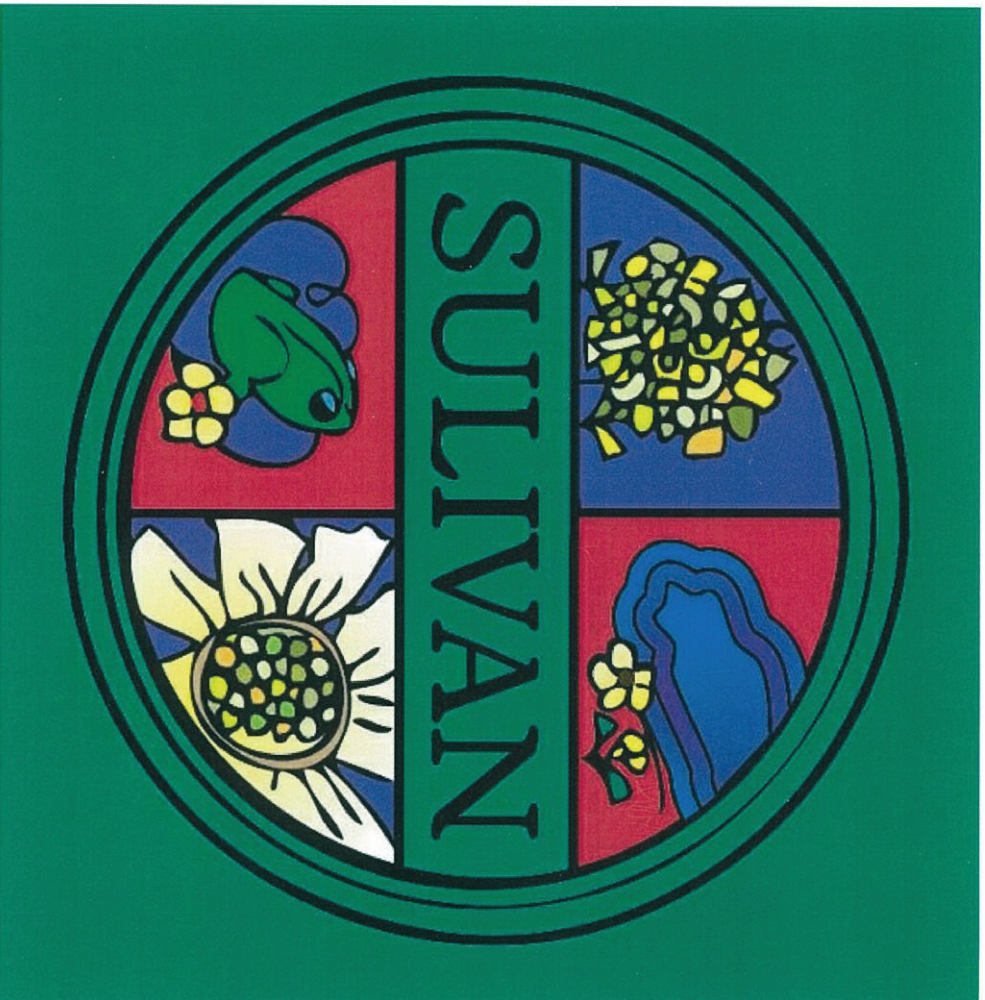
The following is the formal PRARA response to the consultation on the Sullivan and New King's primary school proposals.

**We are not yet convinced that the loss of Sullivan School, which is universally acknowledged as a good community school, is justified. Additionally, as we have not yet received the requested information which could enable us to assess the impact that the use of the Sullivan site by the free Fulham Boys School would have on our area, we have no alternative other than to register our opposition to the proposed closure of Sullivan School.**

Submitted on behalf of the PRARA Standing Committee by Anthony Williams

*Would you please acknowledge receipt of this e-mail. Thank you.*

# Sullivan Primary School



## Response to the Public Consultation

**Tuesday 8<sup>th</sup> October 2013**

**Contents:**

	<b><u>Page:</u></b>
1. Quotes from stakeholders of Sullivan Primary School	1
2. Photos of Life at Sullivan School	2
3. Context	3
4. Reasons for our opposition to the Council's consultation	4
5. Background	5 - 6
6. In what way are we a successful school?	7 - 8
7. Sullivan response to the Council's consultation booklet Site proposals and associated costs	9 - 28
8. A future for Sullivan - An alternative proposal	29 - 30
9. Conclusion	31
<b>Appendix A</b> - E J Hawkins - Sullivan Condition Survey and Planned Maintenance Schedule	
<b>Appendix B</b> - E C Harris - Conditions Summary Report at Sullivan	
<b>Appendix C</b> - E C Harris - Conditions Summary Report at New King's	
<b>Appendix D</b> - E J Hawkins - The cost of providing classrooms for a two form entry scenario at Sullivan Primary School	
<b>Appendix E</b> - E J Hawkins - Approximate cost estimate to move New Kings School onto the Sullivan site on a temporary basis	

“As Governors of Sullivan Primary, it is our responsibility to ensure that the legacy of this wonderful community school, founded in 1952, continues to thrive for many more years to come.”

**Chair of Governors - Sullivan**

“Sullivan is a school with a vision. We are committed to providing an outstanding education for the children in the local community. Our staff team is unique and every one of them plays a special role. If you ask primary specialists to write down what they want for a primary school - we have it.”

**Headteacher - Sullivan**

“I believe Sullivan is a rare gem, a precious place for all children in Fulham. To impose this closure based on political agendas and out of date, retrospective data is not good enough for the children in our school. It is my professional duty to protect the best interests of our children and to ensure they receive the best education - an education they deserve. If I were convinced, without doubt, that our children would receive a “better quality” of education in a new school, I would “open the cage doors and let our little birds fly”. During the consultation I have read, listened, questioned and researched. I am not convinced. I will not be swayed.”

**Year 2 Class Teacher - Sullivan**

“My child has excelled under the care of her teachers, she is very comfortable at school and speaks very favourably of all staff and we are thrilled with academic results. We recommend the school to anyone who asks.”

**Year 5 Parent - Sullivan**

“I believe Sullivan should stay open because it is a very good school in which everyone shows respect for the community and beyond. We are one big family who work together to achieve our best. Our dreams come true at Sullivan.”

**Emily - Pupil at Sullivan**

“I do not want Sullivan to close because all the children have so many fantastic opportunities to grow here. I love taking part in concerts, my guitar lessons and playing in the netball team. It would be very sad to lose our teachers and friends.”

**Rania - Pupil at Sullivan**



- New King's and Sullivan primary schools proposal

Sullivan Primary School is a successful school. It is highly valued by the parents and carers of the children who attend the school. It is a viable school educationally, financially and materially.

We strongly oppose the proposal made by Hammersmith and Fulham Council to amalgamate Sullivan with New King's School by closing Sullivan at the end of the 2013/2014 academic year. We believe this will damage the quality of educational provision in our community and will have a significant and damaging impact on the children currently attending Sullivan School.

This document addresses the issues raised by the Council in their consultation document and explains why our alternatives to closure will be in the best interests of the current and future pupils of Sullivan School.

*Throughout this document we have referred directly to the points made page by page in the Council's published consultation document.*

Context:

The Sullivan Primary School Improvement Plan sets out how we will continue to raise standards and further develop our position as a school of choice in South Fulham.

Since 2011 we have been proactive in responding to Hammersmith & Fulham Local Authority's request for us to increase our roll numbers. In the last calendar year we have seen the impact of our strategy:

- Since September 2012 our roll has increased by 6%.
- Our Foundation Stage is full, with a waiting list.
- Figures from H&F show that 76% of our current Reception cohort named Sullivan as their first choice school.
- We are confident that we can fill surplus places at Sullivan within two years (see table on page 12).
- We currently stand at 14% undersubscribed and have conservatively projected this to decrease to 8% in two years.

We continue to plan for the future and have the capacity to grow in line with a rising birth rate and provide for local demand.

**These are the reasons for our opposition to the proposal:**

**1. The document is factually inadequate:**

The Council has failed to provide the public with factual and adequate information to support their proposal.

**2. Impact on education:**

As teaching professionals we know that the proposal from the Council would have a detrimental effect on the education and welfare of the pupils of South Fulham.

**3. Impact on community:**

Sullivan Primary School supports the local residents' and community's concerns about the loss of Sullivan and the impact of its replacement with a Free Secondary School for 800 pupils.

**4. Impact on local schools:**

The proposal will have a negative effect on local schools in close proximity to Sullivan Primary School.





**Background:**

- Sullivan Primary School has a long and established relationship with the Local Authority.
- Our School Improvement Partners from Hammersmith and Fulham have seen our capacity to improve and supported us to do that for many years.
  - May 2009 - Council informally approached Sullivan and suggested a federation with Hurlingham and Chelsea. With a lack of evidence to support “Federations” it was judged by the Sullivan Governing Body to be irresponsible and, coupled with the appointment of a new Headteacher and Deputy Headteacher, risky to support such a Federation at that time. No further action taken by either party.
  - 2011 - Hurlingham and Chelsea federated with Langford. Sullivan, New King’s and Fulham Primary were all asked to join and declined the offer. No further action taken by any party.
  - Nov 2012 - Council had an informal conversation with Sullivan about the option of a federation with New King’s which would lead to an amalgamation. In a response to the Council’s ‘Schools of Choice’ agenda, Sullivan took proactive steps to increase numbers on roll as part of a long-term strategy. Both schools agreed a federation had limited benefit for either party.
  - Dec 2012 - Sullivan met with the Council to discuss increasing the Nursery roll (to match the one and a half form entry of the rest of the school) as part of Phase 1 of the action plan to increase the school roll. Council refused our request and no further action was possible.
  - Jan 2013 - Sullivan Senior Leadership Team proceeded with Phase 2 of increasing the whole school roll.
  - Apr 2013 - Chairs of Governors and Headteachers of New King’s and Sullivan met informally. *Both parties* agreed that a federation would still not be beneficial to either school. Sullivan continued with the action plan to increase the school roll and raise standards.
  - 9<sup>th</sup> July 2013 - The Council informed Sullivan of the planned closure.

● At no point did the Council formally in writing indicate there ~~was an imminent~~ <sup>APPENDIX C-20</sup> need to change, nor did they provide a timeline to federate or amalgamate with New

King's or require any other action to be taken.

● Sullivan did not consider the school to be in a vulnerable position as it had a rise in the school roll, confident predictions for SATS results in Key Stage 2 and Key Stage 1, a good healthy budget and a very stable teaching staff. Sullivan felt confident with its achievements and standards of teaching and learning during the academic year of 2012/13.

● Sullivan was building its profile within the local community, in order to secure its vision as being a school of choice in South Fulham. We believe we were effectively addressing the issues the Council had raised.



Sullivan Primary is a jewel in the Borough's crown with a perfect setting for educating primary school children. It enjoys a single-storey building, with all the appropriate space and lawns, including a nature garden. It is a culturally diverse community, with 35 languages spoken at the school.

✓ **Excellent Education**

- Graded Good with Outstanding Features at the latest Ofsted in May 2010
- Outstanding grading for children's well-being and behaviour
- Outstanding provision from the Foundation Stage to Year 6
- Sullivan Foundation Stage is recognised as an exemplary unit in the Borough and is used as a CPD hub for the Borough
- Full in Nursery and Reception with a waiting list for both classes
- Roll increased from 299 children to 325 in September 2013
- Experienced, committed and passionate teachers and support staff
- Headteacher and senior teachers have a long and excellent track record
- Senior teachers model and support raising teaching and learning standards and lead moderation across the Borough
- Low staff turnover
- In July 2013 the Foundation Stage pupils showed a good level of development which was above the national average
- Best ever SATS results in Key Stage 1 in 2013 on top of a rising trend
- Level 2+ Reading 95%, Writing 95%, Maths 97%
- Key Stage 2 SATS results in 2013 well above national average
- Level 4+ Reading 90% with 53% at Level 5, Maths 86% with 41% at Level 5
- Internal CPD programme allows for the development of staff across the school. Latest monitoring of teaching and learning showed 100% good or outstanding
- Exemplary use of data analysis by all to inform standards

✓ **Broad and Balanced Curriculum**

- A creative curriculum which provides rich, exciting and purposeful learning opportunities
- A core curriculum that meets the needs of all children, including specialist intervention programmes for children with learning difficulties and gifted and talented provision
- Friendly, inclusive ethos and community values
- Pupil premium funding providing excellent support for children (47% free school meals)

- Curriculum enrichment through music, an exceptional track APPENDIX C - 20 performing arts, sport and extensive after school club provision
- A full-time music teacher and part of a music hub for Hammersmith and Fulham, and specialist Spanish language teaching

#### ✓ **Unique Location**

- Excellent outdoor learning space including a meadow and two playgrounds
- A wildlife garden which offers exceptional cross-curricular learning opportunities
- A special kitchen for the children to learn home cooking
- An extensive outdoor classroom for Nursery and Reception children
- Excellent and well-maintained building which is easily accessible for children with physical disabilities

#### ✓ **Community Links**

- It enjoys particularly strong relationships with all parents
- The school is respected within the community with closely established links with all faith denominations and with local primary and secondary schools, local businesses, charities and The Hurlingham Club
- Sullivan offers a popular and successful weekly Rhyme Time for children under 3, forging pre-school parental links

**We meet all the accountability standards required of a school and more.**



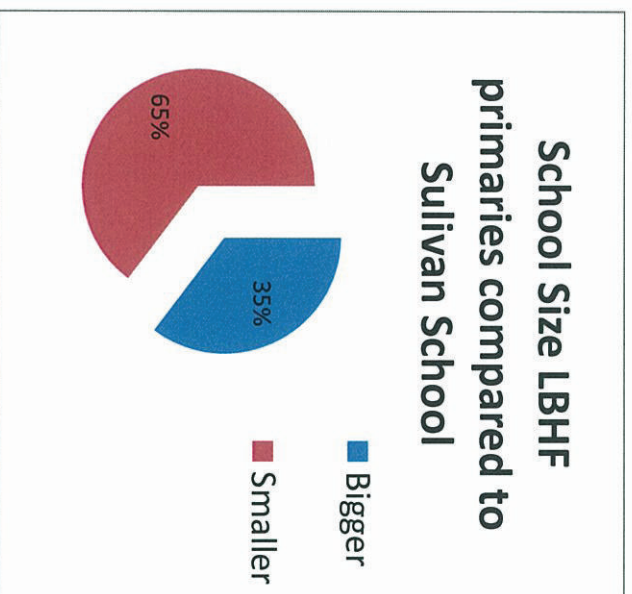
**LBHF Consultation document - Page 1 - Reasons for the primary school reformation**

**“Both New King’s and Sullivan are small compared with some other primaries in the borough.”**

- This statement from the Council is not quantified. Sullivan has accessed data from the May 2013 Census and it is evident that Sullivan Primary School is the 13<sup>th</sup> largest primary in the Borough out of 35 schools. Sullivan Primary School is in the top 35% by size of schools in LBHF. See table and pie chart below:

**LBHF Primary Schools, May 2013 CENSUS - Number of Pupils**

1. Brackenbury	518
2. Wendell Park	474
3. Larmenier SH	473
4. Sir John Lillie	471
5. Wormholt Park	437
6. Addison	432
7. Canberra	409
8. Old Oak	372
9. St. Thomas of Cant.	363
10. Melcombe	358
11. Holy Cross	340
12. St. John's	312
13. Sullivan	294
14. Fulham	288
15. Normand Croft	287
16. Flora Gardens	265
17. Pope John	265
18. St. Stephen's	263
19. Good Shepherd	261
20. Langford	256
21. Miles Coverdale	239
22. John Betts	236
23. St. Peter's	234
24. Kenmont	231
25. St. Paul's	230
26. St. Mary's	228
27. All Saints	226
28. Bentworth	223
29. Avonmore	222
30. Greenside	220
31. Queens Manor	216
32. Lena Gardens	210
33. New King's	208
34. St. Augustine's	203
35. Ark Conway	60



**“Small schools attract less funding than larger schools...”**

- As we are not a small school (50% larger than a one-form entry school) we do not have a funding issue. Sullivan Primary School has managed its budget successfully with a healthy contingency.
- The logic of this statement is that the majority of primary schools in LBHF themselves have more difficult funding issues than Sullivan.

**“... consequently find it harder than larger schools to provide a similar breadth of curriculum.”**

- Does this imply that the Council is saying that they have not funded these schools at a level which enables them to deliver a full curriculum?
- Breadth of curriculum is not compromised by the size of Sullivan Primary School but is enhanced by good management of the budget.
- Sullivan has designed a broad and robust curriculum to suit our one and a half form entry school and the budget is used effectively to support teaching and learning.
- Strategic management of the budget has enabled Sullivan to provide a range of intervention programmes, with high adult to child ratios of 1:8
- If the Council’s claim is correct then the majority of primary schools in the Borough are inhibited from providing the appropriate breadth of curriculum.

**Sullivan Primary School Places in September 2013:**

- FULL in reception (45 places)
- FULL in Nursery with a waiting list

Sullivan Primary School Roll				
	Pupils July 2013	Pupils October 2013	Projected Pupils October 2014	Projected Pupils October 2015
Reception	36	45	45	45
Year 1	45	39	45	45
Year 2	38	42	39	45
Year 3	38	36	42	39
Year 4	39	40	36	42
Year 5	28	39	40	36
Year 6	30	31	39	40
Total	254	272	286	292
<b>% FULL</b>	<b>80%</b>	<b>86%</b>	<b>91%</b>	<b>93%</b>

- Our predictions are based on Reception classes continuing to be full again in 2014 and 2015. We have predicted, quite conservatively, that all other classes will at least retain their current pupils as they move up each year.
- If we based our predictions on the 6% rise that we have already seen over the last 12 months broadly continuing, then we would be full within two years.
- Sullivan is a school of choice in this local community.
- We have attempted to analyse the New King's figures using the data provided by the Council in their public consultation document and using the same conservative approach we have used in our own predictions.

The **New King's** data published in the consultation booklet shows APPENDIX C-20 be 80% full. Using the data available so far from the Borough, the trends for them would be as follows:

New King's School Roll				
	Pupils July 2013	Pupils October 2013	Projected Pupils October 2014	Projected Pupils October 2015
Reception	20	29	30	30
Year 1	28	21	29	30
Year 2	22	29	21	29
Year 3	25	25	29	21
Year 4	20	25	25	29
Year 5	29	23	25	25
Year 6	25	30	23	25
Total	169	182	182	189
% FULL	80%	86%	86%	90%

- New King's (data in consultation booklet) 80% full. Using the data available so far from the Borough, the trends for them would be as follows:
- New King's has also shown a rise in numbers since July 2013 by 6%. However, their projected numbers would not increase their roll for a number of years due to low numbers in most of their current year groups.
- The demand has risen in both schools. This could continue in future years and schools need to plan for this. The consultation document does not address this in sufficient detail and does not present the predicted trends in a way which can be used to come to appropriate conclusions.
- None of the information takes into consideration a predicted rise in birth rate, rise in residential developments and social housing or mobility in the coming years. Such changes would be likely to increase demand for places.
- The Council's proposal does not provide full numerical evidence on the population rise and growth in market demand. The Council has provided numbers of predicted demand for the next three years for primary places but does not reference its data source.



**“Both schools have also been hampered by unfilled places.”**

Our record of success shows continual improvement and no evidence of being ‘hampered’. The Local Authority regularly monitors the school and the quality of teaching and learning. Sullivan Primary is financially audited and also subject to external inspections by Ofsted. The issue of Sullivan Primary being ‘hampered’ has never arisen. In fact the evidence shows otherwise.

**Evidence:**

Nov 2003	Sullivan Primary School placed in special measures
Apr 2005	Sullivan Primary School out of special measures and designated ‘satisfactory’
May 2007	Sullivan inspected again. Ofsted grade ‘Good’
May 2010	Ofsted grade ‘Good with outstanding features’
Sep 2012	Local Authority write to Sullivan Primary School stating that ‘good’ standards are being maintained
Jan 2013	Ofsted interim assessment statement states that Sullivan has sustained its performance and the next inspection is deferred to at least summer 2014
Jul 2013	Best KS1 results ever, KS2 results above national average and 50% pupils showing at least three levels progress from end of KS1 to KS2 - highly significant progress.
	KS1 and KS2 were both 10% or more above 2012 national averages. Sullivan Foundation Stage is judged as outstanding and is used as an exemplary unit for the LA.
Sep 2013	Sullivan Primary School has the potential to be outstanding.

**“Both schools are chosen by relatively few families as their first or second preference school.”**

- The data shows that in 2013 76% of the incoming Reception cohort listed Sullivan as their first choice.

“...through their list of preferences when applying for schools.”

- Parents often put church schools as first preferences even if they are not eligible due to the admissions policies of faith schools. Parents often misunderstand the process of applying for a reception school place.

**“The surplus places at New King’s and Sullivan, along with surplus places at nearby Langford School, suggest changes are needed to meet parents’ preferences and to free up resources where they are most needed.”**

- This raises important questions which the Council does not address or explain. How are schools supposed to plan for future growth when there is no data for the five-year birth population in Fulham? How has the Local Authority planned for this?
- There are two aspects to Schools of Choice. Schools of Choice as expressed through preferences when first applying for schools is only one aspect. It is also the aspect which is the least under the control of the school. Marketing, reputation and misrepresentation may all impact on how parents make their first choice. However, we can seek to ensure that for all first, second or later choices parents can be assured that they will be able to send their children to a good school. Sullivan is able to guarantee this and has worked successfully to increase its standing in the community.

The other aspect, for which we as staff are directly accountable, is the quality of care and education we offer to children when they do come to our school. The very strong and positive relationships we develop with our parents mean that we are able to communicate and work with them for the benefit of their children. This can be tested by outside bodies such as Ofsted or the Local Authority, but also by constantly monitoring the satisfaction and engagement of parents. We do this and the results show that at Sullivan 76% of parents chose us as their first choice and of our whole reception cohort we have a very high percentage of satisfaction.

In July 2013 91% of our reception cohort attended our parent afternoons. Here are some quotes from our parental questionnaires:

“All staff at Sullivan are doing an amazing job, thank you for making my children’s time at school enjoyable and helping them reach their full potential.” **Reception Parent**

“My child loves attending school and we have seen a difference in him in such a short period of time.” **Reception Parent**

I am always impressed and pleased that there are so many opportunities for me to see how the children are progressing with what they are learning. I like that no-one is left out (religion/culture) and that the school has a lovely sense of community. The children found the Garden Party most fun.” **Reception, Year 2 Parent and Year 4 Parent.**

“I am very happy with everything in regards to my child’s school and hope that the teachers continue to inspire him to do well and progress.” **Reception and Year 4 Parent**

“We have seen the benefit of our child grow from the support provided by Sullivan, particularly through engaging in the clubs after school (homework club has changed home life dramatically)!” **Reception and Year 5 Parent**

“We are very pleased that Sullivan has brought out the best in my child - that the teachers understand and accept our child as he is. My child’s attitude towards school is very positive and he really adores his class teachers.” **Reception and Year 6 Parent**



**“Both schools need significant investment”**

**“The school buildings on the Sullivan site are nearing the end of their useful life and it is estimated that it would cost over £6 million to replace...”**

- The building survey produced by the Council with costings did not give a reasonable breakdown for consideration.
- Sullivan School Governors commissioned an independent building survey. In summary it stated clearly that the building is viable, with capacity to grow and can be affordably maintained to a sufficient standard for the next 50 years (See Appendix 1 - **Condition Survey and Planned Maintenance Schedule**).

**SULLIVAN PRIMARY SCHOOL CONDITION SURVEY & PLANNED MAINTENANCE**

**EXECUTIVE SUMMARY**

- There are no major structural issues affecting the school building.
- The school building is not nearing the end of its economic life; it is in a more than satisfactory condition.
- The school building is not in need of any urgent major repair or renewal works.
- One of the two water storage tanks has failed; this is the only urgent issue needing attention in the school. This is a relatively standard replacement issue that can be undertaken without any impact on the continued running of the school.
- A large part of the roof covering was recently replaced and the two staircase cores were repaired during the summer holidays; there are now no water penetration issues affecting the school.
- The gutters to the roof are slightly undersized and it would be beneficial to replace lengths of the existing gutters and downpipes with larger diameter sections. This work was planned for the summer but due to funding restrictions was omitted from the recent Roofing & Staircase core works.
- The interior of the school has been refurbished as part of a rolling programme of works over the past 4-5 years; this includes the renewal of all floor coverings and the decoration of all classrooms and communal areas.

- Two of the smaller toilet blocks in the school are in need of attention; the other six have all been refurbished to a high standard over the last 7 years.
- There are a number of 'desirable' works that would improve the carbon footprint of the school and the comfort of the staff, pupils and visitors. However, these are not essential to the running of the school.
- The desirable works include the replacement of the single glazed windows, the addition of local heating controls, and the provision of LED lights.
- There are many discrepancies in the Council's building reports provided by EC Harris, which are detailed in the **Summary of Recent LBHF Reports For Sullivan and New King's Primary School** below prepared by Edward Hawkins.

#### **SUMMARY OF RECENT LBHF REPORTS FOR SULLIVAN & NEW KING'S PRIMARY SCHOOL**

- Two reports have been prepared by EC Harris for LBHF Children's Services in respect of Sullivan Primary School and these both include repair and maintenance costs for a five (5) year period.
- The recent 2013 EC Harris report for Sullivan School is much more detailed than the 2011 report. It is in fact more in keeping with the report prepared for New King's.
- A report was prepared for New King's Primary School in December 2012 and this states that £1.7 million needs to be spent on this site over the next 5 years.
- The recent 2013 report prepared for Sullivan Primary School states only £1.3 million needs to be spent on this site over the next 5 years.
- We believe the costs for the repair and maintenance of Sullivan School have been exaggerated in the recent report, by erroneously stating that the external cladding panels to Sullivan School should be replaced within the next 5 years, when in fact the wall panels are in a good condition and do not require any immediate attention.
- This single error added £380,000 to the forecast costs for the repair and maintenance of Sullivan School, equating to approximately 30% of the total expenditure forecast for this school.
- The costs forecast for the roofing works required at Sullivan School have been inflated. We know, following the recent roof tender, that a more accurate figure

for these works would be £250,000 - approximately £100,000 less than has been forecast in the recent Sullivan report.

- If these two elements of work were revised as above then the 5 year repair and maintenance cost forecast for Sullivan School comes down to £820,000, approximately 48% of the cost forecast for New King's School.
- This figure of £820,000 is much closer to our cost forecast (but it includes some of the 'desirable' non-essential elements highlighted in our report). We would also confirm that the forecast in our report is for a 10 year period.
- Comparing the report prepared for Sullivan School in December 2011 and the recent report prepared in September 2013 is difficult. Two surveyors with very different outlooks have prepared these reports, which resulted in some very different interpretations when surveying the school. There are also some significant differences in the way the reports have been formatted and within the elemental cost forecasts in each of these reports.
- In our opinion the recent report also exaggerates some of the fairly minor issues found within Sullivan School, i.e. the classroom and corridor ceilings. These ceilings do not require £30,000 to repair. There are a few isolated issues that in our opinion would cost between £2,000 and £3,000 to repair.
- This exaggeration alone accounts for 90% of the D/1 classified works contained in the recent Sullivan report, meaning it is deemed an urgent repair as the element has failed.
- If LBHF were to fund all of the works forecast in the recent Sullivan School report, they would have a school that would last for another 15-20 years without the need for any major expenditure. The school could continue with its current cyclical maintenance and refurbishment programme.
- We do not believe all of the sums forecast for Sullivan School are required in the next 5 years. Some of this money could be better spent creating the additional classrooms required to make Sullivan a two-form entry school.
- The windows and roofs to both schools require attention; however we believe the cost for the roofing and window works for New King's have been undervalued by the omission of a sum to cover the extensive scaffold costs that would be required for the repair of both of these elements.

➤ The Cabinet Member Decision (CMD), issued as part of the ~~APPRECIATION~~ ~~ON~~ ~~20~~ the proposed amalgamation of the two schools, contains some significant errors. Specifically in section 4.2, where the costs forecast for the repair and maintenance of Sullivan Primary School by the council do not match with the recent or even the 2011 EC Harris condition survey.

➤ This section of the CMD also erroneously states that Sullivan Primary School is at the end of its useful life. The recent EC Harris report fails to substantiate this claim.

**“However the New King’s building whilst in need of repair, is a prize school building...The council would provide at least £2 million in capital funding to redesign the New King’s building as a two form entry school...”**

- The evidence provided by Appendix E - **The cost of providing classrooms for a two-form entry scenario at Sullivan Primary School** show that it is much more cost-effective and less disruptive to create new permanent classes on one site then move New King’s to the Sullivan site where facilities already exist that would otherwise have to be built at New King’s School.
- With regard to New King’s Primary School we can confirm, having checked on the LBHF and the English Heritage websites and having taken legal advice, that it is not a ‘Listed Building’, nor is it a building of ‘Architectural Merit’.



**“...giving all pupils a better quality education.”**

- The Council has failed to provide stakeholders with any evidence that this proposal will provide better education.
- Council officers have confirmed in meetings that “this is not a standards issue”. We therefore believe it is not relevant to the closure proposal to have raised issues about the standard, quality or breadth of education which we offer.
- Our school improvement plan at Sullivan has enabled us to ensure that 100% of teaching and learning was good or outstanding by July 2013.
- An increasingly higher quality of education for all at Sullivan is not predicated upon a £2 million refurbishment to our building, although any additional funding is, of course, always welcome. We will continue to request that we are supported in funding an increase in our nursery provision to meet demand for places.
- The Council has failed to present any pedagogical approaches that are proven to raise standards and provide a better quality of education for the children at Sullivan.
- The quality of education children receive should be paramount to schools and local authorities.
- There is no way for Sullivan to quantify the impact that the ethos of the school and of all its stakeholders clearly has on their pupils’ welfare and achievement. However, organisational behavioural research shows the positive impact that successful cultures have on motivation and achievement.
- The children of Sullivan will not receive any better education if this proposal goes ahead. **They will go through two years of change and disruption.**

### Access and Mobility

- Sullivan School is accessible for any staff and pupils who have mobility issues.
- In the past and presently, Sullivan School has included in its community parents, children, members of staff, student teachers and visitors with varying degrees of disability.
- The nature of our building and its site has meant that we are not only completely accessible but completely inclusive, in that people with mobility issues can move around the school in exactly the same way as everybody else.
- Parking is very restricted at the New King’s site. This is not only a problem for staff in general who have to travel long distances with materials for school, but has been very important in enabling anybody who is obliged to use a car to do so without any difficulty.



**“...convert to academy status working with Thomas’ London Day Schools, a local independent school trust with an excellent reputation.”**

- We are not disputing that Thomas’ have an excellent reputation in the private education sector. However, there is no evidence from the Council that Thomas’ have the expertise and skills to work within a different educational system, working with community schools to guide, support and raise standards with very contrasting demographics and with funding levels which are not comparable.
- Thomas’ are not a registered academy sponsor.
- We have no evidence to believe that the Thomas’ London Day School’s vision for the community is the same as ours.
- Sullivan Primary School was never given a fair opportunity to put a proposal into the Local Authority.
- Sullivan Primary School has been doing everything to become a school of choice, including a relentless focus on raising the quality of teaching, learning and care and our rising numbers and high standards reflect this.
- It would be fundamentally inappropriate for Sullivan, which is a very successful school, to be a guinea-pig of Thomas’ Academy.



**“...the added benefit of releasing a school site that could be used to meet demand for secondary school places in Fulham.”**

- This is a completely separate issue.
- There are already many surplus places at local secondary schools.
- The Council should be supporting their investment by promoting the community secondary schools that are continually improving.
- Creating a new secondary free school on this site will have a huge impact on the local area and residents in an already congested and limited location.
- The demand for an additional boys’ school is coming from parents across a range of neighbouring boroughs. The Council should be working with other Councils to meet this demand so that the impact does not fall upon one particular group of primary school children.
- The Free Boys’ School (which has no track record) should not be established at the cost of a popular and well-established local school which does have a successful track record.
- The bordering residents associations for Peterborough (PRARA), Hurlingham District (HDRA) and Sullivan Court have all demonstrated their opposition to the Fulham Boys’ School Proposals to use our site due to social, environmental and moral concerns.
- From previous meetings and correspondence with the residents’ association (HDRA), the Council’s Highways Department is well aware of the serious traffic flow problems already in the Hurlingham Road and surrounding areas. The proposed site for the Free School would mean there would be an increased impact on traffic congestion in the local area throughout the day. Additional transport would include not only 800 boys but also teachers, caterers and general support staff (including staff driving to the school plus delivery vehicles).



**“To ensure continuity, existing governors at Sullivan School would be encouraged to nominate themselves for available places on the governing body of New King’s School.”**


- There is no guarantee that the Governors of Sullivan Primary would want to nominate themselves for places on the Governing Body at New King’s. The Council has managed this consultation in a way which has been damaging to the possibility of the two sets of Governors having a positive relationship.

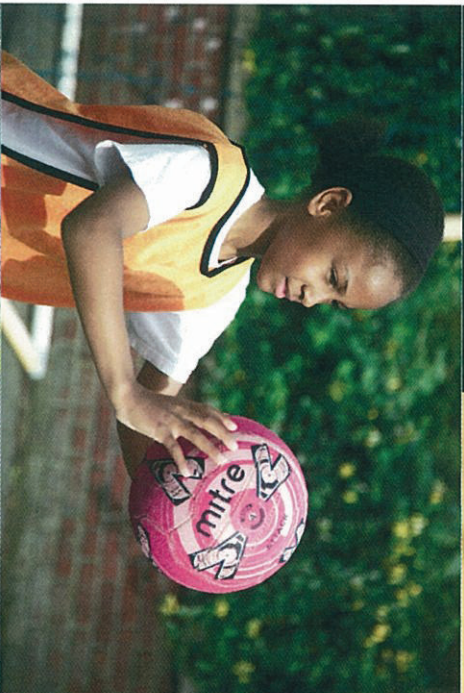
**“...many staff at Sullivan will be able to seek redeployment at the enlarged New King’s School, thereby providing as much continuity as possible for pupils at both schools.”**

- In the same way that the Council has damaged the prospects for the Governing Bodies to work together, the presentation and management of this entire consultation has seriously damaged the prospects of the two sets of staff being able to work successfully together. Sullivan staff have been told they would have to re-apply for their jobs. The concern has to be if indeed they would want to.
- Sullivan Primary School is concerned about the timescale of planning a staffing structure at the new school.
- The Council made no attempt to organise a staff consultation until they were requested to do so. During this meeting on 11<sup>th</sup> September at Sullivan, the Council officers were unable to give details about numbers of jobs available. As a consequence, staff were left uncertain and distressed about their future prospects with, and support from, the Local Authority.
- The Council’s statements are based on hope rather than fact.
- The statements give a false impression and optimism to all stakeholders that the transitional period will be timely, successful and with minimal disruption.
- Staff at Sullivan have no confidence in the arrangements put in place to plan for change and the huge disruption this will bring to both schools. There is no supporting documentation to show that adequate planning has taken place to minimise disruption to the pupils’ education or that the Council even understands the stress and difficulties the children will face through the closure, merging onto the Sullivan site and the subsequent move to the New King’s site.

**“The benefits for the two staff teams joining together include new opportunities for joint training, shared lesson planning and a wider curriculum offer with extra after school activities for pupils.”**

- The way in which the Council has managed this consultation has seriously undermined any potential for the opportunities to be actually realised. There is absolutely no evidence or models provided for a wider curriculum or additional after school activities. Sullivan School already plans and shares within its team very successfully. We supplement and enhance this through the links we have established and continue to develop with other local schools.
- Sullivan has an effective programme of CPD, both within school and with outside providers, which allows us to develop all individuals of the staff team. This has allowed us to move towards outstanding practice.
- Sullivan constantly evaluates its CPD provision and we plan for new opportunities to match the needs of our team. Our current structure allows us to do this successfully.
- Sullivan provides an extensive range of after school clubs offering the pupils from Reception to Year 6 a wide variety of experiences. There are termly options and this term there are over 250 children in attendance at after school clubs. Here is the Sullivan Autumn Term 2013 timetable of after school clubs

Monday	Whizz Kids Key Stage 1	Homework Key Stage 2	Basketball Key Stage 2		<u>Lunchtime</u> Choir Year 5 and 6
Tuesday	Street Dance Reception and Year 1	Chess Club Year 2 to Year 6	Dance Club Year 2 to Year 6	Football Fun Key Stage 2	Cookery Year 5 and 6
Wednesday	Tennis Key Stage 1	Arts and Crafts Key Stage 1	French Club Key Stage 2	Whizz Kids Key Stage 2	Cookery Year 5 and 6
Thursday	Ballet Club Reception and KS1	Movers and Shakers Key Stage 1	Gardening Club Key Stage 2	Netball Year 5 and 6	<u>Lunchtime</u> Choir Year 1 and 2



**“...would be educated on Sullivan site on a temporary basis from September 2014 to July 2015.”**

- There is no clear evidence that this work can be completed in one year.
- There is no acknowledgement or planning to reassure parents and staff that the well-being of the pupils at both schools has been considered.
- The most recent closure of Peterborough School has highlighted to us personally at Sullivan the huge impact of school closure on pupils' education and well-being. This unnecessary change would bring inevitable disruption.

**“This is to allow for a £2 million refurbishment of the New King’s site to provide state-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning.”**

- Sullivan does not need £2 million to provide excellent education and “state-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning”.
- “State-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning” is a subjective statement.
- “State-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning” is a vague statement, giving no detail of what this will mean in real terms.
- We understand that the majority of the £2 million budget would be used to repair the New King’s building and creating facilities which Sullivan already enjoys, as outlined in the EC Harris report dated December 2013.



**Option 1: The preferred option for Sullivan to remain on its site and convert to an academy with the LDBS - £780,000**

The provision of four classrooms to accommodate a two-form entry school and an additional nursery classroom.

*This would be funded by the Department for Education and applied for through the LDBS.*

**Option 2: Sullivan to amalgamate with New King's - £2,422,000**

The provision of five extra “temporary” classrooms and one nursery classroom on the Sullivan site – the conservative estimate will be £422,000 for a period of between 12 to 18 months.

To create a ‘state of the art’ school at New King’s - £2,000,000 as described by the Council – no supporting documentation to evidence this figure is achievable.

*This would be funded by the council and local taxpayer.*

See Appendix D and E.

- The costs as outlined above relate only to building works. There are numerous other costs associated with the closure of Sullivan.
- As stated previously, Sullivan has no issues managing their budget and predict sustainable growth through the expansion of their nursery provision. The LDBS have been 100% successful in their capital bids in the last six applications and fully support our strategy to expand to the nursery and two-form entry.
- The closure of Sullivan will cost the local taxpayer in excess of **£2,442,000** to achieve what can only be described as an inferior option. The use of funds to create what already exists, at another site, is a fundamentally flawed scenario and the risks of running over budget are high. In addition, Parayhouse, with its contract not due to expire for two years, adds uncertainty to the overall proposal.
- Annual maintenance at Sullivan has been projected by our surveyor at £75,000 per annum over ten years. This cost is sustainable within our budget. The predicted costs and lifespan of our site have been contested in Appendix B (Conditions Summary Report of Sullivan). It states there is no justification for the expenditure of £1,300,000 in EC Harris’ report. We therefore refute any claim that our school would not survive the next 5 to 6 years. The LDBS would be very happy and confident for Sullivan to stay on the site, not incurring any costs for major works for another 15 to 20 years.

There is no doubt that since 9th July 2013 when Sullivan was informed of the Council's school closure and site allocation proposals, the ensuing days, weeks and months proved bruising and traumatic for everyone: principally, our children, our parents, our staff and many local residents. However, within every crisis lies opportunity and we have used this worrying time, not only to mobilise our many supporters, but also to carefully crystallise our thinking about where we see Sullivan heading in the future.

Where do we see the future of Sullivan School?

- Providing an excellent caring education for our local children in the community on its current site
- Under the protective and supportive group - The London Diocesan Board for Schools (LDBS) Multi-Academies Trust
- Moving from Good to Outstanding
- Expanding to two-form entry

Sullivan School Alternative Proposal:

The Governors propose that Sullivan Primary School applies for Academy Status in partnership with the protective and supportive group The London Diocesan Board for Schools (LDBS) as part of their Multi-Academies Trust.

The benefits of the proposal are as follows:

**THE SCHOOL**

- Sullivan would become an LDBS Community Academy but would retain its own identity as Sullivan Primary School.
- This will provide the opportunity to build on all the good work and the excellent ethos already evident at Sullivan, without fear of another period of instability brought about by local council decision-making.
- The school would receive full support from the LDBS, a highly trusted, reputable and well-resourced educational charity with a proven track record. This would provide the stability and protection essential for Sullivan in its efforts to move confidently from Good to Outstanding.



- The school would retain its freedom to choose and teach its preferred diverse curriculum. The school would continue to work with two local Church of England parishes.
- The LDBS will not impose any Christian religious conditions or inspections on the school. The LDBS encourages schools to be inclusive and celebrates the rich diversity of children, families, faiths and no faith already found at Sullivan. The core ethos would remain in line with Christian principles.
- The school would continue its 100% open admissions policy, in this way continuing to serve the local community directly. Sullivan Primary would complement neighbouring school provision such as: New King's/Parson's Green Academy, Lady Margaret, Hurlingham and Chelsea and The Lycée. It would also collaborate with other LDBS schools.
- This proposal offers Sullivan (an objective it has been working towards for two years) the opportunity to expand to a two-form entry, matching its Nursery numbers to increased Reception places, and would allow the school to accommodate the ever-growing Early Years reserve list. This is in line with the Council's Schools of Choice agenda.

## THE COMMUNITY

- The LDBS would support and encourage Sullivan's long-established links with all sections of the immediate area, including residents, schools, mosques, churches and many voluntary groups. Sullivan's current role as the "hub" of a wide range of extra-curricular and community activities would grow and thrive.

## THE STAFF

- With Wendy Aldridge as Headteacher, Sullivan will retain its successful senior management structure and all existing staff, affording minimal redundancies.
- Teachers and support staff contracts would transfer directly across to the LDBS structure, retaining existing terms and conditions (including pensions and other employment rights). This avoids the threat of staff having to apply for their own jobs, which is already causing acute disruption and distress. All new staff would thereafter be appointed on the same conditions.
- Staff would benefit from a wide range of new professional development opportunities.
- The Governing Body would be fully supported through the transition and into the future by LDBS policy guidance and personnel, and many training opportunities exist which would allow the newly-formed Governing Body at Sullivan to become outstanding in its own right.

## Conclusion:

- The Council has failed to make a case that their proposal to close Sullivan School offers real or substantial gains for the children of Sullivan School or indeed New King's, either now or - as importantly - for the provision of education to children in the area in the future.
- The Council has not recognised the extent to which Sullivan is already delivering a high quality, improving and caring education to its children and the increasing attractiveness of the school to the local population.
- The Council has failed to acknowledge the considerable risk to the children's education and well-being which the transition will have. It has underestimated the challenge of supporting the children during this time. It has also not recognised how the impact and uncertainty presented to staff will make it even more difficult to support the children to the extent that they deserve.
- The proposal to dismiss all the staff and re-employ some of them is simply unacceptable in a viable school doing an exceptional job.
- The Council has failed to provide adequate and substantiated evidence to back up the premise of their proposal, including quantity of surplus places, condition of building and facilities and forecasting projected trends for the local area and the schools within it.
- The Council has not allowed Sullivan the opportunity to work with the Local Authority and other schools to create a shared vision for the future of education in South Fulham.
- The Council has never, at any time, put any of their earlier notions about rationalisation or federation on paper as formal proposals for the Governors to consider. Any discussions were conducted at a very informal and undeveloped level between professionals.
- The Council failed to give Sullivan a timeline to create future educational proposals of their own, prior to this public consultation being launched.
- The Council has shown during public consultation meetings, both at Sullivan Primary School and New King's School, that they are not able to respond fully and satisfactorily to questions from the parents, staff and public in a way that would convince us that the Council could implement the proposal to the best interests of the children.
- During the consultation, the Local Authority has used its resources and public website to respond to our description of events in a way which has been inaccurate, defensive and partisan.

**The future of Sullivan School, the best interests of the more than 300 children currently at the school and the best interests of future generations lie in Sullivan remaining open, on its current site and continuing on its wonderful journey.**

# **Appendix A**

## **E J Hawkins**

**Condition Survey and Planned  
Maintenance Schedule**

## **Condition Survey & Planned Maintenance Schedule**

Of

**Sullivan Primary School**

On behalf of

**Sullivan Primary School Board of Governors**



**Prepared by:**

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On behalf of

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**Table of Contents:**

	<b>Page:</b>
<b>1. Executive Summary</b>	<b>2</b>
<b>2. Condition Survey</b>	<b>3</b>
<b>1. Introduction</b>	<b>3</b>
<b>2. Instruction</b>	<b>3</b>
<b>3. Site, Boundaries &amp; Landscaping</b>	<b>4</b>
<b>4. Construction</b>	<b>5</b>
<b>5. Internal Layout</b>	<b>6</b>
<b>6. Windows</b>	<b>8</b>
<b>7. Electrical Elements</b>	<b>9</b>
<b>8. Mechanical Elements</b>	<b>10</b>
<b>9. Below Ground Drainage</b>	<b>11</b>
<b>10. Decorations &amp; Flooring</b>	<b>11</b>
<b>11. Emergency Lighting, Fire Doors &amp; Fire Detection/Alarm</b>	<b>11</b>
<b>12. Asbestos</b>	<b>12</b>
<b>3. Conclusion</b>	<b>13</b>
<b>Appendix A – Planned Maintenance Schedule</b>	
<b>Appendix B – Floor &amp; Roof Plans</b>	
<b>Appendix C – Photographic Schedule on DVD</b>	

## SULLIVAN PRIMARY SCHOOL CONDITION SURVEY & PLANNED MAINTENANCE

### EXECUTIVE SUMMARY

- There are no major structural issues affecting the school building.
- The school is not nearing the end of its economic life; it is in a more than satisfactory condition.
- The school building is not in need of any urgent major repair or renewal works.
- One of the two water storage tanks has failed; this is the only urgent issue needing attention in the school. This is a relatively standard replacement issue that can be undertaken without any impact on the continued running of the school.
- A large part of the roof covering was recently replaced and the two staircase cores were repaired during the summer holidays; there are now no water penetration issues affecting the school.
- The gutters to the roof are slightly undersized and it would be beneficial to replace lengths of the existing gutters and downpipes with larger diameter sections. This work was planned for the summer but due to funding restrictions had to be omitted from the recent Roofing & Staircase core works.
- The interior of the school has been refurbished as part of a rolling programme of works over the past 4-5 years; this includes the renewal of all floor coverings and the decoration of all classrooms and communal areas.
- Two of the smaller toilet blocks in the school are in need of attention; the other six have all been refurbished to a high standard over the last 7 years.
- There are a number of 'desirable' works that would improve the carbon footprint of the school and the comfort of the staff, pupils and visitors. However, these are not essential to the running of the school.
- The desirable works include the replacement of the single glazed windows; the addition of local heating controls; the provision of LED lights.

## Condition Survey and Maintenance Programme for

**Sullivan Primary School, Peterborough Road, Fulham, London SW6 3BN**

### 1. Introduction:

Mr Edward Hawkins the principle of EJ Hawkins Chartered Building Surveyors has worked with and for Sullivan Primary School for the past twelve years. Initially working as a Project Surveyor for Building Technical Services (LBHF's now defunct in-house Consultants); and more recently as a directly appointed Chartered Building Surveyor for the School.

During this time we have undertaken the phased toilet block refurbishment projects; the phased repair and renewal works to the boundary walls and fencing; the refurbishment of the Teaching Kitchen; the refurbishment and redesign of the nursery playground and the recent roof & staircase core repair works.

As such we have first-hand knowledge of the condition of the school buildings, associated grounds and boundary elements.

### 2. Instruction:

EJ Hawkins Chartered Building Surveyors have prepared this report and 10 Year planned maintenance schedule following instruction from Ms Wendy Aldridge (Headteacher) on behalf of the Board of Governors for Sullivan Primary School.

Our inspections were undertaken over a two week period in August during the 2013 School Summer Holidays.

We inspected the interior and exterior of the building, boundary walls & fences and surrounding landscaped areas. We have visually inspected the electrical and mechanical installations serving the school but have not undertaken any tests to these elements.

There is a detached School Managers House on the site but this has been excluded from the scope of this report, as we were asked to concentrate on the condition of the main school building.

All costs in the schedule are based on the works being undertaken as part of a tendered works package, not as individual work items. Unless stated they do not include professional fees or VAT.

### 3. Site, Boundaries & Landscaping:

Sullivan Primary School is located in a self-contained site, which is bounded on the north by Bells Alley and Broomhouse Road, on the South by Sullivan Court Estate, the east by Peterborough Road and to the west by Broomhouse Lane.

Pedestrian access to the school is available from Peterborough Road and Broomhouse Lane, vehicle access to the school car park is from Broomhouse Road.

The boundary around the school consists of a low level brick wall with a number of strategically placed solid brick piers, between and over which a powder coated metal fence and gates have been provided. The wall was repaired and fence replaced in phases over a four year period with the last phase of work completed in 2007. There are some movement joints within the low level brick walls, which need some fairly minor work but other than this the boundary elements were found to be in a good condition.

The school has three playground areas plus an extensive soft landscaped area along the Peterborough Road boundary.

- There is a separate playground for nursery and reception children, which was recently refurbished and completed during the 2012 summer holidays.
- There is a tarmac covered playground between the connecting 'Admiral' corridor, infant and junior halls and the soft landscaped area along Peterborough Road.
- The main playground is located on the Broomhouse Lane side of the school between the three main sections of the school. This playground contains specialist play equipment (a 'Gym Trail'), with areas of 'wet pour' safety flooring around the equipment and a covered timber seating structure. Areas of the surface in the main playground along the base of the 'junior' side of the school were in the process of being renewed as this survey was being undertaken.

There are numerous London Plane & Lime trees within the school site that require regular pollarding and maintenance. None of these trees or their roots is currently causing any problems for the school. However, in our opinion there are too many trees within the school site and the removal of 25% of these trees would be beneficial to the school.

There is evidence of some historic repairs to the concrete car park surface; there are no current issues evident within this area.

**We would confirm that there were no major issues evident during our survey requiring urgent attention or significant sums of money to be spent on the hard or soft landscaped grounds or boundary elements.**



#### 4. Construction:

Sullivan School is a concrete panel (cavity wall) system building with an internal steel portal frame, it was built in the early 1950's, opening to the public in 1952. The steel columns are concealed within the depth of the cavity wall but the majority of the open lattice beams supporting the roof are exposed at ceiling level.

In the late 1980's a major refurbishment of the external concrete panel system was undertaken to the entire school, by the then Inner London Education Authority. This work incorporated the replacement of the external concrete panels, the addition of cavity insulation and the renewal of the original panel fixings with stainless steel fixings. There are no issues affecting the external panels to the cavity wall.

The inner skin to the cavity walls is formed in brickwork and dense concrete blockwork, with an internal plaster finish.

The school has a large flat roof that measures approximately 2,640m<sup>2</sup> in area. The main roof deck is constructed from reinforced concrete; originally this had an asphalt roof covering laid directly on the concrete. The roof is formed in distinct areas, as can be seen on the roof plan in appendix B.

The original roof covering was overlaid with a felt covering approximately 15-20 years ago, at the same time approximately 50-90mm of insulation was provided to the roofs over the teaching areas. Sections of this roof covering were starting to fail and the school were allocated £70,000 by LBHF Children's Services to remedy the worst affected areas.

This remedial work to the roof was undertaken during the recent school holiday and was completed just before the children returned to school. An area of approximately 460m<sup>2</sup> of felt was renewed, with isolated patches provided where deemed necessary. This new roof covering has been provided with a 15 year insurance backed guarantee.

The guttering to the various roofs is slightly undersized and during extremely heavy rainfall water can over flow the gutters in specific areas. This issue would be relatively easy to remedy and could be undertaken in phases should funding be an issue, an allowance of £20,000 would cover the cost of these works.

The School had originally planned for the whole of the roof to be renewed this summer, including upgrading the thermal insulation and replacing and enlarging the gutters. However, the tender costs received for the full package were between £215,000 - £249,000 excluding VAT. These works were reduced in size as they exceeded the funds available to the school. We have therefore made an allowance in the planned maintenance schedule for

the renewal of the remainder of the roof covering. We have also made an allowance in the schedule for the renewal of the skylights and roof vents (serving the communal corridors and toilet blocks) in the future, while these elements are aged they are still serviceable for a number of years.

Historically the two staircase cores serving the upper floor to the north wing have suffered with water penetration at high level, through the parapet walls, render coverings and coping stones. To resolve these issues a package of remedial works was undertaken and completed in conjunction with the roof works during August 2013. This work included the renewal of the roof coverings to the two staircase cores, the renewal of the parapet wall copings, repair of the render coatings isolated areas of pointing and the replacement of approximately 100 delaminated bricks. The walls were also treated with two coats of brick seal, to prevent any further water ingress through the brickwork.

The plaster to the ceilings and walls needs to be allowed to dry out before any internal repair and decoration works are undertaken by the school.

**We would confirm that following the recent remedial works there were no structural or water penetration issues affecting the school building.**

##### **5. Internal Layout:**

The school has been constructed in a 'U' shape. The teaching areas located in the two wings (North & South) with the school admin offices, staff room and staff toilets located in the corridor connecting the 'infant' to the 'junior' teaching areas. The school has sufficient classrooms, toilet facilities etc. to accommodate a one and half form entry (45 pupils per year).

The majority of the school building is single storey in height, with only the north section (adjacent to Broomhouse Road) being constructed with a second storey level. The three halls serving the school (Dining, Infants & Junior Hall) are all double storey in height but do not have an intermediate floor, these halls are located at the east end of the north & south teaching wings.

The nursery, reception and year 1/2 classrooms (infants) are located in the south wing. This single storey area also contains numerous breakout teaching areas; stores and other smaller rooms; plus separate infant girl's and boy's toilet facilities. The infant toilet facilities were refurbished approximately 5 years ago in 2008. All of these infant classrooms were recently refurbished as part of the school's rolling programme, during the last four years.

The nursery area contains a separate mixed sex toilet facility for the nursery ages pupils. These are serviceable but are now approaching the end of their economic life, so an allowance has been included in the planned maintenance schedule for the refurbishment of this element.

The 'Junior/KS2' classrooms are located in the north wing; these classrooms span two floors with three classrooms located on the upper floor. The ground floor of the north wing contains the classrooms for years 2, 3, 4 & 5; separate girl's and boy's Junior toilets; a number of breakout teaching areas; the school's main IT suite; some store rooms and the two staircase cores leading to the upper floor and school car park. The junior pupil toilet facilities were refurbished approximately 6 years ago in 2007. All of the classrooms have been refurbished as part of the school's rolling programme during the last four years.

There are some fairly minor issues affecting the ceiling boards in three of the junior classrooms, these board edges simply need to be refixed to the ceiling timbers. Other than this fairly minor matter there are no other issues affecting this area of the school.

The 'Admin' wing runs north to south connecting the two teaching areas. The three school halls are accessed from this admin corridor and the lobbies at either end of the corridor. The north lobby contains the main entry point for visitors to the school and the school reception area; the Head teacher's and Deputy Head teacher's offices; and also provides access to the Dining and Junior halls. The south lobby provides access to the Infant hall and nursery playground.

The single storey corridor between the two lobbies provides access to the staff room; staff and disabled/visitor toilet facilities; and a number of Support & Admin offices. The staff room, kitchen and staff toilets were refurbished approximately 3 years ago in 2009. The visitors/disabled toilet block are now showing their age and are in need of attention. An allowance has been included in the planned maintenance schedule for the refurbishment of this area.

There is a single area on the ceiling where one of the boards has become partially detached from the timber framing above, this like the ceiling in the upper floor classrooms is not serious and can be remedied fairly easily with a few well placed screws.

The floor coverings to the Infant, Junior & Admin wings were all renewed this summer, as part of the schools on-going maintenance programme.

The school have a 'Teaching Kitchen' in the Dining Hall. This was constructed less than two years ago and is used for teaching the pupils and their some of the parents how to cook nutritious health foods on a budget. This kitchen has been set up with twin sinks, fridges,

cookers, hobs and worktop spaces for this specific purpose. The Dining Hall was decorated and received new flooring approximately 3 years ago.

The junior hall was decorated and the floor covering renewed approximately 5 years ago. The infant hall was decorated 3-4 years ago, the floor covering is in a good condition but starting to show its age, it will probably be in need of replacement in 7-8 years.

The school has a commercial kitchen that provides dinners for this and at least one other school. The flooring and wall coverings in this area have recently been renewed and the kitchen was in good working order when inspected with no major issues anticipated.

**We would confirm that there are no major issues evident affecting the school kitchen, teaching areas, pupil halls, communal areas, staff or pupil toilet facilities.**

## **6. Windows:**

Some of the windows serving the school are the original single glazed metal Crittal windows. The windows have not been painted or repaired in the last 12 years. The Council have neglected to undertake any cyclical maintenance to these windows for as long as we have been dealing with the school. They are now overdue for redecoration.

These windows while still serviceable were deemed to pose a health and safety risk and to be close to the end of their economic life. As such Children's Services on behalf of LBHF Council commenced a programme of window replacement works for Sulivan School in 2009.

This initial phase of works included the installation of new aluminium double glazed windows and doors to the ground floor south side of the north wing and the south facing windows to the upper level classrooms; specifically to deal with a number of health and safety concerns.

A second phase of window replacement works was undertaken in 2012 to the south facing elevation windows serving the nursery and Infant classrooms. The second phase of windows included the installation of uPVC double glazed units, not aluminium to match the first phase.

Both sets of replacement windows are a vast improvement over the original single glazed units. What is needed is for the remainder of the original windows to be replaced, and this should ideally be undertaken in a phased manner over the next 2-3 years.

We would confirm that while the remaining original windows are thermally poor and approaching the end of their economic life, they do not currently pose a health and safety risk to the staff, pupils or visitors to the school. The replacement of these windows with double glazed units is required for the improved comfort of the users and to help reduce energy usage in the school, not on health & safety grounds as was the case with the first phase of work.

We believe the second phase of replacement windows, the uPVC double glazed units to the Foundation & Key Stage 1 classrooms, contravenes the grant of Planning Permission for the phased replacement of the school windows, dated 29<sup>th</sup> July 2009. LBHF Planning Department never grant permission for a single building, such as a school, to install replacement windows with different frame materials. It is our opinion that a n error was made when the second phase of window replacement works were tendered, and a cheaper uPVC window was installed, without obtaining permission from the Council's planning department for the additional change of material.

An allowance has been made in the planned maintenance schedule for the phased replacement of the remaining single glazed Crittal windows. However, while this is desirable it is not essential to the running of the school.

Should any further window replacement works take place this would negate part or all of the £70,000 cost we have allowed in the schedule for decorating and repairing the Crittal windows\*.

#### **7. Electrical Elements:**

The power and lighting distribution systems run from the main intake room on the ground floor of the north wing, to local distribution boards in each area of the school. The power and lighting cables are contained in metal trunking and conduits running from the distribution boards to the local light or power sockets. The system is regularly inspected and tested and there are no current issues affecting the electrical system.

Sections of the electrical system including lights and small power have been renewed & upgraded over the past few years, as areas throughout the school have been refurbished.

The lighting throughout the corridors and classrooms is provided by the older style fluorescent tube fittings, some of these are showing their age with discolouration of the diffusers, but still remain serviceable for a number of years.

In the refurbished toilet areas newer 'D' lamp fittings with motion sensor controls have been installed.

We would confirm that the commencement of a planned programme of works to replace the lights in the school with modern LED units incorporating daylight and motion sensors, would be beneficial to the school. Specifically in regards to improving the schools carbon footprint and reducing the cost of providing light within the school. While this would be desirable it is not essential to the running of the school.

We would also confirm that it would be desirable for the local distribution boards to be renewed, in a phased manner as funds allow. An allowance for the renewal of the distribution boards has been included in the latter years of the planned maintenance schedule.

**The electrical distribution system is in good working order with no known issues. It may be desirable but it is not currently necessary or essential to replace the electrical wiring and lighting serving the school.**

#### **8. Mechanical Elements:**

The school has a separate boiler house, located in the basement below the main school kitchen. This area contains the boilers and water storage tanks providing heating and hot water to the school. The heating system in the school is run through the original steel barrel pipework, which is in good working order.

One of the hot water storage tanks (Clorifiers) providing hot water to the kitchen, toilets and staff room has failed; the other is of a similar age and could also fail in the near future. The system is currently coping with only one tank. However, we would recommend the replacement of the failed unit immediately. The other should be renewed within two years. The failed tank would cost approximately £6,000 to replace.

One of the three boilers serving the school is quite old, it is still operational but we would recommend its replacement within the next two years, at a cost of £15,000. The other two boilers are not as old and are still working satisfactorily; we estimate they will require replacement in five to seven years.

The replacement of all three boilers with newer efficient units would of course be beneficial to the school, reducing their carbon footprint and heating and hot water running costs.

There are no other issues affecting the heating system.

There is however a general lack of control of the heating throughout the school. A few of the radiators have been upgraded but the majority of the original radiators are lacking local control, via thermostatic radiator valves. We would also confirm that the classrooms and corridors do not have any thermostats regulating the heat output from the radiators in these areas.

The provision of localised heating controls (TRV's & thermostats) would be beneficial to the occupants and combined with the replacement of the less efficient boilers would also help improve the schools carbon footprint. An allowance has been made in the planned maintenance schedule for the provision of heating controls throughout the school, again this is desirable not essential to the running of the school.

Mechanical ventilation/extract to the boiler house, kitchen and toilet blocks are in good working order and we believe they meet current regulations.

#### **9. Below Ground Drainage:**

There are no known issues affecting the below ground drainage system. All drains are currently clear and free flowing.

#### **10. Decorations & Flooring:**

Internal decorations should in our opinion be undertaken on a 5-7 year rolling programme. The last decoration works being completed approx. 12 months ago, we estimate the next phase will be due to commence in 2 years, to the Infant Hall and sections of the main access corridors.

The renewal of the older floor covering within the school was completed this summer, and as such the flooring if maintained regularly should be satisfactory for at least the next 10 years. Some areas that were replaced in the first phases of the programme would need to be reviewed in six to eight years and might require renewal at that time.

#### **11. Emergency Lighting, Fire Doors & Fire Detection/Alarm:**

The school is provided with suitable emergency lighting to enable the users to evacuate the building in the case of a fire. There were no issues identified with the positioning or working of the emergency light provision.

The school is provided with suitable fire doors to the classrooms, staff room, Kitchen and main offices. These doors are on self-closing mechanisms with intumescent strips and smoke brushes that were in full working order when inspected.

Some of the doors in the corridor and halls are on double action hinges, these doors should be adapted to single swing action hinges with suitable fire rated door stops.

There are also a number of smaller breakout rooms, storage areas and converted offices/meeting rooms that lack 30 minute fire check doors, approximately 8 doors in total.

A programme of door replacement works should be instigated to rectify these issues.

There are also a couple of new partition walls where the fire rating could be improved, by the provision of additional layers of plasterboard. While these issues were not included in the most recent report by the council's fire officer we have made an allowance in the attached schedule to deal with these door and partition issues.

The school is fitted with a fire alarm and detection system. This is regularly maintained and tested. There were no issues identified with the fire alarm or detection system.

## **12. Asbestos**

Given the school's age it would be surprising if the school didn't contain some asbestos material. The school have an Asbestos Register, provided by the Local Authority, identifying & confirming the location and condition of the asbestos containing material within the school.

Following a review of the Asbestos Register and our inspection of the school we believe the majority of the asbestos containing material has either been encapsulated, sealed or remains in a location where it is unlikely to be disturbed or damaged.

The only exception to this is the asbestos containing material on the walls to the boiler house. This area is infrequently accessed and anyone entering this area is informed of the location and condition of the asbestos material before they enter this area to undertake any works, so as to prevent any issues arising. This is the reason why the water ingress to the basement has been allowed to continue by LBHF Children Services, who are responsible for the repair of the external structure.

It would be beneficial to the school if this material was removed from the Boiler House by the Local Authority.



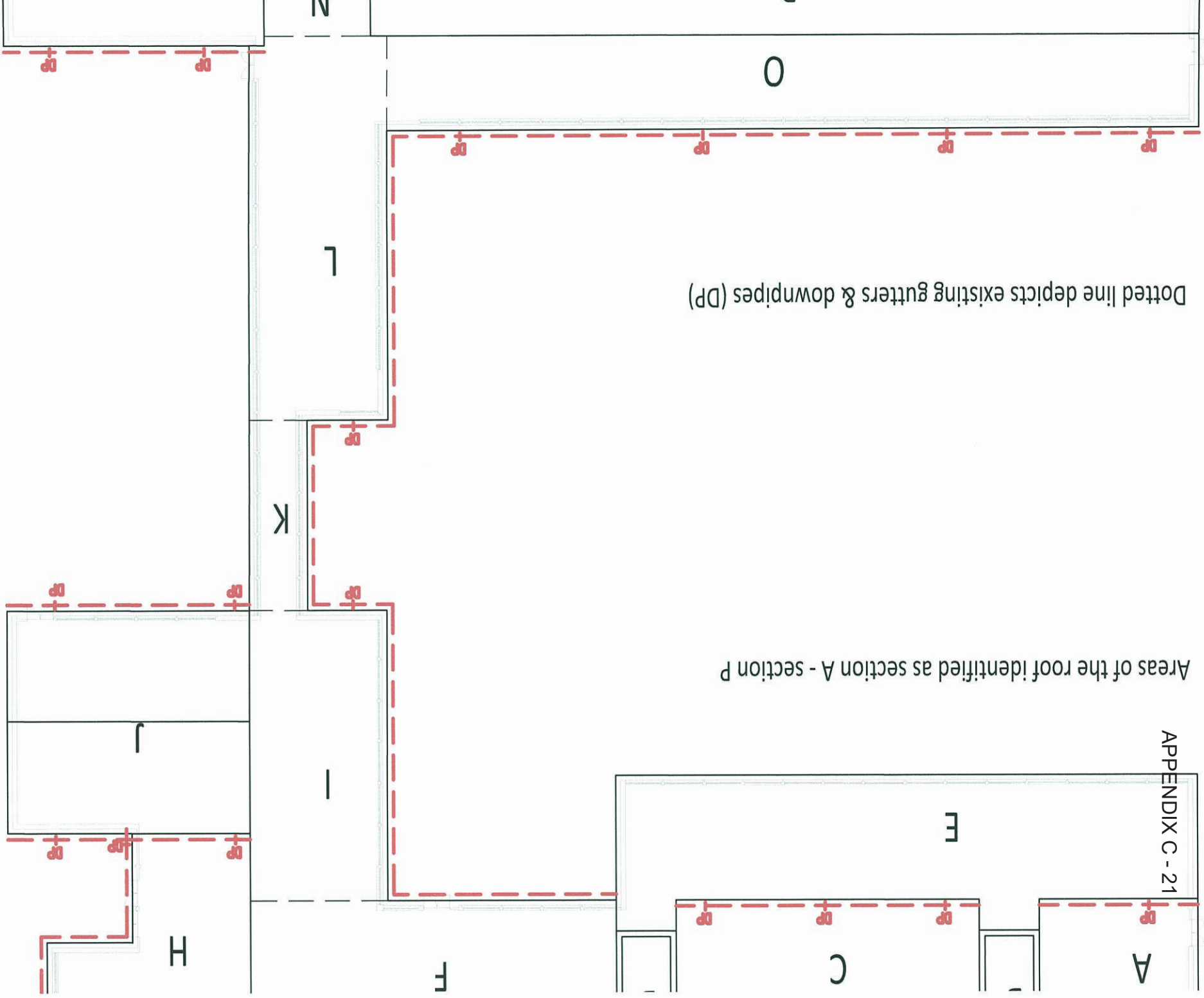
**SURVEY CONCLUSION:**

- There are no significant structural issues affecting the school building.
- Sullivan School is in a good condition decoratively and structurally.
- Approximately £750,000 needs to be spent over the next 10 years to maintain Sullivan Primary School at its current standard.
- The largest single cost element for the school would be the continued renewal of the roof and skylights at approximately £260,000; this work is no longer urgent but should be allowed for in a phased manner to spread the cost.
- An additional £570,000 would be required to provide the school with the 'Desirable' elements, i.e. replacement double glazed windows; LED lighting; and TRV's & local heating controls.
- The £750,000 would be reduced by approximately 10% should the council continue the with the phased window replacement works, as we have allowed for the external decoration and repair of the remaining Crittal windows.
- The maintenance issues affecting the school are not unusual nor are they excessively expensive given the size and configuration of the school.
- The replacement of the failed water storage tank is in our opinion the only 'Urgent' work required.
- There are a few minor issues with the ceiling boards that any competent builder could remedy inexpensively.
- The phased renewal of the boilers with more efficient boilers is highly recommended.
- We would also recommend the refurbishment of the Nursery & Visitors/Disabled toilet blocks.

**Condition Survey & Planned Maintenance Schedule**  
**Sullivan Primary School**

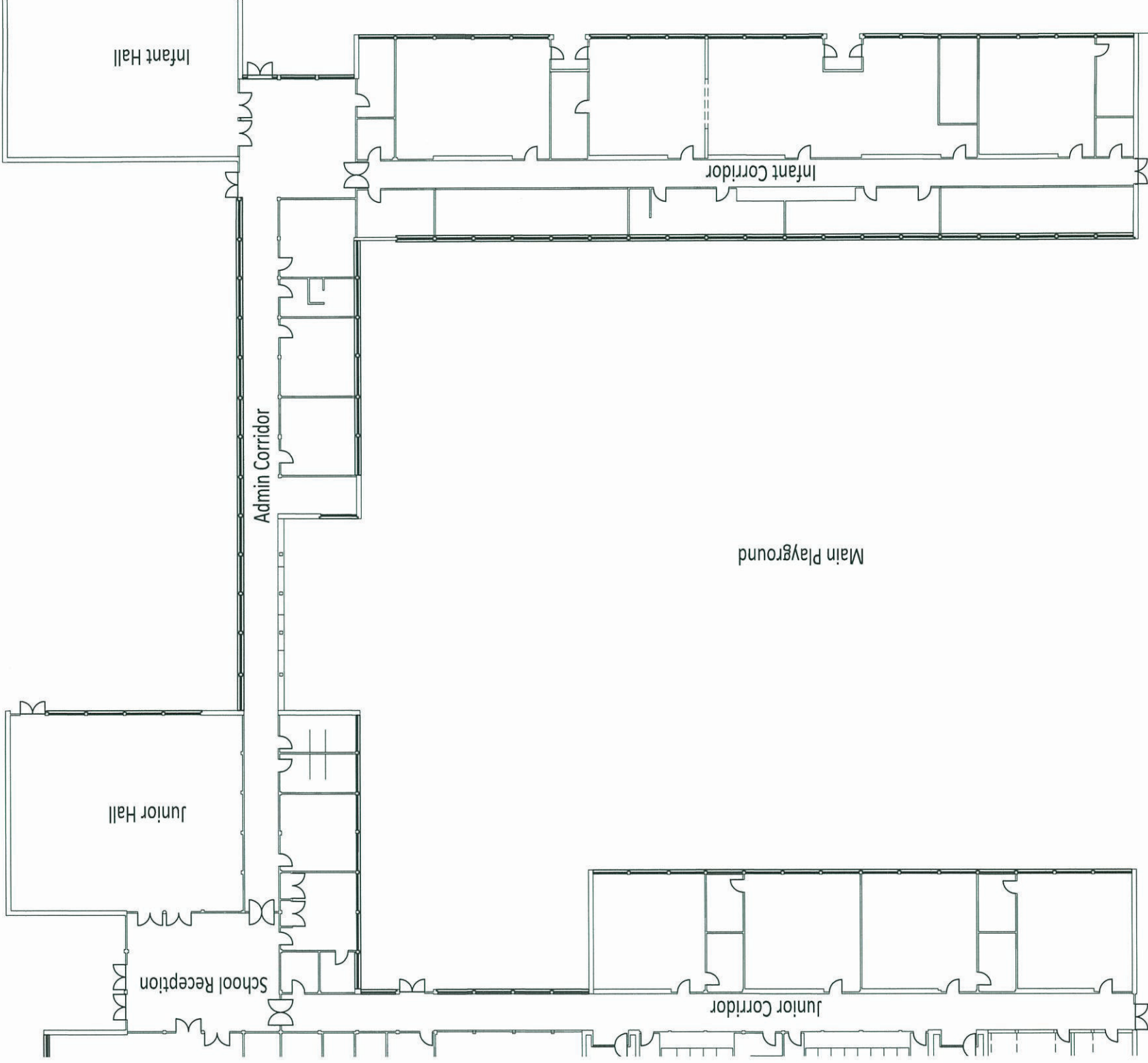
**Appendix A**

**Planned Maintenance Schedule**



1:300  
1:200  
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Small Playground



**Condition Survey & Planned Maintenance Schedule**

**Sullivan Primary School**

**Appendix B**

**Floor & Roof Plans**

Ref:	Building Element	Maintenance Task	Frequency	Urgent	1	2	3	4	5	6	7	8	9	10
	<b>EXTERNAL AREAS</b>													
1.00	<b>Roofs</b>													
1.01	Roof Covering	Phased renewal of roof coverings	Once			70,000.00		70,000.00		70,000.00				
1.02	Roof Skylights & Vents	Phased renewal of skylights & vents	once			10,000.00		10,000.00		6,000.00				
1.03	Roof gutters	Renewal of plastic gutters and downpipes	Once			10,000.00		5,000.00		5,000.00				
1.04	Fascias	Decorations to fascias	Once			2,000.00		1,000.00		1,000.00				
1.05	<b>Roofs</b>	<b>Summary of repair costs</b>		-	-	92,000.00	-	86,000.00	-	82,000.00	-	-	-	-
2.00	<b>External Elevations</b>													
2.01	Brickwork	Brickwork repointing & repairs	As required						2,500.00			2,500.00		
2.02	Coping Stone	Renewal of low level coping stones	2 years						1,400.00			1,400.00		
2.03	Windows & fascias *	External decoration & repair	10 years		70,000.00									
2.04	Doors	Decorations to timber doors	5 years						1,000.00					1,000.00
2.05	Aluminium Doors & Frames	Maintenance of door springs & closer	2 years			500.00		500.00		500.00		500.00		500.00
2.06	External Lights	Renew light fittings	once					3,500.00					1,500.00	
2.07	<b>External Elevations</b>	<b>Summary of repair costs</b>		-	70,000.00	4,000.00	-	4,000.00	4,900.00	500.00	-	4,400.00	1,500.00	1,500.00
3.00	<b>Boundaries</b>													
3.01	Tarmac pathways	Renew tarmac surfaces	As required				2,000.00		2,000.00			2,000.00		
3.02	Concrete Paving Slabs	Take up and relay concrete paving slabs	As required					2,000.00					2,000.00	
3.03	Movement joints	Rake out and renew mastic to movement joints	As required					1,500.00						1,500.00
3.04	Site Entrance Gates	Maintenance of automatic gates	Annual		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
3.05	Site Entrance Gates	Renewal of automatic openers to gates	As required						5,000.00					5,000.00
3.06	<b>Boundaries</b>	<b>Summary of repair costs</b>		-	1,000.00	2,500.00	3,000.00	3,000.00	8,000.00	1,000.00	1,000.00	3,000.00	3,000.00	7,500.00
4.00	<b>Landscaping</b>													
4.01	Tarmac to car park	Isolated repairs to tarmac	As required						2,000.00					
4.02	Tarmac to playgrounds	Isolated repairs to tarmac	As required					4,000.00			4,000.00		4,000.00	
4.03	Trees	Maintenance of trees	bi-annually			2,000.00		2,000.00		2,000.00		2,000.00		2,000.00
4.04	Soft landscaping	Maintenance of soft landscaped areas	Annual		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
4.05	<b>Landscaping</b>	<b>Summary of repair costs</b>		-	1,000.00	3,000.00	1,000.00	7,000.00	3,000.00	3,000.00	5,000.00	3,000.00	5,000.00	3,000.00
	<b>EXTERNAL AREAS</b>	<b>Summary of Costs</b>		-	72,000.00	101,500.00	4,000.00	100,000.00	15,900.00	86,500.00	6,000.00	10,400.00	9,500.00	12,000.00

Ref:	Building Element	Maintenance Task	Frequency	Urgent	1	2	3	4	5	6	7	8	9	10
	<b>INTERNAL AREAS</b>													
5.00	<b>Infant Classrooms &amp; South Wing</b>													
5.01	Decorations	Decorations to walls and ceilings	5 years			4,200.00		4,200.00	4,200.00	4,200.00	4,200.00	5,000.00		4,200.00
5.02	Flooring	Renew floor coverings	10 years					5,000.00						8,000.00
5.03	Doors	Replace doors with FD 30 doors	Once			2,800.00								
5.04	Door Frames	Adapt door frames to single swing	Once		2,400.00									
5.05	Partition Walls	Increase fire protection to partitions	Once			2,200.00								
5.06	Nursery Toilets	Refurbish Nursery Toilet block	Once				22,000.00							
5.07	<b>Infant Classrooms &amp; South Wing</b>	<b>Summary of repair costs</b>		-	2,400.00	9,200.00	22,000.00	9,200.00	4,200.00	9,200.00	4,200.00	5,000.00	-	12,200.00
6.00	<b>Junior Classrooms &amp; North Wing</b>													
6.01	Decorations	Decorations to walls and ceilings	5 years			5,000.00		7,000.00	7,000.00	7,000.00	7,000.00	5,000.00		5,000.00
6.02	Flooring	Renew floor coverings	10 years					5,000.00						8,000.00
6.03	Doors	Replace doors with FD30 doors	Once			800.00								
6.04	Door Frames	Adpat door frames to single swing	Once		2,200.00									
6.05	Ceilings	Repair ceiling boards	Once		240.00									
6.06	<b>Junior Classrooms &amp; North Wing</b>	<b>Summary of repair costs</b>		-	2,440.00	5,800.00	-	12,000.00	7,000.00	12,000.00	7,000.00	5,000.00	-	13,000.00
7.00	<b>Admin Corridor &amp; Lobbies</b>													
7.01	Decorations	Decorations to walls and ceilings	5 years			3,000.00			3,000.00				3,000.00	
7.02	Flooring	Renew Floor coverings	2 years								4,000.00			4,000.00
7.03	Doors	Replace doors with FD30 doors	Once		2,200.00									
7.04	Ceilings	Repair ceiling boards	Once		120.00									
7.05	Disabled/Visitors Toilet	Refurbish toilet block	Once				18,000.00							
7.06	<b>Admin Corridor &amp; Lobbies</b>	<b>Summary of repair costs</b>		-	2,320.00	3,000.00	18,000.00	-	3,000.00	-	4,000.00	-	3,000.00	4,000.00
8.00	<b>Infant, Junior &amp; Dining Halls</b>													
8.01	Decorations	Decorations to walls and ceilings	7 years					7,000.00		7,000.00	7,000.00			
8.02	Flooring	Renew flooring to Infant Hall	10 years					12,000.00						
8.03	Flooring	Renew Flooring to Junior Hall	10 years							12,000.00				
8.04	Flooring	Renew Flooring to Dining Hall	10 years										12,000.00	
8.05	Teaching Kitchen	Maintenance of kitchen units and appliances	As required			1,000.00			1,000.00			1,000.00		
8.06	<b>Infant, Junior &amp; Dining Halls</b>	<b>Summary of repair costs</b>		-	-	1,000.00	-	19,000.00	1,000.00	19,000.00	7,000.00	1,000.00	12,000.00	-
	<b>INTERNAL AREAS</b>	<b>Summary of Cost</b>		-	7,160.00	19,000.00	40,000.00	40,200.00	15,200.00	40,200.00	22,200.00	11,000.00	15,000.00	29,200.00

Ref:	Building Element	Maintenance Task	Frequency	Urgent	1	2	3	4	5	6	7	8	9	10
	<b>M&amp;E SERVICES</b>													
9.00	<b>Mechanical Works</b>													
9.01	Hot Water Storage (x2)	Renew Clarifier	Once	6,000.00			6,000.00							
9.02	Boilers (x3)	Renew Boiler	Once			12,000.00			15,000.00		15,000.00			
9.03	Pumps	Renew Pumps	Once			3,500.00			3,500.00		3,500.00			
9.03	<b>Mechanical works</b>	<b>Summary of repair costs</b>		6,000.00	-	15,500.00	6,000.00	-	18,500.00	-	18,500.00	-	-	-
10.00	<b>Electrical Works</b>													
10.01	Distribution Boards (x3)	Renew local distribution boards	Once				3,500.00		3,500.00		3,500.00			
10.02	Lighting to classrooms	Renew light fittings	As required				1,500.00		1,500.00		1,500.00			1,500.00
10.03	Lighting to common areas	Renew light fittings	As required				1,000.00		1,000.00		1,000.00		1,000.00	
10.04	Fire Alarm	Maintenance of fire alarm system	Annual		1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00
10.05	<b>Electrical Works</b>	<b>Summary of repair costs</b>		-	1,500.00	1,500.00	7,500.00	1,500.00	7,500.00	1,500.00	7,500.00	1,500.00	2,500.00	3,000.00
	<b>M&amp;E SERVICES</b>	<b>Summary of Cost</b>		6,000.00	1,500.00	17,000.00	13,500.00	1,500.00	26,000.00	1,500.00	26,000.00	1,500.00	2,500.00	3,000.00



Ref:	Building Element	Maintenance Task	Frequency	Urgent	1	2	3	4	5	6	7	8	9	10
11.00	<b>Desirable Works - Non Essential</b>													
11.01	Windows	Replace single glazed windows	Once			120,000.00	120,000.00	120,000.00	70,000.00					
11.02	Heating Controls	Provide radiators with TRV's & areas with Thermostats	Once			15,000.00	15,000.00	15,000.00						
11.03	LED Lighting	Provide new LED Lighting to Classrooms	Once			14,000.00	14,000.00	14,000.00	14,000.00					
11.04	LED Lighting	Provide new LED Lighting to Common areas	Once				10,000.00	10,000.00	10,000.00					
11.05	<b>Desirable Works - Non Essential</b>	<b>Summary of repair costs</b>		-	-	149,000.00	159,000.00	159,000.00	94,000.00	-	-	-	-	-
12.00	<b>TOTAL COSTS</b>	<b>Summary of Annual Cost</b>		6,000.00	80,660.00	286,500.00	216,500.00	300,700.00	151,100.00	128,200.00	54,200.00	22,900.00	27,000.00	44,200.00

Summary of costs over 10 year period for Sulivan Primary School

Item	Building Element	Urgent	1	2	3	4	5	6	7	8	9	10	10 Year Total
	<b>External Areas</b>												
1.0	Roof	-	-	92,000.00	-	86,000.00	-	82,000.00	-	-	-	-	260,000.00
2.0	External Elevations	-	70,000.00	4,000.00	-	4,000.00	4,900.00	500.00	-	4,400.00	1,500.00	1,500.00	90,800.00
3.0	Boundaries	-	1,000.00	2,500.00	3,000.00	3,000.00	8,000.00	1,000.00	1,000.00	3,000.00	3,000.00	7,500.00	33,000.00
4.0	Landscaping	-	1,000.00	3,000.00	1,000.00	7,000.00	3,000.00	3,000.00	5,000.00	3,000.00	5,000.00	3,000.00	34,000.00
	<b>Total for External Areas</b>	-	<b>72,000.00</b>	<b>101,500.00</b>	<b>4,000.00</b>	<b>100,000.00</b>	<b>15,900.00</b>	<b>86,500.00</b>	<b>6,000.00</b>	<b>10,400.00</b>	<b>9,500.00</b>	<b>12,000.00</b>	<b>417,800.00</b>
	<b>Internal Areas</b>												
5.0	Infant Classrooms & South Wing	-	2,400.00	9,200.00	22,000.00	9,200.00	4,200.00	9,200.00	4,200.00	5,000.00	-	12,200.00	77,600.00
6.0	Junior Classrooms & North Wing	-	2,440.00	5,800.00	-	12,000.00	7,000.00	12,000.00	7,000.00	5,000.00	-	13,000.00	64,240.00
7.0	Admin Corridor & Lobbies	-	2,320.00	3,000.00	18,000.00	-	3,000.00	-	4,000.00	-	3,000.00	4,000.00	37,320.00
8.0	Infant, Junior & Dining Halls	-	-	1,000.00	-	19,000.00	1,000.00	19,000.00	7,000.00	1,000.00	12,000.00	-	60,000.00
	<b>Total for Internal Areas</b>	-	<b>7,160.00</b>	<b>19,000.00</b>	<b>40,000.00</b>	<b>40,200.00</b>	<b>15,200.00</b>	<b>40,200.00</b>	<b>22,200.00</b>	<b>11,000.00</b>	<b>15,000.00</b>	<b>29,200.00</b>	<b>239,160.00</b>
	<b>M&amp;E Services</b>												
9.0	Mechanical Works	6,000.00	-	15,500.00	6,000.00	-	18,500.00	-	18,500.00	-	-	-	64,500.00
10.0	Electrical Works	-	1,500.00	1,500.00	7,500.00	1,500.00	7,500.00	1,500.00	7,500.00	1,500.00	2,500.00	3,000.00	35,500.00
	<b>Total for M&amp;E Services</b>	<b>6,000.00</b>	<b>1,500.00</b>	<b>17,000.00</b>	<b>13,500.00</b>	<b>1,500.00</b>	<b>26,000.00</b>	<b>1,500.00</b>	<b>26,000.00</b>	<b>1,500.00</b>	<b>2,500.00</b>	<b>3,000.00</b>	<b>100,000.00</b>
11.0	Cost for Essential Works	6,000.00	80,660.00	137,500.00	57,500.00	141,700.00	57,100.00	128,200.00	54,200.00	22,900.00	27,000.00	44,200.00	756,960.00
11.0	Desirable Works - Non Essential	-	-	149,000.00	159,000.00	159,000.00	94,000.00	-	-	-	-	-	561,000.00
12.0	<b>Total Cost including non essential works</b>	<b>6,000.00</b>	<b>80,660.00</b>	<b>286,500.00</b>	<b>216,500.00</b>	<b>300,700.00</b>	<b>151,100.00</b>	<b>128,200.00</b>	<b>54,200.00</b>	<b>22,900.00</b>	<b>27,000.00</b>	<b>44,200.00</b>	<b>1,317,960.00</b>

**Condition Survey & Planned Maintenance Schedule  
Sullivan Primary School**

**Appendix C**

**Photographic Schedule on DVD  
& Contact sheets**



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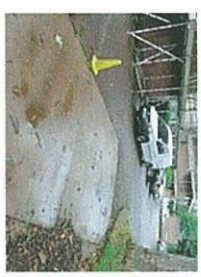
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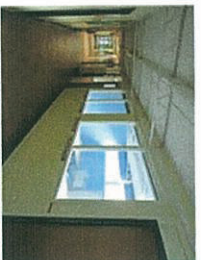
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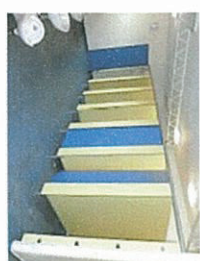
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# **Appendix B**

**EC Harris**

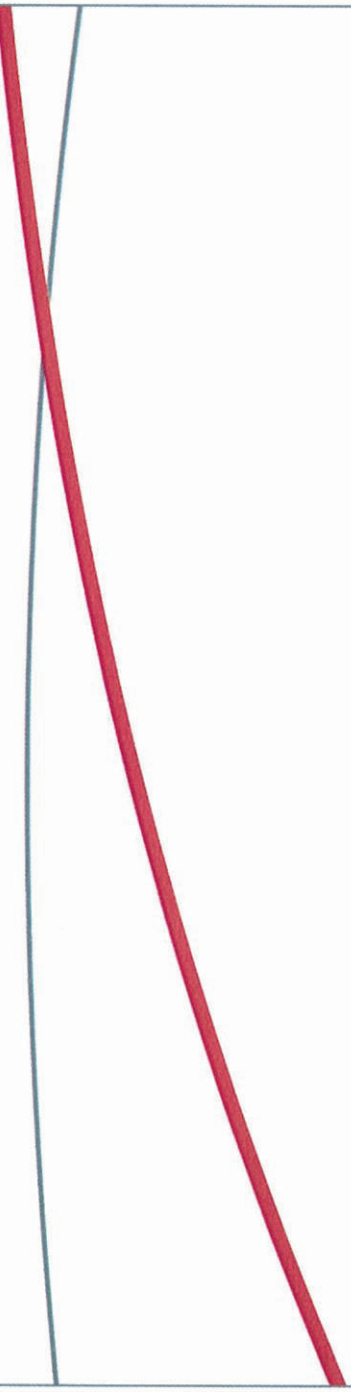
**Conditions Summary Report at**

**Sullivan**

London Borough of Hammersmith and Fulham

# Condition Summary Report at Sullivan Primary School

16 September 2013



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## Version control

Issue	Revision No.	Date Issued	Description of Revision: Comment	Reviewed by:
Keith Levy	1	16/9/2013	Minor Amendments	Euan Leslie

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2

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**Contents**

1	Introductions.....	4
1.1	Survey Methodology.....	4
1.2	Weather.....	4
1.3	Cost & Property Reports.....	4
2	Condition Summary.....	5
2.1	Main School Building.....	5
2.2	External.....	5
2.3	Internal.....	7
2.4	Mechanical Services.....	9
2.5	Electrical Services.....	10
3	Block Data.....	13
3.1	Main School Building.....	13
4	APPENDICES.....	14
4.1	Appendix A: Limitations of the Survey.....	14
4.2	Appendix B: Condition Survey Schedules.....	15
4.3	Appendix C: Floor Plans.....	25
4.4	Appendix D: Photographic Schedule.....	27



## 1 Introductions

EC Harris were appointed by London Borough of Hammersmith and Fulham Children's Services Department in August 2013 to update and expand on a Condition Summary Report of Sulivan Primary School originally prepared in October 2010. The school was resurveyed during week commencing 26 September 2013 by the following:

Building Surveyor: Keith Levy  
Building Services Engineer: Patrick Castello

### 1.1 Survey Methodology

The surveys comprised visual inspections completed by a suitably experienced Building Surveyor and Mechanical and Electrical Engineer. The surveys were undertaken during normal working hours.

Drainage, landscaped areas, electrical substation structure near school entrance, Premises Manager House, including garden and adjoining sheds are excluded from this report. The North basement area was inaccessible at time of inspections and therefore is also excluded.

The School was occupied during inspections and many surfaces were obscured by fixtures, fittings and stored items. We cannot confirm if these areas are free from defects.

The surveys completed were non-intrusive and generally carried out from ground level. Photographs were taken internally and externally and are available on request. Select photographs are contained within Appendix D.

EC Harris have not been provided any health and safety documentation prepared for the School prior to undertaking inspections.

### 1.2 Weather

The weather conditions were generally dry and clear at time of the inspections.

### 1.3 Cost & Property Reports

Summaries are set out in Section 4 with full Condition Survey Schedules included in Appendix B. The costs indicated are estimates based on current rates for similar School maintenance projects. The estimated costs shown include provision for access, contractor preliminaries overheads and profit.

The condition survey ratings indicate the condition of the building element and priority of the work recommended as follows:

<b>Condition</b>	<b>Priority</b>
A = Good	1= Immediate (<1 year)
B = Fair	2= Urgent Priority 2 (1-2 years)
C = Poor	3= Urgent Priority 3 (3-5 years)
D= Life Expired	4= Non-Urgent (>5 years)

Data in Section 4 has been broken down in the table to show the costs according to urgency and years.

## **2 Condition Summary**

### **2.1 Main School Building**

#### **2.1.1 General Description**

Sullivan Primary School was built in 1952 and is situated approximately 0.5 miles South of Parsons Green Tube Station.

Sullivan Primary School comprises North and South Wings with East Connecting Link, North and South Halls, North Kitchen/Canteen, two Playground Areas (East and West) and South Play Area. Two brick stairwells serve the North Wing and provide access to first floor areas of the School.

### **2.2 External**

#### **2.2.1 Roofs**

A majority of roof coverings have been viewed from ground level only, so the assessment of condition is limited accordingly. Roof coverings have been visually inspected from elevated positions such as from School windows where possible.

Roofs are believed to be concrete, originally weathered with mastic asphalt. School roofs have been overlaid with bituminous felt and a majority of existing roof coverings are estimated to be at least 10 years of age. Roofs are generally flat, although some buildings are served by shallow pitched roofs.

Felt overlay roofing works were in progress at time of inspection to the North East portion of the School. Roof coverings to stairwells have been considered to have been renewed or overlaid as scaffolding was erected to these areas at time of inspections.

A majority of existing roof coverings we have inspected appear to be in a poor condition and are blistered and weathered. There is also evidence of water ingress internally. We recommend existing roof coverings are replaced within two years in order for School buildings to remain maintain wind and watertight. Should budget allocations not be available, roof patch repairs should be completed as a matter of urgency. It is important to note, in stripping and replacing existing roof coverings, it is a requirement under the Building Regulations to install insulation. This will improve thermal properties of roof structures and have the added benefit of reducing heating costs for the School.

Existing fascias are painted profiled metal and existing soffits consist of painted boards. The paint coatings to these elements are failing and metal elements are in-part corroded. As installation of insulation is required under the Building Regulations in renewing the roof coverings, this will result in an increase in depth to the roof surface. Therefore, new fascias are required to be installed to accommodate the increase in depth. We recommend existing fascias and soffits are capped with PVC given their current condition avoiding the requirement for on-going cyclic redecoration works.

If existing roof coverings on close inspection can provide a satisfactory substrate for roof overlay works, or, if less than 50% of the existing roof coverings are stripped and replaced; installation of insulation will not be required in these areas resulting in potential roof cost savings up to 40%.

#### **2.2.2 Rainwater Goods**

Rainwater goods consist of half round PVC gutters and PVC downpipes.

Gutters and downpipes are UV faded and leaking in various locations indicated by organic staining to joints. A build-up of debris was recorded within the gutters and gutter sections were noted not to be securely fixed due to loose and/or missing brackets. Isolated PVC downpipes are broken at bases where penetrating ground level.

Given the size of the roofs, rainwater goods are undersized and are unable to deal with high volumes of water. Due to this fact and given their age, rainwater goods should be replaced during roof replacement works.

### **2.2.3 School Building Masonry**

Masonry to a majority of School buildings is concrete with external insulated pre-cast concrete cladding panels. We understand that external cladding panels were replaced around 1989, so are in better condition that they would have been if still original. However, they would have been built to the lower Building Regulations standards in place at the time, and will now be nearing the end of their economic life with regard to condition and performance of weathering and insulation. Ideally, therefore, they should be programmed for replacement in the next 3-5 years. The North Wing is served by two brick-built stairwells providing access to first floor areas.

School buildings appear structurally sound and external cladding is generally in a good condition. Rust staining was recorded beneath waste bins to East Connecting Link and organic/pollution staining in isolated locations. There is slight cracking to low level concrete structure and mortar in isolated areas that should be repaired. Brick built stairwells to the North Wing are in a fair condition and mortar to brick joints is friable in various locations. Mortar renewal works should be completed within 5 years.

Steps leading to basement and surrounding walls are in a fair condition and isolated repairs should be carried out within the next 3 years.

### **2.2.4 Structural Frame**

Structural frames serve School buildings and no apparent defects were recorded at our site inspection.

### **2.2.5 Windows**

Windows generally consist of original single glazed steel Crittall windows and newly installed double glazed PVC units. Original windows whilst remaining largely in good repair, have reached the end of their expected life cycle and require replacement. Some window mechanisms are not operational, putties are defective and there are isolated cracked panes of glass. Continued maintenance of original windows may prove costly and their poor thermal properties result in high heating costs for the School. It is our opinion the original windows should be replaced with new double glazed PVC units within the next 3 years forming part of a continued window replacement programme.

### **2.2.6 Doors**

The School is served by painted timber doors, steel doors with single glazed panels and PVC and aluminium doors incorporating double glazed units.

Steel doors appear to be operational and generally well maintained although, given their age, poor thermal properties and continued cost to maintain, should be replaced within 3 years.

Timber doors are in a reasonable condition although given their age and continued cost to maintain and redecorate should also be replaced as above.

### **2.2.7 External Areas**

Asphalt, concrete and macadam hard standings are on the School grounds including a number of paved areas and a tiled undercroft to the South Wing. Generally surfaces are in a fair condition for

their age although defects were identified. There is root damage to playground areas and hard standings. In addition, paved areas are weathered, subject to settlement and individual pavements are cracked. Defective elements should be repaired or renewed.

There are various brick walls on the School grounds including a brick boundary wall with piers that in-part surrounds the School curtilage which is in a fair condition. Mortar to brick joints is friable in various locations and numerous vertical cracks were noted. Sealant to expansion joints is missing or has reached the end of its life. Friable mortar should be renewed, cracks repaired and sealant to expansion joints injected or replaced within the next 2 years.

Low level brick surrounds are located to the hard standing North of the Canteen and are in a poor condition. Friable mortar and loose bricks identified should be repaired and made good. Additional waterproofing works may be required in these areas in order to mitigate water ingress into basement areas.

A bin enclosure North of the site (adjacent the basement staircase) is in a poor condition with heavily spalled brickwork subject to organic and efflorescence staining. Mortar to this structure is friable in locations and concrete coping stones are heavily spalled. Friable mortar, spalled brickwork and coping stones should be renewed within the next 2 years. We also recommend a damp proof membrane is laid beneath coping stones during repair works preventing water ingress that causes staining.

There are brick walls with concrete coping stones to the School entrance path and East of the small playground separating the garden of the Premises Manager's House. These walls are in a poor condition with heavily spalled brickwork subject to organic and efflorescence staining. Mortar to these walls is friable in locations and concrete coping stones are heavily spalled. Friable mortar, spalled brickwork and coping stones should be renewed within the next 2 years. We also recommend a damp proof membrane is laid beneath coping stones during repair works preventing water ingress that causes staining.

Timber play apparatus, decking, fencing etc. on the School grounds is generally in a good condition although should form part of a cyclic redecoration programme and have regular health and safety checks.

## **2.3 Internal**

### **2.3.1 Ceilings**

Ceilings throughout the School generally comprise painted fibre boards. Isolated plasterboard ceilings serve various rooms such as the Music Room and Junior Toilets. Stairwell blocks provide painted plaster ceilings.

Generally ceilings throughout the School are in a fair to poor condition and are continuing to deteriorate due to continued water ingress via the roof. There is cracking to ceiling board joints and ceiling boards are bowing in various areas.

In many locations, it is evident ceiling board fixings are failing presenting a significant health and safety risk due to potential of ceiling boards falling from height. Evidence of failing ceiling board fixings is widespread throughout the School. Ceiling board failure was particularly apparent within first floor areas of the North Wing and areas of the South Wing, notably in proximity to Mrs Christine Baxter's Learning Centre Office and Mrs B Aldridge's Office. In addition, bowing ceiling boards were noted within the North Wing in proximity to Rooms No.7 and 8. It is important to note, we recommend a detailed survey of all School fibre board ceilings is completed in order to determine their integrity. This detailed survey should include provision of access equipment in order to assess high level areas and, it may be a requirement for intrusive/investigatory works to be carried out. A refurbishment Asbestos Survey (intrusive) will be required in order for this to be completed.

In view of the above and subject to a detailed survey, we recommend loose/failing fibre board ceilings are over-boarded with plasterboard. If more than 50% of existing ceilings are dry lined with

plasterboard, thermal properties of this element may be required to be upgraded as to comply with the Building Regulations.

Damaged plaster within stairwell blocks should be renewed. These works should be completed immediately and further to undertaking of roof covering replacement works or patch repairs in order to stop the continuing leaks.

Evidence of water ingress was recorded in numerous locations throughout the School, in particular beneath roof lights which has affected plaster finishes.

Embedded corroded steelwork was identified within the basement ceiling. Ideally steelwork and surrounding materials should be exposed, treated and repaired in-situ. If steelwork is beyond means of repair, a suitably sized replacement will be required. Temporary structural props are required to be in place during completion of these repairs. It is important to note, additional repairs may be identified as required in completing exposure works within the Basement.

### **2.3.2 Walls**

Internal finishes to external walls comprise painted plastered masonry. Generally, internal walls are timber stud plasterboard partitions and timber stud plywood partitions. Glazing is incorporated within a number of partitions throughout the School and there is limited evidence supporting that some of these glazed elements are suitably toughened.

Blown and water damaged plaster is evident in various locations due to water ingress via the failing roof coverings. Evidence of continued water ingress within basement areas is widespread and there is corroded embedded steelwork within the ceiling.

In summary walls were generally noted to be in a fair condition although basement areas should be tanked to prevent continued water ingress.

We perceive significant health and safety risks given construction of the partitions and recommend a Health and Safety Risk Assessment Report and Fire Risk Assessment is carried. Recommended works within these reports should be carried out.

### **2.3.3 Floors**

Floors are believed to be of concrete construction. There are a mixture of floor coverings throughout the School including, vinyl, carpet, ceramic tile and monolithic finishes. Floor coverings are generally in a good condition and many have been replaced in recent years. There are isolated locations where existing floor coverings have reach the end of their life and require replacement.

We recommend condition of floor coverings is monitored and replaced as and when required.

### **2.3.4 Doors**

Internal doors comprise painted flush faced timber units and painted steel doors. Some doors incorporate Georgian wire glazed panels. Boarded doors with hollow cores were also noted. The doors are largely served by overhead door closers.

Internal doors appear to be in a reasonable order although there are some health and safety concerns in regard to fire safety.

It was noted a majority of doors did not have cold smoke or intumescent seals installed. Door closers were generally in place, although some were recorded as missing. In addition, boarded doors with hollow cores would not provide for adequate protection in the event of a fire. Moreover, glazed panels incorporated into doors appeared not to be suitably toughened.

We recommend existing doors are maintained and for a Fire Risk Assessment and Health and Safety Risk Assessment be completed including for all recommended works detailed within these reports to be carried out.

### **2.3.5 Sanitary Fittings**

Nearly all sanitary fittings throughout the School have been replaced and are in good condition. New fittings should be maintained and the isolated old fittings replaced.

## **2.4 Mechanical Services**

### **2.4.1 Heating**

The existing heating boiler plant consist of 2 no. cast iron floor standing, Beeston Berkley, gas fired, atmospheric boilers, each rated @256kW output. The boilers where last replaced in 2001. The boilers supply low temperature hot water (LTHW) heating circuits and provide heating to cast iron column radiators in common circulation areas. The boilers also serve floor mounted natural convectors in class rooms and assembly hall.

The boiler plant, circulation pumps, valves and other associated equipment are all located within the basement boiler room and visually appear to be well maintained and in a satisfactory condition, commensurate with age and no major works are envisaged over the next 5 years other than routine maintenance. Environmental controls is provided by via a wall mounted Landis & Gry - SIGMAGYR control Unit, which offers optimisation. A wall mounted manual selector boiler sequencer, is also installed. The basement boiler room is served by mechanical ventilation system which is interfaced with the boiler plant to assist combustion; the installation is in fair condition but requires duct work maintenance cleaning.

Generally, the heating distribution pipework formed part of the original mechanical services installation and visually, appears to be in fair condition commensurate with age their age.

### **2.4.2 Hot Water Services (HWS) Generation**

Domestic hot water for the kitchen, class rooms and toilet areas is provided by 1no floor standing no. gas fired atmospheric boiler, as manufactured by Ideal Standard Concord, with rated output of 73.2kW; within the basement boiler room. The date of manufacture is unknown but we would expect the boiler to be approximately 20 years old. The installation also consist of storage cylinder and circulation pump. A wall mounted 7-days electronic time switch controls the HWS programme operation.

The storage cylinder has recently been replaced, but the boiler and pump have reached end of their economic life and replacement should be considered within the next 2-3 years; based on the Chartered Institute of Building Services Engineers (CIBSE) Guide M Appendix 13.A1 Indicative life expectancy table.

The installation also consist of thermostatic mixing valves (TMVs) installed in all toilet and class sink areas.

### **2.4.3 Distribution Pipework**

The existing mild steel heating distribution pipework formed part of the original heating installation. Generally the existing pipework is exposed to view and appears to be in fair condition for its age.

However, we would recommend within the next five years, sections of the existing steel pipework are stripped out and a visual internal inspection is carried out.

#### **2.4.4 Heat Emitters**

The common and circulation areas, the heating is provided by cast iron type radiators, complete with wheel head radiator valves. The class rooms and assembly hall are served by tubular heating coils and natural convectors; we did also note a few recently installed wall mounted electrical convector heaters.

The existing cast iron radiators formed part of the original mechanical services installation and visually appear to be in fair condition for their age.

#### **2.4.5 Valves and Cocks**

Generally, the valves & cocks form part of the original mechanical services installation and visually appear to be in fair condition for their age. However, has part of improvement works, consideration should be given to installing new thermostatic radiators valves (TRV) to all cast iron radiators, throughout the school building. Also, the installation of automatic gas isolation solenoid system within the basement boiler room, incorporating all necessary safety interlocks including main isolating valve, solenoid valve, thermal links and gas knock-off should be considered within two years.

#### **2.4.6 Cold Water Services**

The cold water storage tanks and other associated equipment are all located within the roof top plant enclosure, consisting of 3 no. GRP tanks each of 7,500 litres storage capacity and visually appear to be well maintained and in a satisfactory condition, commensurate with age and no major works are envisaged over the next 5 years other than routine maintenance.

#### **2.4.7 Ventilation**

Generally ventilation is provided by a mixture of wall, window and roof mounted, ventilation units, complete with individual controllers, including the recently refurbished toilets.

The main kitchen area is provided with central canopy, c/w mechanical extract ventilation system. It was noted that all the kitchen catering equipment are electrical powered. Whilst the date of installation is unknown, visually the installations appeared to be in satisfactory condition.

Fire fighting protection is provided by fire extinguishers, all appear to be regularly maintained and visually in good condition. The above ground drainage appears to be in satisfactory condition and there are no reported issues. Other that frequent water ingress in the basement boiler room, which likely to be connected with fabric defect.

The gas supply and distribution pipe work installation in the boiler room is visually in satisfactory condition. No major works are envisaged in the next 5 years, other than the previously recommended installation automatic gas isolation solenoid system. Planned maintenance work should include the correct painting/labelling of gas pipe work above each heating boiler.

No further mechanical services installed at this building.

### **2.5 Electrical Services**

#### **2.5.1 Low Voltage Distribution System**

The incoming supply consists of a 200A three phase and neutral (TPN) service (via sub-station in the car park), which feeds a conventional busbar chamber which in turns feeds local miniature circuit breaker (MCB) type distribution board.

The main power isolator and switch fuses in A008 electrical intake room (main corridor), appear to have been installed circa 25 years ago and appear to be well maintained and in a satisfactory condition commensurate with age. The installation also includes recently installed MEM distribution boards for ITC and breakfast club areas, PVC steel wired armoured cabling and galvanised steel trunking containment.

Separate surface mounted lighting and power distribution boards are located in storage areas/cleaner cupboards on the ground and first floor areas, appear to have been installed circa 25 years ago and appear to be well maintained and in a satisfactory condition, commensurate with age.

The school should ensure that unauthorised stored materials are removed from the intake areas.

The all electrical catering equipment is connected to power distributions located in the main kitchen A006, appear to have been installed circa 10 years ago and appear to be well maintained and in a satisfactory condition commensurate with age.

The installation had its last periodical inspection in September 2010 and installation reported to be satisfactory with no outstanding recommended remedial works. However, it was noted that no rubber matting was provided in the in electrical intake room, no circuit charts and poor labelling, recommended remedial work are carried out during routine maintenance. No major works are envisaged in the next 5 years other than routine maintenance.

The sub main distribution system includes surface run SWA/PVC cabling concealed within the surface conduit, is circa 25 years old and in satisfactory condition commensurate with age. Local distribution switch fuses are generally 63A single phase and neutral (SPN) are circa 25 years old and appear to be in a satisfactory condition, commensurate with age.

### **2.5.2 Lighting**

The lighting installation to the teaching and common areas consists of a mixture of surface and suspended linear fluorescent fittings with polycarbonate diffusers and surface mounted compact fluorescent units; installed circa 20 years ago, are in satisfactory condition commensurate with age. Complete replacement should be considered within the next 5 years, including the introduction of energy efficient LED luminaires with controls.

The building has recently been provided with stand-alone, non-maintained bulk head emergency lighting fittings, alone the escape routes, the installation appear to be in a satisfactory condition with no major works envisage within the next 5 years other than routine maintenance.

The external lighting fittings are mainly 2D type and appear to be in an acceptable condition.

### **2.5.3 Power**

Small power cabling is general provided by surface mounted twin/single individual switched socket outlet and appear in satisfactory condition with no major works envisage within the next 5 years other than routine maintenance.

### **2.5.4 Fire Alarm**

The fire alarm system is in circa 10 to 15 years old, and consists of a Gent Xenex conventional fire alarm main and repeater panels, detectors, call points, sounders and bells. Whilst these appear in a satisfactory condition commensurate of its age, it is recommended that a modern fully addressable analogue fire alarm system, protecting to category L3 standard, which includes designated escape routes and plant room area within the building is installed within the next 2 years.



**2.5.5 Security and Communication**

The CCTV system includes fixed external colour cameras, monitoring and recording equipment, appear in a satisfactory condition. The installed intruder alarm system, appear in satisfactory condition. The individual access control devices are fitted to the site entrance gates and main building entrance doors. The installations appear to be in acceptable condition and no major works are envisaged within the next 5 years, other than other than routine maintenance.

Telephone, Ethernet (LAN) and Wi-Fi communications all appear to be in an acceptable condition.

**2.5.6 Lightning Protection**

The testing and inspection of the installed lightning protection system is out of dated and requires annual renewal.

No further electrical services installed at this building.

**2.5.7 Premise Manager House**

Not inspected during survey. However, advised that replacement gas fired condensing boiler has been installed within past 5 years (boiler located within bedroom), no reported issues with the central heating and hot water installation. It was also, reported that the property was electrical rewired approximately 12 years ago, no reported issues with the electrical installation.

### 3 Block Data

#### Main School Building

Element	Priority	Cost
Roofs (Replacement)	C/2 = 1-2 years	£350,000.00
Rainwater Goods	C/2 = 1-2 years	£15,000.00
External School Building Masonry	C/2 = 1-2 years	£3,500.00
External School Building Masonry	C/3 = 3-5 years	£380,000.00
External School Building Masonry	B/3 = 3-5 years	£12,500.00
Structure (Basement)	D/1 = <1 year	£3,500.00
External Windows	C/3 = 3-5 years	£200,000.00
External Doors	B/3 = 3-5 years	£4,250.00
External Decorations (School Building Elements)	B/2 = 1-2 years	£2,500.00
Internal Finishes	D/1 = <1 year	£30,000.00
Internal Finishes	C/3 = 3-5 years	£7,500.00
Internal Finishes	C/2 = 1-2 years	£15,000.00
Internal Finishes	B/4 = 5+ years	£25,000.00
Sanitary Fittings	C/2 = 3-5 years	£2,500.00
External Areas	C/2 = 1-2 years	£9,500.00
External Areas	B/3 = 3-5 years	£40,500.00
External Areas	C/3 = 3-5 years	£15,000.00
External Areas	D/1 = <1 year	£1,250.00
Mechanical Services	C/2 = 1-2 years	£30,000.00
	Improvement (TRV's)	£8,000.00
Electrical Services	C/2 = 1-2 years	£41,200.00
	C/3 = 3-5 years	£92,000.00
	B/4 = 5+ years	£5,000.00
		Total D/1 = £34,750.00
		Total C/2 = £464,200.00
		Total C/3 = £694,500.00
		Total B/2 = £2,500.00
		Total B/3 = £57,250.00
		Total B/4 = £30,000.00
		Improvement = £8,000.00
<p><b>Estimate Total over 5 Years Prioritised According to Condition Grading = £1,291,200.00 (Excluding Professional Fees and VAT)</b></p>		

## **4 APPENDICES**

### **4.1 Appendix A: Limitations of the Survey**

The surveys have comprised visual inspections by suitably experienced Surveyors and Engineers, carried out during normal working hours. Surveys have been non-intrusive and generally carried out at ground level. Surveys have been carried out with a view to establishing condition ratings for the major building elements together with estimated costs for budgeting and planning purposes only. The surveys did not examine the presence of asbestos, or check to establish compliance with all current statutory regulations, nor audit disabled access provision or general health and safety issues, other than to highlight concerns where noted, for further investigation.

## 4.2 Appendix B: Condition Survey Schedules

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Roofs	Flat and Pitched Roofs	PUR Insulation	Main School(excluding roof areas recently renewed)	N/A	2	2	Thermal properties required to be upgraded to comply with Approved Building Regulation Document Part L dependant on factors detailed in item 2.2.1.	Install	Install as part of re-roofing works	Inc.
	Roofs	Flat and Pitched Roofs	Bituminous Felt Roof Coverings	Main School (excluding roof areas recently renewed)	C	2	2	Where inspected, weathered roof coverings and widespread blistering. Isolated internal leaks. Existing roof coverings are estimated to be 10+ years old	Replace	Replace existing roof covering with insulated bituminous felt system under 20 year guarantee	£325,000.00
	Roofs	Weathering Details	Felt Upstands	Main School (excluding roof areas recently renewed)	C	2	2	Weathered, de-bonding from substrate and failed sealant at abutments	Renew	Replace existing roof covering with felt system under 20 year guarantee	Inc.

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Roofs	Weathering Details	Lead Flashings	Main School	C	2	2	Missing flashings	Install	Chase and lead wedge Code 3 milled lead flashings	£15,000.00
	Roofs	Eaves	Fascias and Soffits	Main School	C	2	2	Failing paint coatings and corrosion to metal surfaces	Over-clad	Cap with PVC	Inc.
	Roofs	Rooflights	Rooflights	Main School	C	2	2	Existing materials suspected to be weathered and beyond repair. Water leaks identified internally	Replace	Replace with polycarbonate	£10,000.00
	Rainwater Goods	Rainwater Goods	PVC Gutters, Downpipes, Hoppers, Brackets etc.	Main School	C	2	2	UV faded, under-sized for size of roofs. Isolated broken downpipes, missing or otherwise defective brackets	Replace	Replace with suitably sized PVC gutters, downpipes, hoppers etc. including for all associated components	£15,000.00
	External School Building Masonry	Structure	Coping Stones	Stairwell Blocks to North Wing	B	4	5+	Understood to have been re-bed on fresh mortar	None	Understood to have been re-bed on fresh mortar	
	External School Building Masonry	Structure	Cavity Brick	Stairwell Blocks to North Wing	B	3	4	Mortar beginning to become friable	Renew	Re-point brick joints to match existing	£10,000.00

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	External School Building Masonry	Structure	External Pre-cast Concrete Cladding Panels	Main School	C	3	3	Nearing end of economic life, installed c.1989	Replace to improve long term weathering and thermal performance	Replace	£380,000
	External School Building Masonry	Structure	Concrete and Mortar	Main School	B	3	4	Slight cracking to concrete and failing mortar at low level. Rust and staining to surfaces	Repair and clean	Repair cracked concrete and mortar. Remove rust and other staining	£2,500.00
	External School Building Masonry	Structure	Steps and Surrounding Walls leading to Basement	Main School	C	2	2	Existing surfaces weathered and deteriorating	Repair	Renew mortar to basement step walls and undertake repairs to steps	£3,500.00
	Structure	Structural Steelwork	Steelwork	Main School (Basement)	D	1	>1	Corroded embedded steelwork to ceiling/soffit	Repair	Expose steel and surrounding surfaces, treat and repair. Provisional cost shown.	£3,500.00
	Structural	Structural Frame	Steelwork or Reinforced Concrete	Main School	B	4	5+	No significant defects	Monitor	Monitor	

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	External Windows	Windows	Painted Steel Crittall Single Glazed Windows	Main School	C	3	3	Poor thermal qualities, failing paint coatings, surface corrosion, failing putties and isolated defective mechanisms	Replace	Replace with double glazed windows	£200,000.00
	External Windows	Windows	Double Glazed PVC Windows	Main School	A	4	5+	No significant defects	Monitor	Recently replaced	
	External Doors	Doors and Glazed Screens	Painted Timber and Metal	Main School	B	3	3	Poor thermal qualities, putties weathered, surface deterioration and failing paint coatings	Replace	Replace	£4,250.00
	External Doors	Doors	Powder Coated Steel	Main School Entrance	A	4	5+	No significant defects	Monitor	Recently replaced	
	External Decorations	Previously Decorated School Building elements with exception of Doors, Windows and Eaves that are to be replaced or capped	Previously Decorated elements including timber Lightning Protectors	Main School including Veranda to West Elevation of South Wing	B	2	2	Failing paint coatings	Redecorate	Redecorate	£2,500.00

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Internal Finishes	Ceilings	Fibre Boards	Main School	D	1	<1	Failing fibre ceiling boards	Over-board Failing Areas	Overboard failing areas with plasterboard, skim and redecorate	£30,000.00
	Internal Finishes	Ceilings	Plasterboard	Main School	A	4	5+	No significant defects	Monitor	Recently replaced	
	Internal Finishes	Floors	Various Finishes	Main School	B	4	5+	Generally no significant defects	Monitor	Most floor coverings replaced or in good condition	
	Internal Finishes	Floors	Various Finishes	Various Rooms within Main School including small rooms adjoining Kitchen	C	3	5+	Floor coverings tired	Replace	Replace	£7,500.00
	Internal Finishes	Walls	Painted Brick	Basement Main School (excluding North area)	C	2	2	Continued water ingress affecting finishes	Tank	Tank to Grade 3	£15,000.00
	Internal Partitions	Walls	Stud Partition	Main School	B	2	2	Generally no significant defects although potential health and safety risks identified	Undertake works to comply with statute	Undertake recommended works in Fire Risk Assessment and Health and Safety Risk Assessment	No Cost Shown



Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Internal Doors	Doors	Various	Main School	B	2	3	Generally no significant defects although potential health and safety risks identified	Undertake works to comply with statute	Undertake recommended works in Fire Risk Assessment and Health and Safety Risk Assessment	No Cost Shown
	Internal Finishes	Previously Decorated Surfaces	Various	Main School	B	4	5+	Paint coatings reasonable although tired in places	Redecorate	Redecorate	£25,000.00
	Kitchen Facilities	Fittings	Stainless Equipment	Kitchen	B	4	5+	No significant defects	Monitor	Recently replaced	
	Kitchen Facilities	Surfaces	Floors to Main Kitchen Areas and Walls	Kitchen	A	4	5+	No significant defects	Monitor	Recently replaced	
	Sanitary Services	Toilet Fittings	Toilet Cubicles	Main School	A	4	5+	No significant defects	Monitor	Recently replaced	
	Sanitary Services	Toilet Fittings	Pans and Cisterns	Main School	A	4	5+	No significant defects	Monitor	Recently replaced	
	Sanitary Services	Toilet Fittings	Pipework / Traps	Main School	B	4	5+	No significant defects	Monitor	Recently replaced	

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Sanitary Services	Toilet Fittings	Wash Basins and Taps	Main School	A	4	5+	No significant defects	Monitor	Recently replaced	
	Sanitary Services	Sanitaryware and Fittings Not Replaced	Pans, Cisterns, Wash Basins and Taps etc.	Main School	C	2	2	Approaching life expiry	Replace	Replace	£2,500.00
	External Areas	Masonry	Bin Enclosures	Main School	C	2	2	Friable mortar. Heavily spalled brickwork and concrete coping stones. Staining	Repair	Re-point brick joints. Replace defective bricks. Lay dpc prior to replacing coping stones. Remove staining	£3,000.00
	External Areas	Masonry	External Walls	Main School	C	2	2	Friable mortar. Spalled brickwork and concrete coping stones. Vertical cracking to brickwork. Defective or missing sealant to expansion joints. Staining	Repair and Clean	Re-point brick joints. Replace defective bricks. Lay dpc prior replacing coping stones. Repair vertical cracks with Helibars. Remove staining	£6,500.00
	External Areas	East Playground	Asphalt	Main School	B	3	3	Root damage and localised degradation to surface	Repair	Undertake localised repairs	£3,500.00

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	External Areas	West Playground	Asphalt	Main School	B	3	3	Root damage and localised degradation to surface	Repair	Undertake localised repairs	£6,000.00
	External Areas	General Areas	Asphalt, Concrete and Macadam	Main School	B	3	3	Root damage and localised degradation to surface	Repair	Undertake localised repairs	£3,000.00
	External Areas	South Play Area	Macadam and Soft Play Surface	Main School	B	4	5+	No significant defects	Monitor	Recently replaced	
	External Areas	Entrance Hard Standing	Concrete	Main School	B	3	3	Cracked cast in-situ concrete	Repair	Break out and renew defective areas	£500.00
	External Areas	Staff Car Park	Concrete /Tarmac	Main School	B	4	5+	No significant defects	Monitor	Some areas recently renewed	
	External Areas	Paved Areas	Paving	General Areas	B	3	3	Lifting and settlement to paved areas. Cracked paviments	Repair	Take up and re-bed settled paving slabs and replace cracked or otherwise defective paviments	£15,000.00
	External Areas	Fences & Gates	Chain Link Fencing	General Areas	B	4	5+	No significant defects	Monitor	Recently replaced	
	External Areas	Fences &* Gates	Gate	North School Area	D	1	>1	Life expired	Replace	Replace	£1,250.00

Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	External Areas	External Elements	Verandas, Decking, Sheds, Play Apparatus, Fencing, Gates and Metalwork	General Areas	B	3	3	No significant defects	Repair and redecorate	Redecorate/Treat	£12,500.00
	<b>Mechanical Services</b>										
	Mechanical Services	Heat Source and Equip	Domestic Hot Water - 1 No. boiler	Basement Boiler Room	C	2	2	20+ years old	Replace	Works to include removal of asbestos flue and replacement with new.	£10,000.00
	Mechanical Services	Heat Source and Equip	Domestic Hot Water – Circulation Pump	Basement Boiler Room	C	2	2	20+ years old	Replace	Removal of asbestos flue and replacement with new.	£1,500.00
	Mechanical Services	Ventilation	Ducted Mechanical Ventilation	Basement Boiler Room	C	2	2	Dirty duct works		Clean duct work & balance system.	£2,500.00
	Mechanical services	Ventilation	High & Low – Boiler Combustion	Basement Boiler Room	C	2	2	Investigate existing provision	Replace	Install appropriate ventilation system as required.	£6,500.00
	Mechanical services	Gas Supply	Solenoid Valve	Basement Boiler Room	C	2	2	No emergency gas shut off facility		Thermal links and gas knock-off button	£7,500.00

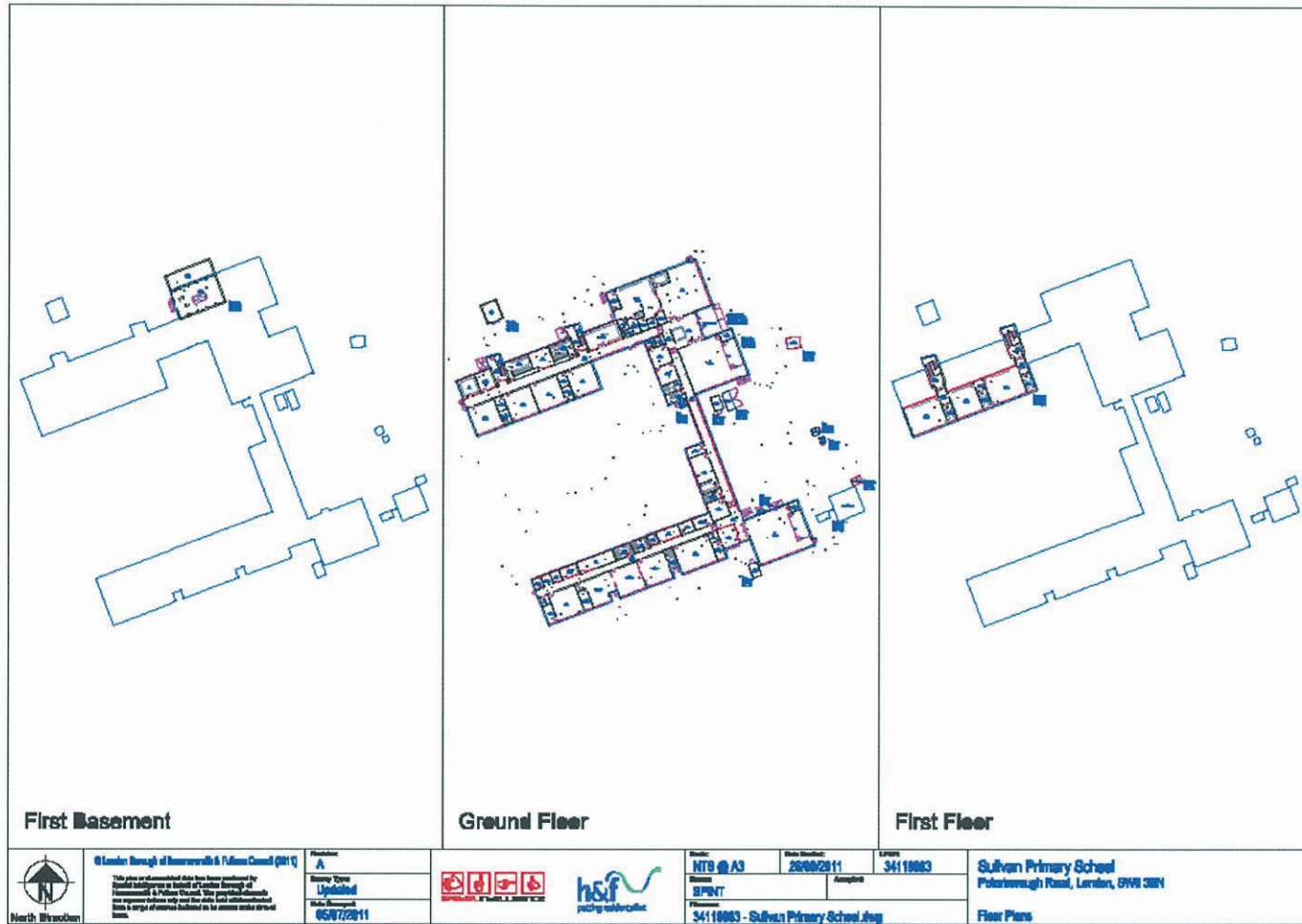
Code	Element	Sub-Element	Item	Location/Spint Ref	Dfes Cond	Dfes Priority	Year	Fault	Job	Remedy	Cost
	Mechanical services	Heating Distribution	Heat Emitters – Cast iron column radiators	Throughout School – Circulation & Common Areas	C	2	2	No local control		Replace wheel head valves with TRV's	£8,000.00
	Mechanical services	Mechanical Services Other	Misc. Mechanical Items	Basement Boiler Room	C	2	2	Ingress from disused coal bunker area		Create floor channel to sump pump	£2,000.00
	<b>Electrical Services</b>										
	Electrical services	Mains Distribution	Distribution boards	Storage/Cleaners Cupboards	B	4	5+	Non-current to standard		Replace, include RCD units	£5,000.00
	Electrical services	Lighting	Luminaires including emergency modular	Throughout School	C	3	4	Dated and inefficient		Replace with LED and PIR controls	£92,000.00
	Electrical services	Fire Alarms	Main & Repeater Control Panels	Entrances	C	2	2	Dated		Upgrade to L3 category, install new analogue addressable	£40,000.00
	Electrical services	Fire Alarms	Manual Detection	Throughout School	C	2	2	Dated		Inc.	Inc.
	Electrical services	Fire Alarms	Automatic Detection	Throughout School	C	2	2	Dated		Inc.	Inc.
	Electrical services	Electrical services other	Lightning Protection Systems	Throughout School	C	2	2	Not annually inspected		Carry out inspection & remedial works as required.	1,200.00

### **4.3 Appendix C: Floor Plans**

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25




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First Basement

Ground Floor

First Floor

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	<p>North Direction</p>				

#### **4.4 Appendix D: Photographic Schedule**

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**Photo 1** General View of School Entrance from Hurlingham Road



**Photo 2** General View of North Wing



**Photo 3** Example Condition of Eaves



**Photo 4** Example Condition of Concrete Copings



**Photo 5** Basement Penetrations to North Hard Standing



**Photo 6** Example Condition of Roof Covering



**Photo 7** Example Condition of Roof Covering



**Photo 8** Brick Bin Enclosures



**Photo 9** Example of Broken Downpipe



**Photo 10** General View of South Wing



Photo 11 View of Classroom within South Wing

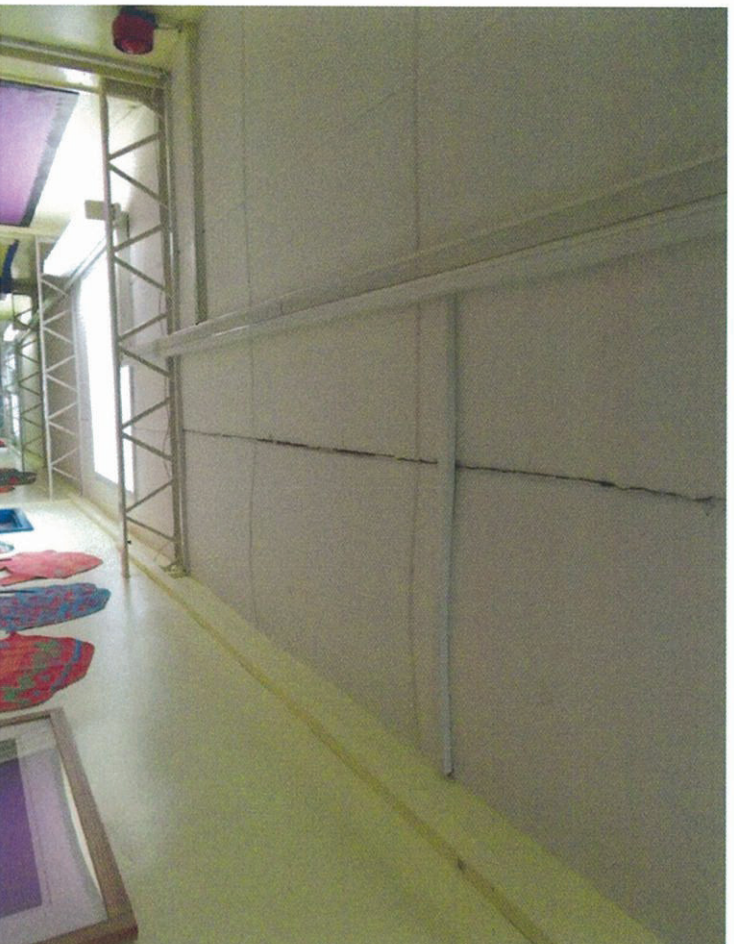


Photo 12 Failing Ceiling Boards



**Photo 13** Failing Ceiling Boards



**Photo 14** Failing Ceiling Boards



**Photo 15** Failing Ceiling Boards



**Photo 16** Failing Ceiling Boards





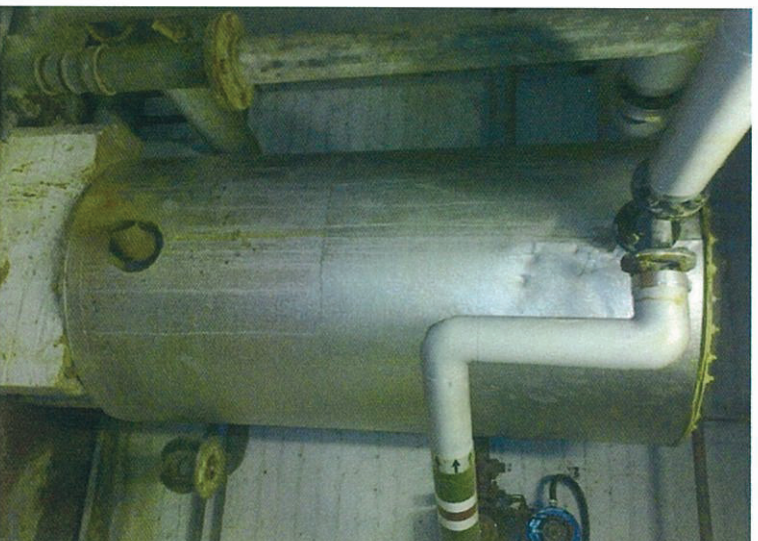
**Photo 17** Corrosion to Embedded Steel within Basement Ceiling



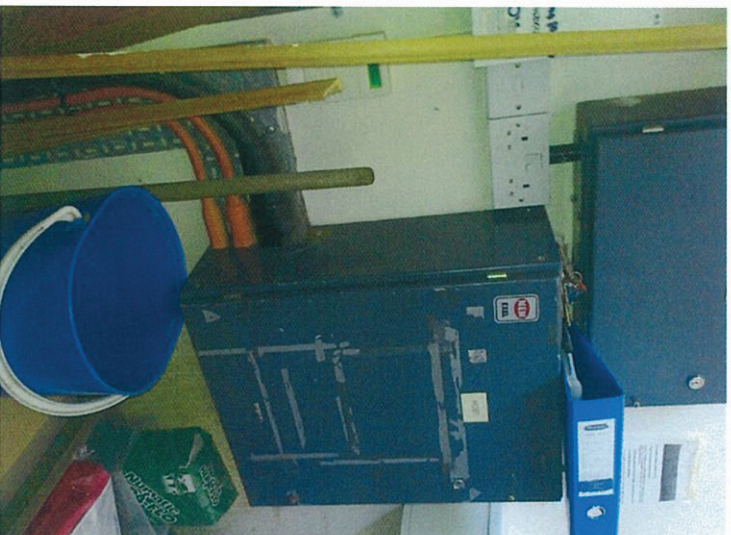
**Photo 18** Water Ingress into Basement



**Photo 19** Basement heating boilers, water ingress



**Photo 20** Basement plant room, redundant hot water cylinder



**Photo 21** Local electrical distribution, in cleaner's cupboard



**Photo 22** Main electrical intake, no rubber matting on floor



**Photo 23** Classroom, small power outlets



**Photo 24** Radiator in circulation area, without local temperature control

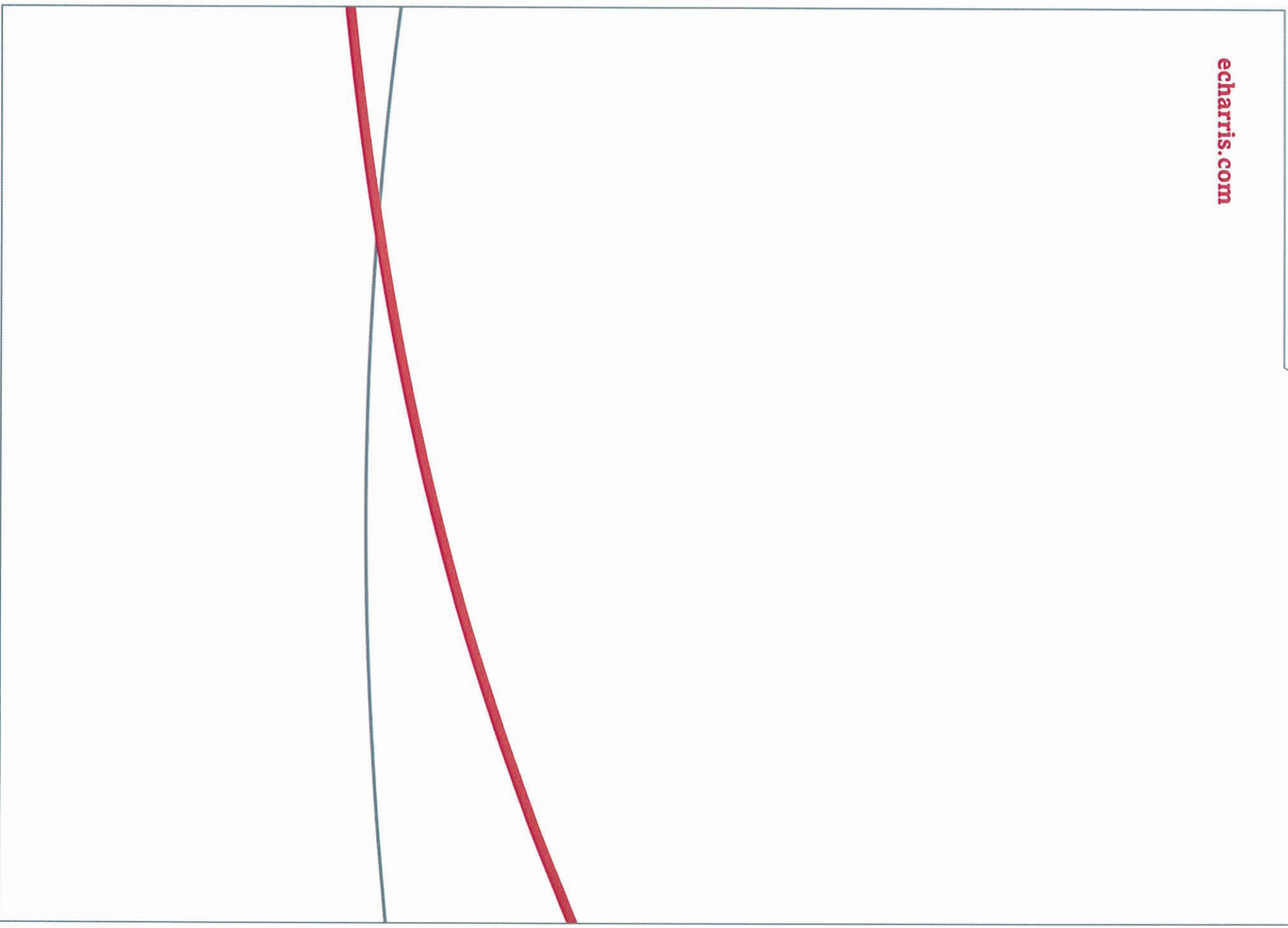


**Photo 25** Main kitchen, extract ventilation to all electrical catering equipment



**Photo 26** Main kitchen, obstructed local electrical distribution boards

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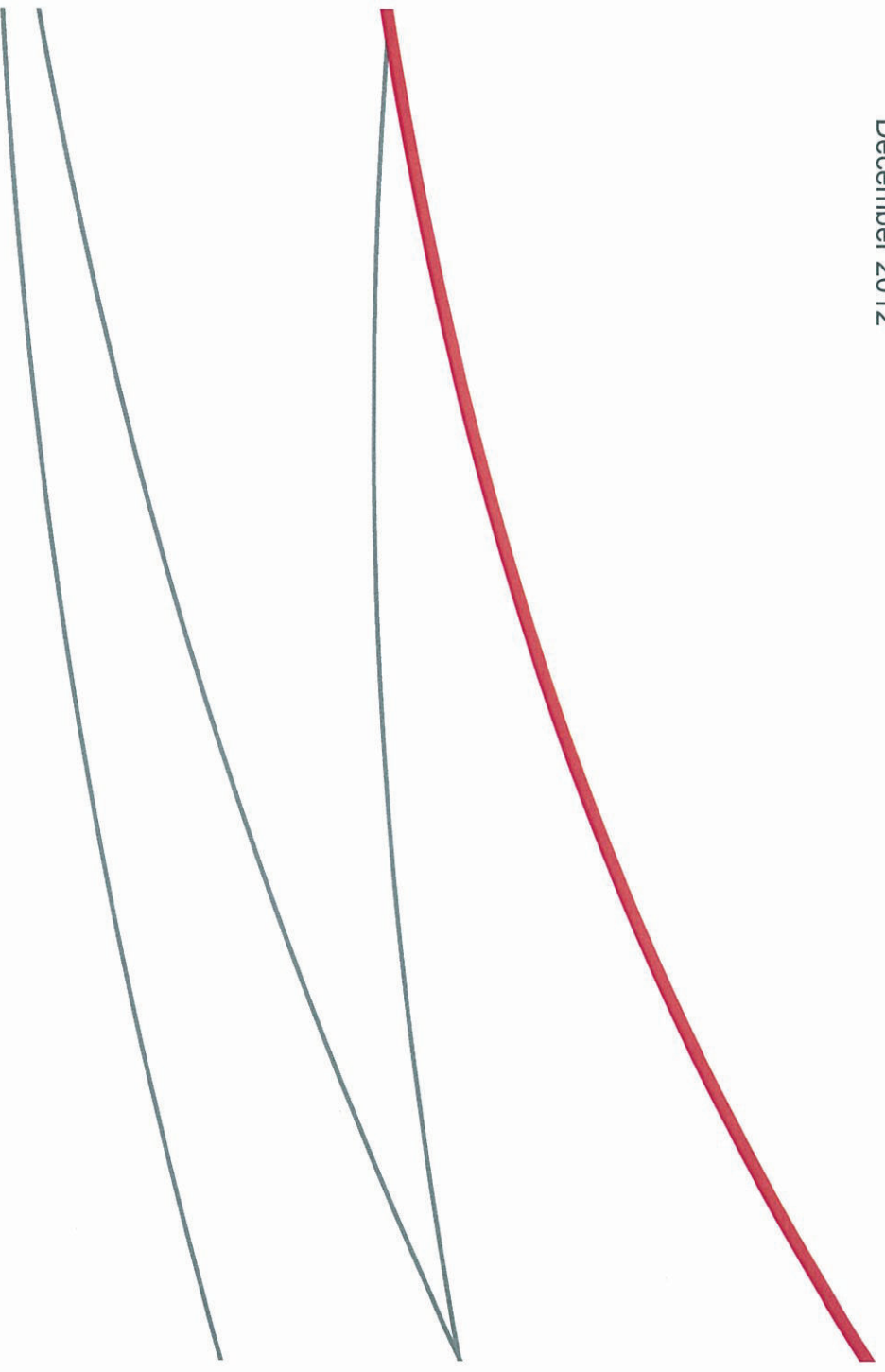
# **Appendix C**

**E C Harris**

**Conditions Summary Report at  
New King's**

# Condition Summary Report at New Kings Primary

December 2012





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**Version control**

Issue	Revision No.	Date Issued	Description of Revision: Page No.	Description of Revision: Comment	Reviewed by:
1	0				Euan Leslie

## **Contents**

1	INTRODUCTION	4
1.1	Introductions	4
1.2	Survey Methodology	4
1.3	Base Date	4
1.4	Weather	4
1.5	Cost and Property Reports	5
2	<b>CONDITION SUMMARY</b>	6
2.1	Block A - Main School	6
2.2	Block B – Science and Gym	9
3	SURVEY SUMMARY	10
3.1	Five Year Costed Summary	10
4	APPENDICES	13
	Appendix A: Limitations of the Survey	13
	Appendix B: Condition Survey Schedules	14
	Appendix C: Floor Plans and Room References	21
	Appendix D: Building Photographs	22
	Appendix E: Aerial Photographs	25

# 1 INTRODUCTION

## 1.1 Introductions

EC Harris were appointed by London Borough of Hammersmith and Fulham Children's Services Department in September 2012 to carry out condition surveys of 6 schools in the Borough, including New Kings Primary. The school was surveyed during the week commencing 15<sup>th</sup> October 2012 by:

**Building Surveyor:** Stephen Bateman  
**Mechanical Engineer:** Patrick Castello  
**Electrical Engineer:** Antony Gardner

## 1.2 Survey Methodology

The surveys have comprised visual inspections by suitably experienced Surveyors and Engineers, carried out during normal working hours. Surveys have been non-intrusive and generally carried out at ground level. Photographs have been taken of the building fabric, internally and externally, as well on aerial photograph of the roofs and external areas. (Key photographs are included in Appendices D and E).

## 1.3 Base Date

Please note that the year reported in our elemental maintenance spreadsheets relates to the calendar years as stated in the table below.

Year reported	Year to commence Works
Year 1	2013
Year 2	2014
Year 3	2015
Year 4	2016
Year 5	2017

## 1.4 Weather

The weather on the day of the survey was dry.

## 1.5 Cost and Property Reports

A summary for the school is set out in Section 4 below, with the full condition survey schedules included in Appendix B. The costs indicated are estimates based on current rates for similar school maintenance projects.

The condition survey ratings indicate the condition of the element and the priority of the work recommended as follows:

Condition	Priority
D = Life Expired	1 = Immediate (<1 year)
C = Poor	2 = Urgent Priority 2 (1-2 years)
B = Fair	3 = Urgent Priority 3 (3-5 years)
A = Good	4 = Non-Urgent (>5 years)

The summary in section 4 has been broken down in the table to show the costs according to urgency and years.

## **2 CONDITION SUMMARY**

### **2.1 Block A - Main School**

#### **General Description**

The building is a typical London County Council triple deck style school block, dating from c.1900. It is constructed in load bearing solid brickwork with steel joist and block infill solid floors under a plain tile roof with asphalt flat roof areas. It has basement boiler rooms of, timber framed single glazed sliding sash windows, glazed roof lanterns and solid timber part glazed external doors.

#### **2.1.1 Building Fabric**

##### EXTERNAL FABRIC

##### **Roofs**

High and low level flat roofs of both the main building and outbuildings are finished in a combination of sheet lead and asphalt and are fast approaching the end of their useful life requiring replacement within the next 5 years.

Schools of this age and design often have inadequate flood protection at the junction of flat roof areas and roof slopes and should be improved along with the introduction of high performance rigid insulation to reduce energy consumption.

We have programmed all roof level works to be carried out together, despite the slopes having a further life expectancy of 10 years to make use of one set of scaffold access; also sloping areas of plain tile must be stripped to carry out flat roof works.

To meet the governments ever increasing carbon reduction targets we strongly recommend that all roof slopes also be insulated using a carrier system which will greatly reduce energy consumption and which has been allowed for.

Single glazed skylights and lanterns should also be replaced with double dome units to improve thermal efficiency this may however require planning permission.

There is no allowance for concealed asbestos however a temporary roof is required to carry out roofing works which has been allowed for.

##### **External Brickwork and Above Ground Drainage**

Although chimney stacks appear to be in fair condition, it was not possible to see all faces which may be suffering from frost attack and should be inspected as a matter of some urgency along with parapets and upper brick outside walls to check if brick faces have become loose or blown.

We also noted evidence of leaks on cast iron hoppers and rainwater downpipes which represent an even more serious risk as corrosion may have loosened them which hence should be inspected at the same time.

Some areas of high level brickwork and cast iron drainage are in need of urgent repairs as there is some risk of falling material, which may be considered by the school under their delegated budgets, ahead of possible planned works in the medium term, say 2 to 5 years, subject to budget approval.

**External Windows and Doors**

Although some loft room windows have been repaired, other areas are suffering from early rot and decay and should be repaired in year 5, which would ideally be co-ordinated with roofing works.

Please note that it is most probable that lead was used in the underlying layers of paint on external windows and doors and as we are recommending repairs rather than replacement then precautions should be taken to deal with this.

**INTERNAL FABRIC**

The condition of internal areas and surfaces throughout the school is consistently fair where the school has carried out repairs and redecorations where floors, walls, ceilings and internal joinery are in sound condition. The following repairs should however be attended to as laid out in our condition survey schedules:

**Flooring**

Carpeting should be replaced in 1<sup>st</sup> floor lobbies and 2<sup>nd</sup> floor classrooms.

Sheet vinyl flooring should be replaced throughout Early Years.

Woodblock flooring in one of the 1<sup>st</sup> floor lobbies requires renovation.

**Decorations**

Complete redecoration is required in the basement, toilets and admin areas

**2.1.2 Mechanical & Electrical****MECHANICAL INSTALLATION****Heating and Domestic Hot Water**

The existing boilers are more than 25 years old. Current guidelines suggest that boilers and associated controls should be replaced every 25 years so we are recommending that they be replaced in year 4 along with a new control panel to improve efficiency.

While the heating system is drained-down the opportunity should be taken to power flush and replace any corroded radiators and introduce localised temperature control by means of radiator valves to reduce energy consumption.

**ELECTRICAL INSTALLATION****General Power and Lighting**

Although the electrical intake switchgear and sub-main are in good condition, the earth system, lighting and general power system is very dated. We have prioritized lighting for year 2 and general power for year 5.

Consideration should also be made to improving levels of illumination. Inclusion of emergency lighting and automatic (PIR) light switching and control in some circulation areas to improve safety should the school

suffer an emergency event and reduce energy consumption to meet ever increasing carbon reduction targets.

We would recommend a fixed electrical installation test be carried out in the meantime, with all recommended remedial works carried out immediately to ensure the building meets current standards.

Please note there is no gas interlock control in the kitchens which should be installed before year 2.

### **2.1.3 External Areas**

#### **North Boundary**

Sections of this boundary wall are showing signs of settlement and should be rebuilt on new foundations in year 2.

#### **Playground Stores**

The zinc roof over this building has exceeded the end of its useful life and should be replaced in year 3, although should the school demolish this building this would represent a more effective use of funds by reducing maintenance costs, the cost of demolition and playground surfacing being similar to that of re-roofing.

#### **Hard (Tarmac) Playground Surfacing**

We noted areas of settlement in the playground surface to the West of the main building which should be properly compacted and resurfaced in year 4.

#### **Playground Rainwater Disposal**

A gully which has been recently replaced adjoining the new Children Centre play area is too small and should be replaced with a larger unit in year 4.

#### **Kitchen Rear Ramp**

The gradient is far too great with no handrail to the rear of the kitchens and should be completely reconstructed to current standards in year 4.



## **2.2 Block B – Science and Gym**

### **General Description**

The children's centre has recently been added to the schoolhouse building, the original school house building being designed to blend in with the main school, of similar construction and style comprising load bearing solid brick construction under a plain tile roof with timber single glazed windows and solid timber part glazed external doors. The children's centre extension is very modern in style, constructed with a green flat roof and externally clad in coloured tiles however, with steel double glazed windows and doors.

### **General Condition**

The general condition of the building as a whole is good; the roof, outside walls, doors, windows and internal fixtures and finishes, wall and floor finishes, inside and outside decorations and all mechanical and electrical installations being sound, with the exception of the following which should be attended to as per our condition survey schedule:

The external cast iron above ground drainage system may be corroded and hence should be inspected by the school under budgets delegated to them as soon as possible to check if any hoppers, gutters or rainwater pipes are insecure thus representing and health and safety concern. All the same we have allowed a notional sum for more permanent repairs in year 4.

There is currently no form of lightning protection, which would be highlighted in a risk assessment and identified as an action point. However, this would probably be deemed low risk, but could be installed as part of a general programme should the school or the authority wish to raise the standard of lightning protection across all schools.

There has been an ongoing roof leak problem with the new extension, but that is currently being dealt with under the defects liability period of a previous building works contract.

### 3 SURVEY SUMMARY

#### 3.1 Five Year Costed Summary

New Kings Primary - Summary											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	Rainwater goods	Cast-iron	Outlets/ Hoppers	Block A	C	2	2	Pos. corroded		Inspect/repair/replace	£20,000.00
	Rainwater goods	Cast-iron	r/w pipes / brackets	Block A	C	2	2	Pos. corroded		Inspect/repair/replace	£20,000.00
	External Areas	Walls fences and gates	Brick walls	Block A	C	2	2	Settlement		Rebuild	£30,000.00
	Electrical services	Lighting	Luminaires (incl. emergencies)	Block A	C	2	2	Poor LUX levels		Replace	£20,000.00
	Electrical services	Lighting	Switching and controls	Block A	C	2	2	Inefficient		Fit PIR's	£20,000.00
	Electrical services	Lighting	Circuit Wiring and Containment	Block A	C	3	2	Dated		Rewire	£110,000.00
	Electrical services	Fire Alarms	Gas Extinguishing	Block A	C	2	2	Non present		Install	£5,000.00
<b>Total Year 2</b>											<b>£ 225,000.00</b>
	External Areas	Roofs	Zinc	Block A	C	3	3	App end of life		Re roof	£20,000.00
	Internal	Floor Finishes	Carpet sheet/ tiles	Block A	C	3	3	Soiled/worn		Replace	£5,000.00
	Internal	Floor Finishes	Vinyl/ lino sheet/ tiles	Block A	C	3	3	Soiled/worn		Replace	£5,000.00
	Internal	Floor Finishes	Wood/ parquet	Block A	C	3	3	Blown/loose		Renovate	£2,000.00
	Internal	Decorations and finishes	Painted plaster	Block A	C	2	3	Soiled		Redecorate	£6,000.00
<b>Total Year 3</b>											<b>£ 38,000.00</b>
	External Areas	Paved areas	Tarmac	Block A	B	3	4	Settlement		Resurface	£20,000.00
	External Areas	Paved areas	Drainage	Block A	B	3	4	Ponding		Increase size gully	£1,000.00

## New Kings Primary - Summary

Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	External Areas	Access ramps/ facilities	Structure	Block A	B	3	4	Excess gradient		Rebuild	£2,000.00
	Mechanical services	Heat Source and Equip	2 x boilers	Block A	C	3	4	25+ years old		Replace	£80,000.00
	Mechanical services	Hot Water Generation	1 x boiler	Block A	C	3	4	25+ years old		Replace	£20,000.00
	Mechanical services	Controls	Mechanical Control Panel	Block A	C	3	4	Dated		Replace	£2,000.00
	Mechanical services	Heating	Heat Emitters	Block A	C	3	4	No control		Fit wheelhead valves	£30,000.00
	Rainwater goods	Cast-iron	Gutters / brackets	Block B	C	3	4	Pos. corrosion		Inspect/repair/replace	£1,000.00
	Rainwater goods	Cast-iron	r/w pipes / brackets	Block B	C	3	4	Pos. corrosion		Inspect/repair/replace	£1,000.00
	Electrical services	Electrical Services Other	Lightning Protection System	Block B	C	3	4	Non present		Provide	£2,000.00
<b>Total Year 4</b>											<b>£159,000.00</b>
	Roofs	Pitched	Clay Tiles (incl. details)	Block A	B	3	5	Early nail rot		Re roof + ins.	£280,000.00
	Roofs	Flat	Asphalt (including details)	Block A	D	2	5	Leaking		Re roof + ins.	£120,000.00
	Roofs	Pitched	Roll sheet lead	Block A	B	3	5	App end of life		Replace	£120,000.00
	Roofs	Pitched	Parapets	Block A	B	3	5	Frost + blown		Repair	£20,000.00
	Roof Details Flat/Pitched	Rooflights and lanterns	Timber/ single glazed/ lead	Block A	B	4	5	Inefficient		Replace (double glazed)	£40,000.00
	Roof Details Flat/Pitched	Chimney stacks	Brick	Block A	B	4	5	Frost + blown		Repair	£20,000.00
	Roof Details Flat/Pitched	Chimney stacks	Pots, flues and haunching	Block A	B	4	5	Loose		Rebed/replace	£7,000.00
	External Walls	Structure	Solid brick	Block A	B	3	5	Frost + blown		Repair	£30,000.00
	External Elevations	Windows	Timber	Block A	B	3	5	Rot + decay		Repair	£480,000.00
	External Elevations	Doors	Timber	Block A	B	3	5	Rot + decay		Repair	£20,000.00

New Kings Primary - Summary											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	Electrical services	Mains Distribution	Earthing system	Block A	C	3	5	Dated		Rewire	£30,000.00
	Electrical services	General Power	Circuit Wiring and Containment	Block A	C	3	5	Dated		Rewire	£110,000.00
<b>Total Year 5</b>											<b>£ 1,277,000.00</b>
<b>TOTAL ALL WORKS</b>											<b>1,699,000.00</b>

## **4 APPENDICES**

### **Appendix A: Limitations of the Survey**

The surveys have comprised visual inspections by suitably experienced Surveyors and Engineers, carried out during normal working hours. Surveys have been non-intrusive and generally carried out at ground level. Surveys have been carried out with a view to establishing condition ratings for the major building elements together with estimated costs for budgeting and planning purposes only. The surveys did not examine the presence of asbestos, or check to establish compliance with all current statutory regulations, nor audit disabled access provision or general health and safety issues.

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13

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**Appendix B: Condition Survey Schedules**

<b>New Kings Primary - Block A - Main School</b>											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
<b>EXTERNAL FABRIC</b>											
	Roofs	Pitched	Clay Tiles (incl. details)	Main roof slopes	B	3	5	Early nail rot		Re roof + ins.	£280,000.00
	Roofs	Flat	Asphalt (including details)	High + low level	D	2	5	Leaking		Re roof + ins.	£120,000.00
	Roofs	Pitched	Roll sheet lead	Light wells	B	3	5	App end of life		Replace	£120,000.00
	Roofs	Pitched	Bell Towers		A	4	5+		Monitor		
	Roofs	Pitched	Parapets		B	3	5	Frost + blown		Repair	£20,000.00
	Roofs	Pitched	R/w outlets	Box gutters + flat	B	3	Ongoing	Block seasonally		Regular maintenance	
	Roofs	Pitched	Box Gutters	Centre main roof	B	3	Ongoing	Block seasonally		Regular maintenance	
	Roof Details Flat/Pitched	Rooflights and lanterns	Timber/ single glazed/ lead	Light wells	B	4	5	Inefficient		Replace (double glazed)	£40,000.00
	Roof Details Flat/Pitched	Chimney stacks	Brick		B	4	5	Frost + blown		Repair	£20,000.00
	Roof Details Flat/Pitched	Chimney stacks	Pots, flues and haunching		B	4	5	Loose		Rebed/replace	£7,000.00
	Rainwater goods	Cast-iron	Outlets/ Hoppers		C	2	2	Pos. corroded		Inspect/repair/replace	£20,000.00
	Rainwater goods	Cast-iron	r/w pipes / brackets		C	2	2	Pos. corroded		Inspect/repair/replace	£20,000.00
	External Walls	Structure	Solid brick		B	3	5	Frost + blown		Repair	£30,000.00
	External Elevations	Windows	Timber		B	3	5	Rot + decay		Repair	£480,000.00
	External Elevations	Doors	Timber		B	3	5	Rot + decay		Repair	£20,000.00
<b>TOTAL EXTERNAL FABRIC</b>											<b>£ 1,177,000.00</b>

New Kings Primary - Block A - Main School											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
<b>EXTERNAL AREAS</b>											
	External Areas	Roofs	Zinc	Playground	C	3	3	App end of life		Re roof	£20,000.00
	External Areas	Walls fences and gates	Brick walls	North boundary	C	2	2	Settlement		Rebuild	£30,000.00
	External Areas	Paved areas	Tarmac	West main building	B	3	4	Settlement		Resurface	£20,000.00
	External Areas	Paved areas	Drainage	Children's Centre	B	3	4	Ponding		Increase size gully	£1,000.00
	External Areas	Access ramps/ facilities	Structure	Rear kitchens	B	3	4	Excess gradient		Rebuild	£2,000.00
<b>TOTAL EXTERNAL AREAS</b>											<b>£ 73,000.00</b>
<b>INTERNAL FABRIC</b>											
	Internal	Floor Finishes	Carpet sheet/ tiles	1st lobby/2nd class	C	3	3	Soiled/worn		Replace	£5,000.00
	Internal	Floor Finishes	Vinyl/ lino sheet/ tiles	Early years	C	3	3	Soiled/worn		Replace	£5,000.00
	Internal	Floor Finishes	Wood/ parquet	1st lobby	C	3	3	Blown/loose		Renovate	£2,000.00
	Internal	Floor Finishes	Quarry/ Ceramic Tile	2nd Classrooms	B	4	5+				
	Internal	Ceilings	suspended tiles and grid		B	4	5+				
	Internal	Decorations and finishes	Painted plaster	Bmt/toilets/ad min	C	2	3	Soiled		Redecorate	£6,000.00
	Internal	Toilet areas	Toilet cubicles		B	4	5+				
	Internal	Kitchen/refreshment areas	Kitchen fittings	Kitchens	A	4	5+				
	Sanitary services	Toilet fittings	Pans and cisterns		B	4	5+				
	Sanitary services	Wash hand basins	Basins		B	4	5+				
<b>TOTAL INTERNAL AREAS</b>											<b>£ 18,000.00</b>
<b>Mechanical Services</b>											

## New Kings Primary - Block A - Main School

Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	Mechanical services	Heat Source and Equip	2 x boilers	Boiler room	C	3	4	25+ years old		Replace	£80,000.00
	Mechanical services	Hot Water Generation	1 x boiler	Boiler room	C	3	4	25+ years old		Replace	£20,000.00
	Mechanical services	Hot and Cold Water	Hot Water Storage / Service	Boiler room	B	4	5+				
	Mechanical services	Controls	Mechanical Control Panel	Boiler room	C	3	4	Dated		Replace	£2,000.00
	Mechanical services	Heat Source and Equip	Pressurisation Units	Boiler room	B	4	5+				
	Mechanical services	Gas Distribution	Gas Installation		B	4	5+				
	Mechanical services	Heating	Heat Emitters		C	3	4	No control		Fit wheelhead valves	£30,000.00
	Mechanical services	Hot and Cold Water	Cold Water Storage / Service	Roof plant room	A	4	5+				
	Mechanical services	Ventilation	Extract Systems		B	4	5+				
	Mechanical services	Ventilation	Supply Systems		B	4	5+				
<b>TOTAL MECHANICAL SERVICES</b>											<b>£ 132,000.00</b>
<b>Electrical Services</b>											
	Electrical services	Mains Distribution	Main Intake Switchgear		B	4	5+				
	Electrical services	Mains Distribution	Sub Main Cabling		B	4	5+				
	Electrical services	Mains Distribution	Distribution boards		B	4	5+				
	Electrical services	Mains Distribution	Earthing system		C	3	5	Dated		Rewire	£30,000.00
	Electrical services	Lighting	Luminaires (incl. emergencies)	Bmt/stairwells etc.	C	2	2	Poor LUX levels		Replace	£20,000.00
	Electrical services	Lighting	Switching and controls	Circulation areas	C	2	2	Inefficient		Fit PIR's	£20,000.00



New Kings Primary - Block A - Main School											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	Electrical services	Lighting	Circuit Wiring and Containment		C	3	2	Dated		Rewire	£110,000.00
	Electrical services	General Power	Circuit Wiring and Containment		C	3	5	Dated		Rewire	£110,000.00
	Electrical services	Fire Alarms	Control Panel		B	4	5+				
	Electrical services	Fire Alarms	Manual Detection		B	4	5+				
	Electrical services	Fire Alarms	Automatic Detection		B	4	5+				
	Electrical services	Fire Alarms	Gas Extinguishing		C	2	2	Non present		Install	£5,000.00
	Electrical services	Security Systems	Intruder Alarm System		B	4	5+				
	Electrical services	Security Systems	Access Control System		B	4	5+				
	Electrical services	Security Systems	CCTV System		B	4	5+				
	Electrical services	Electrical Services Other	Lightning Protection System		B	4	5+		Monitor		
<b>TOTAL ELECTRICAL SERVICES</b>											<b>£ 295,000.00</b>
<b>BLOCK A TOTAL</b>											<b>£ 1,695,000.00</b>

## New Kings Primary - Block B - Children's Centre + School house

Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	<b>EXTERNAL FABRIC</b>										
	Roofs	Pitched	Clay Tiles (incl. detailing)	Schoolhouse	B	4	5+				
	Roofs	Flat	Felt (green roof)	Children's Centre	B	4	5+				
	Roofs	Flat	R/w outlets	Children's Centre	B	4	5+				
	Roofs	Flat	Parapets	Children's Centre	B	4	5+				
	Roofs	Pitched	Fascias (timber)	Schoolhouse	B	4	5+				
	Roof Details Pitched	Rooflights and lanterns	Velux type (define)	Children's Centre	B	4	5+				
	Roof Details Flat/Pitched	Chimney stacks	Brick	Schoolhouse	B	4	5+		Monitor		
	Roof Details Flat/Pitched	Chimney stacks	Pots, flues and haunching	Schoolhouse	B	4	5+		Monitor		
	Rainwater goods	Cast-iron	Gutters / brackets	Schoolhouse	C	3	4	Pos. corrosion		Inspect/repair/replace	£ 1,000.00
	Rainwater goods	Cast-iron	r/w pipes / brackets	Schoolhouse	C	3	4	Pos. corrosion		Inspect/repair/replace	£ 1,000.00
	External Walls	Structure	Solid brick	Schoolhouse	B	4	5+		Monitor		
	External Walls	Structure	Block + ceramic cladding	Children's Centre	B	4	5+				
	External Elevations	Windows	Timber	Schoolhouse	B	4	5+				
	External Elevations	Windows	Steel	Children's Centre	B	4	5+				
	External Elevations	Doors	Timber	Schoolhouse	B	4	5+				
	External Elevations	Doors	Steel	Children's Centre	B	4	5+				
	External Elevations	Redecorations	Windows, doors, joinery (define)	Block B	B	4	5+				
<b>TOTAL EXTERNAL FABRIC</b>											<b>£ 2,000.00</b>

## New Kings Primary - Block B - Children's Centre + School house

Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
<b>INTERNAL FABRIC</b>											
	Internal	Floor Finishes	Vinyl/ lino sheet/ tiles		B	4	5+				
	Internal	Decorations and finishes	Painted plaster		B	4	5+				
	Internal	Toilet areas	Toilet cubicles		B	4	5+				
	Internal	Kitchen/refreshment areas	Kitchen fittings		B	4	5+				
	Sanitary services	Toilet fittings	Pans and cisterns		B	4	5+				
	Sanitary services	Wash hand basins	Basins		B	4	5+				
<b>TOTAL INTERNAL AREAS</b>											<b>0.00</b>
<b>Mechanical Services</b>											
	Mechanical services	Heat Source and Equip	Boilers		B	4	5+				
	Mechanical services	Hot and Cold Water	Hot Water Generation		B	4	5+				
	Mechanical services	Heating	Heat Emitters		B	4	5+				
<b>TOTAL MECHANICAL SERVICES</b>											<b>0.00</b>
<b>Electrical Services</b>											
	Electrical services	Mains Distribution	Main Intake Switchgear		B	4	5+				
	Electrical services	Lighting	Luminaires		B	4	5+				
	Electrical services	Lighting	Circuit Wiring and Containment		B	4	5+				
	Electrical services	General Power	Circuit Wiring and Containment		B	4	5+				
	Electrical services	Fire Alarms	Automatic Detection		B	4	5+				
	Electrical services	Security Systems	Intruder Alarm System		B	4	5+				

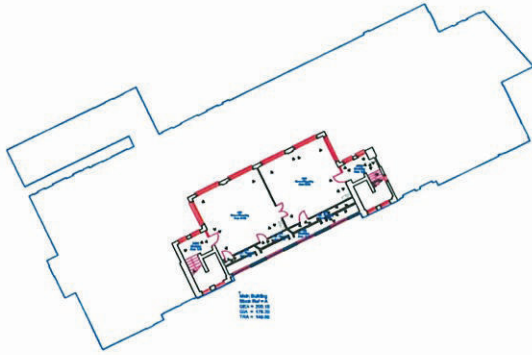
<b>New Kings Primary - Block B - Children's Centre + School house</b>											
Code	Element	Sub Element	Item	Location / Spint Ref	Dfes cond	Dfes priority	Year	Fault	Job	Remedy	Cost
	Electrical services	Electrical Services Other	Lightning Protection System		C	3	4	Non present		Provide	£ 2,000.00
<b>TOTAL ELECTRICAL SERVICES</b>											<b>£ 2,000.00</b>
<b>BLOCK B TOTAL</b>											<b>£ 4,000.00</b>

## **Appendix C: Floor Plans and Room References**

**echarris.com**

21

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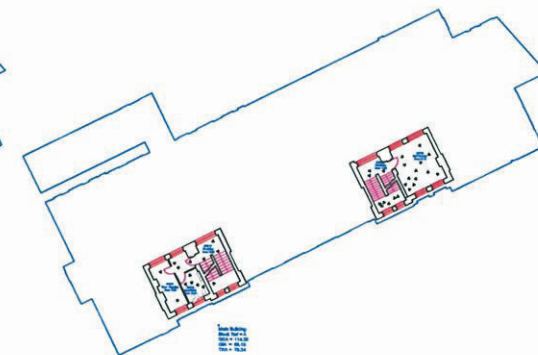
Third Floor



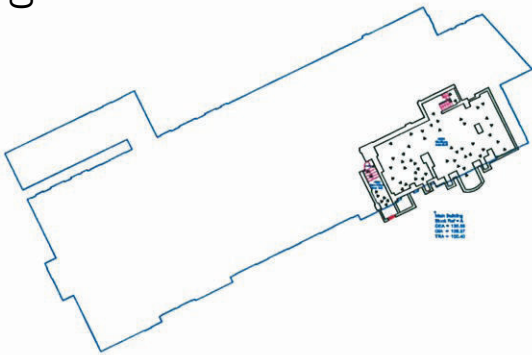
Second Floor Mezzanine



Second Floor



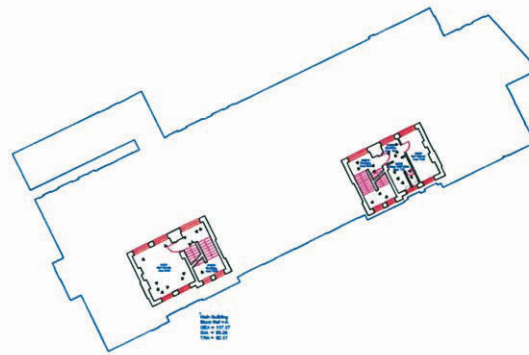
First Floor Mezzanine



First Basement



Ground Floor



Ground Floor Mezzanine



First Floor



North Direction

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Revision:

A

Survey Type:  
Updated

Date Surveyed:  
04/10/2010



Scale:

NTS @ A3

Date Drafted:

08/10/2010

UPRN:

34118525

Drawn:

SPINT

Accepted:

Filename:

34118525 - New Kings Primary School.dwg

New Kings Primary School  
New Kings Road, London, SW6 4LY

Floor Plans

DO NOT SCALE USE DIMENSIONS ONLY  
 ANY DISCREPANCIES ARE TO BE REPORTED  
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 COMMENCEMENT OF WORKS ON SITE



NOTES



REVISIONS

No	Date	Description
1	01/02	Amendments (Comm's)



Block A  
Ground Floor

GEA: 047.33  
 GA: 069.26

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 FAX: 0181 578 5715

PROJECT LOCATION

PROJECT TITLE  
 New King  
 Primary School

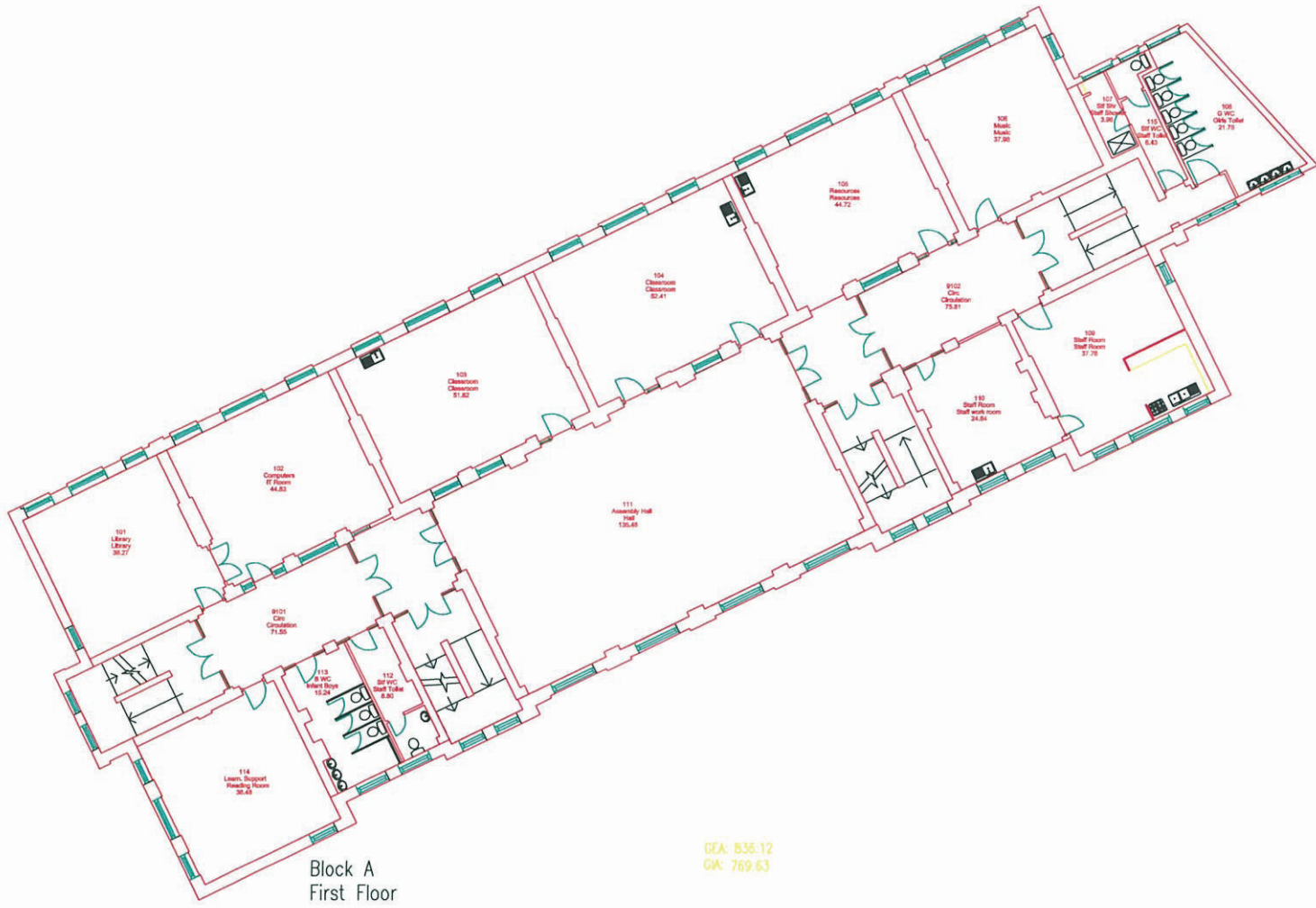
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 BLOCK A

CO-ORDINATING CONSULTANT

Scale: 1:100  
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 Focus: Drawing no: E019/A/0

Drawn: CAD Capture  
 Checked: [Signature]  
 Rev: [Signature]

New King  
 Primary School  
 E019



Block A  
First Floor

GEA: 836.12  
GM: 769.63



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NOTES



REVISIONS

No	Date	Amendments (Drawn)
1	01/02	Amendments (Drawn)

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PROJECT LOCATION

PROJECT TITLE  
New King  
Primary School

DRAWING TITLE  
FLOOR PLAN  
BLOCK A

CO-ORDINATING CONSULTANT

Scale	Drawn	
1:100	CAD-CAPTURE	
Date	Checked	
19/01/2000		
Focus	Drawing no	Rev
	ED19/A/1	

New King  
Primary School  
E019





GEA: 797.25  
GIA: 739.79

Block A  
Second Floor



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REVISIONS  
No Date

1 19/01/2009 Amendments (Cover 1)



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FAX : 0181 576 5715



PROJECT LOCATION

PROJECT TITLE  
New King  
Primary School

DRAWING TITLE  
FLOOR PLAN  
BLOCK A

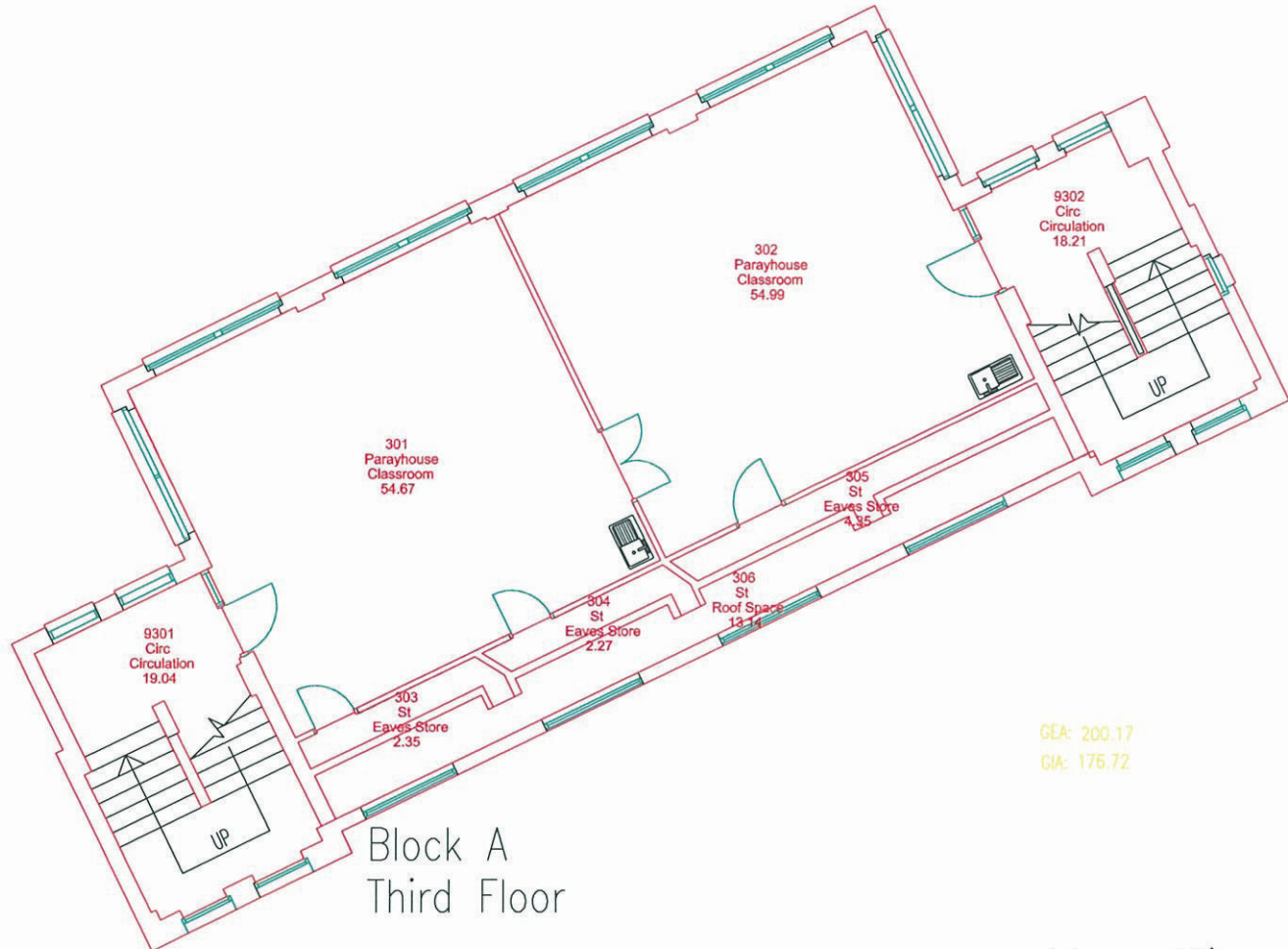
CO-ORDINATING CONSULTANT

Scale 1:100 Drawn CAD-CAPTURE

Date 19/01/2009 Checked

Focus Drawing no Rev  
ED19/A/2

New King  
Primary School  
E019



Block A  
Third Floor

GEA: 200.17  
GIA: 176.72

New King  
Primary School  
E019

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NOTES



REVISIONS

No	Date	Description
1	01/02	Amendments (Final)

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PROJECT LOCATION

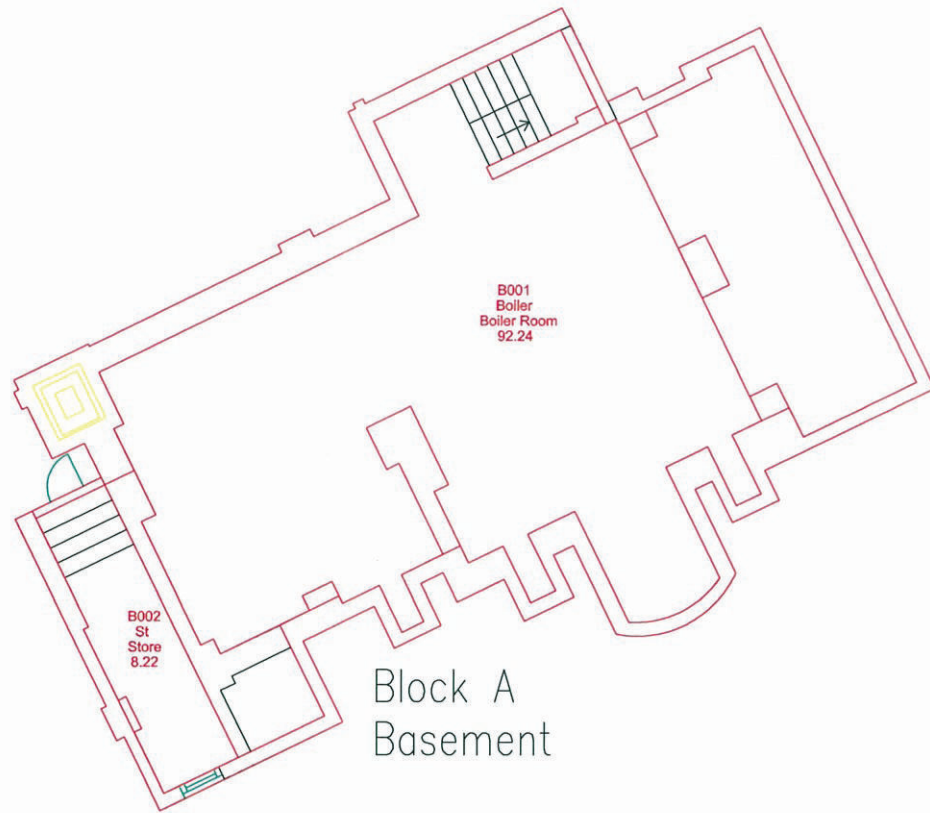
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Primary School

DRAWING TITLE  
FLOOR PLAN  
BLOCK A

CO-ORDINATING CONSULTANT

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Date 19/01/2000 Checked

Focus Drawing no Rev  
E019/A/3



Block A  
Basement

GEA: 130.55  
GIA: 108.57

New King  
Primary School  
E019



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NOTES



REVISIONS

No Date

1 01/10 Amendments (Issue 1)

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FAX : 0181 978 5715



PROJECT LOCATION

PROJECT TITLE

New King  
Primary School

DRILLS

DRAWING TITLE

FLOOR PLAN  
BLOCK A

CO-ORDINATING CONSULTANT

Scale 1:50 Drawn CAD-CAPTURE

Date 19/01/2000 Checked

Focus Drawing no Rev  
E019/A/B

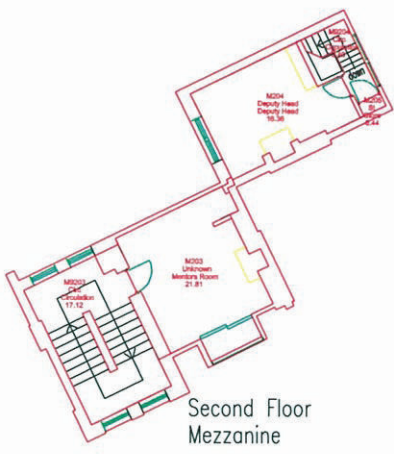
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 TO THE SUPERVISOR OFFICE PRIOR TO THE  
 COMMENCEMENT OF WORKS ON SITE

NOTES



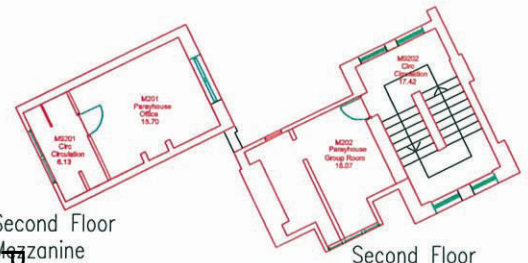
REVISIONS

No	Date	Description
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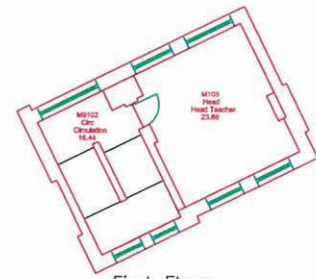
Second Floor Mezzanine

GEA: 155.97  
 GIA: 121.84



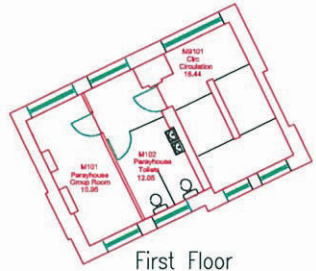
Second Floor Mezzanine

Second Floor Mezzanine

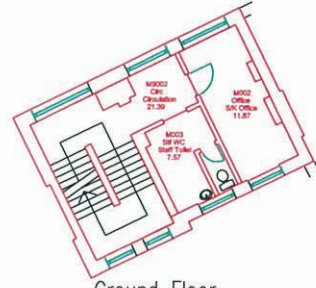


First Floor Mezzanine

GEA: 114.35  
 GIA: 86.31

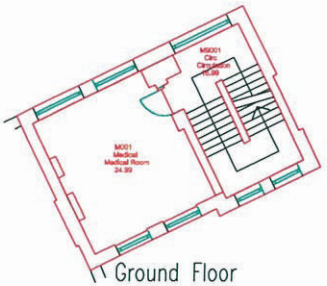


First Floor Mezzanine



Ground Floor Mezzanine

GEA: 117.17  
 GIA: 90.35



Ground Floor Mezzanine

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PROJECT LOCATION

PROJECT TITLE  
 New King Primary School

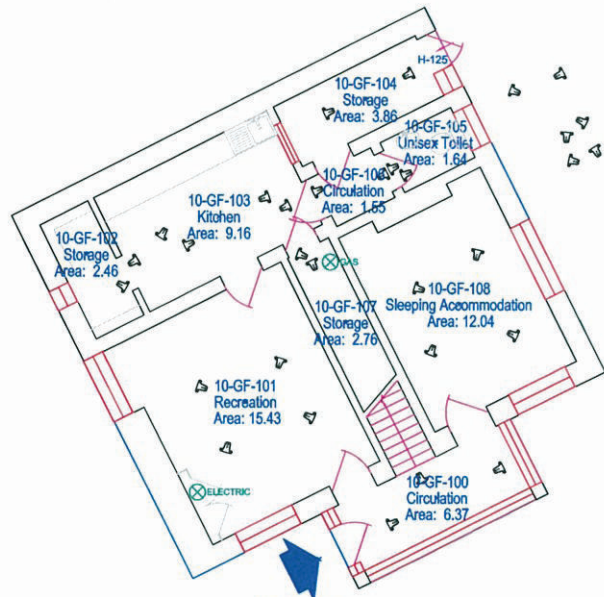
DRAWING TITLE  
 FLOOR PLAN  
 BLOCK A

CO-ORDINATING CONSULTANT

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		Rev	

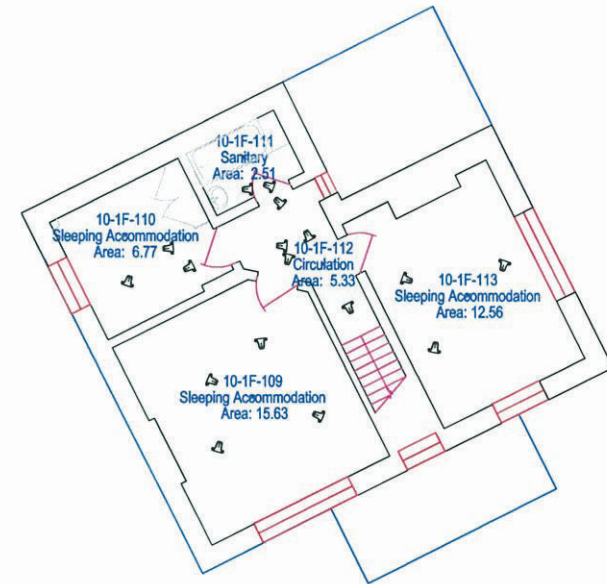
New King Primary School  
 E019

APPENDIX C - 23



Block Ref = 10  
 GEA = 73.75  
 GIA = 60.25  
 TRA = 55.27

Main Entrance  
 UPRN = 34043597-1  
 New Kings Schoolkeepers House  
 TOTAL GEA = 133.05  
 TOTAL GIA = 106.28  
 TOTAL TRA = 98.07



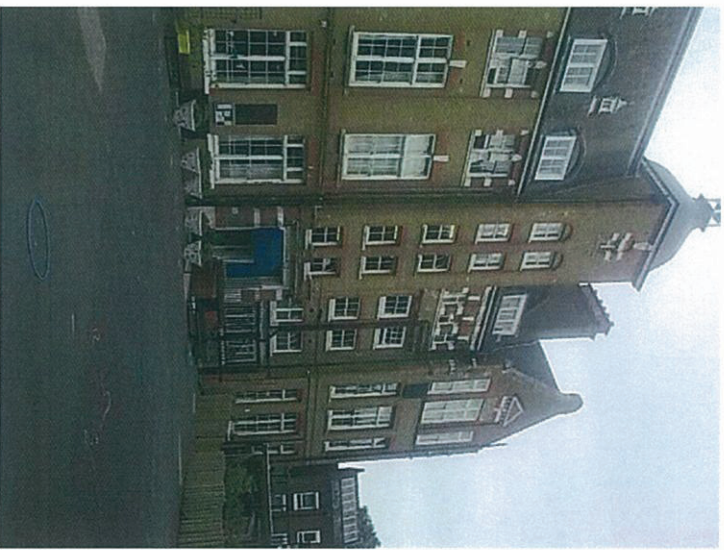
Block Ref = 10  
 GEA = 59.3  
 GIA = 46.03  
 TRA = 42.8

Ground Floor

First Floor

 North Direction	© London Borough of Hammersmith & Fulham Council (2009) This plan and associated data has been produced by Spatial Intelligence on behalf of London Borough of Hammersmith & Fulham Council. The graphical elements are representations only and the data held within collected from a range of sources believed to be correct at the time of issue.	Revision: <b>A</b> Survey Type: <b>Measured</b> Date Surveyed: <b>09/11/2009</b>			Scale: <b>NTS @ A3</b> Date Drafted: <b>21/11/2009</b> UPRN: <b>34043597-1</b>	Accepted:	New Kings Schoolkeepers House 116 New Kings Road, London, SW6 4LY Floor Plans
	Drawn: <b>SPINT</b> Filename: <b>34043597-1 - New Kings Schoolkeepers House.dwg</b>	Accepted:					
	Accepted:						
	Accepted:						

**Appendix D: Building Photographs**



*Principal Elevation*



*Block A – Main Roof*



Block A – Upper Windows



Block A – Brickwork



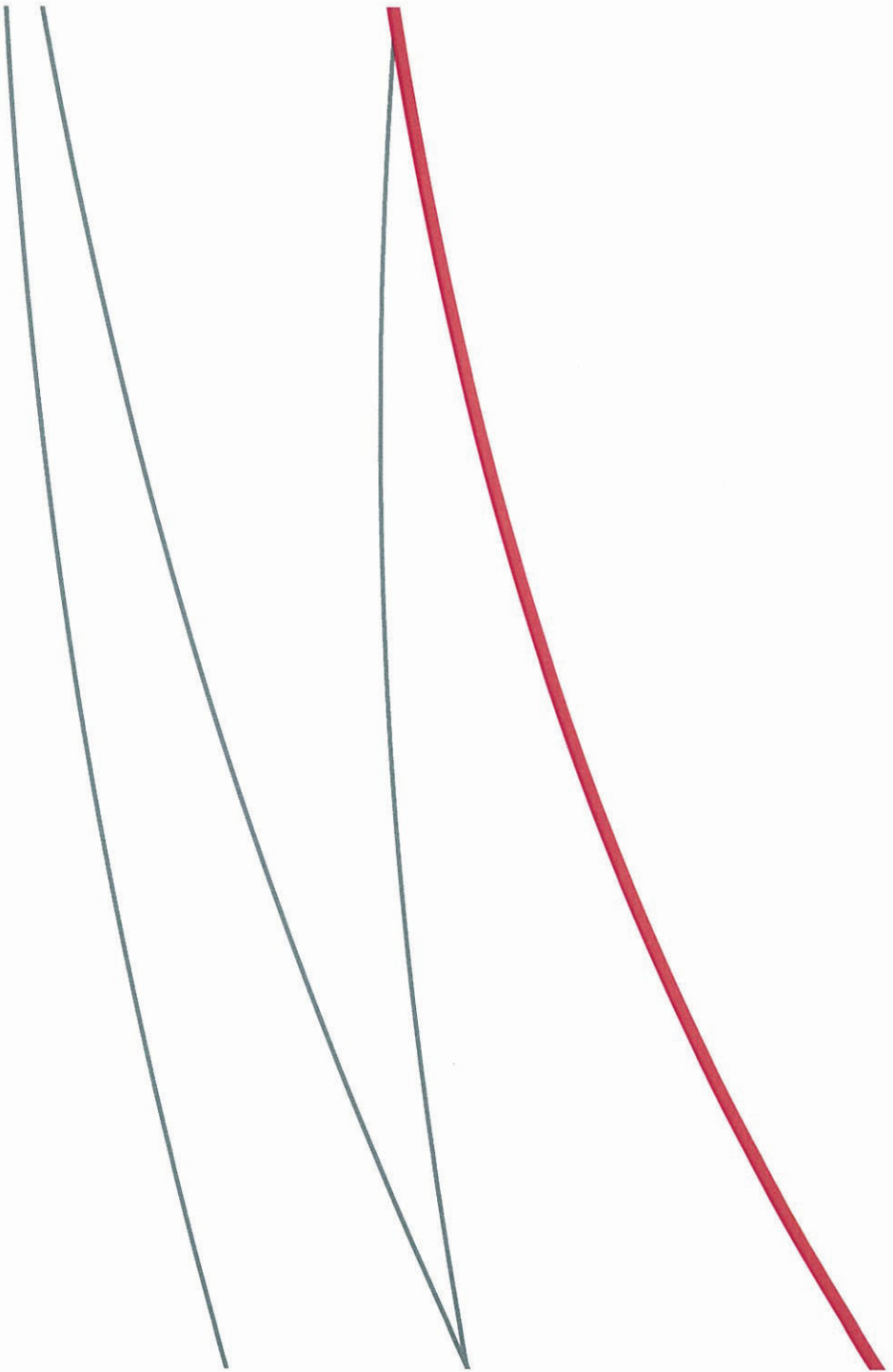
*Struct. cracking from settlement in North boundary wall*



## Appendix E: Aerial Photographs



*Aerial View of Whole School Site and Surroundings*



## **Appendix D**

**E J Hawkins**

The cost of providing classrooms  
for a two form entry scenario at  
Sullivan Primary School

## **The cost of providing classrooms for a two form entry scenario at Sullivan Primary School.**

**Prepared by:**

**Edward Hawkins** BSc (Hons) MRICS

On behalf of

**EJ Hawkins Chartered Building Surveyors**

Registered Office:

Riverbank House,  
One Putney Bridge Approach,  
London  
SW6 3JD

Date: 11<sup>th</sup> September 2013

Registered Company No. 7260685



**THE COST OF PROVIDING CLASSROOMS FOR A TWO FORM ENTRY SCENARIO AT SULLIVAN.**

Approximate Cost Estimate for expanding Sullivan Primary School to a full two form entry.

The provision of five new classrooms, a new toilet block and the refurbishment of the existing nursery toilets within Sullivan Primary School would allow Sullivan Primary school to expand and accommodate a full two form entry for each year.

There are a number of options available for the provision of the classrooms and additional toilet facilities within the Sullivan School site; we have looked at two, Option A & Option B.

**Option A – Small Playground**

This option would include the construction of four classrooms within the small playground between the Junior & Infant halls, taking up approximately 300m<sup>2</sup> of the existing playground, which currently measures approximately 744m<sup>2</sup>.

It would also include the provision of separate girls and boys toilet blocks, which would be constructed within the recessed area along the west side of the Admin Corridor, where existing drainage and water supplies exist.

A new separate single story classroom would also need to be provided in the nursery playground (abutting the infant hall) to allow for the nursery to expand to two form entry. The majority of these works could be undertaken during term time with little disruption to the running of the school.

The five new classrooms and the separate girls & boys toilet blocks (each sized and designed to serve 60 additional children of a single sex) would be constructed as a single storey structure, approximately 4.5m high ceilings, connected to the existing Admin corridor and Infant Hall, with high level windows in to the classrooms where they join with the Admin corridor. The heating, electrical and data supplies could be taken from the existing services in the Admin corridor. Access to the main school playground could be provided by the installation of a new door within the half glazed corridor wall.

These new buildings would consist of the following:

- Concrete strip foundations
- Block & beam floor with screed top
- Cavity blockwork walls
- Double glazed Aluminium windows & doors
- Plasterboard covering to the ceilings and walls
- Flat timber roof with three layer felt roof
- All necessary insulation
- Small power and data for a classroom

- LED Lighting with daylight & motion detection controls
- Under floor heating.

The Approximate Cost Estimate for Option A, consisting of a 280m<sup>2</sup> single storey structure containing four classrooms, a separate 70m<sup>2</sup> classroom and the new toilet block at approximately 53m<sup>2</sup> would be as follows:

<u>Item</u>	<u>Element</u>	<u>Approximate Cost</u>
1	Construction costs @ £1,550/m <sup>2</sup>	623,100
2	Contingency sum @ 8%	50,000
3	Professional fees @ 10%	67,310
4	Statutory fees for Planning & Building Control	15,000
5	F&E allowance	25,000
6	Total estimated cost	<b>£ 780,410</b>

Say £780,000 for the provision of five 70m<sup>2</sup> classrooms and a 53m<sup>2</sup> toilet block, to allow for the expansion of the existing school to a two-form entry on the Sullivan Primary School site.

**Option B – Main Playground**

This option would also provide these same new teaching and toilet facilities but with four of the classrooms and the toilet block located within the main playground as a single structure, connected to the Foundation corridor while providing vehicle access to the main playground at the north end of the new classrooms. This option would require the construction of an internal corridor connecting the new classrooms and toilet blocks to the main school.

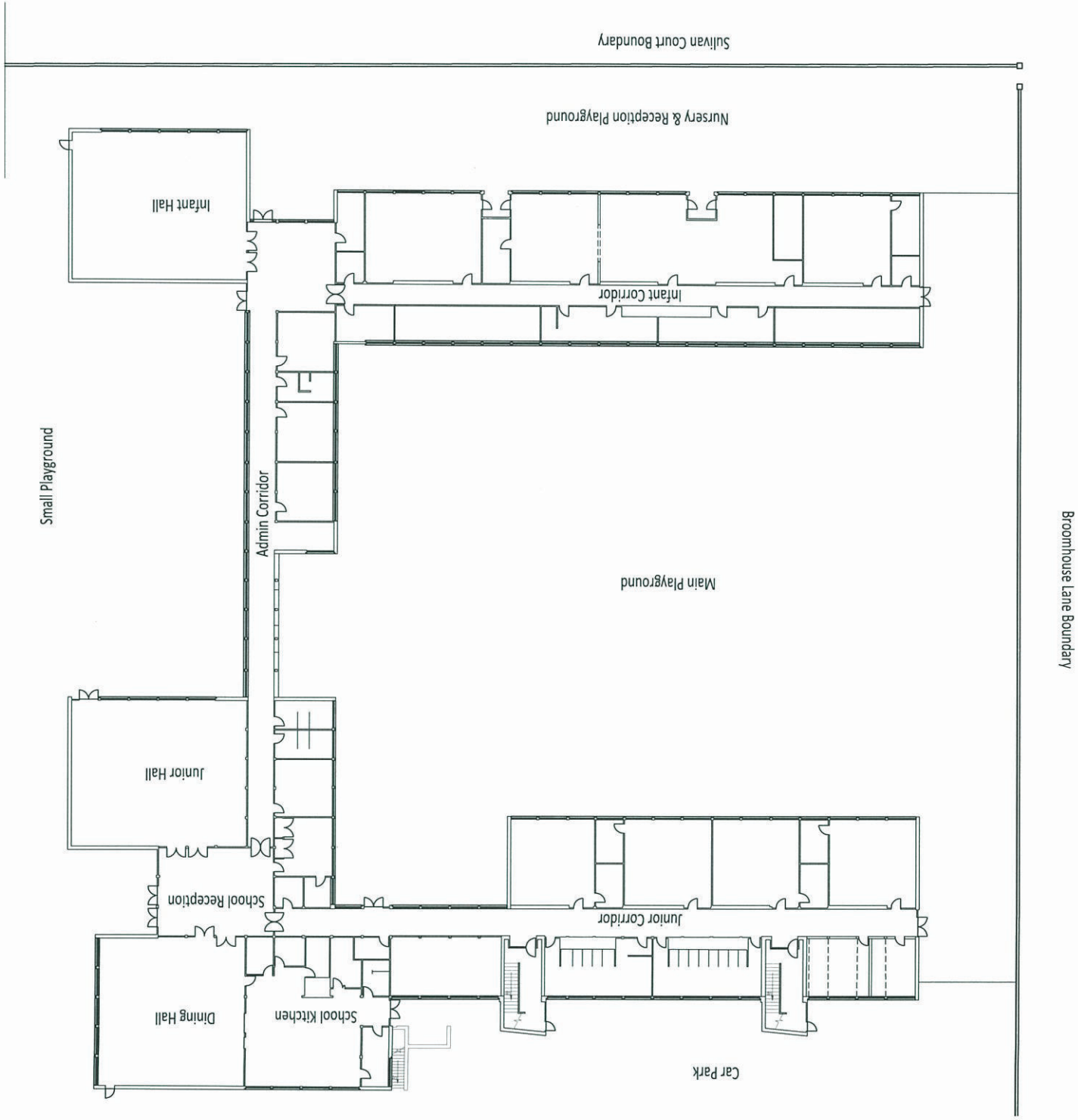
The approximate build cost for Option B, consisting of a 450m<sup>2</sup> single storey structure, containing four classrooms, the internal corridor, the new toilet blocks and the 70m<sup>2</sup> separate classroom abutting the infant hall would be as follows:


<u>Item</u>	<u>Element</u>	<u>Approximate Cost</u>
1	Construction costs @ £1,550/m <sup>2</sup>	806,000
2	Contingency sum @ 8%	64,480
3	Professional fees @ 10%	87,048
4	Statutory fees for Planning & Building Control	15,000
5	F&E allowance	25,000
6	Total estimated cost	<b>£ 997,528</b>

Say £1,000,000 for the provision of the classrooms etc. within the main playground.

Option A would be more cost effective and cause less inconvenience to the running of the school while the new classrooms were constructed, and should be considered as being the preferred option.

We have provided outline plans showing the proposed locations and approximate sizes of the classrooms, corridors and toilet blocks for both options detailed above.

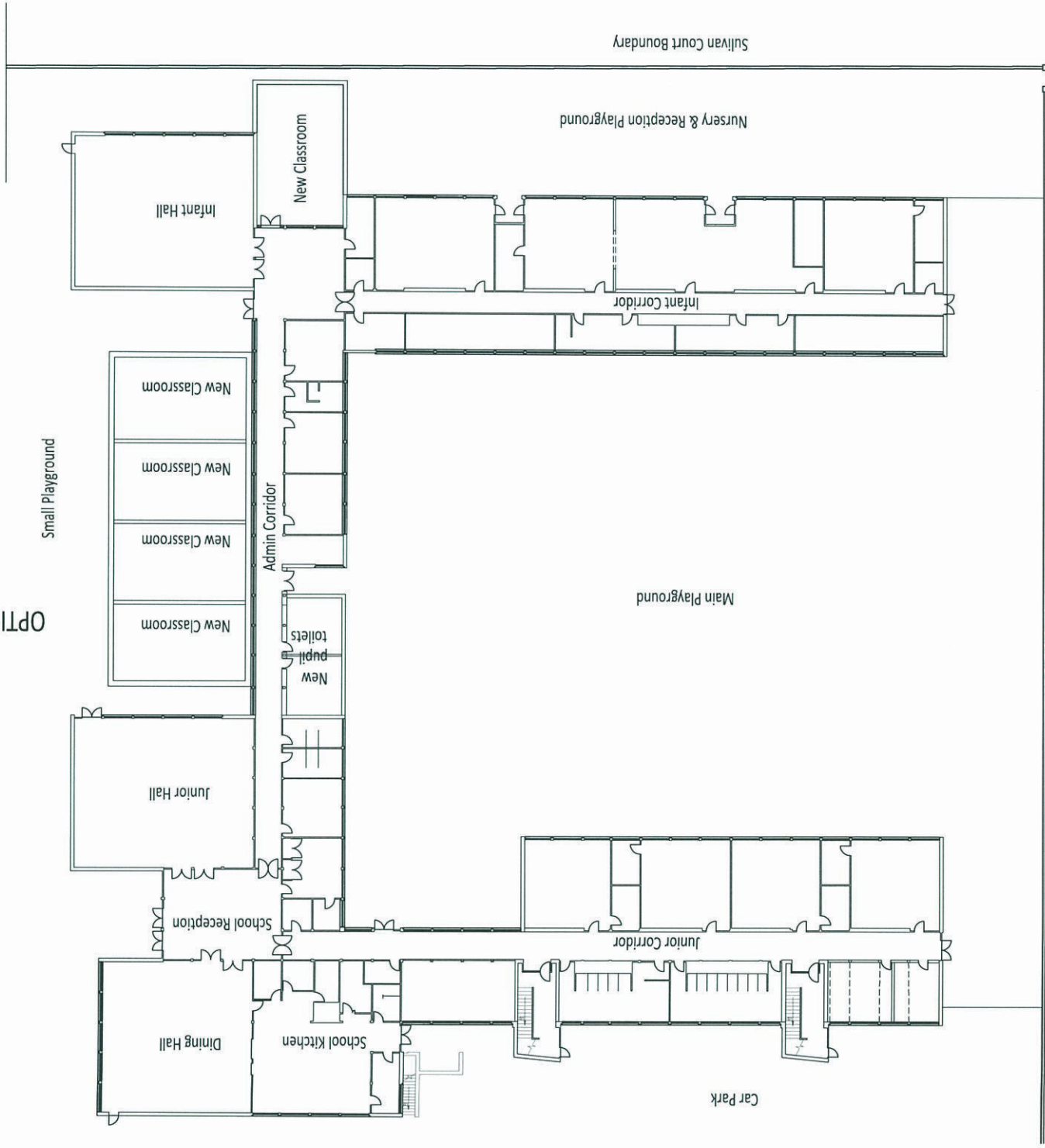


	Scale 1:500	Rev no 11/09/2013	Drawn 2013.91.01
School plan - as existing			
Sullivan Primary School Floor Plan			
Project Sullivan Primary School			
Peterborough Road London SW6 3BN			
Client Sullivan Primary School			
E J Hawkins Chartered Building Surveyors Riverbank House, One Putney Bridge Approach, London SW6 3JD Tel 07813 21247 E-mail: edj@ejhawkins.co.uk			

Rev	Change	Date




Broomhouse Lane Boundary

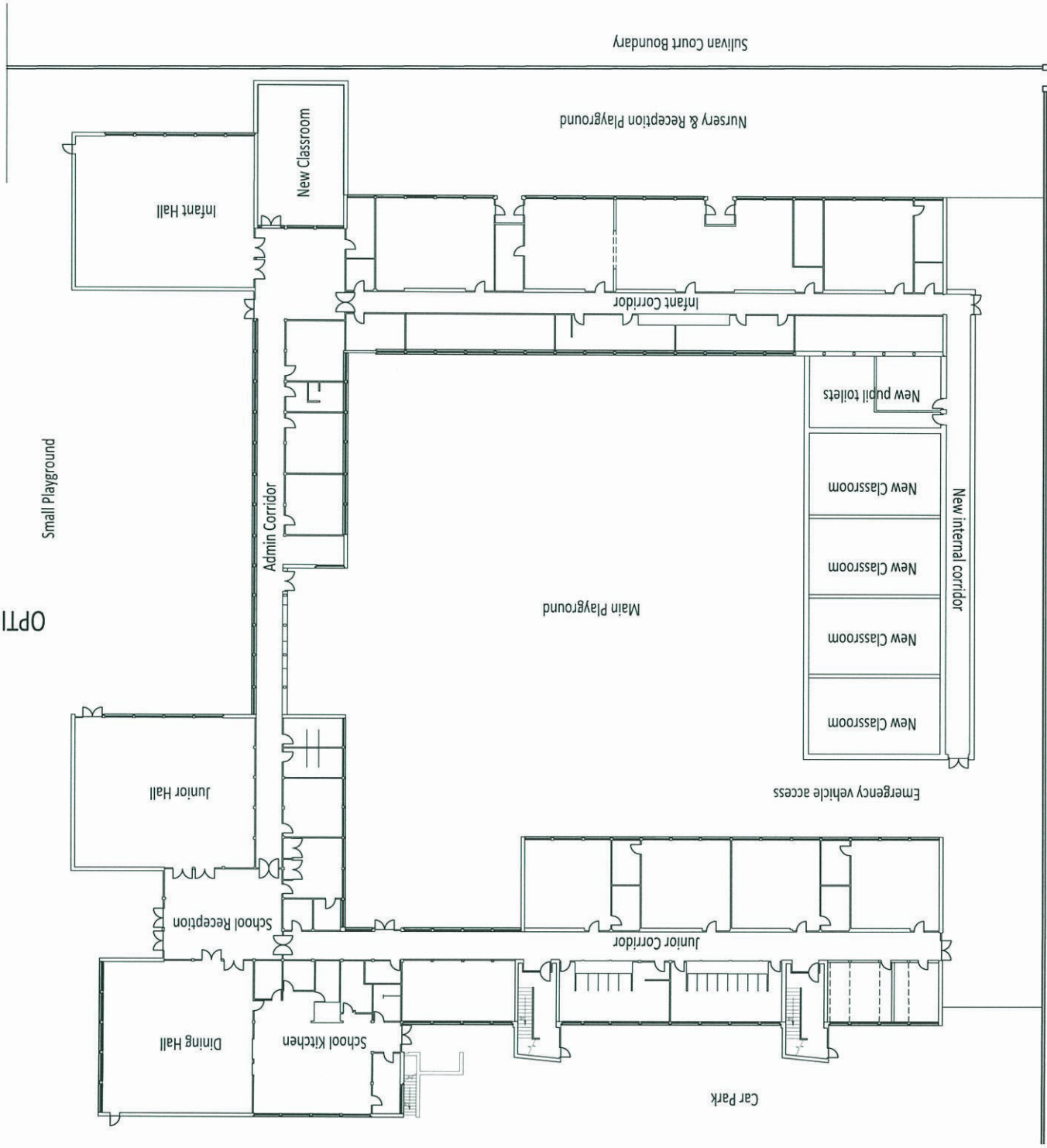


OPTION A - small playground

rev change dms

	
E.J. Hawkins Chartered Building Surveyors Riverbank House, One Putney Bridge Approach, London SW6 3JD tel 07813 21247 e-mail: ed@ejhawkins.co.uk	client Sullivan Primary School
site Sullivan Primary School Peterborough Road London SW6 3BN	
project Two form entry - classroom & WC provision	
title School plan - Option A as proposed	
date 11/09/2013	scale 1:500
dms no 2013.91.02	

Broomhouse Lane Boundary



OPTION B - main playground

E J Hawkins Chartered Building Surveyors Rivbank House, One Rutney Bridge Approach, London SW6 3JD Tel: 07813 212347 E-mail: cd@ejhawkins.co.uk	Client Sullivan Primary School Sullivan Primary School Peterborough Road London SW6 3BN
Title School plan - Option B as proposed	Date 11/09/2013 Scale 1:500 Rev No 2013.91.03

Rev	Change	Date
-----	--------	------

## **Appendix E**

### **E J Hawkins**

Approximate cost estimate to  
move New Kings School onto the  
Sullivan site on a temporary basis

## **Approximate Cost Estimate to move New Kings School onto the Sullivan site on a temporary basis.**

**Prepared by:**

**Edward Hawkins** BSc (Hons) MRICS

On behalf of

**EJ Hawkins Chartered Building Surveyors**

Registered Office:

Riverbank House,  
One Putney Bridge Approach,  
London  
SW6 3JD

Date: 11<sup>th</sup> September 2013

Registered Company No. 7260685



### **Approximate costs to move New Kings Primary School onto the Sullivan site on a temporary basis**

We have provided an Approximate Cost Estimate for the provision of temporary classrooms to accommodate pupils from New Kings Primary School during the proposed cross-over year. While the refurbishment works to the new Parsons Green Academy school building are being undertaken.

#### **New Kings School Temporary Works for Cross Over Year on Sullivan School Site:**

To accommodate the New Kings Primary School pupils within the Sullivan School site during the cross over year would also require the construction of six temporary classrooms as Sullivan School currently only has space for one & half form entry and there would be some years that would end up with more than 60 pupils. The temporary classrooms and the additional toilet facilities that would be required to accommodate the additional pupils, plus the Nursery and would need to incorporate the following:

- Selection of a suitable location, again the small playground seems obvious, if these temporary works are not to impact severely on the space available to the children in the main playground.
- Excavation and installation of concrete pad foundations to support the temporary structures
- Crane hire and road closures to manoeuvre the temporary structures down the narrow and congested roads around the Sullivan School site, logically this would be Peterborough Road, as the playground is not designed to accommodate the weight and loading from a crane.
- The installation of four temporary classroom structures with a minimum internal size of 69m<sup>2</sup> to comply with current minimum space requirements for 30 pupils.
- These temporary classrooms would be Portacabin ‘Titan’ or similar portable modular units, with a hire period of no less than 18 months (approximately 78 weeks).
- Provision of separate electrical services for power, lighting and heat as temporary structures of this nature do not usually include a wet heating system and could not be connected to the school’s heating.
- The installation of a new electrical supply would include forming a trench across the car park from the sub-station, and providing containment for the armoured cable as it runs across the school roof.

- The provision of temporary toilet facilities. These would need to be located adjacent to the Admin Corridor in the main playground as there are no suitable drains or water supplies in the small playground.
- Temporary ramps, steps, decking and guarding for the pupils to gain access to the raised classroom structures.

The Approximate Cost Estimate for these temporary classrooms and toilets would be as follows:

<u>Item</u>	<u>Element</u>	<u>Cost</u>
1	Road closure & Crane hire x 2	13,000
2	Hire of 6 No classrooms & 2 No toilet blocks	250,000
3	Installation of foundations	21,000
4	Temporary M&E services	24,000
5	Safe guarding, temporary decking & ramp works	22,000
6	Contingency sum @ 8%	26,400
7	Professional fees @ 10%	35,640
8	Statutory fees for Planning & Building Control	5,000
9	F&E allowance	10,000
10	Removal of temporary structures	15,000
11	Total estimated cost	<b><u>£ 422,040</u></b>

Say £422,000 for the provision of temporary classrooms and toilets on the Sullivan Primary School site to accommodate the New King School pupils.

This equates to approximately 54% of the cost of providing the permanent classrooms as detailed in Option A in 'The cost of providing classrooms for a two form entry scenario at Sullivan' report. That sets out the costs to enable Sullivan School to become a full two-form entry school.

This does not appear to be a sensible use of the Council's resources.

## Appendix 6

### Deputations

Two deputations were received. The first, from Ms Donna Fine, made to the Cabinet meeting of 2 September 2013, sought the extension of the consultation period. The Cabinet listened to Ms Fine's concerns but was unable to accede to the request.

The second deputation was received on Thursday 12 September 2013 requesting that the Select Committee suspend the consultation. At the Select Committee meeting on 17 September, the deputation was put forward by Rosie Wait, Chair of Governors of Sullivan Primary School and Dr Philip Cross, Headteacher of Hurlingham & Chelsea Secondary School. The Chairman noted that there was not a report before the Committee for that meeting and no decision as yet to scrutinise, but it was resolved that: the Cabinet Member for Children's Services and the Cabinet Member for Education would discuss the comments made and send a joint response within seven days and the minutes of the meeting be submitted as part of the consultation. The minutes follow.

#### **EDUCATION AND CHILDREN'S SERVICES SELECT COMMITTEE**

**17 SEPTEMBER 2013**

#### **EXTRACT OF MINUTES - DEPUTATION**

The Chairman welcomed the large turnout of members of the public to the meeting who were attending for the deputation. The deputation was received on 12 September which related to the proposals for the amalgamation of New King's Primary and Sullivan Primary Schools. The Chairman agreed to accept the deputation. He noted that there was not a report before the Committee for that meeting and no decision as yet to scrutinise. However the minutes of the meeting would be sent in as part of the consultation.

The lead organiser of the deputation, Rosie Wait, Chair of Sullivan Primary School, put forward the deputation as follows:

"We request the Select Committee suspend the current consultation on the closure of Sullivan School and the transfer of pupils to New King's School

- (1) New King's, ahead of its publication, were unfairly able to influence the key aspects and conditions of the proposal
- (2) consultation mixes up a series of issues which warrant a separate consultation
- (3) information is inadequate, misleading and lacking in transparency."

For the remaining time allocated to the delivery of her deputation, Rosie Wait requested that Dr Phil Cross, Headteacher of Hurlingham and Chelsea School, address the Committee, which was agreed by the Chairman. As part of his speech, Dr Cross made the following points:

- he was concerned that this had become a much wider issue than one affecting the immediate community of Sullivan Primary School.
- the three key problems set out in the deputation were a barrier to address the question what needed to be done in the best interests of primary school children of Sullivan and Fulham.
- having addressed that question it would be reasonable for the Council to think of further opportunities to help deliver the Council's policies.
- the parents and staff of the school were concerned about the future of the children in their care and staff were concerned about their careers and jobs in the future.
- many headteachers and their staff across the borough were concerned about the implications and the manner in which the proposals had progressed. He noted that it was widely agreed that the closure was not on the basis of standards. At least 20 headteachers had written to the headteacher of Sullivan Primary School to express their concern, shock and support against the closure. It was unprecedented for professionals to come together in this way. So it had to be questioned why this was happening.
- It should be asked how this situation could be rectified and how solutions could be sought; there was a need to unite not divide.
- New King's Primary were able to contribute to the proposal sent out by the Council and set out its vision. The vision of Sullivan Primary and other schools were missing. He felt this was not the basis for encouraging a positive and informed consultation.
- He commented that the consultation invited people to vote for the closure because the Council would gain from it, in reference to the Fulham Boys Free School proposal. The community and Sullivan Primary had the right to take part in the consultation on this other proposal.
- Many staff and governors want to get together to look at other proposals for the Sullivan pupils and also to meet the needs of the schools of choice agenda.
- Implications to the other schools did not appear to be included in the Council proposal for Fulham.

In summing up, Dr Cross asked for more time and further opportunity to work together to agree a way forward to benefit the children, which was a key part in what they did. He asked for an opportunity to do this in a calmer environment where everyone could be heard without one group having an advantage.

The Chairman commented that the Committee's remit was also looking at the best interests of the children. He invited questions from Members of the Committee to be put to the deputation organisers.

Councillor Phibbs commented that it was right to be concerned that the proposals benefited all children and had to benefit children at Sullivan Primary. In reference to the proposal of New King's converting to academy status in partnership with



Thomas' Day Schools, he asked whether the deputation organisers had spoken to Thomas' Day Schools about the proposed new arrangements and whether they knew the details. The Chair of Sullivan Primary School Governing Body responded that she was familiar with Thomas' Day Schools and had listened to the speeches made at the consultation open meetings. However what was lacking was how the vision would benefit New King's and Sullivan; Thomas' did not have the experience as the schools had with their own pupils.

Dr Cross also commented that it had been reported that parents have been lobbied for New King's to become a feeder school to the new free school. The Chairman responded that as the Committee did not have a report before it that it could analyse, it needed facts in order to discuss the issues, and that the free school was not part of the consultation. Rosie Wait replied that the free school was part of the consultation.

In respect of the consultation, Councillor Needham asked what they thought the main gaps were in the consultation document. Rosie Wait responded that the document was full of gaps; in order to understand the proposals the school had to ask through Freedom of the Information (FOI) requests for information. There was no other information other than the consultation document. The Executive Director disputed the comments made that the local authority lacked vision towards schools in Fulham. He reiterated the vision outlined in the school organisation report, which was developed before the proposals were brought forward and looked at the calculation and prediction for likely demand going forward for school places. The calculation was based on birth rates, the demand for places and analysis of the places available. The projection of demand was set out in the consultation document up to the year 2016; there was a prediction of the need for 134 additional places and already 120 places have been put in place. For this year, the demand for places had been met and there was also a small surplus. Therefore it was disputed that the Council had not done work on the demand for places.

Councillor Binmore noted that there have been over 900 responses received already in respect of the consultation; the consultation met the Department for Education (DfE) guidelines and the format of the consultation was one that had previously been used. In response to the question from the Chairman whether the number of responses was a number to be expected, it was noted that this was a high level of response for this type of consultation. Councillor Cooney reported that the "Frequently Asked Questions" (FAQs) on the consultation website were constantly updated; the more questions asked, the more FAQs were added.

A member of the public, who was a parent in the borough and also a governor at the Fulham Boys School (FBS), commented that hundreds of parents have come forward asking for more choice for secondary schooling and for a single sex secondary school. He noted this consultation was independent of the FBS proposal.

The FBS were collecting support for the FBS proposal which had nothing to do with the primary school merger.

Sue Fennimore responded to these comments noting that the consultation document referred that if a site became available then it would be given to FBS. She also asked why governors of Sullivan were not informed of the proposals and asked where this left other school governors across the borough in respect of making strategic decisions. Andrew Christie referred to the FAQs which indicated that officers sought conversations with the school's governors; they were approached on three occasions over the past few years. Officers met with the New King's governing body on 2 July and then returned on 8 July to explain the proposal, having already made arrangements to meet with Sullivan's governing body on 9 July.

Councillor Binmore reported that the FBS had been given permission to go ahead with establishing a free school. The FBS free school did not have a site and should the proposals go ahead then a site would be made available. She emphasised that they were still in the middle of a 12 week consultation so these were proposals. She also noted that the DfE had indicated the availability of £13.5 million funding should the site become available. She thought it was open and transparent to include this information in the consultation document. Councillor Binmore also stressed that there were over 30% of school places empty and as a result of the proposed amalgamation only 15 places would go. A member of the public asked why the consultation was included on the FBS website and the Chairman responded that he did not know why.

In relation to the Thomas' Day School proposal, Councillor Phibbs asked if someone from Thomas' could attend a meeting to discuss whether children at Sullivan Primary would get a better education as result of the proposal. Rosie Wait responded that Thomas' was not part of the consultation so they should not be concerned about that now – she was concerned about the school closing.

Councillor Binmore commented that the Council was concerned about the overall interest of children in the borough. She noted that now over 70% of residents chose and got places for their children at schools in the Borough.

The Chairman concluded that it was not within the Committee's remit to suspend the consultation but it could refer the request to the Cabinet Member to consider the issues put forward and would ask for a response. Councillor Binmore responded that as Cabinet Member for Children's Services, which had overall statutory responsibility for children's services which included education, she would discuss with Councillor Cooney and send a joint response within seven days.

**RESOLVED THAT:**

- (1) the Cabinet Member for Children's Services and the Cabinet Member for Education to discuss the comments made and send a joint response within seven days; and
- (2) the minutes of the meeting be submitted as part of the consultation.

## Appendix 7 – cross section of comments

### 'Definitely agree' comments

A very large number of parent/carers not associated with New King's or Sullivan said this, or variants of this:

*Desperately need a CE secondary boys' school. Supporting Fulham Boys' School.*

This response is similar to many provided, from an All Saint's parent:

*I think it is an excellent use of resources, cost effective & really good for all of the pupils affected! They will have new/modern/state of the art teaching tools and resources that can be nothing but amazing! As for Fulham Boys school, it is brilliant that there will be a Church of England school for boys that offers a parallel to Lady Margaret for girls! It is exciting and again it's new building and resources status is extremely attractive to a lot of Fulham residents who currently have no options as to how to secondary educate their boys in Fulham! It's VERY exciting and appealing!*

Another primary CE school parent commented:

*Looking at the figures for both schools it seems clear that it would be better to have one bigger school that can get more financial investment so as to provide better education and more choice for local parents.*

Another respondent explained:

*I am a friend of a parent who is desperate for her two boys to go to a good secondary school which there is not in SW6 or W6 area.*

A governor commented:

*I am very conscious of the high proportion of our pupils who have English as a second language and who are on free meals - roughly half the cohort. The school is currently too small to guarantee these kids the fullest range of educational and cultural opportunities: we positively need to be bigger. All my contacts with the Head and senior staff convince me that together they constitute an ideal team to bring off this amalgamation to the satisfaction of all concerned.*

Another New King's governor listed reasons for supporting the proposal:

*Local primary schools struggling to fill places - demographic changes to locality.*

*Large/prohibitive capital costs associated with refurbishment of Sullivan.*

*Exceptional school building at NKS - underutilised currently.*

*Exceptional school leadership now at NKS with a head capable of true leadership and possessing, crucially, diplomacy and sensitivity.*

*The collaboration with Thomas's London Day Schools provides a real opportunity to learn off established school network who appear truly willing to help.*

*The Free School on the Sullivan site will, in time and if managed well and executed properly, be a bonus for the area in the medium to the long term.*

*The changes have the potential to provide the basis for truly great education in the borough.*

A member of New King's staff simply commented:

*It has the potential to make both schools 'outstanding'.*

Another member of New King's staff said:

*I am very happy with the proposal and look forward to all the developments and success it will bring to the school.*

Relatively few Sullivan parents agreed with the proposal, but one of those who did said:

*This seems the only logical and viable solution!*

Another Sullivan parent who agreed said:

*We have a son and would definitely want to send him to Fulham Boys Free School.*

A New King's parent said:

*Would be a great opportunity for all the children and would love the Boys Free School.*

A local Reverend Canon gave his reasons for definitely agreeing:

- 1). *To provide a better resourced & funded two form entry primary school*
- 2). *To free up a site which could be used for Fulham Boys school.*

### **'Tend to agree' comments**

From a New King's teacher/member of staff:

*I feel that the combined resources (staff, new renovated building etc) could ultimately benefit all of our pupils.*

Another New King's teacher/member of staff said:

*Not very sure what the future holds for staff, but boys' school is a good opportunity for the area.*

Another said his reasons for definitely agreeing were:

*NKS need an increase of pupil, so 2 form entry is needed. NKS needs to be refurbished throughout, so this funding is wonderful and very much needed. It is just a real shame that a 'Good' school (Sullivan) is closed just because of where it is currently situated.*

A New King's parent said (edited extract):

*In the long term it seems a better thing, but I am very concerned about the learning environment in Sullivan School while New King's being refurbished. How such a small school will welcome so many students? How will the learning environment be sufficient and not affect children's studies? Will the students have access to proper equipment and facilities? I am concerned, however I know there is little we can do to stop the process to happen.*

**A local resident wrote:**

*I attended the meeting at Sullivan School on 10th September, which gave me the opportunity to hear eloquent arguments opposing the proposal. Like many of the speakers, I have no association with Sullivan School other than that I pass it almost daily. As a local resident I would find it astonishing that a secondary school for 800 boys could be accommodated on a site ideal for half that number of primary pupils. The increase in traffic, including coaches, and the loss of Sullivan's garden, such a welcome open space in a congested area, would be detrimental to the character of the district, and impractical. I feel that greater efforts should be made to find a site for the free school elsewhere in the borough. I have no objection to a new secondary school for boys, although I remember the council closing St Mark's some 15 years ago. Sometimes decisions seem to be taken to satisfy a short term need rather than with a view to the future. I would be reassured if there were at least one other alternative site considered for the free school so that the decision about Sullivan could be taken without the suspicion that the free school (or Thomas's indeed with its academy plan) is dictating its fate.*

**A local vicar wrote:**

*Sullivan is a good school on an excellent site providing a creative, exciting curriculum. The children are happy and the staff are dedicated and very professional. The school is situated by the Sullivan Estate, the perfect position to serve the children of the residents.*

*The school garden provides opportunities for the children few other schools in the borough can equal.*

*Being totally on one level makes the school an excellent facility for SEN pupils.*

*Moving to New Kings would mean placing the children in an environment where there is a higher rate of pollution.*

*The move would be disturbing for young children and this would have a detrimental effect on their education. The move itself would be preceded by some disruption as pupils from New Kings would have to move temporarily into Sullivan whilst the NK building was modified.....can you imagine the tensions not only between pupils, but also between staff?*

*The plight of the Sullivan staff is a further problem particularly when it comes to the head Wendy Aldridge. That an excellent head should be made redundant when her school is successful is staggering and that it has come about is simply wrong and unworthy of this or any other authority.*

*My observations on the school and staff are not made merely on emotion. I taught for 20 years in the ILEA, including 8 as a primary school head teacher*

**A parent wrote:**

*I chose to send my child to Sullivan primary as the staff were so incredibly caring and dedicated, the buildings are low, light and airy and it has lots of fantastic green space which is a rarity for a school in the area. The parents of all the pupils at Sullivan are very passionate about their school and want to see it continue on its path of excellence.*

*If Sullivan is closed, it reduces our choices as parents, of secular state primaries in the area. This is a school that is much wanted and loved by the local community and it is at*

once both horrifying and unfathomable that our elected local government has Sullivan in its crosshairs, completely ignoring its citizens standing in front of them, with reasonable arguments against the proposal, and armed only with truth to counter every misinformed 'fact' trotted out to justify the destruction of a successful school. There is no justification for this.

#### A detailed response from a prospective parent and local GP:

*I write as a parent of a one year old child who I had hoped to send to a community school, in particular Sullivan, and as a GP living in Parson's Green. I have many friends who opt to send their children to private schools locally and am well aware of local parent perceptions around schools.*

*I have a number of issues with the council's proposal to merge Sullivan and New Kings schools.*

*Firstly, I believe that the issues at stake are individual and should not be linked. These are: (1) whether New Kings should become an academy, in partnership with Thomas'; (2) whether Sullivan and New Kings should be merged and (3) whether the proposed Fulham Boys School should be given the Sullivan site. Unfortunately, the way the council has gone about this consultation, the three have become inextricably linked in the eyes of the community.*

*(1) I do not object to and it is a matter for the governors of New Kings to decide as to whether this is in the interest of their school. My understanding is that they have done this and then proposed it to the council – fine.*

*(2) I object to the closure of Sullivan on the basis that (a) it may be undersubscribed as a whole school, but the foundation stage and reception and year one are, I understand, full this academic year – implying to me that perception of the school is changing and that it is becoming a school of choice for parents. (b) this is about parent perception – Sullivan is a 'good school' according to ofsted but parents have either not caught up with this, or else 'good' is not good enough. Given that Sullivan is a good school, surely it is better to work on changing parental perception rather than close Sullivan? (c) numbers – related to my point about parent perception: the council wishes to merge the schools as numbers are low. However, I am convinced that parents would be more keen to send their children to New Kings once it has a partnership with Thomas' – given how well respected this school is locally. Therefore the new school, merged with Sullivan as proposed, could quickly become oversubscribed. Surely the council would then have a lack of places? I know the council say that they have done the figures and that they won't [need] these 'spare' places at Sullivan and New Kings for all the new children likely to move in to the area with the planned housing developments locally, but I do not think the numbers add up.*

*(3) As a result of the council's linking of the 3 issues, Fulham Boys' School is being pulled into this mess and all the anger of Sullivan's supporters is being directed at them. This seems unfair given that they did not ask the council to close Sullivan – the council put 2 and 2 together and thought this would be a good solution to all 3 'problems' – without, it seems, necessarily thinking through the implications on each individually. The council is well aware that the boys' school would need a separate consultation anyway, but this is being pre-empted by the current one.*

*Finally this process appears to me to have been rushed.*

*I would urge the council to do the following*

*(1) allow NKS to become an academy, with likely growth in numbers and popularity.*

*(2) keep Sullivan school open and allow the slowly changing parental perception to*

catch up with the reality that Sullivan is a good and further improving school – a perception which can be seen to be changing by current numbers at entry level to the school.

(3) find another site for Fulham Boys School – I know this is proving very tricky, but this is not in itself a justification for closing Sullivan.

(4) as suggested at the second public meeting, allow the teachers and educationalists themselves to put their heads together and see what solution they can come up with for all Fulham schools, including this issue.

### **'Tend to disagree' comments**

The Headteacher of a community primary school in the borough registered a 'tend to disagree' position and commented:

*There are reasons for and against all the options. I would consider that the Sullivan site is a better site for a Primary School of the 2 school sites available. My thinking behind this is around the simple fact of space, outside learning, free flow opportunities and innovation in regard to the possibilities for how and where teaching and learning happens for young minds enabling a more creative curriculum and space to run.*

*As a Headteacher in the Local Authority I do have issue on the manner which process has taken place and hope we will get opportunity to discuss this at some stage in order to reduce the angst for others after this process has taken place (whatever the outcome).*

*I am concerned that the building of a Boys Free School linked directly to faith in Hammersmith and Fulham further reduces the options available for boys in particular for Secondary Transfer. My observation in the past few years is that the options available for the families attending [name of the school redacted] school for Secondary transfer are becoming smaller, with less families being satisfied with the options available or offered - especially for Boys. Local academy schools and free schools are tending to add to or temper admissions criteria with specialisms reducing options for all children. A Church of England Free School will limit the options further, apparently creating greater opportunity for some and in the case of [name of the school redacted] pupils a vast minority.*

A respondent describing themselves as 'a concerned parent' strongly disagreed and echoed the views of many in questioning the perceived conflation of issues around the amalgamation proposal:

*Shutting a good school that is inclusive in order to amalgamate it with another who are forming an academy with a private school chain to provide a site for a Church free school, is nothing more than a political decision. This is in no way a strategic plan to address any surplus places or in the best interests of the children at either primary. The Free school founders are lobbying parents up and down the borough, which they should not be allowed to do. This is neither Christian nor appropriate. I have serious concerns about the process and it should be stopped immediately.*

### **'Don't know' comments**

Many of the 'don't knows' expressed enthusiastic support for Fulham Boy's Free School, though some had reservations such as this:

*Not sure if these schools should be amalgamated, but definitely need a good secondary boys school in the area.*





# **Proposal to amalgamate New King's and Sullivan schools on the New King's site**

## **Report on the final stage of the consultation, representations made following the publication of public notices**

**This report forms Appendix D of the Cabinet Decision Report  
6 January 2014**

<b>1</b>	<b>Introduction</b>	<b>page</b>	<b>2</b>
<b>2</b>	<b>Representations made</b>		<b>3</b>
<b>2a</b>	<b>Representations opposing the proposal</b>		<b>4</b>
<b>2b</b>	<b>Representations supporting the proposal</b>		<b>6</b>
<b>2c</b>	<b>Neutral representations</b>		<b>6</b>
<b>3a</b>	<b>Summarised representations opposing the proposal</b>		<b>7</b>
<b>3b</b>	<b>Summarised representation supporting the proposal</b>		<b>16</b>
<b>3c</b>	<b>Summarised neutral representation</b>		<b>20</b>

**Appendix D1**

**Appendix D2**

**Appendix D3**

# 1. Introduction

This report outlines the findings from the final stage of consultation on the proposal to amalgamate New King's Primary School and Sullivan Primary School, through the closure of Sullivan Primary School to form an enlarged New King's Primary School on the New King's site.

In July 2013 the Cabinet Member for Education gave authorisation to begin a full consultation process involving all stakeholders including parents, governors, all staff at both schools, the local MP and ward members. The first stage in the procedure was a consultation that started on 16 July and ran for 12 weeks, finishing on 8 October.

In the course of this lengthy initial consultation period, detailed Q&As were published, public meetings and briefing meetings for staff at the schools were held and detailed questions were answered.

There was a very high level of interest in the consultation. Strong opinions were voiced both for and against the proposal. It is entirely usual for a consultation to be used as a vehicle to present a wide array of opinions and thoughts; indeed this is the very nature of a thorough consultation. A majority of responses to the original stakeholder feedback survey opposed the proposals: 2,226 against, and 1,367 in favour. In addition to these hard copy and online response forms, two petitions objecting to the proposal were received as well as several submissions from local organisations, mostly expressing disagreement with the proposal. Nevertheless, when the responses of the 2,143 parents (rather than staff, residents or other respondents) were analysed, a majority (1,107) supported the proposals.

In order to be completely transparent, responses were placed on public display for two days at Lilla Huset Professional Centre, on Tuesday 26 and Wednesday 27 November, from 9.00am to 8.00pm.

Following full consideration of the consultation responses received, the Cabinet Member for Children's Services and Cabinet Member for Education agreed to proceed with the publication of statutory notices about the proposal and authorise the Director of Schools Commissioning and Director of Legal Services to undertake the necessary procedures.

The report on the initial consultation findings, the full proposals and the council's decision paper following the consultation, plus all related documents, [are published on the council's website here](#)» (Cabinet Members' Decisions 18 October 2013, in the Council and Democracy section of the lbhf.gov.uk site).

Following the publication of the statutory notices on 21 October 2013 there was a further period for representations on the proposal, the findings of which are reported in this document.

## 2. Representations made

Statutory notices were published on 21 October 2013, starting a six-week period representation period - the final opportunity for individuals and organisations to express their views, objections as well as support for the proposals. The complete proposals were published on October 30, 2013 and the six-week period for representations was extended to December 11 2013 at Sullivan school's request.

The notices were published widely, as legally required, and the period for representations and public viewing sessions for the original consultation responses were publicised on the website, in residents' e-newsletter mailings and by press releases.

***The majority of the representations received by the close of the agreed period remained opposed to the proposal.***

***Nine representations from organisations were received objecting to the proposal, plus a further 100 from individuals and a letter signed by 10 LBHF headteachers and a 'Stop the closure of Sullivan Primary' petition with 969 signatures.***

***A representation supporting the proposal was made by New King's Primary School; a further three were received supporting the proposal, two from individuals, and one from the Chairman of the West London Free School Academy Trust.***

***The Fulham Boys School (FBS) made a strictly neutral representation. Letters of supporting FBS but not commenting on the amalgamation proposal were received from 37 businesses, individuals, educators and faith groups, including a letter signed by 68 members of a Fulham church congregation.***

There was considerable correspondence in this period between organisations and individuals and the council (Members and officers). For the purpose of this analysis, the figures quoted refer to the number of people making specific representations rather than their several items of correspondence.

### 2a. Representations opposing the proposal

***Nine representations objecting to the proposal were received from organisations:***

Sullivan Primary School

London Diocesan Board for Schools

The National Union of Teachers in Hammersmith & Fulham

Hammersmith & Fulham Liberal Democrats

Peterborough Road and Area Residents' Association (PRARA)

The Hurlingham and District Residents' Association (HDRA)

City Events Ltd., Polo in the Park

Mathias Kulubya, a Sullivan parent, on behalf of Sullivan Court Residents' Association

Wasim Kempson, Imam Al-Muntada Al-Islami Trust

*For summaries of these representations see section 3, pages 6-16; for full copies, see Appendix D1 (Sullivan), Appendix D3 (others)*

***In addition to the nine representations noted above, a further 100 were received objecting to the proposal, plus a letter signed by 10 LBHF headteachers and a 'Stop the closure of Sullivan Primary' petition with 969 signatures.***

These included correspondence from 24 people who made it clear they are parents at Sullivan Primary and 11 members of staff at the school. Two former chairs of governors at the school wrote to object, as did five other current or former chairs or governors of other local schools. 15 local teachers opposed the proposal, 10 of them headteachers, two of them deputy headteachers. Of those objecting, 14 were associated with the school as former pupils or relatives of current pupils; 11 described themselves as local residents and commented from that perspective, including a QC and the Rt. Hon. Earl of Woolton. Most others clearly were also residents in the area, as shown by their comments or addresses.

As represented in the PRARA and HDRA submissions summarised on pages 13 & 14, the potential impact on the local area of the siting of a large secondary school on the site remains a concern for many in the area. Only a handful of objections focused solely on that issue, though many others referred to it as well as praising Sullivan and seeking its retention.

Other key themes included expressions of distrust of the council's motives and handling of the process. There was much criticism of the recognition given to the views of "potential parents at FBS" when the views of "real parents" of pupils at the two schools concerned have been ignored" and a perception voiced that the views of the clear majority, including concerned local residents, have not been taken into account.

Sullivan parents responding attested to the school's educational effectiveness and pastoral care. Many feel that the disruption will be harmful to the pupils and say that the educational benefits for Sullivan children have not been demonstrated. Several of the messages received later in the process referred to the recent Gold Club award from the Mayor of London, with Sullivan one of 114 schools across London recognised for their performance in the Key Stage 2 SATs tests. All demanded its retention.

Additional support for Sullivan was expressed separately in the school's own representation, including a letter signed by 10 LBHF primary headteachers and provision of the petition with 969 signatures, as noted above.

There were no additional representations against from any parties associating themselves with New King's.

## 2b. Representations supporting the proposal

***A representation supporting the proposal came from headteacher Miles Chester, for New King's Primary School and Thomas's London Day Schools.***

*For a summary, see page 17; see Appendix D2 for a full copy.*

***In addition to the representation from New King's noted above, a further three were received supporting the proposal.***

These responses specifically express support for the amalgamation proposal or the council taking the difficult decision to proceed. One came from Toby Young, Chairman of West London Free School Academy Trust (for a summary see page 17, see Appendix D3 for a full copy), another from the pastor of Twynholm Baptist Church, Fulham.

There were no additional representations of support from any parties associating themselves with New King's.

## 2c. Neutral representation

***Fulham Boys' School (FBS) submitted a representation declaring that "FBS maintains a strictly neutral stance on the proposed merger".***

*For a summary, see page 20; for a copy, see Appendix D3*

***The appendices provided in the school's hard copy pack carried copies of many letters of support for FBS - 37 of these letters were received in total, plus a letter signed by 68 members of a Fulham church congregation.***

The letters and emails came from local parents, residents, businesses and faith groups, stating in similar ways that they endorse plans for FBS and hope that "in the noise generated by the consultation the council does not lose sight of the need for a CE secondary for boys in Fulham". As was the case with the response from FBFS itself, these did not state explicit support for the amalgamation of the two primary schools.

*A letter received from Greg Hands MP is also included in Appendix D3.*

***The letter from Chelsea and Fulham M.P., Greg Hands, does not state his final position on the proposal,*** though it says he has not opposed the overall position during the consultation because he feels the council is fulfilling its obligations to the local community by looking to increase school places. Mr Hands' letter sought answers to points raised in his earlier consultation response, particularly on the merits and demerits of the respective school sites, urging investigation of the option of merging New King's into Sullivan on the Sullivan site. The Leader responded to Mr Hands about the issues raised.

## 3a. Summarised representations opposing the proposal

***Representations from organisations opposing the proposal are summarised here.***

They are appended in full for reference.

### ***Sullivan Primary School***

**The Sullivan representation was, as was to be expected, a substantial document arguing the school's case against the proposal.**

Introductory paragraphs outlined its position in the first section, '*Response of the governing body of Sullivan Primary School*'.

"LBHF is well aware that the Governing Body is wholly against the proposal to close down a well managed, popular (increasing roll), well-resourced, high-achieving school, that it considers the consultation phase was conducted in an unfair and incompetent manner, and that the continued refusal to comply with standards of fairness and transparency such as the publication of inaccurate data on its website means the whole process is flawed to the point of being unlawful and that any decision to proceed with closure is simply irrational.

This response to the Statutory Proposals is submitted in the context of continued disapproval and legitimate concerns over the consultation phase and in no way is a concession that the process to date has been conducted properly."

The use of the term 'irrational' is subsequently explained in a claim that public law principles have been breached: "The threshold of irrationality is that the decision is so unfair that no reasonable Authority could ever have come to it."

The representation asserts that the council failed to conduct the consultation in a procedurally fair manner. Ways in which the representation claims the consultation was flawed include the following.

- The terms of the consultation document - not set out in a fair and open manner; not about a plan to reduce surplus capacity but about a decision to close a school.
- Discounted responses - only hard copy and online response forms considered; petitions and letters disregarded.
- The conflation of the Fulham Boys' School site with the reduction of surplus primary school places. By including reference to FBS and releasing the site for the secondary school, the consultation was widened from what it purported to be. Instead of people considering the consultation on the basis of primary school provision, people responded on the basis of secondary school

provision. This was evidenced in the way parents' views were reported by the council - "The majority supported amalgamating the schools" - when the school's analysis showed that 970 of the 1,107 parental responses made reference only to FBS, not to the amalgamation of the schools, the point under consultation. The council stated that this was not a consultation on FBS but sought to rely on responses made purely in support of FBS and is proceeding on a course with which the majority of respondents disagree.

- The wrong information - factually incorrect information about numbers on roll at the school published in the consultation document and thereafter on the website, misleading consultees.

The irrationality of decision making claimed in the section on '*Public law principles*' details the school's position on budget, pupil numbers, Ofsted rating, governing body, comparison with borough Key Stage 1 & 2 standards and views of parents. All are represented positively. The Mayor of London's recognition of the school's achievements by awarding it membership to the Gold Club School Members scheme on 22 November 2013 is also cited.

The section also asserts that LBHF has failed to conduct the consultation in a procedurally fair manner and has breached legitimate expectations.

[It should be noted that there has been considerable correspondence between the council and the legal representatives of the school and the council stands by its consultation document and procedure and thoroughly refutes these claims.]

The representation offers detailed scrutiny of "evidence from the council's public consultation", drawn from the school's inspection of the consultation responses over the two days of public viewings. One focus of the scrutiny had been to identify those responses that agreed with the proposal, did not comment on the amalgamation, but simply expressed support for FBS. This paragraph captures the school's key concern:

"Despite the assertions by Fulham Boys' and Andrew Christie that this consultation was not about the Free school, these 970 responses solely in support of Fulham Boys' were included as support for the amalgamation proposal. However, two petitions in direct opposition to the amalgamation (including 970 residents from one petition and 686 residents in another) were acknowledged but intentionally disregarded by the council."

The title of the second section of the representation is '*Response to the statutory notice of the proposed closure of Sullivan Primary School*'. It leads with the school's statement and supporting evidence indicating how the proposal will impact on the standards, diversity and quality of education in the area. It states that no evidence has been provided that the new school will give all pupils a better education and outlines the ways in which it sees Sullivan as a successful school.

This *response to the notice* section goes on to dispute the council's statement that it has adequately planned for the demand for primary places in Fulham. It also claims that the council has not provided satisfactory information regarding the provision for children with special needs, in particular children with mobility issues.

The school say that they have identified three viable sites nearby and urged the council to conduct feasibility studies.

Finally, the section addresses the impact on the local area and community, stating that local residents and the associations representing them are opposed to development of the site for FBS and that a feasibility study should be completed.

The third part of the representation is entitled '*The benefits of retaining Sullivan on its current site*'. In this, the governors provide details of their strategic development plan, 'Let it Grow: a Future for Sullivan School', and its objectives: to improve academic standards in primary education in London; to provide a safe and happy school for young children in London; to become a school of choice. Two strategic approaches to achieving these objectives are outlined:

1. Increase Nursery cohort capacity to meet existing demand and allow "feeder" process into Reception to Year 6 to occur organically.
2. Convert to an Academy community school with the sponsorship of the London Diocesan Board for Schools (LDBS) to create a unique educational offering in Fulham that meet the Schools of Choice agenda.

The governors feel that with LDBS support capacity can be increased to meet demand for the nursery and grow Sullivan to a 2-form entry school. The cost of providing classrooms for two-form entry scenario is outlined, (£780,410) with full details of the costing appended.

LDBS is described as the perfect Academy Trust partner, supporting the school while preserving its strengths, its community school ethos and 100% open places admissions policy reflecting the local community. An overview of the tactical plan is provided.

The representation ends with a '*Conclusion*' page. Finally it states that the council has not accepted the school's Academy proposal, endorsed by LDBS, and says that the best interests of the current pupils and future generations lie in Sullivan remaining open on its current site and continuing its journey.

The representation carries the school's original response to the public consultation and it should be noted that it was provided with the most recent 38 Degrees online petition "Stop the closure of Sullivan Primary" (with 969 signatures), as well as the two petitions from the first consultation phase, (Save our Sullivan and 38 Degrees, carrying a total of 3604 signatures) which the school requested also be considered.



Appendix B of the representation is a letter addressed to Councillor Cooney and other members of the LBHF Cabinet. As headteachers in the borough's primary schools, the ten signatories, five among them headteachers of faith schools, call upon the Cabinet "to stop the plans to close Sullivan Primary School, demolish the building and use the site for a new secondary school."

The headteachers state that they feel the damage this will do to the pupils and the community has not been fully appreciated. In a further extract, they say "We are deeply disturbed that a good school, with a substantial and rising roll and an increasingly high reputation among parents in the local community, should be singled out for closure. Apart from the effects on the children and staff of Sullivan School, this proposal undermines our confidence in the roll of the Local Authority in supporting its schools."

Appendices to the Sullivan representation:

*Appendix A* EJ Hawkins: The cost of providing classrooms for a two form entry scenario at Sullivan Primary School

*Appendix B* Headteachers' letter of support

*Appendix C* Research to show detrimental impact on children's education & welfare

*Appendix D* Sullivan Primary School response to the public consultation

*See Appendix D1 of this report for a full copy of school's representation.*

## ***London Diocesan Board for Schools***

### **A representation from the London Diocesan Board for Schools made a formal representation opposing the proposal:**

Inigo Woolf, Chief Executive, states that LDBS did not make a representation during the consultation period as it felt that a conflict of interest arose when Sullivan Primary School approached the LDBS Academy Trust to sponsor the school as a converter academy. "Now that the LDBS Academies Trust has undertaken its due diligence and agreed to sponsor Sullivan Primary School we wish to make a formal representation against the closure of Sullivan Primary School."

Mr Woolf notes that when Sullivan held a public consultation meeting attended by over 150 parents, local residents, staff and pupils on 21 October, the vote on the proposal to become an academy and join the LDBS Academies Trust was agreed unanimously.

The representation sets out to answer why LDBS is supporting the continuance of Sullivan when the Church of England is also supporting the setting up of Fulham

Boys' School. It says that Sullivan is a good school with outstanding features and "LDBS has been impressed with the quality of teaching, the progress that the children are making and the benefits that the children are enjoying from the spacious site. As a child centric organisation, the LDBS would not want to see a successful school closed."

The LDBS position is that they are not afraid to close schools with falling rolls but feel it is unusual to close successful schools with growing rolls. The amalgamation proposals were drawn up on the basis that parental preferences have been historically low and there is spare capacity in both schools. LDBS, however, feels that information provided to them since the proposals were first published indicates that, as Sullivan's reputation as a successful school is becoming more widely known, demand for places is increasing – first preferences of the current reception class are 76%. As a member of the LDBS Academy Trust they would expect the school to become oversubscribed in a short time.

The representation highlights a specific concern about the amalgamation proposals: the larger school is being closed but the smaller school's management team will take over the unfamiliar Sullivan site. Integration risks and potential disruption to learning are concerns expressed.

Further points are made about considering the New King's site as an option for FBS and the expectation that building option appraisals should be forthcoming.

"In conclusion, we wish to re-iterate that in putting children first, the LDBS does not think it is right that a growing successful school should be deprived of its school site which is in a good location for the community it serves and that the likely disruption to the education of the pupils has not been adequately addressed."

*See Appendix D3 of this report for a full copy of the representation.*

### ***The National Union of Teachers in Hammersmith & Fulham***

**The Hammersmith & Fulham Teachers' Association's representation asserts that the local authority must withdraw this proposal.**

It opens by declaring that the Association is gravely concerned about the proposal to close Sullivan Primary School, transfer its pupils to New King's School and eventually redevelop the site as a Church of England secondary school for boys. "**We cannot agree to this proposal** which will undoubtedly undermine and damage the educational progress and emotional well being of hundreds of young children."

The representation further states that the proposal will destroy an effective team of professionals delivering an excellent, and continually improving, education to children from their community. Also that Sullivan is a viable school in terms of

standards, school rolls, finance, the site, health & safety, the environment and projected developments. These, it says, are facts that should be accepted by the LA and should lead its decision making.

It says that school closure can only be contemplated by an LA “when the overriding material facts leave them no choice or when the gains - including to the children most affected by the proposal - are so overwhelming that the only rational option is to go ahead with the proposed changes.” The LA’s proposal, in its view, fails these tests.

A serious concern for the NUT is that it sees the council as failing to recognise the data, facts, projections and impact assessments prepared by Sullivan School. Factors such as the school roll, buildings, achievements and community cohesion are highlighted, as well as claims that the consultation was flawed, with undue weighting given to one set of parents championing the interests of their children against the interests of Sullivan’s children. “It is reasonable for the Council to make the best use of opportunities which open up as a result of any reorganisation but the reorganisation has to go forward on its own merits. In this case the facts do not merit the proposed reorganisation of provision and closure of Sullivan School.”

The Association’s representation outlines the impact and ramifications it sees if closure goes ahead and seeks a review of the LA’s Schools of Choice policy. Should the council go ahead with the closure, it says, it will send a demoralising message that it does not want schools such as Sullivan regardless of how well they are doing or how high their standards are. It concludes with the statement that Sullivan is a school that cannot be closed for any rational, professional, educational, moral or ethical reason.

*See Appendix D3 of this report for a full copy of the representation.*

### ***Hammersmith & Fulham Liberal Democrats***

**“Hammersmith & Fulham Liberal Democrats strongly oppose the Council’s proposal to discontinue Sullivan Primary School (Sullivan) with effect from 1 September 2014.”**

Paul Kennedy, Chair, Hammersmith & Fulham Liberal Democrats, goes on to say: “We see no justification for closing a popular and successful primary school, recently recognised as one of the top-performing schools in London, and with a waiting list of 29 for its oversubscribed Nursery Class. The Council’s vague and vacuous ‘merger’ proposals with New King’s School have attracted virtually no support from parents at either school, and have been roundly condemned by the local community - with the exception of supporters of a free school which potentially stands to gain from vacation of the Sullivan site.”

The message the representation takes from the consultation responses is that just a handful of parents associated with the two schools agreed with the proposals while hundreds objected, and thousands objected from the wider community.

The representation states the case for the current proposals to be abandoned to allow time for:

- Consideration of Sullivan's (and New King's) academy application(s) by the Department for Education (DfE)
- The current round of primary school applications closing on 15 January 2014 to proceed in an orderly fashion
- An independent review of the Council's handling of its consultation on closing Sullivan

The fundamental objection outlined is the view that the Council has failed to put forward a proper justification for closing Sullivan. "Apart from the historic issue of empty places in older years (and publishing incorrect data suggesting there are unfilled places in the Reception Class), the only justification put forward by the Council is that Sullivan's closure might help two other schools, one of which is small and undersubscribed and the other is looking for a site."

Sullivan, it says, appears to be a thriving and increasingly popular school, with nearly 300 pupils, a full reception (76% put Sullivan as their first choice), and a waiting list of 29 children for its nursery class. Recognition of the school's progress and success is noted and the claim made that the main obstacle to further progress seems to be the council itself, saying that it "blocked Sullivan's request to expand its Nursery Class to provide a regular intake for its Reception Class" and failed "to engage properly with Sullivan or to offer it the same level of support it seems to be offering to the proposed amalgamated school or the free school. It seems to us that the Council is too heavily conflicted by its financial interest in Sullivan's land and its political commitment to the free school to be able to make objective decisions in the interests of the pupils of Sullivan school and the wider community."

The Liberal Democrats feel it is far from clear how the amalgamated school would build on any of the features of Sullivan which have made it such a success over the last five years, with its "award-winning head teacher and many of its senior staff sacked" and "pupils evicted from their beautiful school next to a park and placed in a high-rise building on a busy road." The view is also expressed that the council has dismissed concerns about the impact of closure and disruption on pupils and says "We are particularly concerned about the impact on disabled pupils for whom Sullivan is ideally suited."

The representation disputes the council's assertions that two schools are very

close together, and that there will be no impact on traffic and transport arrangements. Closure of Sullivan, it says, would create a large hole in primary school provision in South Fulham, leaving some pupils more than 25 minutes walk from the nearest English-speaking primary school, with no public transport options.

Detailed concerns are expressed about the council's motives for closing the school and freeing up the site, as well as "the Council's handling and presentation of the consultation and its results, which have undermined public confidence in the validity of its decision-making process."

The representation ends: "The question for this Council administration ahead of the forthcoming local elections is this. Does it really want to be remembered for bringing into disrepute both the Government's flagship academies and free schools programme and local government decision-making - by closing down a popular and successful primary school in order to grab its land for a free school?"

*See Appendix D3 of this report for a full copy of the representation.*

### ***Peterborough Road and Area Residents' Association (PRARA)***

**The PRARA representation registers its strong opposition to the proposal:**

**"On behalf of our several hundred members whose interests we are here to represent and protect, this letter is to record, in the strongest possible terms, our opposition to this proposal to close Sullivan School."**

The representation states the association's belief that the consultation was deeply flawed. Also that the way in which the largely negative response to the proposal was turned into a recommendation that the amalgamation should proceed was neither clear, convincing nor publicly transparent. The association asserts that the case for closure is therefore not proven and the decision erodes trust in both the democratic process and the Council's integrity.

The letter questions the way weighting was or was not applied to responses and says this indicates to the association that the process favoured the result that the Council wanted and is particularly unfair and unjust in respect of the pupils, parents and staff of Sullivan School. Examples were provided.

In PRARA's view:

- The consultation was hi-jacked by supporters of Fulham Boys School whose only objective was to secure the Sullivan site rather than to comment on Council proposals for primary education locally.
- The views of local associations, including PRARA and HDRA, were excluded from the consultation results.
- The Council heavily criticised the NHS for counting the 18 petitions against the

closure of Charing Cross Hospital, which contained 66,000 names, as 18 responses. It then ignored the petition numbers presented in the consultation and did not factor them in to the results.

The following additional statements were made for the attention of the Cabinet when they consider the amalgamation proposals:

“Given the Council's publicly stated desire to make the Sullivan site available for the Fulham Boys School, we must place on record the complete failure so far of the Council to provide an assessment of the potential impact that the use of this site for the Fulham Boys School would have on our area. We believe it can only be harmful to the local environment and have an adverse and unacceptable impact on the quality of life of residents. As such we consider it irresponsible of the Council to continue to promote the use of the Sullivan School site by the Fulham Boys School, and make a decision about it, in the way that it is doing without having fully considered all the implications and likely consequences of such use.

We have no objection to, and indeed sympathy for, the establishment of the Fulham Boys School and hope a suitable site can be found elsewhere.”

*See Appendix D3 of this report for a full copy of the representation.*

### ***The Hurlingham and District Residents' Association (HDRA)***

**The HDRA representation also registers opposition to the proposal:**

“We have already registered our concerns and opposition to the Council proposals regarding the above through Mr Michael DeLacey's recent email addressed to Councillor Cooney.

**So there is no doubt in the interpretation of the objections being made, the Hurlingham District Residents' Association are opposed to the planned amalgamation on the grounds of the Council having undertaken a flawed 'consultation' skewing the outcome to match the Council arguments in favour of the amalgamation.** The evidence is that Sullivan is a popular and academically effective school and there is no 'popular' wish by parents, most who live close by, or teaching staff for the proposed changes to be made.

In terms of the proposed Fulham Boys School we strongly believe the Council's plans have taken no account of the impact the schools' presence will have on the local community, increasing traffic, reducing car park spaces, leading to over utilisation of the local Parks especially Hurlingham Park, and creating added nuisance and stress. In terms of traffic alone, the neighbourhood is already excessively busy, a conduit for 'rat running' and its effects, together with the huge volume of traffic to the Hurlingham Club as well as traffic and Parking stress resulting from FFC and CFC matches.

It is obvious for all to see that the proposed amalgamation and effective closure of Sullivan is a convenient way of releasing a site for the FBS . Combined with a skewed consultation process the ‘arguments’ for releasing the site to FBS are presented as de facto: the local Community is not at all convinced and so, we oppose your proposition.”

*See Appendix D3 of this report for a copy of this representation, including the email referred to, which seeks to have recorded that the council, in the previous consultation report, did not note the formal objection registered by HDRA in its formal response.*

*The formal response was appended to the consultation report and published in full. All relevant papers [are published on the council’s website here](#)» (Cabinet Members’ Decisions 18 October 2013, in the Council and Democracy section of the [lbhf.gov.uk](#) site).*

### ***City Events Ltd., Polo in the Park***

**A representation from Richard Kirtley, Operations Manager, City Events Ltd, Polo in the Park registered ‘a clear objection to the proposal’.**

Mr Kirtley expressed frustration that his attempts to get feedback and specific information in order to make an accurate case for objection had been ignored. He said that instead of requesting again a response, he would instead like to have his “original email documented as a clear objection to the proposal of closing Sullivan school to develop the site a senior boys' school” and requested its inclusion in the second round of feedback.

The email outlines asks questions about FBS arrangements and expresses concerns about the impact of the new school on Hurlingham Park and the immediate area. It states that clear, unhindered access to Hurlingham Park and full usage of the park, both for preparation and throughout the rental period is vital to the events company. The email is appended in full for consideration, see *Appendix D3*.

### ***Mathias Kulubya, a Sullivan parent, on behalf of Sullivan Court Residents’ Association***

**A representation strongly opposing the proposal was received from Mathias Kulubya.**

Mr Kulubya states that the residents strongly oppose the council decision and publication of the statutory notice. The representation explains that Sullivan Court history is thoroughly intertwined with Sullivan Primary School, led by a passionate and inspirational head teacher, Wendy Aldridge.

The representation questions the quantitative and qualitative aspects of the consultation. It claims that 62% of respondents opposed closure of Sullivan and that only 2% of Sullivan and New King's parents supported the proposal to amalgamate the two schools and that: "The decision to close Sullivan Primary School is a political decision to find a free site for CE affiliated Free Boys Academy."

The potential impact of the proposal on the pupils of both schools is outlined and Mr Kulubya urges the council to listen to the voices of concerned parents and residents and find a way to resolve the matter. He quotes the advice contained in a consultation response from a local GP:

1. Allow New King's to proceed to become an academy with a likely increase in numbers
2. Keep Sullivan Primary School open
3. Find another site for the Free Boys' Academy

*See Appendix D3 of this report for a copy of the representation.*

### ***Al-Muntada Al-Islami Trust***

**The representation from Wasim Kempson, Imam of Al-Muntada Al-Islami Trust, expressed "significant concerns regarding the closure of Sullivan Primary School".**

The Imam says "If we were to lose a successful primary school that already provides excellent education for so many from the Muslim community, and gain a secondary school that will not offer the same inclusivity, I do not believe the Council will have served the 33% of children at Sullivan Primary School that are of the Muslim faith. Moreover, you will have ignored your residents' preferences and formed an exclusive system of education."

The letter asks how this will fulfil the council's commitment to providing excellent education for all the young people in the borough and ends by saying that the Imam awaits Councillor Cooney's reply.

*See Appendix D3 of this report for a copy of the representation*

[Councillor Cooney replied, assuring the Imam that should the proposal go ahead, every child at Sullivan would be guaranteed a place at the expanded school and that there were no proposed changes to admissions and would be no faith based places. The proposed two-form academy would be fully inclusive and there for all local pupils, no matter their gender, religion or socio-economic background. The reply noted that the governing body of Sullivan school had set out its own plans to convert to academy status by joining the Church of England LDBS Academy Trust. Also that if FBS does open in Hammersmith & Fulham, it has made clear that 50% of the places offered will be open places, providing ample opportunity for boys of all faiths to apply for places. There was no further correspondence between the Imam and Councillor Cooney.]

[Report on representations made on proposed amalgamation of New King's and Sullivan schools on the New King's site](#)  
16



## 3b. Summarised representations supporting the proposal

***The representation from West London Free School Academy Trust supporting the proposal is summarised here.***

Toby Young, Chairman of the Trust, stated that he is fully supportive of Fulham Boys School and the Council's proposed merger of the two primary schools, saying: "I think Fulham Boys School will be a great addition to the borough's existing array of schools and, I'm sure, will be very popular with CofE parents who currently struggle to find places for their sons in local schools."

*See Appendix D3 of this report for a full copy of the representation.*

***The representation from New King's School supporting the proposal is summarised here.***

**The New King's School representation "supports enthusiastically" the proposal.**

The executive summary is reproduced here:

"This document has been produced as the single official representation to the Councillors of Hammersmith and Fulham Council from the Senior Leadership Team, staff and Governors of New King's Primary School (New King's) and the Principals of Thomas's London Day Schools (Thomas's) who support enthusiastically the amalgamation proposal for New King's and Sullivan Primary School (Sullivan).

It explains briefly the reasoning behind our support and outlines our vision for the amalgamated school.

It includes details of New King's today and our further plans to consult on turning the enlarged school into a converter academy.

We understand the concerns that have been expressed over the closure of Sullivan. However, we believe that the future for all the pupils of both New King's and Sullivan is far stronger, combined together, as part of a larger whole.

The amalgamation of both schools will bring huge improvements to the area's educational provision, as talents are combined and the strengths of both schools developed.

The closeness in proximity and practice between the two schools offers a genuine opportunity to bring both together; to create a new attractive choice for local parents; and to challenge the perceived community, church and independent school hierarchy.

The new combined school would enable:

- An increase in the number, diversity and quality of front-line staff
- An innovative, effective and significantly enriched curriculum
- Dramatically enhanced buildings and learning environment
- A leadership team able to deliver significant benefit for local children through partnership with the independent sector
- A wider impact on the educational landscape of South Fulham and on the Tri- Borough

The similarities between the two schools provide both the impetus for this amalgamation, and the ingredients for its success. Both schools are incredibly similar, in their intake, teaching approaches and academic achievements. Both serve the same community. Both are rated 'Good' by Ofsted. Both are, however, currently undersubscribed. This lack of demand is clear proof that too many local parents are currently looking for a different form of primary education.

We believe this amalgamation will provide them the opportunity of accessing the education of their choice. We also see opportunities for even further improvements and freedoms as a converter academy by entering into a formal partnership with Thomas's to establish the Parsons Green Academy."

The representation explains why the school supports the amalgamation by explaining that: "New King's, like Sullivan, wants nothing more than to become an outstanding school and a school of choice for its local community. The New King's community accepts the need for change in order to meet these ambitions which we wish to see achieved for the greatest possible numbers of pupils of the local community. We are happy therefore to combine with others to make it happen.

New King's has not sought the closure of Sullivan. We do however enthusiastically support the amalgamation proposal for New King's and Sullivan as we believe that, regardless of our current respective strengths, the merger can, should and will lead to significant further enhanced educational opportunities for pupils and staff at both schools and more widely within the borough."

It further states that the merger process will culminate in an innovative, effective and significantly enriched curriculum by combining together the best of both schools. Two good schools, it says, will combine together to make one outstanding school. It will sustain improvements by enabling costs savings to be invested to increase the number, diversity and quality of front-line teaching staff. It will facilitate significant capital investments which will dramatically enhance buildings and the learning environment for all children at the combined school.

As part of "*The Vision*" for the merged school, the representation says: "We see two school communities quickly coming together and overcoming any sense of unease or concern to create a school of choice; a fully staffed, refurbished, resourced,

appropriately sized primary school, offering outstanding levels of teaching and learning and of pastoral care to its local community.”

In a section on “*The Staff Team*”, the quality of teaching in both schools is celebrated, with universally good academic results and both schools ranked highly in terms of pupil progress. The representation reiterates the conviction that, with good will, the educational good practice in evidence at both schools is highly transferable. The amalgamation of the two teaching teams, it says, will allow for the extensive use of collaborative professional development to enable the new teaching team to perform even more effectively.

A proposed structure for the amalgamated school forms an appendix to the New King’s document. The document itself states that the proposed structure, which remains subject to a full consultation with existing staff, allows almost all teachers to continue to serve in the newly amalgamated school. The draft staffing structures have been costed, it says, proving that a far larger range of additional, full time, specialist teachers would become affordable within the enlarged school, allowing for significant curriculum enrichment and further supporting the drive to become “Outstanding”. The pupils at the new school would benefit from full time specialist teachers for Creative Arts, Physical Education, Music and Modern Foreign Languages. Three full-time specialist intervention teachers would also be appointed. Personnel reductions would primarily be in management and administration posts, with substantial savings made through economies of scale, freeing-up resources for front line delivery.

Plans for “*The Curriculum*” are detailed. In terms of the curriculum, the similarities between the two schools are described as far outweighing their differences. They share several key components of curriculum design and teaching approaches. Careful consideration and consultation will take place to ensure that the best of each is maintained within the amalgamated school.

New King’s intends to continue to reinforce its international approach, based on the very latest educational research, looking to build on its experience of the International Primary Curriculum (IPC) whilst incorporating the strongest elements of the Sullivan approach. It would also, it says, build on its pioneering, innovative work with the Maths Mastery programme (a mathematics curriculum being developed in partnership with Ark Schools, based on the successful system used in Singapore, delivering exceptionally effective outcomes in New King’s trial classes).

The proposed two-form entry school would be well staffed and well-resourced. Pupils would benefit from an improved teacher:pupil ratio and would no longer have to contend with the difficulties of mixed-age classes.

Economies of scale would support a broadening of the curriculum, introducing a particular focus on Science and Music. The expanded subject-specialist teaching team would complement the existing class teacher model, bringing new opportunities

for pupils to learn languages, play a musical instrument, develop their artistic and creative skills, or take part in a wide range of sporting activities.

The school is equally positive about its plans for *“The Buildings and Learning Environment”*, stating that the amalgamation provides the opportunity for the children of both schools to enjoy a dramatically enhanced learning environment. New King’s say that the Council’s recent feasibility study illustrates how this building can provide fantastic opportunities for children to learn within purpose-built facilities which would be otherwise unavailable. This significant investment would prepare the building for the education of local children for many years to come.

The installation of two lifts would make the school fully accessible, allowing it to further support children with a variety of disabilities. The combination of specialist teachers and specialist teaching spaces would allow the new school to deliver to children from the whole community learning opportunities usually associated with only the best independent prep schools.

The outside spaces would receive a particular focus to ensure that pupils retain the opportunity to bring their learning outside.

A section of the New King’s representation entitled *“Leadership and Partnership with Thomas’s Day Schools”* starts with this statement of intent: “The Governance Teams and Leadership Teams of the enlarged New King’s will be reorganised on its merger to represent the interests of both schools. Thereafter, the leadership of the school will consult with its staff and parent body to continue further transformation of the enlarged New King’s into the Parsons Green Academy in partnership with Thomas’s. The intention is for this to take place at the earliest opportunity.”

The New King’s statement describes The Thomas’s Schools Foundation as striving to ensure that children, especially those with the fewest resources, have opportunities to succeed in school and life. New King’s has already been benefiting from informal links with Thomas’s for a number of years. The benefits Thomas’s can bring, educationally and administratively are explained, as is Thomas’s role.

A statement follows in which Principals Tobyn and Ben Thomas provide Thomas’s perspective on formalising the relationship between pupils, staffs and parents.

They say that Thomas’s shares the vision of and ambition for the school with the Governors of New King’s and wishes to be an effective partner to them into the future. Thomas’s supports the New King’s and Sullivan amalgamation because of the enhanced educational benefits, staffing and facilities that it will bring the pupils of both schools.

The statement concludes: “Thomas’s intends its role to be one of supportive partner and enabler, not leader. Thomas’s believes that the staff and management of the school already possess the initiative, flair and educational ambition to continue to succeed. They simply require support, guidance, assistance and structures to sustain their efforts. This will be a genuine partnership between independent and

state sectors which promises to deliver great opportunities for pupils and staff across the whole educational spectrum.”

In *“Our Academy Proposals”*, the representation makes clear that, subject to further consultation with stakeholders, New King’s would propose that the newly amalgamated school seeks Academy Status to become the Parsons Green Academy. As both New King’s and Sullivan are rated ‘Good’ by Ofsted the school would be seeking to become an academy in its own right. New King’s would therefore be a converter academy, not a sponsored academy; it would formalise its partnership with Thomas’s.

Governance arrangements and the admission procedure are spelled out, plus plans for a new uniform and the undertaking that in recognition of the financial pressures this will place on some families, the school will be seeking to provide important items of school uniform free of charge for all pupils if the proposal to amalgamate the two schools goes ahead.

The representation ends with *“Wider Impact and Summary”* in which it says:

“The plans for the amalgamated school go beyond ambitions to become “Outstanding” in the eyes of Ofsted. We feel that the bringing together of two good schools, with the support of the Council and the Local Authority, and the capabilities of the Thomas’s organisation has enormous additional potential.”

Release of the Sullivan site, it says, would also allow for the establishment of Fulham Boys School, which would significantly improve secondary provision in South Fulham for all boys - complimenting the existing girls’ provision at Lady Margaret School. The representation notes that discussions with Fulham Boys’ Head Teacher and Governing Body have begun about how the schools could work in partnership to raise ambitions for local children.

“By supporting the longer-term ambitions of New King’s and in turn those of Fulham Boys, the Council allows a shared vision to be strengthened, for the partnerships to be fully realised, and for the educational landscape of South Fulham to be transformed into a hotbed of innovation, cross-sector collaboration and academic excellence. In summary, the current proposal would enable a far greater number of local children to benefit from an enhanced primary provision. This proposal will not result in the loss of a “Good” school – it will join two “Good” schools together to form one which is truly Outstanding.”

The document has three appendices:

*Appendix 1* Proposed Staffing Structure for the Amalgamated School

*Appendix 2* Thomas’s Support Team Structure, Parsons Green Academy

*Appendix 3* Indicative KS2 Timetable

*See Appendix D2 of this report for a full copy of the school’s representation.*

### 3c. Summarised neutral representation

***The neutral representation from Fulham Boys' School is summarised here.***

**The Fulham Boys' School (FBS) submitted a representation declaring that "FBS maintains a strictly neutral stance on the proposed merger".**

The representation, from Alexander Wade, Chairman of Governors, The Fulham Boys' School, sought to answer questions raised during the consultation about demand for the school and parental support, but more particularly about its motives

and conduct. It stated that the proposal was not predicated on finding a site for FBS, but the school was drawn into the consultation on the proposed merger of Sullivan and New Kings primary schools by being named as the potential occupants of the Sullivan school site. It said that the governors of FBS have no comment on how primary schools should best be organised in H&F. It stated that, despite maintaining a neutral stance on the Council's proposed merger of the two primaries, a number of issues concerning FBS had arisen.

The representation countered claims that FBS had played any part in forming the merger proposals or proposing the Sullivan site as its potential home: "At all times we sought to be extremely clear that we were seeking to mobilise support for FBS only". Also: "FBS has always been neutral on the merger but we were stung into action on the consultation following a campaign of anti-FBS invective during the summer."

Describing more recent events it said: "The continuing invective against FBS has prompted parents, local residents and businesses to ask what they can do to ensure their voice is heard in the debate about future educational choices in Fulham. We have encouraged supporters to write in during the representation period and attach at Appendix 1 some of the parent's letters copied to us." Other appendices to the representation in hard copy form carried letters of support from local educators, businesses and churches. These were addressed to the council and have been treated as having been passed on via the representation. Those not duplicating letters and emails directly received by the council have been included in the figure of 37 quoted.

A letter carried in the representation came from members of the congregation of All Saints Church Fulham stating that they wrote as individuals. It carried 68 signatures and has been noted separately in the headline figures quoted on page 4.

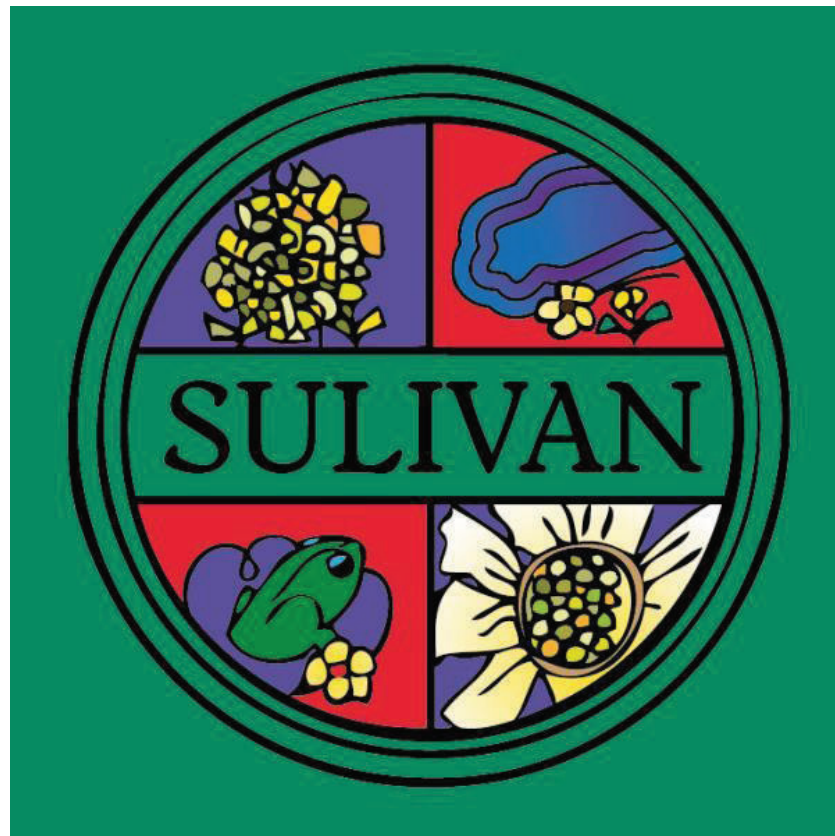
*A copy of the representation, minus its own appendices, supplied to the council as hard copies, can be seen at Appendix D3*

**This report forms Appendix D of the Cabinet Decision Report for 6 January 2014 and carries the following appendices of its own:**

- Appendix D1* Full copy of Sullivan Primary School representation
- Appendix D2* Copy of New King's Primary School representation
- Appendix D3* Full copies of other representations from organisations:  
West London Free School Academy Trust  
London Diocesan Board for Schools  
The National Union of Teachers in Hammersmith & Fulham  
Hammersmith & Fulham Liberal Democrats  
Peterborough Road and Area Residents' Association (PRARA)  
The Hurlingham and District Residents' Association (HDRA)  
City Events Ltd., Polo in the Park  
Mathias Kulubya, a Sullivan parent, on behalf of Sullivan Court Residents' Association  
Wasim Kempson, Imam of Al-Muntada Al-Islami Trust  
The Fulham Boys' School  
Additionally, a letter from:  
Greg Hands M.P., Chelsea and Fulham

# Sullivan Primary School

Wednesday 11<sup>th</sup> December 2013



**Representation to Hammersmith  
and Fulham Council on the proposed  
amalgamation of New King's and  
Sullivan Schools**



## Contents:

	<u>Page:</u>
<b>1. RESPONSE OF THE GOVERNING BODY OF SULIVAN PRIMARY SCHOOL</b>	<b>2 - 12</b>
<b>1.1 SCRUTINY OF EVIDENCE FROM THE COUNCIL'S PUBLIC CONSULTATION</b>	<b>13 - 16</b>
<b>2. RESPONSE TO THE STATUTORY NOTICE OF THE PROPOSED CLOSURE OF SULIVAN PRIMARY SCHOOL</b>	<b>17 - 21</b>
<b>3. THE BENEFITS OF RETAINING SULIVAN ON ITS CURRENT SITE</b>	<b>22 - 30</b>
<b>4. CONCLUSION</b>	<b>31</b>

**Appendix A** – E J Hawkins - The cost of providing classrooms for a two form entry scenario at Sullivan Primary School

**Appendix B** – Headteachers' Letter of support

**Appendix C** – Research to show detrimental impact on children's education and welfare

**Appendix D** – Sullivan Primary School Response to the Public Consultation

## **Proposed Closure of Sullivan Primary School, Peterborough Road, Fulham**

### **5. RESPONSE OF THE GOVERNING BODY OF SULIVAN PRIMARY SCHOOL**

#### **INTRODUCTION**

This document comprises the formal response of the Governing Body (“the Governing Body”) of Sullivan Primary School (“the School”) to the Statutory Proposals published by the London Borough of Hammersmith and Fulham (“LBHF”) and listed on its website on 30th October 2013.

LBHF undertook a formal consultation on the plan to close the School and to expand New King’s School at the same time. The Governing Body submitted a formal, detailed, response to the consultation document, and a further copy of that response is annexed to this further document (Appendix 1).

LBHF is well aware that the Governing Body is wholly against the proposal to close down a well-managed, popular [increasing roll], well-resourced, high-achieving school, that it considers that the consultation phase was conducted in an unfair and incompetent manner, and that the continued refusal to comply with basic standards of fairness and transparency such as the publication of accurate data on its website means that the whole process is flawed to the point of being unlawful and that any decision to proceed with the closure is simply irrational.

This response to the Statutory Proposals is submitted in the context of continued disapproval and legitimate concerns over the consultation phase and in no way is a concession that the process to date has been conducted properly.

#### **THE CONSULTATION PHASE**

The flaws in this were as follows:

##### **1. The terms of the Consultation Document**

###### **(a) The Wrong Question**

The consultation purported to be a consultation on a plan to reduce the apparent surplus of primary school places in the area. It is accepted that a Local Authority is permitted to undertake such consultation. The Local Authority failed to set out the terms of the consultation in a fair and open manner, in effect it had taken a decision to close the School and sought to consult on that decision, as opposed to consulting on views as to the best or most appropriate way of reducing surplus primary school places.

**(b) The conflation of the Fulham Boys' School site with the reduction of APPENDIX D SECOND**

The Consultation Document also included reference to the provision of an additional secondary school. The Document stated "If the amalgamation proposal were agreed, it would have the added benefit of releasing a school site that could be used to meet demand for secondary school places in Fulham." In addition it stated "Local parents have enthusiastically supported the Fulham Boys' Proposal and we would like to help them find a site."

By including reference to Fulham Boys' School, the consultation was immediately widened from being one that it purported to be (i.e. the reduction of surplus primary school places in the authority) to one of providing additional secondary school places. As the Governing Body made clear in its response to the consultation, that immediately skewed the consultation response. Instead of people considering the consultation (and the proposals that have followed that) on the basis of primary school provision, people considered and responded on the basis of secondary school provision.

This is evidenced in the analysis of the responses that LBHF relied upon when asserting the notion that the majority were in favour of the consultation. The following is an extract from information published on 18th October 2013 on the LBHF website:

**Local opinion is divided on council plans to amalgamate two schools in south Fulham, but the majority of parents support the proposal.**

**In response to a three-month consultation on proposals to merge Sullivan and New King's primary schools, the overall results showed a majority view against the proposal. In all, 2,226 responses disagreed with the plan, with 1,367 in favour.**

However, when just the responses of the 2,143 parents, (rather than staff, residents or other respondents), were analysed, the majority (1,107) supported amalgamating the schools.

However, further analysis of the favourable responses reveals that 970 responses were responses purely on the basis of the Fulham Boys' School issue and made no reference to the actual point being consulted upon. Therefore, the true number of those responses in favour of the proposal to amalgamate 2 schools is 397: that means that opinion was not so much divided as heavily against the notion of amalgamation.

LBHF has made it clear at all stages that the consultation was not a consultation on Fulham Boys' School, and yet it seeks to rely on responses which are purely made in support of Fulham Boys' School as a basis for proceeding to the current statutory proposal stage.

In a letter from Councillor Helen Binmore to Rosie Wait on 24<sup>th</sup> September 2013, Councillor Binmore commented:

**'The Council fully supports the Fulham Boys' School, but it is not consulting on the proposal for a new secondary boys' school.'**

**'It is the Council's view that it has provided sufficient information about the proposals and the background to them in order for the consultation to be clear and meaningful.'**

LBHF is proceeding on a matter with which the majority of respondents do not agree with.

### **(c) Discounted Responses**

## APPENDIX D1 SECOND

It is also known that LBHF disregarded responses that were not submitted using the 'Response Form' in the Consultation Document and/or which were not submitted via the online tool to LBHF. The Consultation Document makes no mention of disregarding responses not so submitted. That in turn – at best renders the whole analysis of the responses to be a farce. Additionally, this goes again to the lawfulness of the consultation process, given that LBHF have attributed a rule to the consideration of a response that was not published in advance.

There are 2 ringbinders full of petitions and letters, together with the local schools' petition and the wider-ranging 38degrees petition, both of which number into the thousands of signatories. The Governing Body has been informed that these views were not included in the published total by LBHF because they were either not physically attached to a blue pro-forma or entered in online.

There was a legitimate expectation by all respondents that their responses would be taken into account. The decision by the Council to ignore a vast number of responses is clearly a breach of that legitimate expectation and flaws the whole basis on which the statutory proposals proceed.

It is therefore wholly wrong of LBHF to assert in its statutory proposal that "All statutory requirements to consult in relation to the proposals have been complied with" given that LBHF have breached basic public law principles throughout.

### **(d) The Wrong Information**

The Consultation Document contained factually incorrect information regarding the numbers of children on roll at the School and LBHF persisted publishing into the public domain inaccurate information despite it being brought to its attention.

In order to gather credible responses to a consultation exercise, it is clear that the information provided to the consultees must be correct. LBHF is aware that that the pupil numbers were incorrect and failed to take steps to correct this.

Furthermore LBHF then published that incorrect information on its website at the same time as publishing the statutory proposals. LBHF has persisted in publishing the wrong information on its website.

The breaches of public law principles are plain:

**1. Irrationality**

For the reasons set out in section 3 of this document, the decision to contemplate closing the School is irrational. The threshold of irrationality is that the decision is so unfair that no reasonable Authority could ever have come to it. It is clear that any decision to close the school falls into this category of decision making. The following points are noted:

**(i) Budget**

The Finance Committee of the Governing Body manage, plan and monitor the school budget efficiently and the school budget is healthy. Each year precise budget planning takes place in line with the School Improvement Plan.

Governors ensure that the budget continues to consistently provide maximum value for money across all areas of the school within budget.

Through the implementation of a vigorous and robust process the school is able to provide high staff to pupil ratios to support children's learning throughout the school. The school provides high quality support to children who need additional help with their learning and those with Special Educational Needs through the use of well-managed and allocated funds. Resources are carefully and thoughtfully organised to meet the needs of all children and help to improve the quality of learning.

The Pupil Premium funding has provided identified children with additional in-school support and the effective management of this resource has enabled these children to make good to outstanding progress and achieve higher results.

The well-managed premises budget ensures that the building is maintained and improvement projects take place as part of a three-year action plan. The school buildings provide excellent facilities which are safe and secure and will accommodate the school for another 50 years.

**(ii) Pupil Numbers**

Pupil numbers at the school are rising. The nursery provision is full (26 full-time equivalent places) and there is a waiting list (29 children). Parents are more and more attracted to the school because of its provision of excellent education and pastoral care. It is plainly irrational to close down a school which is increasingly attractive to the local community.

Pupil numbers in the area will in any event rise in the coming years. It is plainly irrational to reduce overall primary school provision (the net reduction will be 15 school places per year group) when the corollary of that is increased pressure on school places in the coming years with increased pressure on limited resources. Provision of education in oversubscribed schools, that are constrained by Infant Class Size Regulations, is not an effective way of delivering teaching and learning.

**(iii) Ofsted Rating**

Ofsted carried out an inspection of the School on 12/13 May 2010. The overall rating of the School was 'Good with outstanding features.' The opening sentence of the Ofsted Report states:

“The very good leadership of the head teacher and deputy head teacher ~~APPENDIX D1 SECOND~~ as not only maintained its many strengths, identified at the time of the previous inspection, but has steadily improved, resulting in a number of significant strengths”

Ofsted carried out an internal assessment of the school in January 2013. They confirmed that, as the school was already categorised as ‘good’ and that its standards had been maintained, the next full inspection would be deferred until Summer 2014 at the earliest.

In addition to this, in September 2013, the school Tri-Borough Education Service informed the school that based on a review of the Ofsted Framework criteria, the school was categorised as ‘good’.

It is plainly irrational to contemplate closing down a school with such a strong Ofsted rating and which has been confirmed as continuing to meet and maintain the School’s performance levels.

Further, it is plainly irrational to consider closing down a school which has had its leadership praised in such significant tones by Ofsted. LBHF are damaging the provision of excellent education to pupils in its area by contemplating the closure of a school ‘with a number of significant strengths’.

#### **(iv) The Governing Body**

The Ofsted Report of 2010 praises the Governing Body stating “The governing body provides a wide range of skills to challenge and support leadership. With effective leadership of the school, the good record of pupils’ progress and the constant drive to ensure all pupils reach their full potential indicate that this school has good capacity for further improvement.”

“Governors display a good understanding of the school’s strengths and areas for development. They are confident in providing challenge to hold the school to account and in acting on their findings.”

Good governance is of paramount importance to schools. Ofsted’s view was that the Governing Body was ‘Good’. It will be a devastating loss to the education system if these governors are lost as a consequence of school closure. It is simply not rational to contemplate closing a school with such strong leadership and governance.

Attainment and progress in Key Stage 1 and 2 are above the national standards. The tables below demonstrate the pupil progress and attainment of pupils at Sulivan.

### Key Stage 1

The 2013 SATs results were the best recorded results for Key Stage 1, showing an upward trend. These outcomes were the result of excellent, high quality teaching which has ensured that the children made maximum progress, exceeded expectations and were enabled to reach their true potential.

- All KS1 pupil premium pupils achieved level 2+ in reading, writing and maths which was higher than the borough data.
- At level 3+ KS1 pupil premium pupils achieved considerably higher than borough data.
- KS1 pupil premium pupils at the end of Year 2 are making considerably greater than national average achievement showing highly effective intervention strategies.

### Key Stage 1 Results 2013

37 children (20 girls and 17 boys)

#### Reading

Results %	Level 2+	Level 2b+	Level 3
2010	87	73	10
2011	86	75	27
2012	88	85	12
<b>2013</b>	<b>95</b>	<b>89</b>	<b>30</b>
<b>LBHF 2013</b>	<b>90</b>	<b>81</b>	<b>29</b>

#### Writing

Results %	Level 2+	Level 2b+	Level 3
2010	63	53	7
2011	86	61	20
2012	76	76	15
<b>2013</b>	<b>95</b>	<b>84</b>	<b>22</b>
<b>LBHF 2013</b>	<b>86</b>	<b>71</b>	<b>18</b>

#### Mathematics

Results %	Level 2+	Level 2b+	Level 3
2010	77	70	10
2011	95	77	27
2012	88	76	20
<b>2013</b>	<b>97</b>	<b>84</b>	<b>24</b>
<b>LBHF 2013</b>	<b>90</b>	<b>78</b>	<b>26</b>

### KS1 Pupil Premium Achievement

Results %	Level 2+	LBHF	Level 3+	LBHF
<b>Reading</b>	<b>100%</b>	88	<b>30%</b>	16
<b>Writing</b>	<b>100%</b>	82	<b>20%</b>	9
<b>Maths</b>	<b>100%</b>	87	<b>25%</b>	16

The 2013 results for Key Stage 2 pupils met and exceeded predictions. The context of the Year 6 class was as follows:

- 14 out of 28 children were on the SEN register.  
This included 1 statemented child with autism, 6 children who were School Action plus (needing additional support outside the classroom) and 7 children who were School Action (support in the classroom).
- 8 boys with emotional and social behavioural problems which was 44% of the boys in the class.
- 76% of pupils in Year 6 were in the pupil premium group
- 64% of the pupils in Year 6 were bilingual pupils, with 2 new children (arriving from other countries) joining the class with Stage 1 EAL (English as an additional language)
- 7% of the children were on the Gifted and Talented register.

They have achieved outstanding results and made significant progress.

- 100% of girls have achieved Level 4 in all core subjects
- 100% of non-SEN have achieved Level 4 in all core subjects
- 85% of EAL children have achieved Level 4 in all core subjects

This cohort had very low Key Stage 1 data and even lower on-entry profiling in the Foundation Stage. Their end of Key Stage 2 data is above national data.

“To have raised the attainment of this cohort from its low Foundation profile through Key Stage 1 to date represents great progress and should be celebrated.” John Brace – Data Analysis report. Autumn 2013.

- All pupil premium pupils ( 17) achieved higher than national and the borough at level 4 and 5 in reading, writing, maths and English and maths combined.

#### English – Reading

Results %	Level 4+	Level 5+	Two levels of progress
2011	72	17	84
2012	89	53	100
<b>2013 results</b>	<b>90</b>	<b>48</b>	<b>92</b>
<b>2013 LBHF</b>	<b>88</b>	<b>49</b>	<b>83</b>

#### Writing (Teacher Assessment)

Results %	Level 4+	Level 5+	Two levels of progress
2011	61	22	84
2012	86	47	100
<b>2013 results</b>	<b>83</b>	<b>41</b>	<b>96</b>
<b>2013 LBHF</b>	<b>86</b>	<b>34</b>	<b>86</b>



**Mathematics**
**APPENDIX D1 SECOND**

Results %	Level 4+	Level 5+	Two levels of progress
2011	61	31	64
2012	89	50	94
<b>2013 results</b>	<b>86</b>	<b>41</b>	<b>100</b>
<b>2013 LBHF</b>	<b>86</b>	<b>46</b>	<b>94</b>

**English and Maths Combined**

Results %	Level 4+	LBHF	Level 5+	LBHF
2010	68	76	16	23
2011	61	76	14	24
2012	83	81	44	34
<b>2013</b>	<b>83</b>	<b>78</b>	<b>31</b>	<b>25</b>

**KS2 Pupil Premium Achievement**

Results %	Level 4+	LBHF	Level 5+	LBHF
Reading	<b>88</b>	85	<b>47</b>	40
Writing (TA)	<b>82</b>	81	<b>41</b>	22
Maths	<b>88</b>	82	<b>41</b>	20
English & Maths combined	<b>82</b>	73	<b>24</b>	17

Sullivan is a popular school and the excellent relationships with parents continue to grow. The school works hard to make sure that the relationships with parents are strong and continue to be an area of priority on the School Improvement Plan.

The school regularly collect and collate the views of the parents and the information listed below has been extracted from a sample of questions from the last annual parental questionnaire.

Question	Strongly Agree	Agree	Total
My child likes school	65%	32%	<b>97%</b>
My child is making good progress because the teaching and learning is good.	49%	46%	<b>95%</b>
The school is well led and managed	55%	43%	<b>98%</b>

As a school there is strong parental support and endorsement. The parental responses listed below provide a further insight into the views and feelings of parents. These responses provide a snapshot of the positive comments and supportive feedback that the school regularly receive from our parents.

#### Parental Responses:

- I am always impressed and pleased that there are so many opportunities for me to see how the children are progressing with their learning.
- The school's support for the kids and myself is brilliant. Their attention to detail and knowledge is growing every day.
- All of the staff at Sullivan are doing an amazing job, thank you for making my children's time at school enjoyable and helping them reach their full potential.
- My child has excelled under the care of her teachers, she is very comfortable at school and speaks very favourably of all staff, and we are thrilled with the academic results. We recommend the school to anyone who asks.

A recent parental survey has shown that parents are very concerned about their choice of school.

Sullivan families stated:

<b>75%</b>	said they will not send their children to the new amalgamated New Kings School.
<b>18%</b>	said they don't know if they will send their children to the new amalgamated New Kings School.
<b>5%</b>	Said they would send their children to the new amalgamated New Kings School.
<b>2%</b>	Said they had other choices

The School has been awarded membership to the Gold Club School Members at the Mayor's Education Conference 2013 on 22nd November 2013.

The Gold Club, set up by Mayor Boris Johnson two years ago, is an annual scheme which identifies and celebrates those exceptional schools in London that are succeeding with all their pupils – but especially with the most disadvantaged.

The criteria for becoming a primary school Gold Club member are:

- 40% or more of pupils must be eligible for Pupil Premium.
- 40% or more of all pupils must achieve L5+ in English and Maths at KS2 (where the National Average is 27%)
- 79% or more of the pupils eligible for Pupil Premium should achieve L4+ in English and Maths

In Hammersmith & Fulham there are five Gold Club primaries. Three of them are church schools, one is an academy and one is a community school. Sullivan is the only community school in Hammersmith & Fulham to have been awarded the Mayor's Gold Club School membership.

Out of the five Gold Club primary schools in Hammersmith & Fulham, Sullivan had the highest number of children eligible for pupil premium and the highest number of children with EAL.

Out of the five schools in the tri-borough, Sullivan had the second highest number of children eligible for pupil premium and the third highest number of children with EAL.

78% of Sullivan pupils in Y6 were on Pupil Premium. 64% were EAL.

At Sullivan 89% of the children on Pupil Premium achieved L4 or above in English and Maths, almost half of them gained a Level 5.

These achievements are official evidence that Sullivan is one of the best-performing primary schools in the Borough.

## **2. Procedurally Unfair**

## **APPENDIX D1 SECOND**

The statutory proposals proceed on the back of a flawed Consultation Document. It is accepted that adequate and lawful consultation requires that the consultation be:

- Undertaken at a time when proposals are at a formative stage;
- Provides sufficient information to allow for a proper and informed response;
- Allows adequate time for a response;
- Takes into account the consultation responses in a conscientious and open minded way.

The procedural unfairness has been stated in this response and it is clear that LBHF has failed to conduct the consultation in a procedurally fair manner. Its purposeful disregard of responses to the consultation on the basis of them not being submitted in an appropriate form with no guidance that such a form was required, clearly breaches the principle that the responses '[must be taken into account] in a conscientious and open minded way'.

## **3. Breach of Legitimate Expectation**

The concept of legitimate expectation has been set out above in terms of consultees expecting their views to be taken into account. LBHF has failed to do so with its unilateral (and unpublished) decision not to consider responses that were, either, not submitted online or did not use the blue form in the consultation document.

These public law principles cannot be disregarded by LBHF and by proceeding as it has to the publishing of statutory proposals on the basis of a flawed consultation, the statutory proposals are themselves fatally flawed.

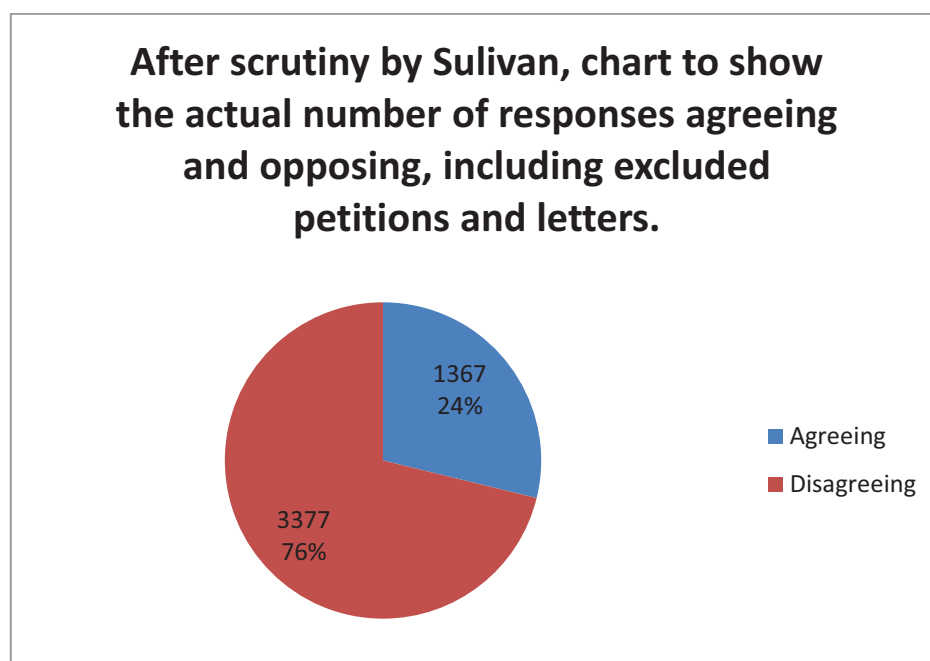
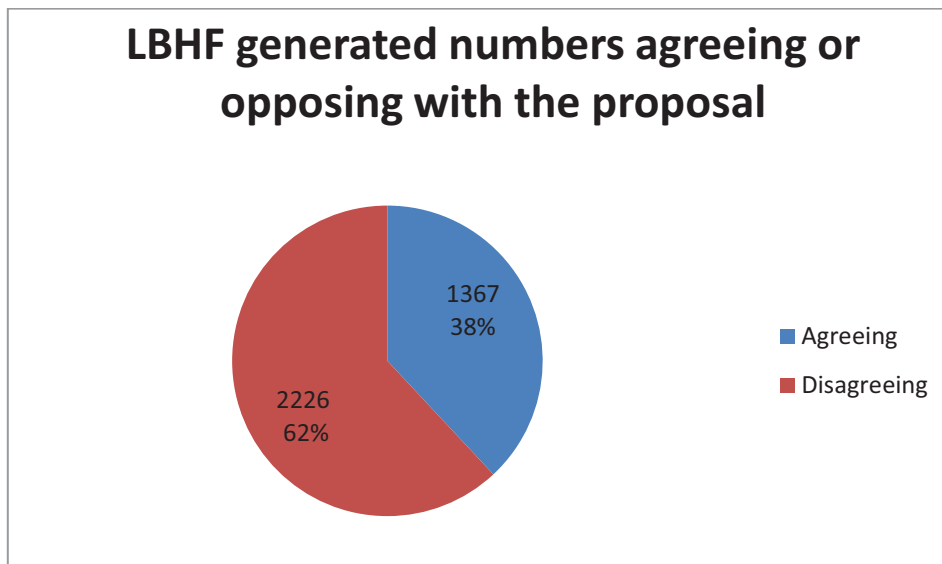
## 1.2 SCRUTINY OF EVIDENCE FROM THE COUNCIL'S PUBLIC CONSULTATION

**Scrutiny Process:** All responses were scrutinised by Sullivan at Lilla Husset on Tuesday 26<sup>th</sup> and Wednesday 27<sup>th</sup> November 2013. The scrutiny noted those “not included” in the counts in the Council report. All online and paper responses were categorised.

Our examination of the evidence showed legitimate support for the proposal including anyone:

- a) who was a parent AND
- b) who mentioned the amalgamation at all – even in the context of supporting the Fulham Boys’ School OR
- c) said nothing at all but ticked any level of agreement

Those responses saying nothing except for ‘we want Fulham Boys’ school’ or similar were categorised as Fulham Boys School only support.

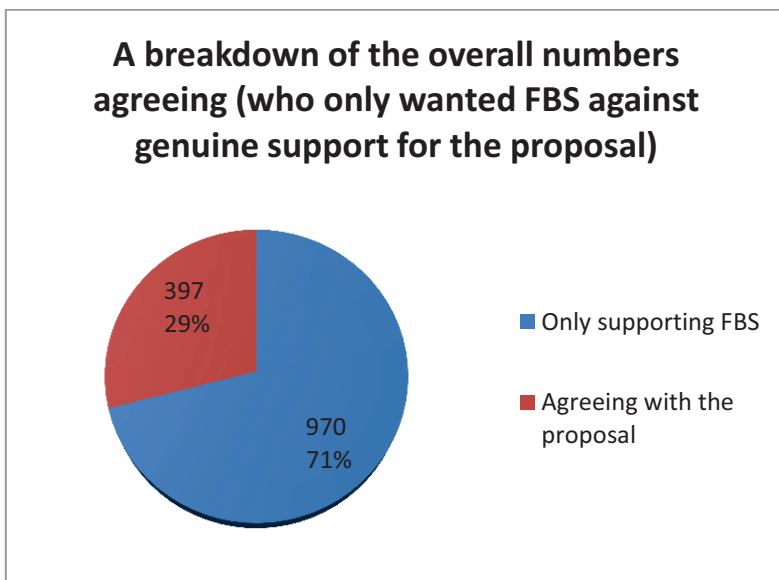
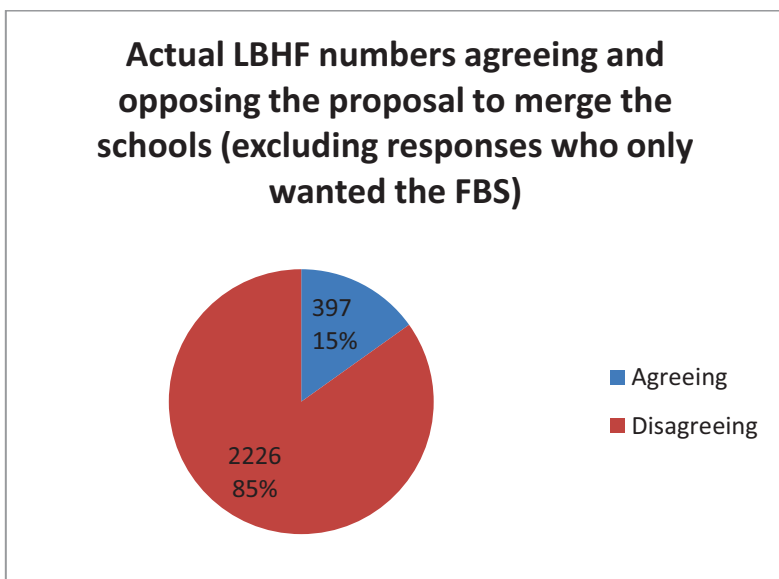


- The total number of responses which only expressed support for Fulham Boys’ School was 970 out of the 1367 responses (70.9%) , 726 of which were ‘parents’ (74.8%)
  - 812 paper responses, 590 of which were ‘parents’ (72.66%)
  - 158 online responses, 136 of which were ‘parents’ (86.07%)

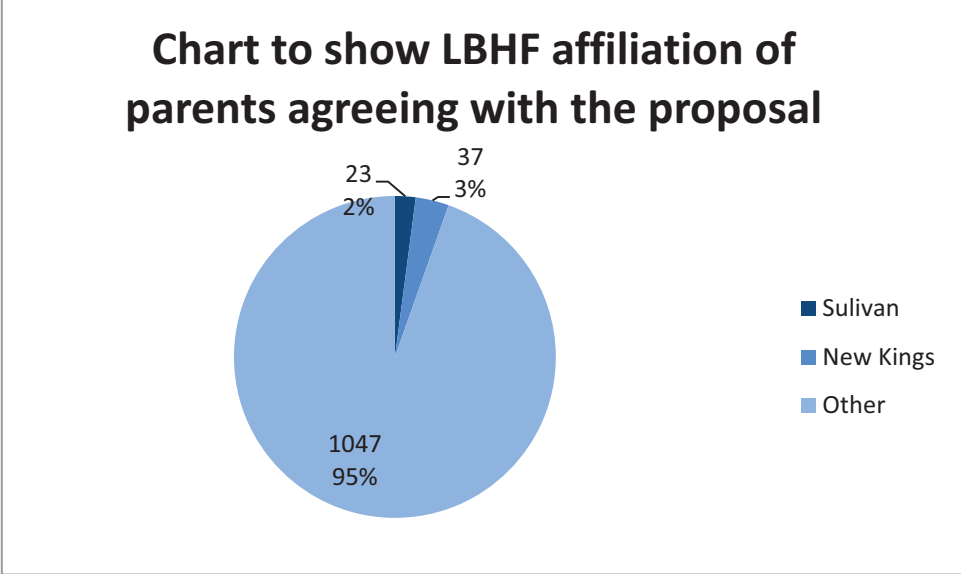
Despite the assertions by Fulham Boys’ and Andrew Christie that this consultation was not about the Free school, these 970 responses solely in support of Fulham Boys’ were included as support for the amalgamation proposal. However, two petitions in direct opposition to the amalgamation (including 970 residents from one petition and 686 residents in another) were acknowledged but intentionally disregarded by the Council.

- 38 Degrees Petition of opposition: 2168 responses (686 of which were LBHF residents)
- Local Petition of opposition: 1440 responses (970 which were LBHF residents)

***Using Council figures there were only 397 responses using LBHF forms or online entries (15%) agreeing to the amalgamation.***

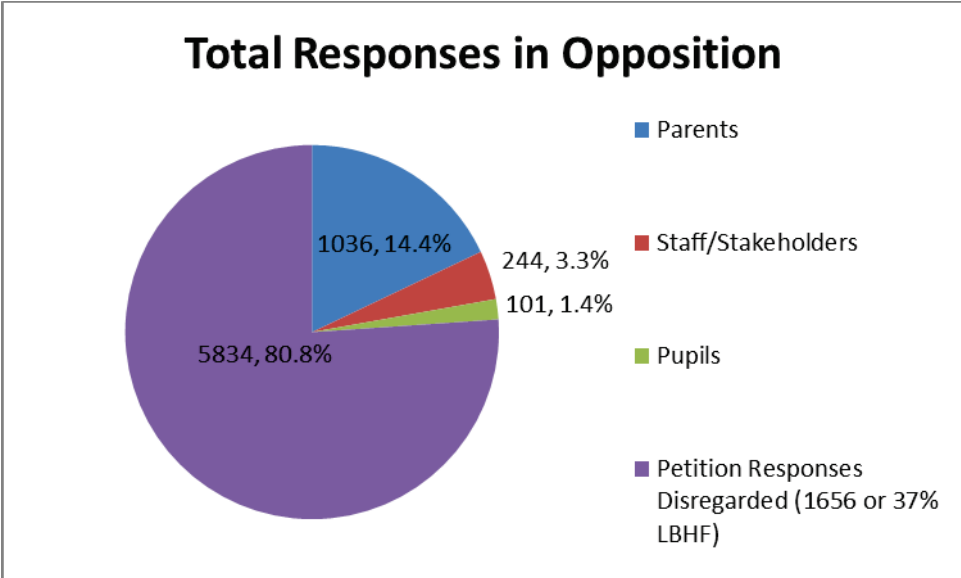
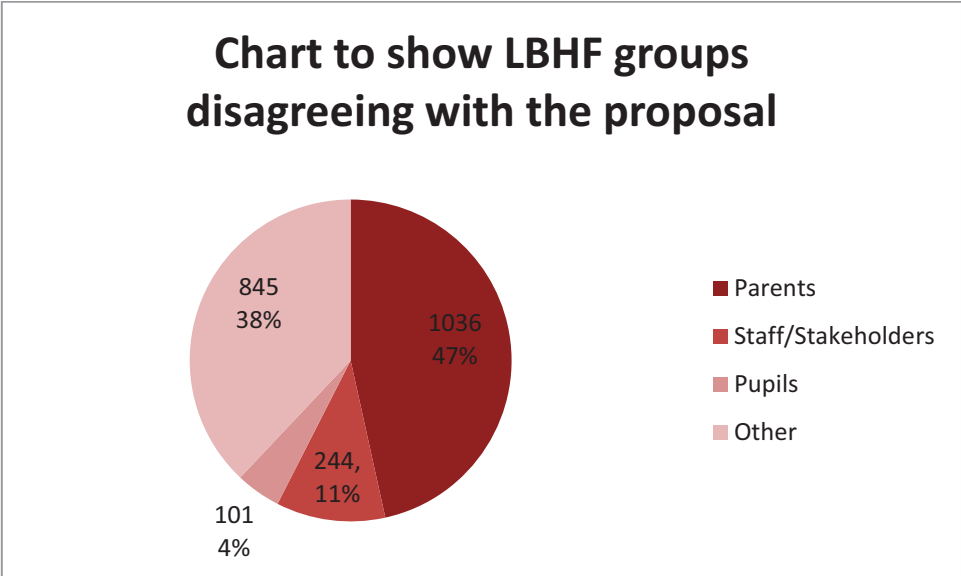


*LBHF used the responses (1,047) within the category 'parents' to justify moving to statutory closure of Sullivan School. However, according to the Council's report, the majority of parents were exclusively in favour of Fulham Boys' School.*



After scrutiny of responses Sullivan can refute the Council's claim that 23.2% of support for closure were from Sullivan parents. Not one of the 'Sullivan' responses was from a current or even recent parent.

*LBHF accepted many non-LBHF resident representations in support of Fulham Boys' School, such as founder's family members in Peterborough - but failed to count any Sullivan submitted petitions, including local respondents.*





## 6. RESPONSE TO THE STATUTORY NOTICE OF THE PROPOSED CLOSURE OF SULIVAN PRIMARY SCHOOL

### STANDARDS AND DIVERSITY

*6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.*

#### Sullivan Primary School Response:

At no point has the Council substantiated their statement that the new school will give 'all pupils a better quality education'. There is no clear evidence to support their statement.

Sullivan School has submitted comprehensive evidence that shows how the school is providing excellent education and raising standards.

#### In what way are we a successful school?

Sullivan Primary is a jewel in the Borough's crown with a perfect setting for educating primary school children. It enjoys a single-storey building, with all the appropriate space and lawns, including a nature garden. It is a culturally diverse community, with 35 languages spoken at the school.

#### ✓ **Excellent Education**

- Graded Good with Outstanding Features at the latest Ofsted in May 2010
- Outstanding grading for children's well-being and behaviour
- Outstanding provision from the Foundation Stage to Year 6
- Sullivan Foundation Stage is recognised as an exemplary unit in the Borough and is used as a CPD hub for the Borough
- Full in Nursery and Reception with a nursery waiting list of 29 children
- Experienced, committed and passionate teachers and support staff
- Headteacher and senior teachers have a long and excellent track record
- Senior teachers model and support raising teaching and learning standards and lead moderation across the Borough
- Low staff turnover
- In July 2013 the Foundation Stage pupils showed a good level of development which was above the national average
- Best ever SATS results in Key Stage 1 in 2013 on top of a rising trend
- Level 2+ Reading 95%, Writing 95%, Maths 97%
- Key Stage 2 SATs results in 2013 well above national average
- Level 4+ Reading 90% with 53% at Level 5, Maths 86% with 41% at Level 5
- Internal CPD programme allows for the development of staff across the school. Latest monitoring of teaching and learning showed 100% good or outstanding
- Exemplary use of data analysis by all to inform standards

✓ **Broad and Balanced Curriculum**

- A creative curriculum which provides rich, exciting and purposeful learning opportunities
- A core curriculum that meets the needs of all children, including specialist intervention programmes for children with learning difficulties and gifted and talented provision
- Friendly, inclusive ethos and community values
- Pupil premium funding providing excellent support for children (47% free school meals)
- Curriculum enrichment through music, an exceptional track record in the performing arts, sport and extensive after school club provision
- A full-time music teacher and part of a music hub for Hammersmith and Fulham, and specialist Spanish language teaching

✓ **Unique Location**

- Excellent outdoor learning space including a meadow and two playgrounds
- A wildlife garden which offers exceptional cross-curricular learning opportunities
- A kitchen dedicated for the children to learn home cooking
- An extensive outdoor classroom for Nursery and Reception children
- Excellent and well-maintained building which is easily accessible for children with physical disabilities
- A sensory room for social and communication development

✓ **Community Links**

- It enjoys particularly strong relationships with all parents
- The school is respected within the community with closely established links with all faith denominations and with local primary and secondary schools, local businesses, charities and The Hurlingham Club
- Sullivan offers a popular and successful weekly Rhyme Time for children under 3, forging pre-school parental links within the local community.

**We meet all the accountability standards required of a school and more.**

In addition, Sullivan School has submitted an innovative proposal to become an outstanding community school as part of an academy trust.

In line with the Hammersmith and Fulham's Schools of Choice Programme, Sullivan has experienced a 10% growth in pupils on roll from September 2012 to September 2013. 76% of the current parents in Reception named Sullivan as their school of choice.

The School has no confidence in the vision for the proposed amalgamated school/Academy, due to the lack of strategy and planning during the consultation period, taking into account the large-scale transition that an amalgamation of two schools would make.

The school disputes the Council's claim that there will be minimal impact on the education and welfare of the children at Sullivan and New King's School.

As teaching professionals, the school cannot ignore the potential impact that this transfer could have on children's education. Educational research shows:

***"Forty percent of all children fail to make expected progress during the year following a change of school. Additionally, this progress is slowed further with more than one change of school."*** (Schwartz & Stiefel 2009) Appendix C.

**Comments by Sullivan to the Proposal to Amalgamate document prepared by New Kings Group dated 11<sup>th</sup> December, 2013**

Until yesterday the Council had repeatedly refused to show Sullivan any documentation to support their preference for the New Kings vision and Academy proposal. It was only when a Sullivan governor approached New Kings directly, that the document was offered to Sullivan on the 10<sup>th</sup> of December.

We can fully appreciate why the New Kings Group would support the closure of Sullivan for the following reasons:

The opportunity to repair and build new facilities at the New Kings School which is in such disrepair. The School has suffered due to a lack of funds as a result of a one form provision. Regarded by educational professionals to be difficult to self-finance.

The opportunity to address its ever reducing school roll. 75% of Sullivan parents have confirmed their refusal to send their children to New Kings. The closure of Sullivan cannot be relied upon to address this key problem.

Although both schools serve a very similar community, New King's new proposal would not benefit that same community as it is has been designed to serve a new group in the community. Those who have participated in the proposal demonstrate another experience with a different echelon within the community

To state that both schools are incredibly similar demonstrates a lack of understanding for why Sullivan enjoy a school roll of 292 and New Kings 172 - Sullivan does not have a problem with a lack of demand and the October Census Roll is clear evidence of this. Sullivan's ethos, Head teacher and staff team is pivotal in its success and this will not transfer.

Sullivan's school roll is made up of 50% with EAL and, 56.9% FSM. These children would be challenged and would struggle with the daily structure of rotation of teaching and as a consequence, standards could fall.

Sullivan's creative curriculum is a big part of the importance we place on how children learn. It is a cross curricular approach to teaching with themes which encompass all areas of the curriculum. This has been proven to be a much more popular and successful method of teaching primary aged children. New Kings proposed curriculum would be very different approach for the Sullivan children.

Whilst the two schools have achieved similar standards, it must be recognised that the class sizes are vastly different and therefore, are the standards comparable?

Sullivan, cannot appreciate any aspects of the proposal and would prefer to become a LDBS Academy where it will be fully supported, appreciated, valued and encouraged to expand to meet its demand.

**8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.**

Sullivan School dispute the Council's statement that it has adequately planned for the demand for primary places in Fulham. Evidence shows that Sullivan School has had an increase in numbers on roll and projected figures show the school will be at 95% by 2016. This projection evidences the capacity to grow to a two-form entry school, as sited in the Academy proposal.

<b>Sullivan Primary School Roll</b>					
	Pupils July 2013	Pupils-Census October 2013	Projected Pupils September 2014	Projected Pupils September 2015	Projected Pupils September 2016
<b>Nursery</b>			39	39	39
<b>Reception</b>	36	45	45	60	60
<b>Year 1</b>	45	39	45	45	60
<b>Year 2</b>	38	42	39	45	45
<b>Year 3</b>	38	36	42	39	45
<b>Year 4</b>	39	40	36	42	45
<b>Year 5</b>	28	39	40	36	45
<b>Year 6</b>	30	31	39	40	40
<b>Total</b>	254	272	286	307	328
<b>% FULL</b>	<b>80%</b>	<b>86%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>

The Council's proposal does not provide numerical evidence on the population rise and growth in market demand. The Council has provided numbers of predicted demand for the next three years for primary places but does not reference its data source or predict the impact drilled down to North of the borough, Centre of the Borough or South Fulham Schools by nursery places.

### **CURRENT SCHOOL INFORMATION**

**10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.**

At no time during the consultation has the Council provided satisfactory information regarding the provision for children with special needs, in particular children with mobility issues.

**12. Details of any other measures proposed to be taken to increase the number of school or FE college places available in consequence of the proposed discontinuance.**

The Council has shown unwillingness to conduct a feasibility study of the three potential sites for the FBS.

On more than one occasion Sullivan has urged the Council to conduct a feasibility study on at least three sites in close proximity to Sullivan that are viable for the Fulham Boys' School. This request has also been made by the London Diocese for Schools, MP Mr Greg Hand and local Resident Associations.

With reference to 1b) **'The Council fully supports the Fulham Boys' School, but it is not consulting on the proposal for a new secondary boys' school.'** Although the consultation is not about the Fulham Boys' School we acknowledge the Council is determined to close Sullivan Primary School to give the site to the Fulham Boys' School. As we and many others have stated the New King's site is much more age appropriate for secondary aged pupils and has the potential to be redeveloped, cost effectively to cater for secondary education. We consider it would be irresponsible of the Council if they have not conducted a full feasibility study of the New King's site and other potential site in South Fulham and considered and published its results to the stakeholders before they meet in Cabinet on the 6<sup>th</sup> January and confirm their decision.

### **IMPACT ON THE COMMUNITY**

**13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.**

The Council has commented that there is no adverse impact on the community. Three local Residents' Associations have responded with clear concerns and the Council have ignored them and, furthermore, excluded them in their record of responses opposing the closure. The Council promised to conduct a holistic review but, having read the Review, it has no relevance to this community. It is noted that very recently the Council have met with two members of the Residents groups but no agreeable resolve was reached with the Associations recording their complete displeasure with the Consultation and the manner in which the consultation has been conducted. The proposal to give Sullivan's site to the FBS is strongly opposed by local residents. A professional and relevant review of travel, environment etc as set out in Page 9 of Report of the Cabinet Member for Children's Services and Cabinet Member for Education (18<sup>th</sup> October 2013) must be conducted and until this is completed the Council should defer the decision to close Sullivan School.

The small investment to conduct a feasibility study could potentially save thousands of pounds. Sullivan has conducted a feasibility study for the expansion to two-form entry. The Council should justify the costs of a feasibility study before the disruption to the education of 500 children.

**Let Us Grow: A Future for Sullivan Primary School**

**The Governors of Sullivan Primary School have formed a strategic development plan with the following objectives:**

- To improve academic standards in primary education in London.
- To provide a safe and happy school for young children in London.
- To become a school of choice.

**The Sullivan Let Us Grow strategy has two strategic approaches to achieve these objectives:**

1. Increase Nursery cohort capacity to meet existing demand and allow “feeder” process into Reception to Year 6 to occur organically.
2. Convert to an Academy community school with the sponsorship of London Diocesan Board for Schools (LDBS) to create a unique educational offering in Fulham that meets the Schools of Choice agenda.

**Background:**

In the last 4 years we have aligned ourselves with the “Schools of Choice” agenda with the aim to improve the reputation of the school, decrease surplus places and raise academic standards in the Borough. We have been innovative in our approach and achieved the following:

- Recruited and retained excellent teaching staff
- Developed an excellent Senior Leadership Team
- Judged Good with Outstanding features by Ofsted in May 2010
- An interim inspection by Ofsted deferred our full inspection for a further year (to the summer of 2014) due to improving standards.
- Open Days to target local families and under 5s.
- Building relationships with nursery settings.
- Application to increase capacity of Nursery intake.
- Improved standards above LA and National averages.
- Optimised Pupil Premium budget has delivered outstanding results.

**Let Us Grow 1: Increase Nursery cohort capacity to meet existing demand and allow Reception to grow into Reception to Year 6 to occur organically.**

**EVIDENCE FOR CAPACITY TO GROW**

Historically, there has been a waiting list for our Nursery. In Autumn 2011 the school applied for capital funding to increase our Nursery capacity in order for it to be in line with our Reception intake. Most families will make a choice about their child’s primary education at Nursery age and therefore this is our target audience when changing perception. We could see the effect our strategy was having on our reputation and we knew we were a popular choice for parents. As we could not meet demand, families were forced to accept places at other schools and we would therefore suffer a subsequent deficit in Reception numbers. To meet our demand we applied to the Council to expand our Nursery provision and were disappointed to have our application turned down by the Local Authority.

The proposal to become an Academy with LDBS Academy Trust is strategically important for the school. The Council’s refusal to increase our capacity has directly impacted on our overall roll numbers over the last 2 years. LDBS has welcomed the opportunity to support the growth in capacity of our School which would allow us to meet demand for Nursery places and grow to a 2-form entry school.

The table below shows how increasing the capacity of the Nursery cohort would create a full-to-capacity school within 5 years.

<b>Sullivan Primary School Roll</b>					
	Pupils July 2013	Pupils-Census October 2013	Projected Pupils September 2014	Projected Pupils September 2015	Projected Pupils October 2016
<b>Nursery</b>			39	39	39
<b>Reception</b>	36	45	45	60	60
<b>Year 1</b>	45	39	45	45	60
<b>Year 2</b>	38	42	39	45	45
<b>Year 3</b>	38	36	42	39	45
<b>Year 4</b>	39	40	36	42	45
<b>Year 5</b>	28	39	40	36	45
<b>Year 6</b>	30	31	39	40	40
<b>Total</b>	254	272	286	307	328
<b>% FULL</b>	<b>80%</b>	<b>86%</b>	<b>92%</b>	<b>93%</b>	<b>95%</b>

Our predictions are based on Reception classes continuing to be full again in 2014 and 2015. We have predicted, quite conservatively, that all other classes will at least retain their current pupils as they move up each year.

By creating a unique and highly reputable educational offering in Fulham the Governing Body would plan for an oversubscribed Nursery and Reception within two years.

**THE COST OF PROVIDING CLASSROOMS FOR A TWO-FORM ENTRY SCENARIO AT SULIVAN**

Approximate Cost Estimate for expanding Sullivan Primary School to a full two-form entry.

The provision of five new classrooms, a new toilet block and the refurbishment of the existing nursery toilets within Sullivan Primary School would allow Sullivan Primary school to expand and accommodate a full two-form entry for each year.

There are a number of options available for the provision of the classrooms and additional toilet facilities within the Sullivan School site; we have looked at two, Option A & Option B.

**Option A – Small Playground**

This option would include the construction of four classrooms within the small playground between the Junior & Infant halls, taking up approximately 300m<sup>2</sup> of the existing playground, which currently measures approximately 744m<sup>2</sup>.

It would also include the provision of separate girls and boys toilet blocks, which would be constructed within the recessed area along the west side of the Admin Corridor, where existing drainage and water supplies exist.

A new separate single storey classroom would also need to be provided in the nursery playground (abutting the infant hall) to allow for the nursery to expand to two-form entry. The majority of these works could be undertaken during term-time with little disruption to the running of the school.

The five new classrooms and the separate girls and boys toilet blocks (each sized and designed to serve 60 additional children of a single sex) would be constructed as a single storey structure, approximately 4.5m high ceilings, connected to the existing Admin corridor and Infant Hall, with high level windows in to the classrooms where they join with the Admin corridor. The heating, electrical and data supplies could be taken from the existing services in the Admin corridor. Access to the main school playground could be provided by the installation of a new door within the half glazed corridor wall.

These new buildings would consist of the following:

- Concrete strip foundations
- Block & beam floor with screed top
- Cavity blockwork walls
- Double glazed Aluminium windows & doors
- Plasterboard covering to the ceilings and walls
- Flat timber roof with three layer felt roof
- All necessary insulation
- Small power and data for a classroom
- LED Lighting with daylight & motion detection controls



- Under floor heating.

## APPENDIX D1 SECOND

The Approximate Cost Estimate for Option A, consisting of a 280m<sup>2</sup> single storey structure containing four classrooms, a separate 70m<sup>2</sup> classroom and the new toilet block at approximately 53m<sup>2</sup> would be as follows:

### Item Element Approximate Cost

- 1 Construction costs @ £1,550/m<sup>2</sup> 623,100
- 2 Contingency sum @ 8% 50,000
- 3 Professional fees @ 10% 67,310
- 4 Statutory fees for Planning & Building Control 15,000
- 5 F&E allowance 25,000
- 6 Total estimated cost **£ 780,410**

Say £780,000 for the provision of five 70m<sup>2</sup> classrooms and a 53m<sup>2</sup> toilet block, to allow for the expansion of the existing school to a two-form entry on the Sullivan Primary School site.

**See full details in Appendix A**

**Let Us Grow 2: Convert to an Academy community school with the sponsorship of London Board for Schools (LDBS) to create a unique educational offering in Fulham that meets the Schools of Choice agenda.**

**Why the LDBS?**

The LDBS is the perfect Academy Trust partner for our school and with a shared vision to become a school judged by Ofsted as outstanding and meeting the School of Choice agenda.

**A unique offering in Fulham**


By joining the LDBS multi-academy Trust we would be expanding the choice of schools for parents in Fulham. We would be a unique offering in Fulham in that we with our unique ethos would serve 100 % of families in the Borough. We would grow in line with the demand for places experienced at Nursery entrance level. We would retain our community school ethos by having 100% open admissions and celebrated cultural and socio-economic diversity which reflects the local community. We would be supported by the LDBS whilst preserving our strengths and unique offering. Our strategy will be delivered by a robust plan that is not currently evidenced in South Fulham.

An overview of the tactical approach of this plan is outlined below.

- Sullivan Primary would be the first LDBS Community Academy in West London. It would be the first school in a new Academy Trust growing to become a group of five different schools, who would work together to provide an excellent education for children in Fulham. Through this unique partnership the school would retain its freedom to choose and teach its enriched and dynamic curriculum.
- Sullivan staff are responsible for the education, nurturing and personal development of the leaders of tomorrow, in a wide range of professional and personal endeavours. The global arena in which they will work, interact and leave a mark on is culturally and economically diverse. Alongside collaboration, we actively celebrate diversity. Sullivan has the privilege of being a centre of diversity that reflects the multicultural reality of our society. Sullivan's ethos and vision celebrates diversity and collaboration that transcends difference. This is an invaluable and unique approach in South Fulham. We want to give parents the choice of a fully inclusive, multicultural school that celebrates and prepares children for the global workplace and society. Sullivan would retain its celebrated diversity of cultures, religious backgrounds, nationalities and special educational needs provision.
- The school aims to build on its excellent outdoor provision and become a Forest School. Sullivan is home to a unique learning environment. The outdoor environment is extensively used for learning, exploration, emotional and social development. We have teacher experts who lead and advise programmes of study and learning opportunities. Its outdoor space is its crowning glory and cannot be matched for its natural environment and the opportunities it gives to children in a densely populated, urban environment. It is unique and must be preserved for future generations of young children in Fulham.
- The school's existing curriculum enrichment progress will be supported by the LDBS, with particular emphasis on language and communication, music and performance. This is in line with identified areas of need and strengths existing in the school. The LDBS's portfolio of resources, partnerships and educational programmes will enhance and develop our existing, enriched curriculum.
- These are just some examples of the established opportunities that LDBS would offer Sullivan:
  - Year 5 University visits
  - Silent Film Festivals
  - Shakespeare Festivals
  - Music therapy
  - Philosophy programme

- The LDBS would support and encourage Sullivan’s long-established links with all sections of the immediate area including residents, schools, mosques, churches and many voluntary groups. Sullivan’s current role as the “hub” of a wide range of extra-curricular and community activities would grow and thrive.
- The Governing Body would be fully supported through the transition and into the future by LDBS policy guidance and personnel, and there exist many training opportunities which would allow the newly-formed Governing Body at Sullivan to become outstanding in its own right.
- The school would build on its existing culture of excellence and collaboration to work with LDBS to develop leaders of tomorrow in both its staff and pupils through high quality CPD and quality assurance procedures that ensure the quality of teaching and learning continues to improve and is consistently Good and Outstanding (using Ofsted guidelines).
- LDBS would support the school in all back-office activities including HR, Finance and Admissions. They are an established provider of these services for over 1000 schools.

- The school aims to move from a Good to Outstanding judgement by Ofsted. In order to do this we have chosen to partner with a highly trusted, reputable and well-resourced educational body with a proven track record. As 78% of schools in England are currently judged as good or outstanding we have chosen a partner that has a proven track record of achieving above national average results. In fact 88% of LDBS schools have good or outstanding Ofsted grades. The Sullivan/ LDBS partnership would provide the stability essential for Sullivan to move confidently from Good to Outstanding.
- Sullivan would continue to offer specialist music and PE lessons.
- Sullivan would continue to offer its range of extra-curricular clubs.

Monday	Whizz Kids Key Stage 1	Homework Key Stage 2	Basketball Key Stage 2			<u>Lunchtime</u> Choir Year 5 and 6
Tuesday	Street Dance Reception and Year 1	Chess Club Year 2 to Year 6	Dance Club Year 2 to Year 6	Football Fun Key Stage 2	Cookery Year 5 and 6	<u>Lunchtime</u> Choir Year 3 and 4
Wednesday	Tennis Key Stage 1	Arts and Crafts Key Stage 1	French Club Key Stage 2	Whizz Kids Key Stage 2	Cookery Year 5 and 6	
Thursday	Ballet Club Reception and KS1	Movers and Shakers Key Stage 1	Gardening Club Key Stage 2	Netball Year 5 and 6		<u>Lunchtime</u> Choir Year 1 and 2

## APPENDIX D1 SECOND

- Core to the success of Sullivan is the dynamic and collaborative organisational culture that has been developed over the years. This culture is stronger than it has ever been. One strand of the strategy to achieve this has been to be the school of choice for teaching and non-teaching staff. The Headteacher and Governors of Sullivan Primary School have made it a priority to recruit and retain excellent teaching and non-teaching staff. By attracting excellent teachers who share the school's vision and ethos, Senior Leaders have been able to foster a highly successful and productive working environment. The Headteacher and Governors are confident that these qualities will be strengthened by working with the LDBS. Its existing and successful "Grow" CPD (Continuing Professional Development) package gives outstanding provision for Headteachers and staff by:
  - Providing a quality, personalised service that represents excellent value for money.
  - Developing innovative ideas to promote positive change in education.
  - Working with a team of Headteachers, National and Local Leaders of Education, Independent Consultants and Ofsted trained inspectors.

### **GROWTH: REPUTATION AND CAPACITY**

- Whilst internal stakeholders (parents, governors, staff and friends) have a positive perception of the school, the Governors believe that its reputation does not match the reality of its success and strengths. Using a variety of communication methods, events and partnerships the school aims to raise the profile of the school with external stakeholders.
- This proposal offers a unique opportunity for Sullivan to expand to a two-form entry. This would allow the school to accommodate the ever-growing Early Years waiting list. This is in line with the council's Schools of Choice agenda.

- The Council has failed to make a case that their proposal to close Sullivan School offers real or substantial gains for the children of Sullivan School, either now or - as importantly - for the provision of education to children in the area in the future.
- The Council has not recognised the extent to which Sullivan is already delivering a high quality, improving and caring education to its children and the increasing attractiveness of the school to the local population.
- The Council has failed to acknowledge the considerable risk to the children's education and well-being which the transition will have. It has underestimated the challenge of supporting the children during this time. It has also not recognised how the impact and uncertainty presented to staff will make it even more difficult to support the children to the extent that they deserve.
- The proposal to dismiss all the staff and re-employ some of them is simply unacceptable in a good to outstanding school doing an exceptional job.
- The Council has failed to provide adequate and substantiated evidence to support the premise of their proposal, including quantity of surplus places, condition of building and facilities and forecasting projected trends for the local area and the schools within it.
- The Council has not allowed Sullivan the opportunity to work with the Local Authority and other schools to create a shared vision for the future of education in South Fulham.
- The Council has shown during public consultation meetings, both at Sullivan Primary School and New King's School, that they are not able to respond fully and satisfactorily to questions from the parents, staff and public in a way that would convince us that the Council could implement the proposal to the best interests of the children.
- During the consultation, the Local Authority has used its resources and public website to respond to our description of events in a way which has been inaccurate, defensive and partisan, demonstrating that the whole consultation process has been flawed and undemocratic.
- The Council have chosen not to accept our Academy proposal which has been fully endorsed by the LDBS. The school has clearly demonstrated how it would move from good to outstanding and become a school of choice for local parents. A proposal which would be embraced by borough's across London as proved by the number of schools under the LDBS enrichment programme.

**The future of Sullivan School, the best interests of the more than 300 children currently at the school and the best interests of future generations lie in Sullivan remaining open, on its current site and continuing on its wonderful journey.**

# **Appendix A**

**E J Hawkins**

The cost of providing classrooms  
for a two form entry scenario at  
Sullivan Primary School



See separate PDF

**Appendix B**  
Headteachers'  
Letter of Support

Dear Councillor Cooney and members of the LBHF Cabinet,

As Headteachers in the Borough's primary schools we are calling upon you to stop the plans to close Sullivan Primary School, demolish the building and use the site for a new secondary school. We believe the conclusion to the consultation should be that Sullivan School should remain open on its current site and continue to be supported in its journey towards providing an excellent education for the children in its community.

We believe you have not fully appreciated the damage this will do to the children at Sullivan and the loss it will represent to them and the community.

We are also deeply disturbed that a good school, with a substantial and rising roll and an increasingly high reputation amongst parents in the local community, should be singled out for closure. Apart from the effects on the children and staff of Sullivan School, this proposal undermines our confidence in the role of the Local Authority in supporting its schools.

All schools face challenging times ahead in the face of demographic change, reducing resources and increasing accountability and expectations. We, like Wendy Aldridge and her team, are striving to meet these challenges and we need to know that the Local Authority will support and protect its schools as we work to support and educate our children.

It is our firm and professional belief that

- It would be wrong to close Sullivan School as proposed,
- It would be wrong to demolish the site and lose a wonderful environment for young children,
- Children will suffer if the closure goes ahead.

We believe that by withdrawing this proposal and allowing Sullivan School to continue on its journey the Council will be fulfilling its duty towards the children, the Borough's education provision and the wider community. It will also allow the Council to take a more considered decision about the pattern of provision for the future, including the siting of a new secondary school if that is needed.

Yours

Name	School	Signature
1. SOPHIA MNSIEH	Greenside	Sophia Mnsieh
2. HANNAH DWYER	LARSH	Hannah Dwyer
3. JULIE JAMES	WORMHOLT	Julie James
4. WAYNE LEEMING	MELCOMBE PS.	Wayne Leeming
5. JULIE HOWARTH	KENMONT PS	Julie Howarth
6. NICK HOLT	NORMAN CROFT	Nick Holt
7. JOANNE FLOWER	ST THOMAS' SCHOOL	Joanne Flower
8. BARBARA WIGGAM	ST JOHN'S PRIMARY	Barbara Wiggam
9. Leesa Schooreman	Fulham Primary	Leesa Schooreman
10. Carol Gray	All Saints	Carol Gray

# **Appendix C**

Research to show detrimental  
impact on children's education  
and welfare

Sullivan Primary School's objection to the proposed closure and amalgamation of Sullivan and New Kings primary schools on the grounds of severe impact on children's education and welfare.

*Forty percent of all children fail to make expected progress during the year following a change of school. Additionally, this progress is slowed further with more than one change of school. (Schwartz & Stiefel 2009)*

The Headteacher and Governors of Sullivan Primary School object to the closure and amalgamation of Sullivan and New Kings schools. They have submitted much detailed evidence that shows how Sullivan would continue to provide excellent education and has the capacity to grow in numbers and in raise standards further in Hammersmith and Fulham. In this paper, the School presents evidence of how the act of closing the School and amalgamating with New Kings would have detrimental effect on the progress, attainment and non-academic welfare on 200 primary aged children. The school is presenting researched evidence that shows this is a common trend which cannot be ignored when planning for change. The Governors of Sullivan School ask Local Authority officers with the responsibility of maintaining standards in state- maintained schools in the Borough, to be accountable for the negative impact on progress and attainment that a purposefully designed transfer between two schools will have on the education of c. 500 children between 3- 11 years old.

The Headteacher and Governors of Sullivan Primary School think this is an irresponsible decision on the part of Hammersmith and Fulham Councillors and Officers and would be negligent of their responsibility of safeguarding the welfare and education of children under their jurisdiction.

The Headteacher and Governors of Sullivan Primary School call on the Council to carefully consider the educational research that has shown that at least 40% (200) of children at Sullivan and New Kings schools will not make the expected progress due to the one or more changes to school site, teachers and curriculum over a two year period.

The majority of literature and peer reviewed research on the subject of primary school mobility suggests that a change of school has a direct and measurable negative influence on academic achievement, academic progress, and non-academic outcomes. Children with special educational needs are typically harmed much more than their peers by changing schools and children who change schools twice during the early years of schooling experience even greater cognitive, social and academic problems.

When a child changes schools, he or she experiences what some researchers call an "ecological transition". This term, borrowed from Bronfenbrenner's ecological theory, has been defined as "changes in the settings, roles, or expectations of a developing person". These changes create discontinuity in a child's academic and social environment. Academically, a child is likely to experience a mismatch between his or her old and new schools in the curriculum, teachers, academic standards, and expectations for classroom behaviour.

In addition to discontinuity of educational experiences, school change can also disrupt important social networks with peers, teachers, and other adults. An emerging body of researchers have adopted Coleman's notion of social capital when considering the implications of school mobility, suggesting that school moves diminish social capital by severing social relationships between children, parents, and their teachers.

Studies on the academic progress of children, particularly those in the Early Years, who move schools have shown that there is a measurable detrimental effect upon those children's motivation to learn. Studies that examine attainment and progress in children who have moved schools lend weight to the argument that the proposed school merger between Sullivan Primary and New Kings Primary, which involves two distinct and disruptive stages will have a significant, negative impact on their educational and social progress.

Educational psychologists Schwartz & Stiefel showed that all primary aged pupils who have to move school experience a hiatus in progress. Forty percent of all children fail to make expected progress during the year following a change of school. Additionally, this progress is slowed further with more than one change of school. The evidence suggests that a significant minority of pupils

(up to a third) who move schools do not make even one level of progress over the course of the two years when comparing baseline KS1 assessments and assessment testing throughout KS2.

Moving between schools that operate different curriculums is cited by researchers as one very significant problem for children as they come to grips with a new environment. Sullivan Primary and New Kings Primary have employed very different timetables for covering the National Curriculum. The discontinuity during the first year as the school merges on to the Sullivan site and then the second year when the merged school transitions to an academy, with an as yet untested provider, all points to the strong likelihood for a slow down, or hiatus, in educational and social progress.

In a meta-analysis of 37 studies conducted between 1975 and 1994 that focused on achievement between Nursery and Y6, Mehana and Reynolds (2004) estimated that school mobility had a negative influence on both reading and mathematical achievement. The authors found that among the studies included, those with higher proportions of EAL pupils found larger deficits in reading and mathematics achievement as a result of school mobility. The authors also found that studies that investigated the influence of less frequent school changes compared to more frequent changes, (as opposed to studies that only compared students who changed schools to those who didn't) found a greater influence of school mobility on reading and mathematics achievement.

Perhaps the most methodologically sound study of the effect of mobility on educational outcome was done by Gruman and her colleagues in 2008, who analysed data from a sample of 1,003 Y2 to Y5 children at ten primary schools in the US. The authors found that changing schools has a significant, unique, and negative influence on teacher's reports of academic performance. Importantly, this was after controlling for initial teacher reports of academic performance, gender, low-income status, anti-social and shy behaviour, and stressful family events.

Most importantly, (certainly in the case of a school such as Sullivan) children who are diagnosed as having Special Educational Needs at any point between Y2 and Y5 experience a substantial negative impact if they are required to change schools.

#### Sources:

The Causal Effect of School Mobility on Student Performance. Schwartz & Stiefel 2012.

School Mobility in the Early Elementary Grades: Frequency and Impact From Nationally-Representative Data. Prepared for the Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools, and Neighbourhoods, June 29-30, 2009 by David T. Burkam, Valerie E. Lee, and Julie Dwyer

School Mobility and Achievement: Longitudinal Findings From an Urban Cohort. Judy A. Temple Northern Illinois University.

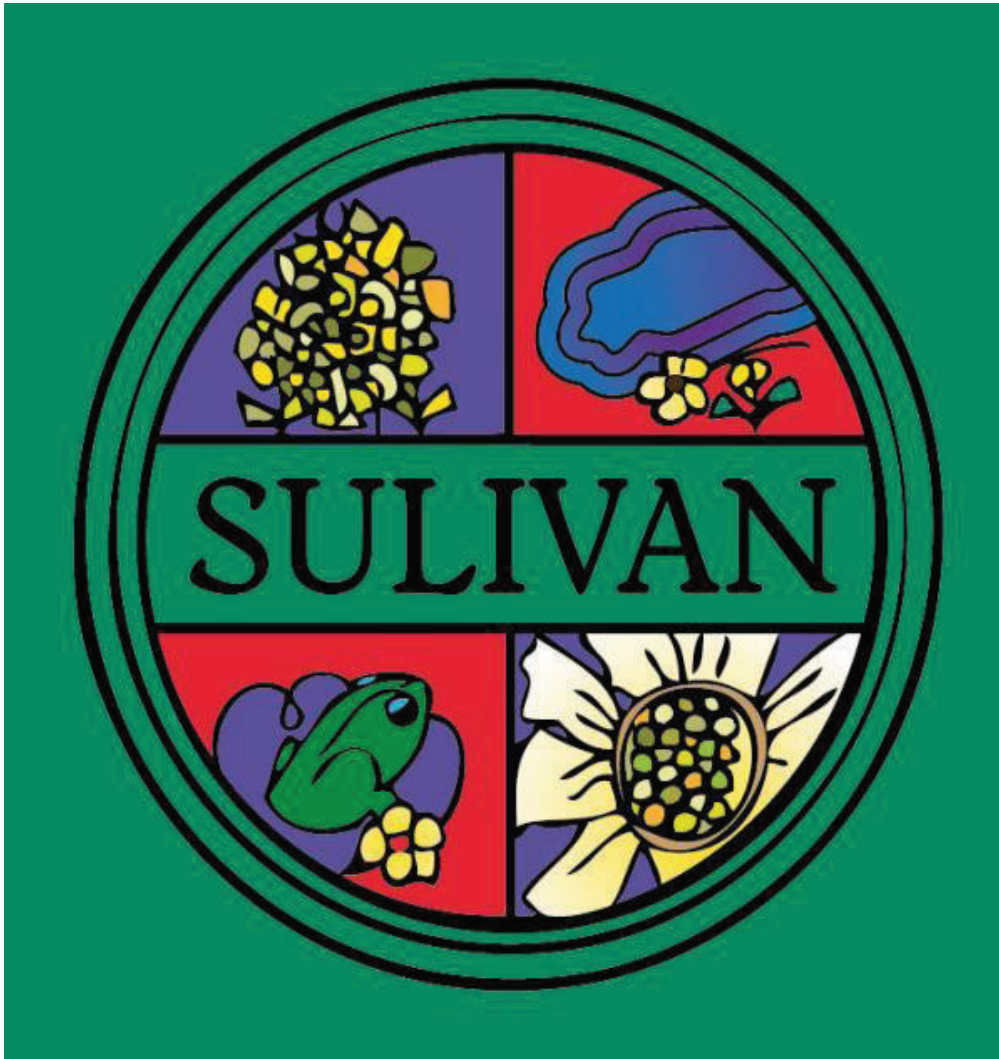
Arthur J. Reynolds. *Journal of School Psychology*, Vol. 37, No. 4, pp. 355–377, 1999

Mehana & Reynolds, 2004; Temple & Reynolds, 1999 ; Rumberger et al., 1999 ; Ingersoll, Scamman, & Echerling, 1989; Gruman et al., 2008; Pribesh & Downey, 1999; South, Haney, & Bose, 2007

# **Appendix D**

Sullivan Primary School Response  
to the Public Consultation

# Sullivan Primary School



## Response to the Public Consultation

**Tuesday 8<sup>th</sup> October 2013**



1. Quotes from stakeholders of Sullivan Primary School	42
2. Photos of Life at Sullivan School	43
3. Context	44
4. Reasons for our opposition to the Council’s consultation	45
5. Background	46 - 47
6. In what way are we a successful school?	48 - 49
7. Sullivan response to the Council’s consultation booklet Site proposals and associated costs	50 - 68
8. A future for Sullivan - An alternative proposal	69 - 70
9. Conclusion	71
<b>Appendix A</b> - E J Hawkins - Sullivan Condition Survey and Planned Maintenance Schedule	
<b>Appendix B</b> - E C Harris - Conditions Summary Report at Sullivan	
<b>Appendix C</b> - E C Harris - Conditions Summary Report at New King’s	
<b>Appendix D</b> - E J Hawkins - The cost of providing classrooms for a two form entry scenario at Sullivan Primary School	
<b>Appendix E</b> - E J Hawkins - Approximate cost estimate to move New Kings School onto the Sullivan site on a temporary basis	

“As Governors of Sullivan Primary, it is our responsibility to ensure that the legacy of this wonderful community school, founded in 1952, continues to thrive for many more years to come.”

**Chair of Governors - Sullivan**

“Sullivan is a school with a vision. We are committed to providing an outstanding education for the children in the local community. Our staff team is unique and every one of them plays a special role. If you ask primary specialists to write down what they want for a primary school - we have it.”

**Headteacher - Sullivan**

“I believe Sullivan is a rare gem, a precious place for all children in Fulham. To impose this closure based on political agendas and out of date, retrospective data is not good enough for the children in our school. It is my professional duty to protect the best interests of our children and to ensure they receive the best education - an education they deserve. If I were convinced, without doubt, that our children would receive a “better quality” of education in a new school, I would “open the cage doors and let our little birds fly”. During the consultation I have read, listened, questioned and researched. I am not convinced. I will not be swayed.”

**Year 2 Class Teacher - Sullivan**

“My child has excelled under the care of her teachers, she is very comfortable at school and speaks very favourably of all staff and we are thrilled with academic results. We recommend the school to anyone who asks.”

**Year 5 Parent - Sullivan**

“I believe Sullivan should stay open because it is a very good school in which everyone shows respect for the community and beyond. We are one big family who work together to achieve our best. Our dreams come true at Sullivan.”

**Emily - Pupil at Sullivan**

“I do not want Sullivan to close because all the children have so many fantastic opportunities to grow here. I love taking part in concerts, my guitar lessons and playing in the netball team. It would be very sad to lose our teachers and friends.”

**Rania - Pupil at Sullivan**



**- New King's and Sullivan primary schools proposal**

Sullivan Primary School is a successful school. It is highly valued by the parents and carers of the children who attend the school. It is a viable school educationally, financially and materially.

We strongly oppose the proposal made by Hammersmith and Fulham Council to amalgamate Sullivan with New King's School by closing Sullivan at the end of the 2013/2014 academic year. We believe this will damage the quality of educational provision in our community and will have a significant and damaging impact on the children currently attending Sullivan School.

This document addresses the issues raised by the Council in their consultation document and explains why our alternatives to closure will be in the best interests of the current and future pupils of Sullivan School.

*Throughout this document we have referred directly to the points made page by page in the Council's published consultation document.*

**Context:**

The Sullivan Primary School Improvement Plan sets out how we will continue to raise standards and further develop our position as a school of choice in South Fulham.

Since 2011 we have been proactive in responding to Hammersmith & Fulham Local Authority's request for us to increase our roll numbers. In the last calendar year we have seen the impact of our strategy:

- Since September 2012 our roll has increased by 6%.
- Our Foundation Stage is full, with a waiting list.
- Figures from H&F show that 76% of our current Reception cohort named Sullivan as their first choice school.
- We are confident that we can fill surplus places at Sullivan within two years (see table on page 12).
- We currently stand at 14% undersubscribed and have conservatively projected this to decrease to 8% in two years.

We continue to plan for the future and have the capacity to grow in line with a rising birth rate and provide for local demand.

**These are the reasons for our opposition to the proposal.** APPENDIX D1 SECOND

**1. The document is factually inadequate:**

The Council has failed to provide the public with factual and adequate information to support their proposal.

**2. Impact on education:**

As teaching professionals we know that the proposal from the Council would have a detrimental effect on the education and welfare of the pupils of South Fulham.

**3. Impact on community:**

Sullivan Primary School supports the local residents' and community's concerns about the loss of Sullivan and the impact of its replacement with a Free Secondary School for 800 pupils.

**4. Impact on local schools:**

The proposal will have a negative effect on local schools in close proximity to Sullivan Primary School.



- Sullivan Primary School has a long and established relationship with the Local Authority.
- Our School Improvement Partners from Hammersmith and Fulham have seen our capacity to improve and supported us to do that for many years.
  - May 2009 - Council informally approached Sullivan and suggested a federation with Hurlingham and Chelsea. With a lack of evidence to support “Federations” it was judged by the Sullivan Governing Body to be irresponsible and, coupled with the appointment of a new Headteacher and Deputy Headteacher, risky to support such a Federation at that time. No further action taken by either party.
  - 2011 - Hurlingham and Chelsea federated with Langford. Sullivan, New King’s and Fulham Primary were all asked to join and declined the offer. No further action taken by any party.
  - Nov 2012 - Council had an informal conversation with Sullivan about the option of a federation with New King’s which would lead to an amalgamation. In a response to the Council’s ‘Schools of Choice’ agenda, Sullivan took proactive steps to increase numbers on roll as part of a long-term strategy. Both schools agreed a federation had limited benefit for either party.
  - Dec 2012 - Sullivan met with the Council to discuss increasing the Nursery roll (to match the one and a half form entry of the rest of the school) as part of Phase 1 of the action plan to increase the school roll. Council refused our request and no further action was possible.
  - Jan 2013 - Sullivan Senior Leadership Team proceeded with Phase 2 of increasing the whole school roll.
  - Apr 2013 - Chairs of Governors and Headteachers of New King’s and Sullivan met informally. *Both parties* agreed that a federation would still not be beneficial to either school. Sullivan continued with the action plan to increase the school roll and raise standards.
  - 9<sup>th</sup> July 2013 - The Council informed Sullivan of the planned closure.

- At no point did the Council formally in writing indicate there was an imminent need to change, nor did they provide a timeline to federate or amalgamate with New King's or require any other action to be taken.
- Sullivan did not consider the school to be in a vulnerable position as it had a rise in the school roll, confident predictions for SATS results in Key Stage 2 and Key Stage 1, a good healthy budget and a very stable teaching staff. Sullivan felt confident with its achievements and standards of teaching and learning during the academic year of 2012/13.
- Sullivan was building its profile within the local community, in order to secure its vision as being a school of choice in South Fulham. We believe we were effectively addressing the issues the Council had raised.



Sullivan Primary is a jewel in the Borough's crown with a perfect setting for educating primary school children. It enjoys a single-storey building, with all the appropriate space and lawns, including a nature garden. It is a culturally diverse community, with 35 languages spoken at the school.

✓ **Excellent Education**

- Graded Good with Outstanding Features at the latest Ofsted in May 2010
- Outstanding grading for children's well-being and behaviour
- Outstanding provision from the Foundation Stage to Year 6
- Sullivan Foundation Stage is recognised as an exemplary unit in the Borough and is used as a CPD hub for the Borough
- Full in Nursery and Reception with a waiting list for both classes
- Roll increased from 299 children to 325 in September 2013
- Experienced, committed and passionate teachers and support staff
- Headteacher and senior teachers have a long and excellent track record
- Senior teachers model and support raising teaching and learning standards and lead moderation across the Borough
- Low staff turnover
- In July 2013 the Foundation Stage pupils showed a good level of development which was above the national average
- Best ever SATS results in Key Stage 1 in 2013 on top of a rising trend
- Level 2+ Reading 95%, Writing 95%, Maths 97%
- Key Stage 2 SATs results in 2013 well above national average
- Level 4+ Reading 90% with 53% at Level 5, Maths 86% with 41% at Level 5
- Internal CPD programme allows for the development of staff across the school. Latest monitoring of teaching and learning showed 100% good or outstanding
- Exemplary use of data analysis by all to inform standards

✓ **Broad and Balanced Curriculum**

- A creative curriculum which provides rich, exciting and purposeful learning opportunities
- A core curriculum that meets the needs of all children, including specialist intervention programmes for children with learning difficulties and gifted and talented provision
- Friendly, inclusive ethos and community values
- Pupil premium funding providing excellent support for children (47% free school meals)



- Curriculum enrichment through music, an exceptional track record in performing arts, sport and extensive after school club provision
- A full-time music teacher and part of a music hub for Hammersmith and Fulham, and specialist Spanish language teaching

#### ✓ **Unique Location**

- Excellent outdoor learning space including a meadow and two playgrounds
- A wildlife garden which offers exceptional cross-curricular learning opportunities
- A special kitchen for the children to learn home cooking
- An extensive outdoor classroom for Nursery and Reception children
- Excellent and well-maintained building which is easily accessible for children with physical disabilities

#### ✓ **Community Links**

- It enjoys particularly strong relationships with all parents
- The school is respected within the community with closely established links with all faith denominations and with local primary and secondary schools, local businesses, charities and The Hurlingham Club
- Sullivan offers a popular and successful weekly Rhyme Time for children under 3, forging pre-school parental links

**We meet all the accountability standards required of a school and more.**

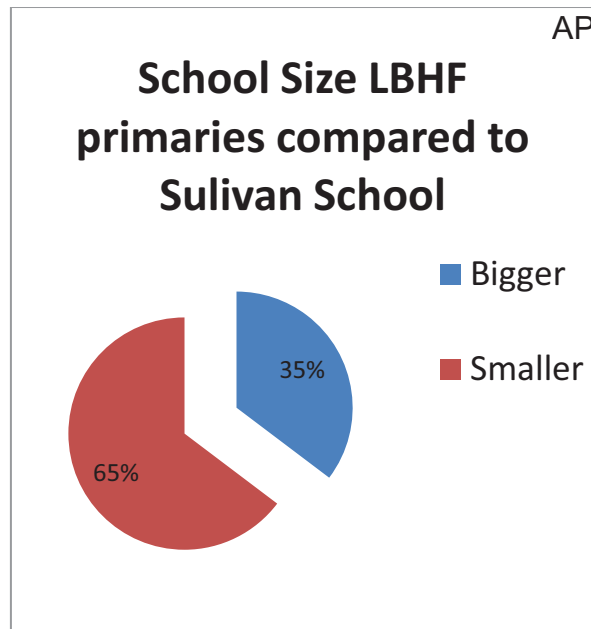


**“Both New King’s and Sulivan are small compared with some other primaries in the borough.”**

- This statement from the Council is not quantified. Sulivan has accessed data from the May 2013 Census and it is evident that Sulivan Primary School is the 13<sup>th</sup> largest primary in the Borough out of 35 schools. Sulivan Primary School is in the top 35% by size of schools in LBHF. See table and pie chart below:

**LBHF Primary Schools, May 2013 CENSUS - Number of Pupils**

1. Brackenbury	518
2. Wendell Park	474
3. Larmenier SH	473
4. Sir John Lillie	471
5. Wormholt Park	437
6. Addison	432
7. Canberra	409
8. Old Oak	372
9. St. Thomas of Cant.	363
10. Melcombe	358
11. Holy Cross	340
12. St. John's	312
13. Sulivan	294
14. Fulham	288
15. Normand Croft	287
16. Flora Gardens	265
17. Pope John	265
18. St. Stephen's	263
19. Good Shepherd	261
20. Langford	256
21. Miles Coverdale	239
22. John Betts	236
23. St. Peter's	234
24. Kenmont	231
25. St. Paul's	230
26. St. Mary's	228
27. All Saints	226
28. Bentworth	223
29. Avonmore	222
30. Greenside	220
31. Queens Manor	216
32. Lena Gardens	210
33. New King's	208
34. St. Augustine's	203
35. Ark Conway	60



**“Small schools attract less funding than larger schools...”**

- As we are not a small school (50% larger than a one-form entry school) we do not have a funding issue. Sullivan Primary School has managed its budget successfully with a healthy contingency.
- The logic of this statement is that the majority of primary schools in LBHF themselves have more difficult funding issues than Sullivan.

**“... consequently find it harder than larger schools to provide a similar breadth of curriculum.”**

- Does this imply that the Council is saying that they have not funded these schools at a level which enables them to deliver a full curriculum?
- Breadth of curriculum is not compromised by the size of Sullivan Primary School but is enhanced by good management of the budget.
- Sullivan has designed a broad and robust curriculum to suit our one and a half form entry school and the budget is used effectively to support teaching and learning.
- Strategic management of the budget has enabled Sullivan to provide a range of intervention programmes, with high adult to child ratios of 1:8
- If the Council’s claim is correct then the majority of primary schools in the Borough are inhibited from providing the appropriate breadth of curriculum.

**Sullivan Primary School** Places in September 2013:

- FULL in reception (45 places)
- FULL in Nursery with a waiting list

<b>Sullivan Primary School Roll</b>				
	<b>Pupils July 2013</b>	<b>Pupils October 2013</b>	<b>Projected Pupils October 2014</b>	<b>Projected Pupils October 2015</b>
<b>Reception</b>	36	45	45	45
<b>Year 1</b>	45	39	45	45
<b>Year 2</b>	38	42	39	45
<b>Year 3</b>	38	36	42	39
<b>Year 4</b>	39	40	36	42
<b>Year 5</b>	28	39	40	36
<b>Year 6</b>	30	31	39	40
<b>Total</b>	254	272	286	292
<b>% FULL</b>	<b>80%</b>	<b>86%</b>	<b>91%</b>	<b>93%</b>

- Our predictions are based on Reception classes continuing to be full again in 2014 and 2015. We have predicted, quite conservatively, that all other classes will **at least** retain their current pupils as they move up each year.
- If we based our predictions on the 6% rise that we have already seen over the last 12 months broadly continuing, then we would be full within two years.
- Sullivan is a school of choice in this local community.
- We have attempted to analyse the New King’s figures using the data provided by the Council in their public consultation document and using the same conservative approach we have used in our own predictions.

The **New King's** data published in the consultation booklet shows New King's to be 80% full. Using the data available so far from the Borough, the trends for them would be as follows:

<b>New King's School Roll</b>				
	<b>Pupils July 2013</b>	<b>Pupils October 2013</b>	<b>Projected Pupils October 2014</b>	<b>Projected Pupils October 2015</b>
<b>Reception</b>	20	29	30	30
<b>Year 1</b>	28	21	29	30
<b>Year 2</b>	22	29	21	29
<b>Year 3</b>	25	25	29	21
<b>Year 4</b>	20	25	25	29
<b>Year 5</b>	29	23	25	25
<b>Year 6</b>	25	30	23	25
<b>Total</b>	169	182	182	189
<b>% FULL</b>	<b>80%</b>	<b>86%</b>	<b>86%</b>	<b>90%</b>

- New King's (data in consultation booklet) 80% full. Using the data available so far from the Borough, the trends for them would be as follows:
- New King's has also shown a rise in numbers since July 2013 by 6%. However, their projected numbers would not increase their roll for a number of years due to low numbers in most of their current year groups.
- The demand has risen in both schools. This could continue in future years and schools need to plan for this. The consultation document does not address this in sufficient detail and does not present the predicted trends in a way which can be used to come to appropriate conclusions.
- None of the information takes into consideration a predicted rise in birth rate, rise in residential developments and social housing or mobility in the coming years. Such changes would be likely to increase demand for places.
- The Council's proposal does not provide full numerical evidence on the population rise and growth in market demand. The Council has provided numbers of predicted demand for the next three years for primary places but does not reference its data source.

**“Both schools have also been hampered by unfilled places.” APPENDIX D1 SECOND**

Our record of success shows continual improvement and no evidence of being ‘hampered’. The Local Authority regularly monitors the school and the quality of teaching and learning. Sullivan Primary is financially audited and also subject to external inspections by Ofsted. The issue of Sullivan Primary being ‘hampered’ has never arisen. In fact the evidence shows otherwise.

**Evidence:**

Nov 2003	Sullivan Primary School placed in special measures
Apr 2005	Sullivan Primary School out of special measures and designated ‘satisfactory’
May 2007	Sullivan inspected again. Ofsted grade ‘Good’
May 2010	Ofsted grade ‘Good with outstanding features’
Sep 2012	Local Authority write to Sullivan Primary School stating that ‘good’ standards are being maintained
Jan 2013	Ofsted interim assessment statement states that Sullivan has sustained its performance and the next inspection is deferred to at least summer 2014
Jul 2013	Best KS1 results ever, KS2 results above national average and 50% pupils showing at least three levels progress from end of KS1 to KS2 - highly significant progress.  KS1 and KS2 were both 10% or more above 2012 national averages. Sullivan Foundation Stage is judged as outstanding and is used as an exemplary unit for the LA.
Sep 2013	Sullivan Primary School has the potential to be outstanding.

**“Both schools are chosen by relatively few families as their first or second preference school.”**

- The data shows that in 2013 76% of the incoming Reception cohort listed Sullivan as their first choice.

**“...through their list of preferences when applying for schools.”**

- Parents often put church schools as first preferences even if they are not eligible due to the admissions policies of faith schools. Parents often misunderstand the process of applying for a reception school place.

**“The surplus places at New King’s and Sullivan, along with surplus places at nearby Langford School, suggest changes are needed to meet parents’ preferences and to free up resources where they are most needed.”**

- This raises important questions which the Council does not address or explain. How are schools supposed to plan for future growth when there is no data for the five-year birth population in Fulham? How has the Local Authority planned for this?
- There are two aspects to Schools of Choice. Schools of Choice as expressed through preferences when first applying for schools is only one aspect. It is also the aspect which is the least under the control of the school. Marketing, reputation and misrepresentation may all impact on how parents make their first choice. However, we can seek to ensure that for all first, second or later choices parents can be assured that they will be able to send their children to a good school. Sullivan is able to guarantee this and has worked successfully to increase its standing in the community.

The other aspect, for which we as staff are directly accountable, is the quality of care and education we offer to children when they do come to our school. The very strong and positive relationships we develop with our parents mean that we are able to communicate and work with them for the benefit of their children. This can be tested by outside bodies such as Ofsted or the Local Authority, but also by constantly monitoring the satisfaction and engagement of parents. We do this and the results show that at Sullivan 76% of parents chose us as their first choice and of our whole reception cohort we have a very high percentage of satisfaction.

In July 2013 91% of our reception cohort attended our parent afternoons. Here are some quotes from our parental questionnaires:

“All staff at Sullivan are doing an amazing job, thank you for making my children’s time at school enjoyable and helping them reach their full potential.” **Reception Parent**

“My child loves attending school and we have seen a difference in him in such a short period of time.” **Reception Parent**

I am always impressed and pleased that there are so many opportunities for me to see how the children are progressing with what they are learning. I like that no-one is left out (religion/culture) and that the school has a lovely sense of community. The children found the Garden Party most fun.” **Reception, Year 2 Parent and Year 4 Parent.**

“I am very happy with everything in regards to my child’s school and hope that the teachers continue to inspire him to do well and progress.” **Reception and Year 4 Parent**

“We have seen the benefit of our child grow from the support provided by Sullivan, particularly through engaging in the clubs after school (homework club has changed home life dramatically)!” **Reception and Year 5 Parent**

“We are very pleased that Sullivan has brought out the best in my child - that the teachers understand and accept our child as he is. My child’s attitude towards school is very positive and he really adores his class teachers.” **Reception and Year 6 Parent**





**“Both schools need significant investment”**

**“The school buildings on the Sullivan site are nearing the end of their useful life and it is estimated that it would cost over £6 million to replace...”**

- The building survey produced by the Council with costings did not give a reasonable breakdown for consideration.
- Sullivan School Governors commissioned an independent building survey. In summary it stated clearly that the building is viable, with capacity to grow and can be affordably maintained to a sufficient standard for the next 50 years (See Appendix 1 - **Condition Survey and Planned Maintenance Schedule**).

**SULIVAN PRIMARY SCHOOL CONDITION SURVEY & PLANNED MAINTENANCE**

**EXECUTIVE SUMMARY**

- There are no major structural issues affecting the school building.
- The school building is not nearing the end of its economic life; it is in a more than satisfactory condition.
- The school building is not in need of any urgent major repair or renewal works.
- One of the two water storage tanks has failed; this is the only urgent issue needing attention in the school. This is a relatively standard replacement issue that can be undertaken without any impact on the continued running of the school.
- A large part of the roof covering was recently replaced and the two staircase cores were repaired during the summer holidays; there are now no water penetration issues affecting the school.
- The gutters to the roof are slightly undersized and it would be beneficial to replace lengths of the existing gutters and downpipes with larger diameter sections. This work was planned for the summer but due to funding restrictions was omitted from the recent Roofing & Staircase core works.
- The interior of the school has been refurbished as part of a rolling programme of works over the past 4-5 years; this includes the renewal of all floor coverings and the decoration of all classrooms and communal areas.

- Two of the smaller toilet blocks in the school are in need of attention, the other six have all been refurbished to a high standard over the last 7 years.
- There are a number of 'desirable' works that would improve the carbon footprint of the school and the comfort of the staff, pupils and visitors. However, these are not essential to the running of the school.
- The desirable works include the replacement of the single glazed windows, the addition of local heating controls, and the provision of LED lights.
- There are many discrepancies in the Council's building reports provided by EC Harris, which are detailed in the **Summary of Recent LBHF Reports For Sullivan and New King's Primary School** below prepared by Edward Hawkins.

### SUMMARY OF RECENT LBHF REPORTS FOR SULIVAN & NEW KING'S PRIMARY SCHOOL

- Two reports have been prepared by EC Harris for LBHF Children's Services in respect of Sullivan Primary School and these both include repair and maintenance costs for a five (5) year period.
- The recent 2013 EC Harris report for Sullivan School is much more detailed than the 2011 report. It is in fact more in keeping with the report prepared for New King's.
- A report was prepared for New King's Primary School in December 2012 and this states that £1.7 million needs to be spent on this site over the next 5 years.
- The recent 2013 report prepared for Sullivan Primary School states only £1.3 million needs to be spent on this site over the next 5 years.
- We believe the costs for the repair and maintenance of Sullivan School have been exaggerated in the recent report, by erroneously stating that the external cladding panels to Sullivan School should be replaced within the next 5 years, when in fact the wall panels are in a good condition and do not require any immediate attention.
- This single error added £380,000 to the forecast costs for the repair and maintenance of Sullivan School, equating to approximately 30% of the total expenditure forecast for this school.
- The costs forecast for the roofing works required at Sullivan School have been inflated. We know, following the recent roof tender, that a more accurate figure for these works would be £250,000 - approximately £100,000 less than has been forecast in the recent Sullivan report.

- If these two elements of work were revised as above then the 5 year repair and maintenance cost forecast for Sullivan School comes down to £820,000, approximately 48% of the cost forecast for New King's School.
- This figure of £820,000 is much closer to our cost forecast (but it includes some of the 'desirable' non-essential elements highlighted in our report). We would also confirm that the forecast in our report is for a 10 year period.
- Comparing the report prepared for Sullivan School in December 2011 and the recent report prepared in September 2013 is difficult. Two surveyors with very different outlooks have prepared these reports, which resulted in some very different interpretations when surveying the school. There are also some significant differences in the way the reports have been formatted and within the elemental cost forecasts in each of these reports.
- In our opinion the recent report also exaggerates some of the fairly minor issues found within Sullivan School, i.e. the classroom and corridor ceilings. These ceilings do not require £30,000 to repair. There are a few isolated issues that in our opinion would cost between £2,000 and £3,000 to repair.
- This exaggeration alone accounts for 90% of the D/1 classified works contained in the recent Sullivan report, meaning it is deemed an urgent repair as the element has failed.
- If LBHF were to fund all of the works forecast in the recent Sullivan School report, they would have a school that would last for another 15-20 years without the need for any major expenditure. The school could continue with its current cyclical maintenance and refurbishment programme.
- We do not believe all of the sums forecast for Sullivan School are required in the next 5 years. Some of this money could be better spent creating the additional classrooms required to make Sullivan a two-form entry school.
- The windows and roofs to both schools require attention; however we believe the cost for the roofing and window works for New King's have been undervalued by the omission of a sum to cover the extensive scaffold costs that would be required for the repair of both of these elements.
- The Cabinet Member Decision (CMD), issued as part of the consultation on the proposed amalgamation of the two schools, contains some significant errors. Specifically in section 4.2, where the costs forecast for the repair and

maintenance of Sullivan Primary School by the council does not match with the recent or even the 2011 EC Harris condition survey.

- This section of the CMD also erroneously states that Sullivan Primary School is at the end of its useful life. The recent EC Harris report fails to substantiate this claim.

**“However the New King’s building whist in need of repair, is a prize school building...The council would provide at least £2 million in capital funding to redesign the New King’s building as a two form entry school...”**

- The evidence provided by Appendix E - **The cost of providing classrooms for a two-form entry scenario at Sullivan Primary School** show that it is much more cost-effective and less disruptive to create new permanent classes on one site then move New King’s to the Sullivan site where facilities already exist that would otherwise have to be built at New King’s School.
- With regard to New King’s Primary School we can confirm, having checked on the LBHF and the English Heritage websites and having taken legal advice, that it is not a ‘**Listed Building**’, nor is it a building of ‘**Architectural Merit**’.



**“...giving all pupils a better quality education.”**

- The Council has failed to provide stakeholders with any evidence that this proposal will provide better education.
- Council officers have confirmed in meetings that “this is not a standards issue”. We therefore believe it is not relevant to the closure proposal to have raised issues about the standard, quality or breadth of education which we offer.
- Our school improvement plan at Sullivan has enabled us to ensure that 100% of teaching and learning was good or outstanding by July 2013.
- An increasingly higher quality of education for all at Sullivan is not predicated upon a £2 million refurbishment to our building, although any additional funding is, of course, always welcome. We will continue to request that we are supported in funding an increase in our nursery provision to meet demand for places.
- The Council has failed to present any pedagogical approaches that are proven to raise standards and provide a better quality of education for the children at Sullivan.
- The quality of education children receive should be paramount to schools and local authorities.
- There is no way for Sullivan to quantify the impact that the ethos of the school and of all its stakeholders clearly has on their pupils’ welfare and achievement. However, organisational behavioural research shows the positive impact that successful cultures have on motivation and achievement.
- The children of Sullivan will not receive any better education if this proposal goes ahead. **They will go through two years of change and disruption.**

**Access and Mobility**

- Sullivan School is accessible for any staff and pupils who have mobility issues.
- In the past and presently, Sullivan School has included in its community parents, children, members of staff, student teachers and visitors with varying degrees of disability.
- The nature of our building and its site has meant that we are not only completely accessible but completely inclusive, in that people with mobility issues can move around the school in exactly the same way as everybody else.
- Parking is very restricted at the New King’s site. This is not only a problem for staff in general who have to travel long distances with materials for school, but has been very important in enabling anybody who is obliged to use a car to do so without any difficulty.

**“...convert to academy status working with Thomas’ London Day Schools, a local independent school trust with an excellent reputation.”**

- We are not disputing that Thomas’ have an excellent reputation in the private education sector. However, there is no evidence from the Council that Thomas’ have the expertise and skills to work within a different educational system, working with community schools to guide, support and raise standards with very contrasting demographics and with funding levels which are not comparable.
- Thomas’ are not a registered academy sponsor.
- We have no evidence to believe that the Thomas’ London Day School’s vision for the community is the same as ours.
- Sullivan Primary School was never given a fair opportunity to put a proposal into the Local Authority.
- Sullivan Primary School has been doing everything to become a school of choice, including a relentless focus on raising the quality of teaching, learning and care and our rising numbers and high standards reflect this.
- It would be fundamentally inappropriate for Sullivan, which is a very successful school, to be a guinea-pig of Thomas’ Academy.



**“...the added benefit of releasing a school site that could be used to meet demand for secondary school places in Fulham.”**

- This is a completely separate issue.
- There are already many surplus places at local secondary schools.
- The Council should be supporting their investment by promoting the community secondary schools that are continually improving.
- Creating a new secondary free school on this site will have a huge impact on the local area and residents in an already congested and limited location.
- The demand for an additional boys’ school is coming from parents across a range of neighbouring boroughs. The Council should be working with other Councils to meet this demand so that the impact does not fall upon one particular group of primary school children.
- The Free Boys’ School (which has no track record) should not be established at the cost of a popular and well-established local school which does have a successful track record.
- The bordering residents associations for Peterborough (PRARA), Hurlingham District (HDRA) and Sullivan Court have all demonstrated their opposition to the Fulham Boys’ School Proposals to use our site due to social, environmental and moral concerns.
- From previous meetings and correspondence with the residents’ association (HDRA), the Council's Highways Department is well aware of the serious traffic flow problems already in the Hurlingham Road and surrounding areas. The proposed site for the Free School would mean there would be an increased impact on traffic congestion in the local area throughout the day. Additional transport would include not only 800 boys but also teachers, caterers and general support staff (including staff driving to the school plus delivery vehicles).



**“To ensure continuity, existing governors at Sullivan School would be encouraged to nominate themselves for available places on the governing body of New King’s School.”**

- There is no guarantee that the Governors of Sullivan Primary would want to nominate themselves for places on the Governing Body at New King’s. The Council has managed this consultation in a way which has been damaging to the possibility of the two sets of Governors having a positive relationship.


**“...many staff at Sullivan will be able to seek redeployment at the enlarged New King’s School, thereby providing as much continuity as possible for pupils at both schools.”**

- In the same way that the Council has damaged the prospects for the Governing Bodies to work together, the presentation and management of this entire consultation has seriously damaged the prospects of the two sets of staff being able to work successfully together. Sullivan staff have been told they would have to re-apply for their jobs. The concern has to be if indeed they would want to.
- Sullivan Primary School is concerned about the timescale of planning a staffing structure at the new school.
- The Council made no attempt to organise a staff consultation until they were requested to do so. During this meeting on 11<sup>th</sup> September at Sullivan, the Council officers were unable to give details about numbers of jobs available. As a consequence, staff were left uncertain and distressed about their future prospects with, and support from, the Local Authority.
- The Council’s statements are based on hope rather than fact.
- The statements give a false impression and optimism to all stakeholders that the transitional period will be timely, successful and with minimal disruption.
- Staff at Sullivan have no confidence in the arrangements put in place to plan for change and the huge disruption this will bring to both schools. There is no supporting documentation to show that adequate planning has taken place to minimise disruption to the pupils’ education or that the Council even understands the stress and difficulties the children will face through the closure, merging onto the Sullivan site and the subsequent move to the New King’s site.



**“The benefits for the two staff teams joining together include new opportunities for joint training, shared lesson planning and a wider curriculum offer with extra after school activities for pupils.”**

- The way in which the Council has managed this consultation has seriously undermined any potential for the opportunities to be actually realised. There is absolutely no evidence or models provided for a wider curriculum or additional after school activities. Sullivan School already plans and shares within its team very successfully. We supplement and enhance this through the links we have established and continue to develop with other local schools.
- Sullivan has an effective programme of CPD, both within school and with outside providers, which allows us to develop all individuals of the staff team. This has allowed us to move towards outstanding practice.
- Sullivan constantly evaluates its CPD provision and we plan for new opportunities to match the needs of our team. Our current structure allows us to do this successfully.
- Sullivan provides an extensive range of after school clubs offering the pupils from Reception to Year 6 a wide variety of experiences. There are termly options and this term there are over 250 children in attendance at after school clubs. Here is the Sullivan Autumn Term 2013 timetable of after school clubs

Monday	Whizz Kids Key Stage 1	Homework Key Stage 2	Basketball Key Stage 2			<u>Lunchtime</u> Choir Year 5 and 6
Tuesday	Street Dance Reception and Year 1	Chess Club Year 2 to Year 6	Dance Club Year 2 to Year 6	Football Fun Key Stage 2	Cookery Year 5 and 6	<u>Lunchtime</u> Choir Year 3 and 4
Wednesday	Tennis Key Stage 1	Arts and Crafts Key Stage 1	French Club Key Stage 2	Whizz Kids Key Stage 2	Cookery Year 5 and 6	
Thursday	Ballet Club Reception and KS1	Movers and Shakers Key Stage 1	Gardening Club Key Stage 2	Netball Year 5 and 6		<u>Lunchtime</u> Choir Year 1 and 2



**“...would be educated on Sullivan site on a temporary basis from September 2014 to July 2015.”**

- There is no clear evidence that this work can be completed in one year.
- There is no acknowledgement or planning to reassure parents and staff that the well-being of the pupils at both schools has been considered.
- The most recent closure of Peterborough School has highlighted to us personally at Sullivan the huge impact of school closure on pupils’ education and well-being. This unnecessary change would bring inevitable disruption.

**“This is to allow for a £2 million refurbishment of the New King’s site to provide state-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning.”**

- Sullivan does not need £2 million to provide excellent education and **“state-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning”**.
- **“State-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning”** is a subjective statement.
- **“State-of-the-art teaching facilities suitable for 21<sup>st</sup> century learning”** is a vague statement, giving no detail of what this will mean in real terms.
- We understand that the majority of the £2 million budget would be used to repair the New King’s building and creating facilities which Sullivan already enjoys, as outlined in the EC Harris report dated December 2013.



**Option 1: The preferred option for Sullivan to remain on its site and convert to an academy with the LDBS - £780,000**

The provision of four classrooms to accommodate a two-form entry school and an additional nursery classroom.

*This would be funded by the Department for Education and applied for through the LDBS.*

**Option 2: Sullivan to amalgamate with New King's - £2,422,000**

The provision of five extra “temporary” classrooms and one nursery classroom on the Sullivan site – the conservative estimate will be £422,000 for a period of between 12 to 18 months.

To create a ‘state of the art’ school at New King's - £2,000,000 as described by the Council – no supporting documentation to evidence this figure is achievable.

***This would be funded by the council and local taxpayer.***

See Appendix D and E.

- The costs as outlined above relate only to building works. There are numerous other costs associated with the closure of Sullivan.
- As stated previously, Sullivan has no issues managing their budget and predict sustainable growth through the expansion of their nursery provision. The LDBS have been 100% successful in their capital bids in the last six applications and fully support our strategy to expand to the nursery and two-form entry.
- The closure of Sullivan will cost the local taxpayer in excess of **£2,442,000** to achieve what can only be described as an inferior option. The use of funds to create what already exists, at another site, is a fundamentally flawed scenario and the risks of running over budget are high. In addition, Parayhouse, with its contract not due to expire for two years, adds uncertainty to the overall proposal.
- Annual maintenance at Sullivan has been projected by our surveyor at £75,000 per annum over ten years. This cost is sustainable within our budget. The predicted costs and lifespan of our site have been contested in Appendix B (Conditions Summary Report of Sullivan). It states there is no justification for the expenditure of £1,300,000 in EC Harris' report. We therefore refute any claim that our school would not survive the next 5 to 6 years. The LDBS would be very happy and confident for Sullivan to stay on the site, not incurring any costs for major works for another 15 to 20 years.

There is no doubt that since 9th July 2013 when Sullivan was informed of the Council's school closure and site allocation proposals, the ensuing days, weeks and months proved bruising and traumatic for everyone: principally, our children, our parents, our staff and many local residents. However, within every crisis lies opportunity and we have used this worrying time, not only to mobilise our many supporters, but also to carefully crystallise our thinking about where we see Sullivan heading in the future.

Where do we see the future of Sullivan School?

- Providing an excellent caring education for our local children in the community on its current site
- Under the protective and supportive group - The London Diocesan Board for Schools (LDBS) Multi-Academies Trust
- Moving from Good to Outstanding
- Expanding to two-form entry

**Sullivan School Alternative Proposal:**

**The Governors propose that Sullivan Primary School applies for Academy Status in partnership with the protective and supportive group The London Diocesan Board for Schools (LDBS) as part of their Multi-Academies Trust.**

The benefits of the proposal are as follows:

**THE SCHOOL**

- Sullivan would become an LDBS Community Academy but would retain its own identity as Sullivan Primary School.
- This will provide the opportunity to build on all the good work and the excellent ethos already evident at Sullivan, without fear of another period of instability brought about by local council decision-making.
- The school would receive full support from the LDBS, a highly trusted, reputable and well-resourced educational charity with a proven track record. This would provide the stability and protection essential for Sullivan in its efforts to move confidently from Good to Outstanding.
- The school would retain its freedom to choose and teach its preferred diverse curriculum. The school would continue to work with two local Church of England parishes.

- The LDBS will not impose any Christian religious conditions or inspections on the school. The LDBS encourages schools to be inclusive and celebrates the rich diversity of children, families, faiths and no faith already found at Sullivan. The core ethos would remain in line with Christian principles.
- The school would continue its 100% open admissions policy, in this way continuing to serve the local community directly. Sullivan Primary would complement neighbouring school provision such as: New King's/Parson's Green Academy, Lady Margaret, Hurlingham and Chelsea and The Lycée. It would also collaborate with other LDBS schools.
- This proposal offers Sullivan (an objective it has been working towards for two years) the opportunity to expand to a two-form entry, matching its Nursery numbers to increased Reception places, and would allow the school to accommodate the ever-growing Early Years reserve list. This is in line with the Council's Schools of Choice agenda.

## THE COMMUNITY

- The LDBS would support and encourage Sullivan's long-established links with all sections of the immediate area, including residents, schools, mosques, churches and many voluntary groups. Sullivan's current role as the "hub" of a wide range of extra-curricular and community activities would grow and thrive.

## THE STAFF

- With Wendy Aldridge as Headteacher, Sullivan will retain its successful senior management structure and all existing staff, affording minimal redundancies.
- Teachers and support staff contracts would transfer directly across to the LDBS structure, retaining existing terms and conditions (including pensions and other employment rights). This avoids the threat of staff having to apply for their own jobs, which is already causing acute disruption and distress. All new staff would thereafter be appointed on the same conditions.
- Staff would benefit from a wide range of new professional development opportunities.
- The Governing Body would be fully supported through the transition and into the future by LDBS policy guidance and personnel, and many training opportunities exist which would allow the newly-formed Governing Body at Sullivan to become outstanding in its own right.

## Conclusion:

- The Council has failed to make a case that their proposal to close Sullivan School offers real or substantial gains for the children of Sullivan School or indeed New King's, either now or - as importantly - for the provision of education to children in the area in the future.
- The Council has not recognised the extent to which Sullivan is already delivering a high quality, improving and caring education to its children and the increasing attractiveness of the school to the local population.
- The Council has failed to acknowledge the considerable risk to the children's education and well-being which the transition will have. It has underestimated the challenge of supporting the children during this time. It has also not recognised how the impact and uncertainty presented to staff will make it even more difficult to support the children to the extent that they deserve.
- The proposal to dismiss all the staff and re-employ some of them is simply unacceptable in a viable school doing an exceptional job.
- The Council has failed to provide adequate and substantiated evidence to back up the premise of their proposal, including quantity of surplus places, condition of building and facilities and forecasting projected trends for the local area and the schools within it.
- The Council has not allowed Sullivan the opportunity to work with the Local Authority and other schools to create a shared vision for the future of education in South Fulham.
- The Council has never, at any time, put any of their earlier notions about rationalisation or federation on paper as formal proposals for the Governors to consider. Any discussions were conducted at a very informal and undeveloped level between professionals.
- The Council failed to give Sullivan a timeline to create future educational proposals of their own, prior to this public consultation being launched.
- The Council has shown during public consultation meetings, both at Sullivan Primary School and New King's School, that they are not able to respond fully and satisfactorily to questions from the parents, staff and public in a way that would convince us that the Council could implement the proposal to the best interests of the children.
- During the consultation, the Local Authority has used its resources and public website to respond to our description of events in a way which has been inaccurate, defensive and partisan.

**The future of Sullivan School, the best interests of the more than 300 children currently at the school and the best interests of future generations lie in Sullivan remaining open, on its current site and continuing on its wonderful journey.**

## The cost of providing classrooms for a two form entry scenario at Sullivan Primary School.

**Prepared by:**

**Edward Hawkins** BSc (Hons) MRICS

On behalf of

**EJ Hawkins Chartered Building Surveyors**

Date: 11<sup>th</sup> September 2013

Registered Office:

Riverbank House,  
One Putney Bridge Approach,  
London  
SW6 3JD



**THE COST OF PROVIDING CLASSROOMS FOR A TWO FORM ENTRY SCENARIO AT SULIVAN.**

Approximate Cost Estimate for expanding Sullivan Primary School to a full two form entry.

The provision of five new classrooms, a new toilet block and the refurbishment of the existing nursery toilets within Sullivan Primary School would allow Sullivan Primary school to expand and accommodate a full two form entry for each year.

There are a number of options available for the provision of the classrooms and additional toilet facilities within the Sullivan School site; we have looked at two, Option A & Option B.

**Option A – Small Playground**

This option would include the construction of four classrooms within the small playground between the Junior & Infant halls, taking up approximately 300m<sup>2</sup> of the existing playground, which currently measures approximately 744m<sup>2</sup>.

It would also include the provision of separate girls and boys toilet blocks, which would be constructed within the recessed area along the west side of the Admin Corridor, where existing drainage and water supplies exist.

A new separate single story classroom would also need to be provided in the nursery playground (abutting the infant hall) to allow for the nursery to expand to two form entry. The majority of these works could be undertaken during term time with little disruption to the running of the school.

The five new classrooms and the separate girls & boys toilet blocks (each sized and designed to serve 60 additional children of a single sex) would be constructed as a single storey structure, approximately 4.5m high ceilings, connected to the existing Admin corridor and Infant Hall, with high level windows in to the classrooms where they join with the Admin corridor. The heating, electrical and data supplies could be taken from the existing services in the Admin corridor. Access to the main school playground could be provided by the installation of a new door within the half glazed corridor wall.

These new buildings would consist of the following:

- Concrete strip foundations
- Block & beam floor with screed top
- Cavity blockwork walls
- Double glazed Aluminium windows & doors
- Plasterboard covering to the ceilings and walls
- Flat timber roof with three layer felt roof
- All necessary insulation
- Small power and data for a classroom

- LED Lighting with daylight & motion detection controls
- Under floor heating.

The Approximate Cost Estimate for Option A, consisting of a 280m<sup>2</sup> single storey structure containing four classrooms, a separate 70m<sup>2</sup> classroom and the new toilet block at approximately 53m<sup>2</sup> would be as follows:

<u>Item</u>	<u>Element</u>	<u>Approximate Cost</u>
1	Construction costs @ £1,550/m <sup>2</sup>	623,100
2	Contingency sum @ 8%	50,000
3	Professional fees @ 10%	67,310
4	Statutory fees for Planning & Building Control	15,000
5	F&E allowance	25,000
6	Total estimated cost	<b>£ 780,410</b>

Say £780,000 for the provision of five 70m<sup>2</sup> classrooms and a 53m<sup>2</sup> toilet block, to allow for the expansion of the existing school to a two-form entry on the Sullivan Primary School site.

**Option B – Main Playground**

This option would also provide these same new teaching and toilet facilities but with four of the classrooms and the toilet block located within the main playground as a single structure, connected to the Foundation corridor while providing vehicle access to the main playground at the north end of the new classrooms. This option would require the construction of an internal corridor connecting the new classrooms and toilet blocks to the main school.

The approximate build cost for Option B, consisting of a 450m<sup>2</sup> single storey structure, containing four classrooms, the internal corridor, the new toilet blocks and the 70m<sup>2</sup> separate classroom abutting the infant hall would be as follows:

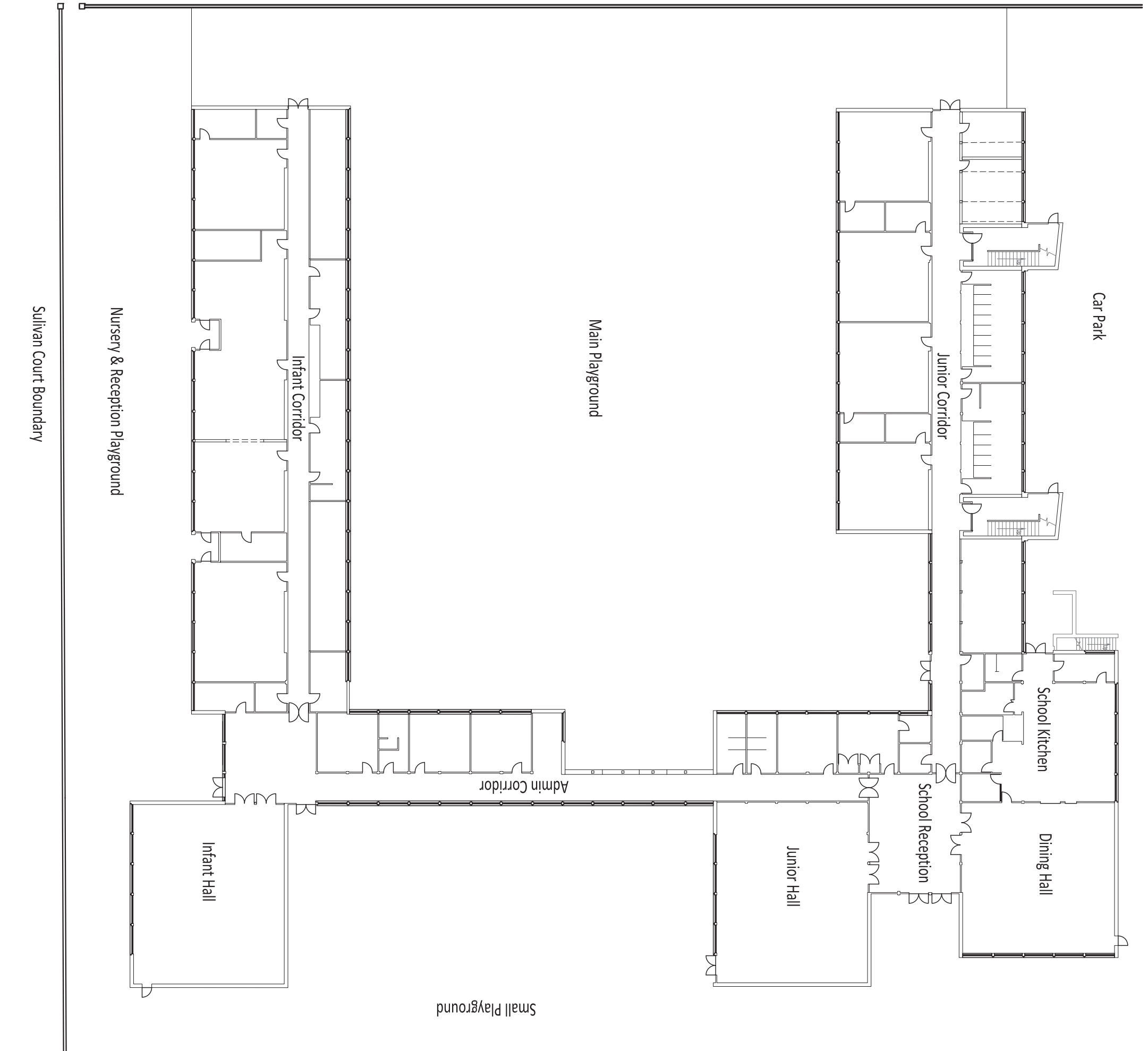
<u>Item</u>	<u>Element</u>	<u>Approximate Cost</u>
1	Construction costs @ £1,550/m <sup>2</sup>	806,000
2	Contingency sum @ 8%	64,480
3	Professional fees @ 10%	87,048
4	Statutory fees for Planning & Building Control	15,000
5	F&E allowance	25,000
6	Total estimated cost	<b>£ 997,528</b>

Say £1,000,000 for the provision of the classrooms etc. within the main playground.

Option A would be more cost effective and cause less inconvenience to the running of the school while the new classrooms were constructed, and should be considered as being the preferred option.

We have provided outline plans showing the proposed locations and approximate sizes of the classrooms, corridors and toilet blocks for both options detailed above.

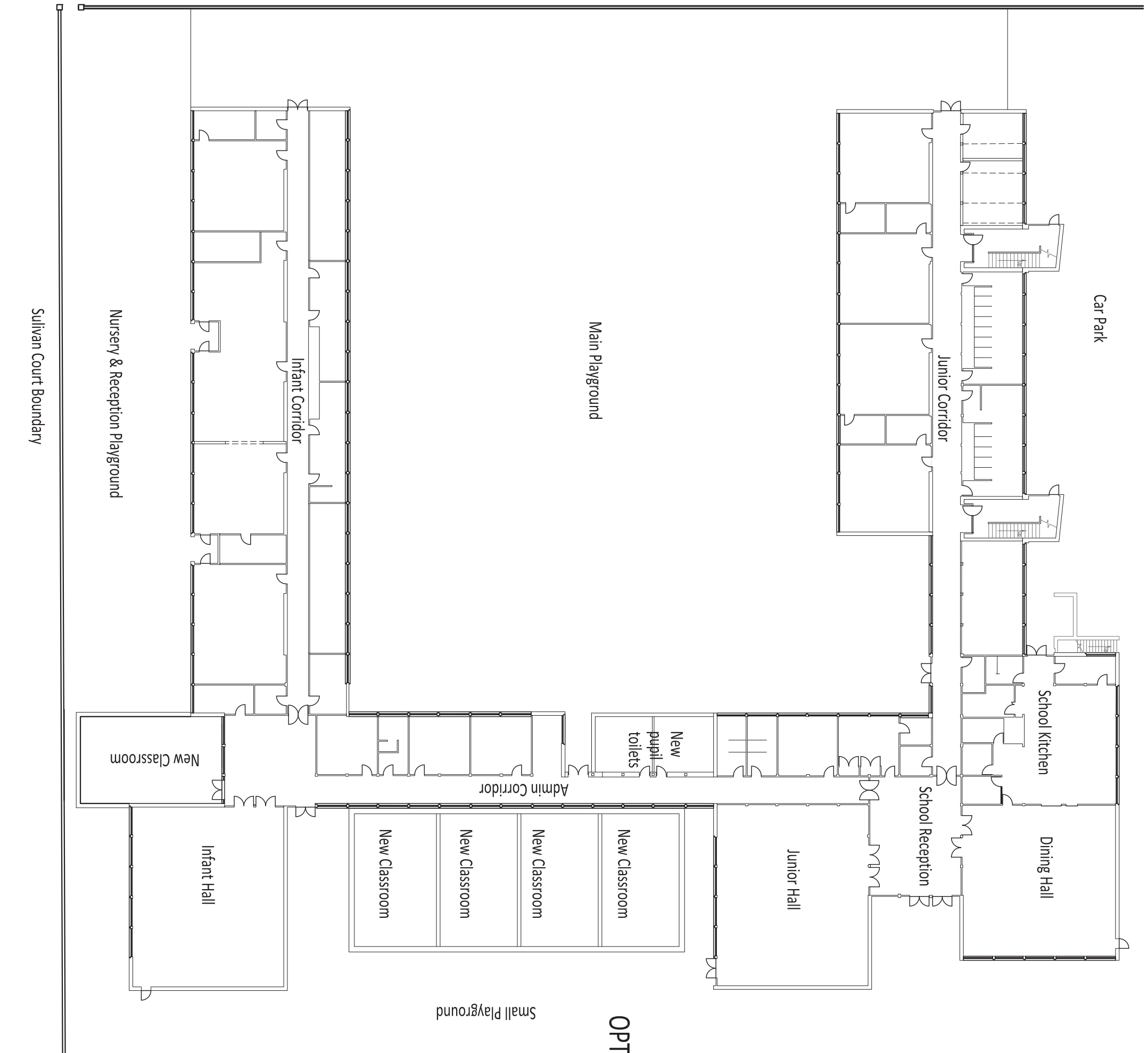
Broomhouse Lane Boundary



rev	change	date

<b>EJ Hawkins</b> Chartered Building Surveyors Riverbank House, One Putney Bridge Approach, London SW6 3JD tel: 07813 212347 e-mail: ed@ejhawkins.co.uk	
client	Sullivan Primary School
site	Sullivan Primary School Peterborough Road London SW6 3BN
project	Sullivan Primary School Floor Plan
title	School plan - as existing
date	11/09/2013
scale	1:500
dig to	2013.91.01

Broomhouse Lane Boundary

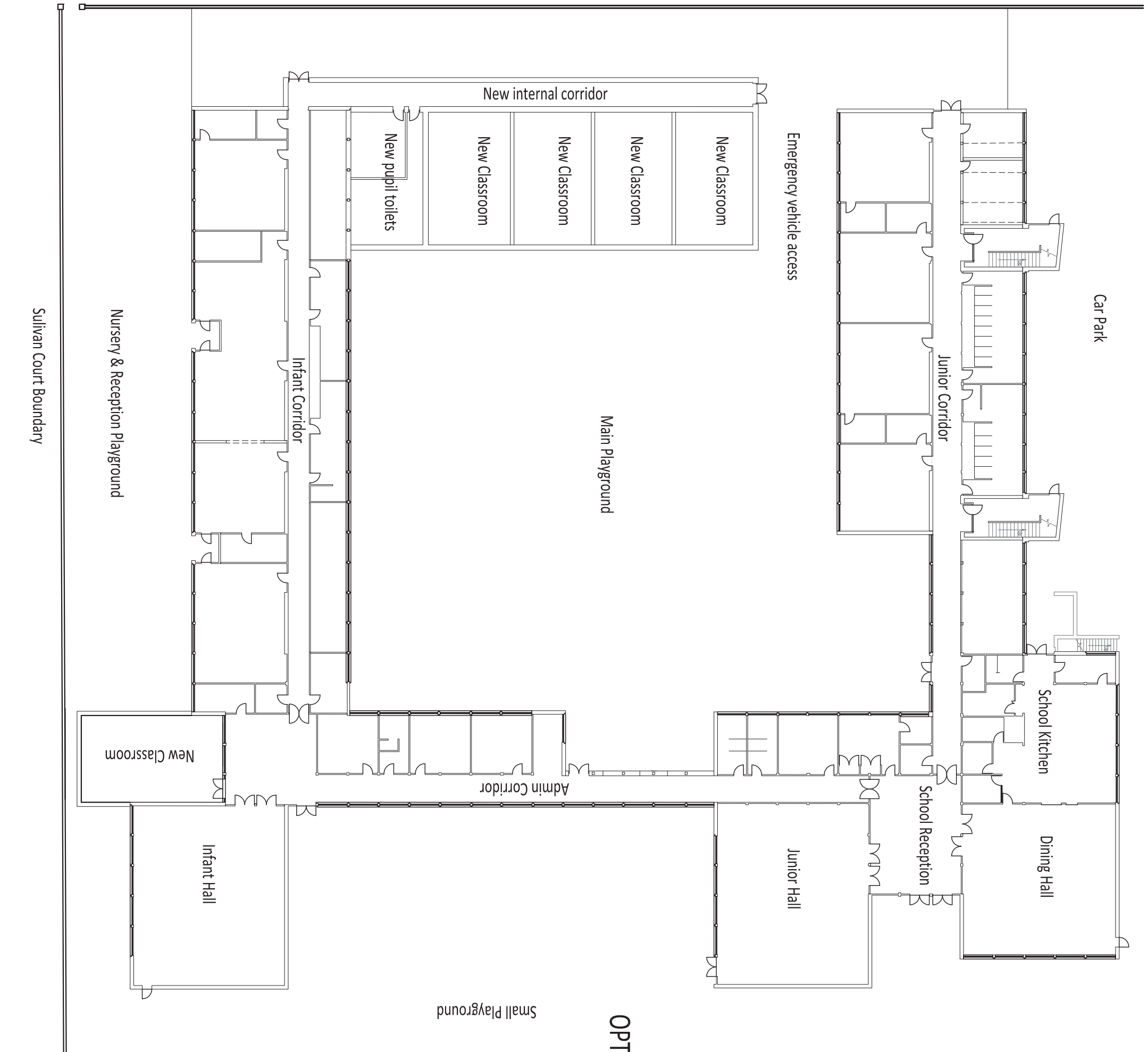


OPTION A - small playground

rev	change	date

<p><b>EJ Hawkins</b>  Chartered Building Surveyors  Riverbank House, One Putney Bridge Approach,  London SW6 3JD  tel: 07813 212347  e-mail: ed@ejhawkins.co.uk</p>		<p>client  Sullivan Primary School</p>
<p>site  Sullivan Primary School  Peterborough Road  London SW6 3BN</p>		<p>project  Two form entry - classroom &amp; WC provision</p>
<p>date  11/09/2013</p> <p>scale  1:500</p>		<p>title  School plan - Option A as proposed</p>
<p>dig to  2013.91.02</p>		

Broomhouse Lane Boundary



**OPTION B - main playground**

Small Playground

rev	change	date

<b>EJ Hawkins</b> Chartered Building Surveyors Riverbank House, One Putney Bridge Approach, London SW6 3JD tel: 07813 212347 e-mail: ed@ejhawkins.co.uk	
client	Sullivan Primary School
site	Sullivan Primary School Peterborough Road London SW6 3BN
project	Two form entry - classroom & WC provision
title	School plan - Option B as proposed
date	11/09/2013
scale	1:500
drawn to	2013.91.03



Representation to Hammersmith and Fulham Council  
*on the proposed amalgamation of*  
New King's and Sullivan Schools

November/December 2013





## Contents:

1. Executive Summary
2. Our Aim
3. New King's Primary School Today (New King's)
4. Why We Support the Amalgamation
5. The Vision
6. The Staff Team
7. The Curriculum
8. The Buildings and Learning Environment
9. Leadership and Partnership with Thomas's London Day Schools (Thomas's)
10. Our Academy Proposals
11. Wider Impact and Summary

## Appendices:

1. Proposed Staffing Structure
2. Diagram of the Thomas's Support Structure
3. Indicative Key Stage Two Timetable





## Executive Summary

**T**his document has been produced as the single official representation to the Councillors of Hammersmith and Fulham Council from the Senior Leadership Team, staff and Governors of New King's Primary School (New King's) and the Principals of Thomas's London Day Schools (Thomas's) who support enthusiastically the amalgamation proposal for New King's and Sullivan Primary School (Sullivan).

It explains briefly the reasoning behind our support and outlines our vision for the amalgamated school. It includes details of New King's today and our further plans to consult on turning the enlarged school into a converter academy.

We understand the concerns that have been expressed over the closure of Sullivan. However, we believe that the future for all the pupils of both New King's and Sullivan is far stronger, combined together, as part of a larger whole.

The amalgamation of both schools will bring huge improvements to the area's educational provision, as talents are combined and the strengths of both schools developed.

The closeness in proximity and practice between the two schools offers a genuine opportunity to bring both together; to create a new attractive choice for local parents; and to challenge the perceived community, church and independent school hierarchy.

### **The new combined school would enable:**

- An increase in the number, diversity and quality of front-line staff
- An innovative, effective and significantly enriched curriculum
- Dramatically enhanced buildings and learning environment
- A leadership team able to deliver significant benefit for local children through partnership with the independent sector
- A wider impact on the educational landscape of South Fulham and on the Tri-Borough

The similarities between the two schools provide both the impetus for this amalgamation, and the ingredients for its success. Both schools are incredibly similar, in their intake, teaching approaches and academic achievements. Both serve the same community. Both are rated 'Good' by Ofsted. Both are, however, currently undersubscribed. This lack of demand is clear proof that too many local parents are currently looking for a different form of primary education.

We believe this amalgamation will provide them the opportunity of accessing the education of their choice. We also see opportunities for even further improvements and freedoms as a converter academy by entering into a formal partnership with Thomas's to establish the Parsons Green Academy.



Parsons Green Academy

In Partnership with  **Thomas's**  
LONDON DAY SCHOOLS



## Our Aim

**W**e intend the pupils of New King's and Sullivan to join together as a dynamic enlarged school community to access a broad curriculum taught by a team of highly motivated, innovative and inspirational teachers.

We will help our children develop into better learners by promoting collaborative, reflective, creative, inquisitive and positive approaches to learning.

We will promote a set of universal values to help develop tolerance and understanding across our international community.

Our school will be thoroughly inclusive, with the highest expectations, and huge ambitions for all pupils; challenging every individual to achieve and excel.

**Miles Chester, Head**  
*and staff of New King's*

## New King's Today

*'My child loves school; at 8 o'clock she is ready and saying, "Can we go now, can we go now?"'*

*New King's parent to Ofsted inspector December 2012*



New King's is a one-form entry primary school, located in a shared Victorian London School Board building on the New King's Road, Parsons Green. A large proportion of the pupils are from minority ethnic groups and the percentage of pupils eligible for the pupil premium is well above average.

The Council's 'Schools of Choice' strategy has pushed New King's to innovate and to raise standards in order to become a school of choice itself. Standards have been raised but the school is not full.

SATs results have been significantly improved, with New King's scoring well above Local Authority and National levels for the last two years.

*New King's has been ranked as the top school in London Borough of Hammersmith and Fulham for Pupil Progress.*

Having previously been judged "Satisfactory", Ofsted judged the overall effectiveness of New King's as "Good" in December 2012. In summary, Ofsted found that:-

- ✓ "Leaders and managers at New King's have sustained improvements in all areas since the last inspection so that **teaching** is now **good**, with much that is **outstanding**. This leads to good progress across the school.
- ✓ Attainment in reading, writing and mathematics of pupils at New King's is above the national averages at the end of Year 6. As children start in the school with skills below those typically found, this represents good and often outstanding progress.
- ✓ Pupils of New King's have positive attitudes towards learning and engage fully in lessons. Their behaviour is good. Bullying is rare and they say that they feel safe and well cared for. They show a great deal of independence and manage their behaviour and play very well.
- ✓ Pupils find the wide range of topics they undertake links well to their needs and interests, and this ensures that their spiritual, moral, social and cultural development is promoted extremely well.
- ✓ Leaders and managers are ably supported by the governing body, and their detailed plans are focused well on the right priorities."

The entire school community has risen to the challenge and achieved a great deal. They have come to realise however that *their plans must be more inventive and ambitious* if we are to deal successfully with the challenges ahead. It is for this reason the New King's community supports the amalgamation with Sullivan as it will release new resources and enhance the provision for all of the pupils.

## Why We Support the Amalgamation

*“Education is all a matter of building bridges”*

*Ralph Elison*

New King’s, like Sullivan, is a good community school with a clear ethos, strong management and leadership and good to outstanding levels of teaching and learning and of pastoral care.

Both schools are incredibly similar: in their intake, teaching approaches and academic achievements. Both serve the same community. Both schools have improved over time and both are currently rated ‘Good’ by Ofsted.

Despite these attributes, and many other achievements beside, both schools are undersubscribed and neither is currently a school of choice. New King’s, like Sullivan, wants nothing more than to become an **outstanding** school and a school of choice for its local community.

The New King’s community accepts the need for change in order to meet these ambitions which we wish to see achieved for the greatest possible numbers of pupils of the local community. We are happy therefore to combine with others to make it happen.

New King’s has not sought the closure of Sullivan. We do however enthusiastically support the amalgamation proposal for New King’s and Sullivan as we believe that, regardless of our current respective strengths, the merger can, should and will lead to significant further enhanced educational opportunities for pupils and staff at both schools and more widely within the borough.

- ✓ The merger process will culminate in an innovative, effective and significantly enriched curriculum by combining together the best of both schools. Two good schools will combine together to make one outstanding school possible.
- ✓ It will sustain improvements by enabling costs savings to be invested to increase the number, diversity and quality of front-line teaching staff.
- ✓ It will facilitate significant capital investments which will dramatically enhance buildings and the learning environment for all children at the combined school.
- ✓ The leadership and governance teams will be enhanced, reorganised and refreshed to deal with the challenge ahead. This will include a proposed application to become the Parsons Green Academy, a converter academy supported by Thomas’s.
- ✓ Thomas’s provides an independent, co-educational education of largely outstanding quality, in Victorian buildings, to just fewer than two thousand boys and girls aged from 2½ to 13, as part of vibrant school communities in Battersea, Clapham, Kensington, Fulham and Pimlico.

We understand fully the anxiety at Sullivan caused by the loss of their wonderful site. The legacy of their loss may however be to grant a welcomed future for the enhancement of, and investment in, the educational opportunities for up to eight hundred senior boys by the proposed establishment of The Fulham Boys Free School.



## The Vision

*“For time and the world do not stand still. Change is the law of life. And those who look only to the past or the present are certain to miss the future.”*

*John F. Kennedy*

- ✓ We believe that the future for New King’s and Sulivan is stronger, together, as part of a larger whole.
- ✓ We are convinced that the educational good practice in evidence at both schools is highly transferable. The amalgamation of the two teaching teams will allow for the extensive use of collaborative professional development to enable the new teaching team to perform even more effectively.
- ✓ We believe that change is required and that this change should come quickly.
- ✓ We feel that with the continued support of the Council, staff, parents and a newly constituted governing body, ultimately including members from Thomas’s, that the proposed merger will enhance further the education provided to the pupils.
- ✓ **We see two school communities quickly coming together and overcoming any sense of unease or concern to create a school of choice; a fully staffed, refurbished, resourced, appropriately sized primary school, offering outstanding levels of teaching and learning and of pastoral care to its local community.**
- ✓ We see a school which once combined will be one of the top ten largest primary schools in the borough. We believe that this is a size which makes it master of its own future and not a hostage to it.
- ✓ We see opportunities for even further improvements and freedoms by entering into a formal partnership with Thomas’s to establish the enlarged school as a converter Academy.
- ✓ We see these changes enabling further improvements in the educational landscape of South Fulham.



## The Staff Team

*“If your plan is for a year, plant rice.  
If your plan is for a decade, plant trees.  
If your plan is for a lifetime, educate children”.*

*Confucius*

The teachers of pupils at New King’s and Sullivan have much of which to be proud. Both schools have improved significantly in recent years. The quality of teaching has been noted as **“good, with much that is outstanding”** at New King’s by Ofsted in December 2012 who have also found **“examples of outstanding teaching”** in their 2010 visit to Sullivan. The impact of this teaching has been universally good academic results with both schools being ranked highly in terms of pupil progress.

We reiterate that we are convinced that, with good will, the educational good practice in evidence at both schools is highly transferable. The amalgamation of the two teaching teams will allow for the extensive use of collaborative professional development to enable the new teaching team to perform even more effectively.

The proposed staffing structure ensures positions of responsibility for many Sullivan staff, clear evidence of our intention that the amalgamation will be a **collaboration** and definitely not a takeover.

- ✓ Detailed draft staffing structures have now been fully costed, proving that a far larger range of additional, full time, specialist teachers would become affordable within the enlarged school, allowing for significant curriculum enrichment and further supporting our drive to become “Outstanding”.
- ✓ The pupils at the new school would benefit from full time specialist teachers for Creative Arts, Physical Education, Music and Modern Foreign Languages.
- ✓ Three full-time specialist intervention teachers would also be appointed. We would be seeking to appoint highly experienced staff to these posts: from Special School, Independent School and Secondary backgrounds. By bringing expert knowledge in Special Educational Needs, Reading Recovery, as well as individuals with substantial experience of more able pupils into the school, our pupils would be better supported and challenged, allowing us to rapidly drive standards further upwards.

*The proposed structure, which remains subject to a full consultation with existing staff, allows almost all teachers to continue to serve in the newly amalgamated school. Personnel reductions would primarily be in management and administration posts*

Substantial savings can be made through economies of scale, freeing-up resources for front line delivery. Currently each school requires site care, ICT support, utilities and general maintenance. These costs would be significantly reduced by bringing the two schools together on to a single site.

The resulting savings would be directly channelled towards delivering exceptional learning opportunities for the children.

*Please see Appendix 1  
for a diagram of our proposed  
staffing structure.*



## The Curriculum

*“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”*

*Albert Einstein*

**A**s an amalgamated school we would have great potential to build on good practice from both New King’s and Sullivan in terms of deepening and widening the educational provision. A broad curriculum stands at the centre of an effective education.

In terms of curriculum, the similarities between the two schools far outweigh their differences. Careful consideration and consultation will take place to ensure that the best of each is maintained within the amalgamated school.

- ✓ Both schools currently follow a creative curriculum model, and despite differences in year-group organisation, share several key components of curriculum design and teaching approaches.
- ✓ Both schools teach through topics which link the learning across a number of subject areas. Both schools use topics which have been specifically chosen to be relevant and exciting for their pupils, and both promote high quality literacy outcomes through this cross-curricular approach.
- ✓ As has been the focus at New King’s for several years, we would continue to reinforce our international approach, based on the very latest educational research.
- ✓ In the amalgamated school, we would look to build on our experience of the International Primary Curriculum (IPC) whilst incorporating the strongest elements of the Sullivan approach.
- ✓ We would build on our pioneering, innovative work with the Maths Mastery programme (a mathematics curriculum being developed in partnership with Ark Schools, based on the successful system used in Singapore). This is already delivering exceptionally effective outcomes in our trial classes where its high relevance for our pupils is clear to both teachers and visiting observers.
- ✓ The proposed two-form entry school would be well staffed and well-resourced.
- ✓ Pupils would benefit from an improved teacher:pupil ratio and would no longer have to contend with the difficulties of mixed-age classes.
- ✓ Economies of scale would support a broadening of the curriculum, introducing a particular focus on Science and Music.
- ✓ The expanded subject-specialist teaching team would complement the existing class teacher model, bringing new opportunities for our children to learn languages, how to play a musical instrument, to develop their artistic and creative skills, or take part in a wide range of sporting activities.
- ✓ Front line delivery would also be augmented by Specialist Intervention Teachers who would be brought in to support those pupils with Special Educational Needs or other groups at risk of underachievement.

In addition to this increased level of teacher input, the opportunities for pupil development in conjunction with Thomas’s would be exciting and varied: joint musical events, sporting fixtures and charitable projects, lessons alongside their peers in the Thomas’s schools, and opportunities to share ideas and experiences with each other.



Parsons Green Academy

In Partnership with





## Summary of Weekly Curriculum (KS2)

- ✓ 5 hours English
- ✓ 5 x 20 minutes Guided Reading and Phonics (across all year groups)
- ✓ 5 ½ hours Maths Mastery
- ✓ 1 hour PE – taught by specialist Staff
- ✓ 1 hour Art – taught by specialist staff
- ✓ 1 hour Music – taught by specialist staff
- ✓ 1 hour Modern Foreign Languages – Taught by specialist Staff
- ✓ 1 hour of Religious Education
- ✓ 1 hour of PSHCE/Circle time
- ✓ *The rest of the timetable (approximately 6 hours) is made up of the International Primary Curriculum*

*Please see Appendix 3 for an indicative timetable*



Parsons Green Academy

In Partnership with



**Thomas's**  
LONDON DAY SCHOOLS



## The Buildings and Learning Environment

*“The board-schools...Light-houses, my boy!  
Beacons of the future! Capsules with hundreds of bright  
little seeds in each, out of which will spring the wiser,  
better England of the future.”*

*Arthur Conan Doyle, Sherlock Holmes*

Physically, both schools operate from buildings which were designed primarily for a past era. Sullivan has exceptional grounds although New King's has prouder buildings. New King's already occupies a prized Victorian London Board School building. Pupils enjoy a generous allocation of space, classrooms are bright and colourful, and have been upgraded to the highest levels of information communication technology as well as being acoustically modified to enhance the learning environment.

Outside, New King's have built several garden areas in which children learn and play every day. The site is well placed to access large green spaces within the local area – Hurlingham Park and South Park are 5 minutes away, Fulham Palace no more than 10 minutes' walk.

- ✓ The amalgamation of the two schools provides the opportunity for the children of both schools to enjoy a dramatically enhanced learning environment.
- ✓ The availability of both sites during the construction process allows for the New King's site to be completely vacated enabling substantial improvements and alterations to be made.
- ✓ The Council's recent feasibility study illustrates how this building can provide fantastic opportunities for children to learn within purpose-built facilities which would be otherwise unavailable. This significant investment would prepare the building for the education of local children for many years to come.
- ✓ The installation of two lifts would make the school fully accessible, allowing us to further support children with a variety of disabilities.
- ✓ The combination of specialist teachers and specialist teaching spaces would allow the new school to deliver to children from the whole community learning opportunities usually associated with only the best independent prep schools.
- ✓ The outside spaces would receive a particular focus to ensure that pupils retain the opportunity to bring their learning outside, to plant and tend a garden or search for mini-beasts.

## Leadership and Partnership with Thomas's London Day Schools

*“The greatest good you can do another is not just share your riches, but to reveal him his own.”*

*Benjamin Franklin*

The Governance Teams and Leadership Teams of the enlarged New King's will be reorganised on its merger to represent the interests of both schools. Thereafter, the leadership of the school will consult with its staff and parent body to continue further transformation of the enlarged New King's into the Parsons Green Academy in partnership with Thomas's. The intention is for this to take place at the earliest opportunity.

Thomas's ([www.thomas-s.co.uk](http://www.thomas-s.co.uk)) is a family owned group of four independent, co-educational preparatory schools and two kindergartens, in which three hundred form and specialist teachers educate



just fewer than two thousand pupils within central London. Established in 1977, with two teachers and eleven children, the schools have grown organically to become recognised today as leading preparatory schools.

Thomas's also supports the education of up to fourteen thousand children in Nepal through its work in its own established charity, The CAIRN Trust ([www.cairntrust.org](http://www.cairntrust.org).)

The Thomas's Schools Foundation ([www.tsfoundation.org.uk](http://www.tsfoundation.org.uk)) an independent charity, supports children and community projects within London, The Thomas's Schools Foundation strives to ensure that children especially those with the fewest resources have opportunities to succeed in school and life.

New King's has already been benefiting from informal links with Thomas's for a number of years. The Thomas's Schools Foundation currently provides

20 volunteer readers and a volunteer librarian who work alongside staff to support pupils. Teachers from Thomas's are already running extra small-group lessons for gifted and talented pupils. Generous donations from Thomas's parents have significantly improved the collection of library books. The Foundation has also helped fund a number of curriculum focus weeks, for example by providing training in Samba Percussion for the whole school in a recent Music Week.



- ✓ Academically, Thomas's recognises that the potential exists for a significant wealth of further educational opportunities to be unleashed by a formal, rather than informal partnership between our pupils, staffs and parents.
- ✓ Administratively, by virtue of our history and organisation, Thomas's possess the entire necessary financial, administrative and logistical expertise required to support the amalgamation, refurbishment and on-going operations of the school.
- ✓ Thomas's supports the amalgamation because of the enhanced educational benefits, staffing and facilities that it will bring the pupils of both schools.
- ✓ Thomas's shares the vision of, and ambition for, the school with the Governors of New King's and wishes to be an effective partner to them into the future
- ✓ Thomas's therefore wish to further widen its community responsibilities by partnering its first primary converter academy and practically assisting it on its journey towards offering, and maintaining, an education of outstanding quality for its pupils

As soon as possible, and subject to approval after consultation, Thomas's would assist with the formation of a charitable trust, with senior staff from Thomas's making up 50% of the membership. Thomas's staff would also be represented on the Board of Governors.

Thomas's intends its role to be one of supportive partner and enabler, not leader. Thomas's believes that the staff and management of the school already possess the initiative, flair and educational ambition to continue to succeed. They simply require support, guidance, assistance and structures to sustain their efforts. This will be a genuine partnership between independent and state sectors which promises to deliver great opportunities for pupils and staff across the whole educational spectrum.

Toby Thomas  
Principal  
Thomas's London Day Schools

Ben Thomas  
Principal  
Thomas's London Day Schools

*Please see Appendix 2 for the structure of the Thomas's team*



Parsons Green Academy

In Partnership with



## Our Academy Proposals

Subject to further consultation with stakeholders, New King's would propose that the newly amalgamated school seeks Academy Status to become the Parsons Green Academy.



Both New King's and Sullivan are rated 'Good' by Ofsted and so we would be seeking to become an academy in our own right. New King's would therefore be a converter academy, not a sponsored academy; however we would form a formal partnership with Thomas's.

### Governance Arrangements

On conversion to an Academy we would establish an academy trust – a charitable company limited by guarantee with two tiers of governance:

The members of the Academy Trust would be responsible for the strategic oversight of the academy.

Membership of the trust would comprise an equal representation of current school governors and executives from Thomas's.

The Governing Body would manage the Academy on behalf of the Academy Trust. The governing body would be made up of the Head Teacher and other staff representatives, representatives from Thomas's, parent governors and community governors.

We would seek to include current governors from New King's and Sullivan to enable continuity.

### Admissions Procedure

Our admissions policy would be open and inclusive, giving priority for children with statements of special educational needs, and for looked after children. Siblings of current pupils would also receive priority, followed by an inclusive community intake prioritising those children living closest to the point halfway, by road, between New King's and Sullivan (defined as the south-west corner of Parsons Green).

### School Uniform

We feel that the new school should have a new uniform. However, we are aware that this may place undue financial pressure on some families, and so will be seeking to provide important items of school uniform free of charge for all pupils if the proposal to amalgamate the two schools goes ahead. This new uniform would be worn by all pupils from September 2014. We would continue to use the same design if and when the school moved on to Academy status.

## Wider Impact and Summary

*“You must be the change you wish to see in the world”*

*Mahatma Gandhi*

The plans for the amalgamated school go beyond ambitions to become “Outstanding” in the eyes of Ofsted. We feel that the bringing together of two good schools, with the support of the Council and the Local Authority, and the capabilities of the Thomas’s organisation has enormous additional potential.

This innovative partnership between the state and independent sector links very closely to Sir Michael Wilshaw’s vision for the UK education system as outlined in his Festival of Education speech (June 2013) and again in his address to the Headmasters’ and Headmistresses’ Conference (Sept 2013). The development of purposeful links between sectors offers tremendous opportunities for school improvement, raising the expectations of all our children.

We have brokered a potentially significant development in this field that could become a model for further partnerships within the tri-borough, and further afield.

The release of the Sullivan site would also allow for the establishment of Fulham Boys School, which would significantly improve secondary provision in South Fulham for all boys – complimenting the existing girls’ provision at Lady Margaret School.

We are keen for these opportunities to be open to all of our pupils and have already begun discussions with Fulham Boys’ Head Teacher and Governing Body about how our schools could work in partnership to raise ambitions for local children.

By supporting the longer-term ambitions of New King’s and in turn those of Fulham Boys, the Council allows a shared vision to be strengthened, for the partnerships to be fully realised, and for the educational landscape of South Fulham to be transformed into a hotbed of innovation, cross-sector collaboration and academic excellence.

**In summary, the current proposal would enable a far greater number of local children to benefit from an enhanced primary provision. This proposal will not result in the loss of a “Good” school – it will join two “Good” schools together to form one which is truly “Outstanding”.**



Appendix 1

# Proposed Staffing Structure for the Amalgamated School

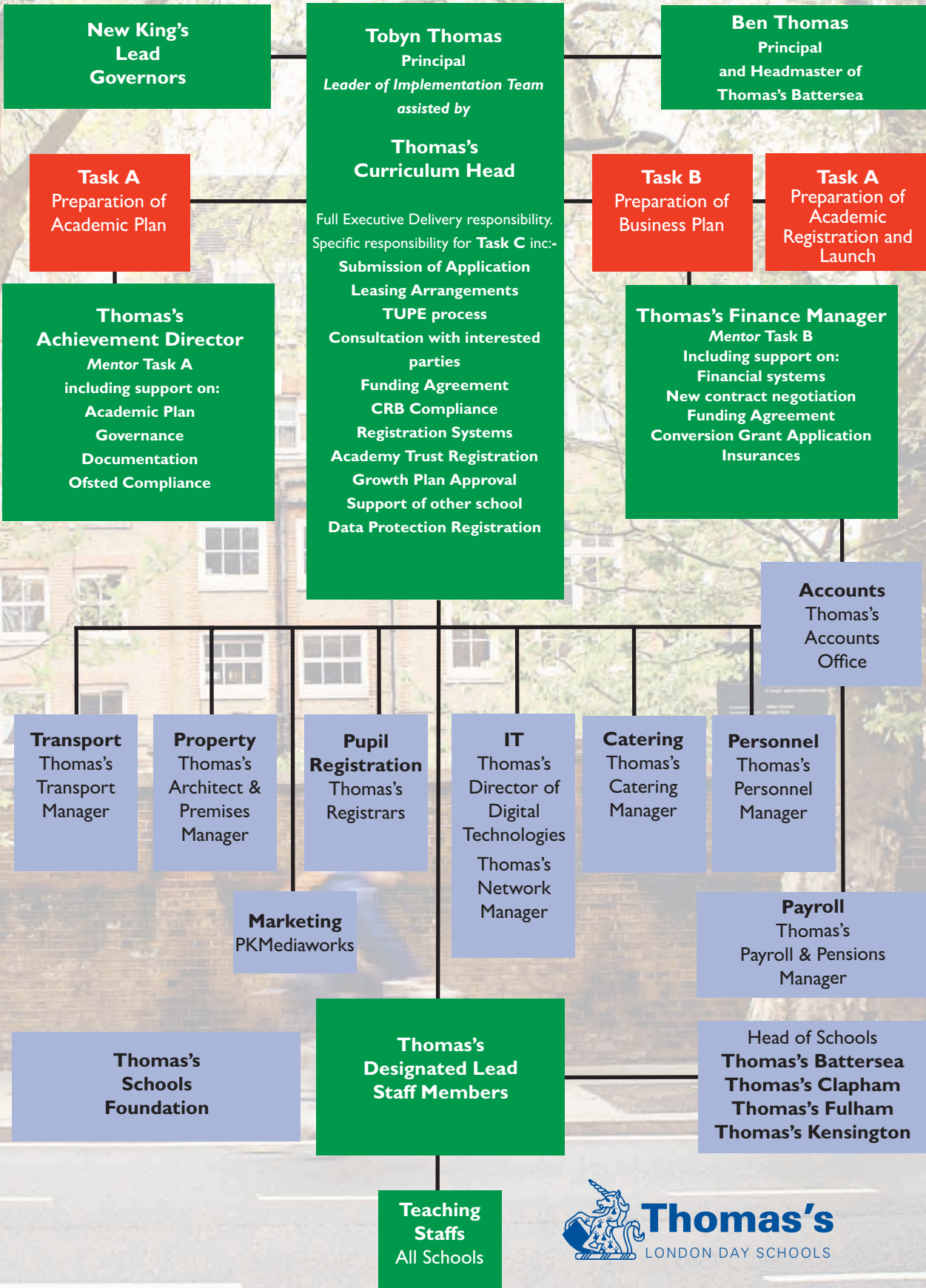
*Please note that this indicative structure is subject to further consultation with existing staff at both New King's and Sulivan.*



Appendix 2

# Thomas's Support Team Structure

*Parsons Green Academy*



## Appendix 3

## Indicative KS2 Timetable



Parsons Green Academy

In Partnership with Thomas's  
LONDON DAY SCHOOLS

KEY STAGE 2	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 9:00	Breakfast Club (Optional)	Breakfast Club (Optional)	Breakfast Club (Optional)	Breakfast Club (Optional)	Breakfast Club (Optional)
9.00 – 9.05	Registration & Fitness	Registration & Fitness	Registration & Fitness	Registration & Fitness	Registration & Fitness
9.05 – 9.25	Guided Reading/ Phonics	Guided Reading/ Phonics	Guided Reading/ Phonics	Guided Reading/ Phonics	Guided Reading/ Phonics
9.25 – 10.25	English	English	English	English	English
10.30 – 10.45	Whole School Assembly	Key Stage 2 Assembly	Circle Time / PSHCE	Whole School Assembly	Circle Time / PSHCE
10.45 – 11.00	Break	Break	Break	Break	Break
11.00 – 12.00	Maths	Music	Maths	Maths	Maths
12.00 – 12.30	RE/PSHCE	Modern Foreign Language	International Primary Curriculum	International Primary Curriculum	RE/PSHCE
12.30 – 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30 – 14.30	International Primary Curriculum	Maths	PE	International Primary Curriculum	International Primary Curriculum
14.30 – 15.30	International Primary Curriculum	International Primary Curriculum	Art	Modern Foreign Language Maths Meeting	Rewards Assembly
15:30 – 16:30	Extra-Curricular Activities (Optional)	Extra-Curricular Activities (Optional)	Extra-Curricular Activities (Optional)	Extra-Curricular Activities (Optional)	After School Club (Optional)
16:30 – 18:00	After School Club (Optional)	After School Club (Optional)	After School Club (Optional)	After School Club (Optional)	







Henry King's  
New King's Road  
London SW6 4LJ  
Telephone: 020 7736 2...  
E-mail: [admin@henryking.org](mailto:admin@henryking.org)



## **Proposal to amalgamate New King's and Sullivan schools on the New King's site**

**Report on the final stage of the consultation, representations made following the publication of public notices**

# **Appendix D3**

**Third appendix to 'Report on the final stage of the consultation, representations made following the publication of public notices', which forms Appendix D to:**

**REPORT TO CABINET, 6 January 2014  
PROPOSED AMALGAMATION OF NEW KING'S AND SULLIVAN  
PRIMARY SCHOOLS**

**Representations from:**

**Toby Young, Chairman West London Free School Academy Trust  
Fulham Boys' Free School  
London Diocesan Board for Schools  
The National Union of Teachers in Hammersmith & Fulham  
Hammersmith & Fulham Liberal Democrats  
Peterborough Road and Area Residents' Association (PRARA)  
The Hurlingham and District Residents' Association (HDRA)  
City Events Ltd., Polo in the Park  
Mathias Kulubya, Sullivan parent, on behalf of Sullivan Court  
Residents' Association  
Wasim Kempson, Imam of Al-Muntada Al-Islami Trust**

**Additionally, a letter from:**

**Greg Hands M.P., Chelsea and Fulham**



From: Toby Young  
Sent: 26 November 2013 15:10  
To: Broady Terry  
Cc: Alexander Wade  
Subject: Fulham Boys School

Dear Terry,

I wanted to let you know that I'm fully supportive of Fulham Boys School and the Council's proposed merger of the two primary schools. I think Fulham Boys School will be a great addition to the borough's existing array of schools and, I'm sure, will be very popular with CofE parents who currently struggle to find places for their sons in local schools.

Yours sincerely,

Toby Young  
Chairman, West London Free School Academy Trust

---

[www.nosacredcows.co.uk](http://www.nosacredcows.co.uk)



Terry Broady  
London Borough of Hammersmith and Fulham  
Hammersmith Town Hall  
London

BY HAND

11<sup>th</sup> December 2013

Dear Mr Broady,

**Representation on the Council's proposals for the merger of Sullivan and New Kings primary schools**

The Fulham Boys School (FBS) has been drawn into the consultation on the proposed merger of Sullivan and New Kings primary schools by being named as the potential occupants of the Sullivan school site if the Council proceeds with its proposal.

FBS maintains a strictly neutral stance on the proposed merger. The governors of FBS have no comment on how primary schools should best be organised in H&F. We believe that successful primary schools in the borough are critical to our success, and we intend to work closely with all schools feeding pupils to FBS in the years to come to ensure seamless transition between KS2 and KS3. Boys embark on one learning journey which begins in primary schools and will continue at FBS. The boys leaving FBS to go onto university and the world of work will owe as much to their primary schools as they will to us, and we will be sure to share all our success with them.

Despite maintaining a neutral stance, a number of issues concerning FBS have arisen as a result of and during the consultation period. We would like to take this opportunity to clarify the following points:

Cont...2/

11<sup>th</sup> December 2013

Page Two

### **1. The proposal was not predicated on finding a site for FBS**

Misleading allegations have been made repeatedly that the proposal is being driven through in order to find a site for FBS. Andrew Christie clearly stated at the Sullivan consultation meeting in September that this is not the case.

For the record, we would like to make clear that:

- FBS played no part in forming in the merger proposals or proposing the Sullivan site as its potential home
- FBS's involvement in Council decision-making has been limited to confirming to the Council, AFTER it had formulated the merger proposal, that we would be interested in a free site IF a suitable site became free
- FBS had no input to the wording of the consultation document nor the timing of the consultation nor was FBS in any other way involved in the running of the consultation.

### **2. There is proven demand for FBS**

As part of the consultation, representations have been made questioning the need and demand for a new secondary boys school in Fulham.

FBS had to satisfy the Department for Education on both counts prior to being given approval in July 2012. As required by the DfE, we demonstrated the school would be potentially oversubscribed for its first two years by evidencing the demand for FBS as first choice among then Year 4 and Year 5 parents. We also provided broader evidence of the demand for faith-based and boys'-only education, drawn from local authority data on education preferences up to 2012.

An update on the 2013 preferences for boys' only secondary schooling was provided by H&F as part of the additional information for the consultation. This showed local demand for places at single sex boys' schools outstripped the offers made 601 to 73 (in comparison with the 585 to 194 offers made for single sex girls' secondaries).

This year's applications for FBS provide firm proof of the level of demand for the education proposed by FBS: over 200 applications have been received through the co-ordinated admissions process from primaries across the borough. If FBS had been in a position to confirm the location of its temporary site, and had we not been shut out of some local primaries' transition talks, we have no doubt that parental confidence would have been even higher. We are already receiving inquiries from parents who didn't apply through co-ordinated admissions but want to add their names to our waiting list for 2014.

Cont...3/



11<sup>th</sup> December 2013  
Page Three

### 3. There is strong parental support

FBS has arisen from the entirely voluntary efforts of local parents and teachers, responding to other parents' demands for an outstanding Church of England Secondary school for boys.

The Sullivan/New Kings consultation has reaffirmed the support of local parents and residents for FBS's vision.

FBS has always been neutral on the merger but we were stung into action on the consultation following a campaign of anti-FBS invective during the summer. This prompted some supporters to question the need for FBS during a potentially a highly sensitive period, as applications opened for the first Year 7 intake on 1<sup>st</sup> September. We used the consultation period to reconnect with supporters, many of whom then responded to the consultation.

For the record, we would like to make clear that:

- At no point, in either online communication or face to face conversations, did FBS ask people to comment in favour or against the merger proposal
- At all times we sought to be extremely clear that we were seeking to mobilise support for FBS only
- All those we contacted, online and face-to-face, were asked to declare their support for FBS in the comments box/question 7, thereby ensuring that all FBS-prompted responses were clearly identifiable
- From face-to-face conversations we know some FBS supporters are also Sullivan supporters, and we handed in forms showing support for the merger, against it, and some don't know.

The continuing invective against FBS has prompted parents, local residents and businesses to ask what they can do to ensure their voice is heard in the debate about future educational choices in Fulham. We have encouraged supporters to write in during the representation period and attach at Appendix 1 some of the parent's letters copied to us. Two sample extracts follow:

*A) "I strongly endorse the plans for a new secondary CofE free school for boys. There simply isn't enough choice at secondary level in the borough at present, particularly for boys. I say this from my own experience. My son was educated at a CofE primary in the borough, but was not offered a place at any of the neighbouring boroughs' CofE secondary schools. I wasn't happy to take the only alternative offered locally, we couldn't afford to educate him privately, we didn't want to move and so I home-tutored him for a year. A place then became available at St Cecilia's CofE school in Wandsworth."*

Cont...4/

11<sup>th</sup> December 2013

Page Four

*B) "I feel that as an H&F resident of 17 years, we absolutely and categorically need the opening of Fulham Boys School to go ahead. In my catchment area for my son (currently in year 6) there is currently only 1 school my son has a chance of getting a place in. We have not considered this school as a choice as we live close by and have witnessed dreadful behaviour on many occasions by its students in the surrounding streets. It is definitely not the right school for him. Fulham Boys School is exactly what Fulham needs - a school for boys that live in Hammersmith and Fulham.*

*"There has been a very aggressive campaign against the opening of Fulham Boys School which I feel has become very political particularly with Primary School Head teachers joining the anti-new secondary school fight for all the wrong reasons and passing on their views to their pupils' parents through newsletters, asking them to sign against the opening of FBS. This has happened in my son's school. I also had a leaflet posted through my door last week and had an email sent to me asking H&F residents to sign a 398 Degrees petition against a new secondary school in the borough with very biased facts. I don't know if you are aware but there has also been a Social Media hate campaign against FBS which I feel is dreadful. People who have no idea, possibly have no children or their children have grown up have been directly targeted and very possibly persuaded to sign against FBS simply because of the way the information has been given and delivered. I really hope that the decision makers don't lose sight of the dignity many residents in this borough have shown by remaining silent but still supporting the council's plans. There are many of us who support the school but haven't wanted to stoop as low as the Sullivan campaigners. There is plenty of Primary school choice in H&F but this new boys secondary school is essential for parents of boys living in the borough. I as well as other parents I know would need to seriously consider moving if this new school does not go ahead. Please do not be bullied by Sullivan campaigners."*

#### 4. School support

From its first beginnings, FBS has sought to engage with primaries across H&F, receiving encouragement from heads and governors, as well as parents. We have also benefitted from the advice and support of Chelsea Academy and West London Free School in our pre-opening stage.

We are aware that some schools have been placed in a difficult position by the consultation and the campaigning around it. It was apparent at one point that voicing support for FBS could be seen as betrayal of all local primaries. FBS wrote to the Sullivan Chair of Governors in September to ask for an end to the negative campaigning, but it continues today. A leaflet was recently distributed around Fulham residents and local primaries with the clear statement that the Council 'favours free schools over everything' and the implication that no primary is safe (see Appendix 2). This leaflet was accompanied by a letter to primary headteachers from the Head of Sullivan.

Cont...5/

11<sup>th</sup> December 2013  
Page Five

We have sought to explain FBS's position where we can. Subsequent letters of encouragement have been received from the governors, heads or parents at local schools. We attach those we have been copied at Appendix 3, including: All Saints Primary, St John's Primary, Holy Cross, Queens Manor, Sir John Betts, West London Free School, Chelsea Academy. Two sample extracts follow:

A) From a primary school governor:

*"I am writing both as a parent and in my personal capacity as a governor...I am aware of the difficult decisions many parents currently face as their sons approach secondary school transfer. Those unhappy with the local secondary schools available tend to make one of the following choices:*

*"Some move out the borough altogether when their son reaches Key Stage 2; some make the financial adjustments necessary to educate their son privately, often pulling them out before Year 6 in preparation; some do stay put but send their son to a secondary school out of the borough.*

*"I believe that a new CofE boys' secondary school would help to stabilise primary school year groups strengthening the education for all. It would also make for a much more cohesive local community with local boys a part of Fulham rather than apart from it..."*

B) From a local secondary school head:

*"I am writing in support of the local authority's plans to help find a site for Fulham Boys School. I believe that this school would make an excellent addition to the borough's schools, providing a wider choice to parents within the borough, where school places are still at a premium."*

## **5. Local business & other organisations**

Enterprise forms a key part of FBS's vision, including building strong links with business groups, local organisations and charities. A number of businesses have told us the advantage they envisage in partnering with an outstanding local school, and the important stabilizing effects of a school engendering respect for the local community and in keeping families in Fulham.

Some have written in support of this representation – see Appendix 4 – with some sample extracts below:

A) *"I have an independent local business and while the business itself remains neutral in opinion I am very aware through my customers that there is a lot of support for the plans for a new secondary C of E free school for boys.*

*"My purpose in writing is simply to make sure that amidst the noise generated by the recent consultation, the council doesn't lose sight of the residents in the borough who may have been silent but support the council's plans."*

Cont...6/

11<sup>th</sup> December 2013

Page Six

B) *"As a local resident of Crondace Road, as a parent of three children, and as a local business owner and employer, based in Parsons Green Lane, I would like to register my wholehearted support for the Council's proposals..."*

*"As a parent, I know there is simply not enough choice at secondary level to answer needs in the south of the borough. As a business owner who has just successfully hired our first apprentice under the NAS scheme, I welcome the idea of a new school with ambitions for instilling enterprise in its pupils. And as a resident, I believe that Fulham will benefit enormously from the stabilising effects of a good local school for local boys - particularly one so set on promoting community enterprise."*

C) *"I am a local resident, living in Moore Park Road, where I also run a Day Nursery."*

*"I know from many of my ex-pupils and their parents the difficulties posed by the current lack of choice at secondary level for boys in the borough. For those for whom Hurlingham & Chelsea or Henry Compton aren't the answer - including those looking for a 'Lady Margaret' faith-based equivalent for their sons - there seems to be a stark choice between moving away, taking the financial decision to go private, or travelling some way out of the Borough."*

*"My nursery is similar to most other local businesses, in that it benefits from a strong and stable local community. I believe that having a Church of England Secondary school of choice, for boys, will do much to anchor boys and their families in the Borough."*

D) *"I own a well-known company called WOW Toys based in Fulham... and an avid supporter of business in the community..."*

*We all know that true prosperity and stability (economic and social) comes from good schools and good parenting at home. A brilliant school is a bedrock of stability and learning for any child. My daughter's school, Lady Margaret's in Parsons Green, is a perfect example of this.*

*Businesses in the Borough need stable local communities to thrive, and I believe that a new secondary free school for boys will do an enormous amount of good for Fulham:*

- *more local boys will be educated in the borough eliminating much travel out of the Borough ;*
- *more families will stay in the borough whereas so many families in recent years leave and move to Richmond or Wimbledon for the better boys school options ;*
- *and I believe FBS's emphasis on community enterprise will stimulate interest in and respect for local business.*

*I fully endorse the plans and proposed vision for this new boys' school and ask the Council to support the school in securing a permanent home in Fulham."*

Cont...7/

11<sup>th</sup> December 2013  
Page Seven

## 6. Local churches

The Fulham Boys School is a CofE school but open to all to apply to. From the outset we have enjoyed the support and encouragement of parents of other faiths and no faith, including Catholic, Muslim and Hindu families. In FBS's oversubscription criteria, 'faith places' are far broader than most Church of England schools and encompass all Christian traditions – as reflected in the comments below and support at Appendix 5 from All Saints congregation (as the largest Parish Church in Fulham), The Vicar and PCC at St Peters Church and Twynholm Baptist Church.

A) *"I am the pastor of Twynholm Baptist Church, Lillie Road, and a parent of 5 children, including three boys.*

*"I am very supportive of the proposed Fulham boys school... [it] would fulfil a real gap in the provision of secondary education in the borough. At the moment, as far as I'm aware, the only single sex secondary faith schools in the borough with places for boys are exclusively for Catholics. The only coeducational Church of England school is the other end of the borough from the potential site being proposed by the council for Fulham Boys' school.*

*"I am delighted that the proposal for Fulham Boys School also makes 50% of places available for people from all faith backgrounds and none, ensuring that, whilst the Christian ethos of the school is important to its identity, it is not maintained in a way that excludes boys from other backgrounds. As a Christian pastor, and a father of a girl currently enjoying the similar makeup of Lady Margaret School, I strongly believe that the potential for Fulham Boys School is to be a great asset to the provision of secondary education within the borough.*

*"I urge the council to take whatever difficult decisions are necessary to ensure that this potential is realised by providing an appropriate permanent site for the school."*

B) *"I am writing to you on behalf of the PCC of St. Peter's Church Fulham to express our whole-hearted support for Fulham Boys School. The prospect of a new Boys Secondary School in Fulham with a Christian ethos is something that we are very much looking forward to and one that we are convinced will prove extremely popular in the local area."*

FBS is supported by the London Diocesan Board for Schools, with FBS drawing on the LBDS for project management support in preparing the school for opening. LBDS is not FBS's sponsor nor its academy provider, but has made its position of support for FBS's opening in 2014 very clear, as Inigo Woolf, LBDS Chief Executive confirmed by email:

*"LBDS is supporting the proposal for setting up Fulham Boys School and I can assure you the demand is proven".*

Cont...8/

11<sup>th</sup> December 2013

Page Eight

## 7. Local residents

Residents local to Sullivan primary have been targeted with misleading tweets and maildrops about the impact of locating FBS in the area – see for example the leaflet at Appendix 6.

FBS has been placed in a difficult position: responsibility for finding a site lies with the Department for Education, and it would be inappropriate for FBS to say how it might use any specific site until the Department has put site proposals to us. We are thus unable to answer specific concerns made about the impact of FBS locally, save to reassure residents that there will be a full planning process prior to FBS's permanent occupation of any site and that FBS places the upmost importance on being a good neighbour and a positive asset to the community. We sought to counter some of the more misleading information about FBS in a letter distributed to residents around the Sullivan and Peterborough Road areas in October 9 (see Appendix 6), including inviting them to our School Open Days. Some attended and were hugely encouraging, others emailed responses such as:

*"As a local resident, I received your letter regarding the Fulham Boys School through the door and may I say what an excellent idea it is, it is much needed for the area and we fully support you."*

There is an obvious cross-over between local parents and local residents, and we have been made aware of many who feel the local residents' associations' commentary on FBS is unrepresentative. Letters received by FBS since the close of the consultation are attached at Appendix 7.

The following are a few sample extracts:

A) *"I am a local resident, living in Sullivan Rd and I wanted to write to make sure that amidst the noise and bad publicity generated in the recent consultation, the council doesn't lose sight of the residents in the borough who may have been silent but support the council's plans."*

*"I feel it makes complete sense to amalgamate two schools which are under subscribed and should this amalgamation go ahead, I would really welcome Fulham Boys School on the site. I think a new secondary CofE free school for boys far from damaging the area, would enhance it. It would provide residents with boys with another much need option at secondary level and great equivalent to Lady Margret's for girls. I would encourage the council to do what it can therefore to help Fulham Boys School get established successfully, for the benefit of the whole community, including all the boys now attending Sullivan School."*

Cont...9/

11<sup>th</sup> December 2013  
Page Nine

B) *"I am a local resident (and on the committee of friends of South Park but this is a completely personal email, but want to register that I am interested in local matters) and I live in Settrington Road and have done for over 7 years. We also have a 20 year old daughter so I am writing this as a local resident who will not be needing to use the school but feel the whole community could benefit from this school.*

*"I endorse the plans for a new secondary C of E free school for boys and would like to encourage the council to do what it can to establish a permanent base in Fulham. I think as a resident and as a parent the most important thing we can give our children is education, choice and opportunity and the council is in the perfect position to do so for future generations of local residents."*

C) *"I am a local resident, living in Ryecroft Street. My wife and I have lived in the immediate area for 20 years. We have no personal axe to grind. We have 3 daughters.*

*"My purpose in writing is simply to make sure that the council doesn't lose sight of the residents in the borough who may have been silent, but support the council's plans. We are not all represented by the views that have been expressed by the local residents' associations. We strongly support the establishment of the school. As local residents I believe we cannot bemoan the lack of good State schools in the area on the one hand and then oppose steps to increase parent choice of schools on the other."*

## **8. Sporting organisations**

Sport will be central to life at FBS and the school has received the encouragement and support of a range of sporting organisations. These include: British Rowing, Shepherds Bush Cricket Club, Thames Valley Harriers, London Youth Rowing, The Tennis Foundation.

## **9. Political support**

From the outset, local MP Greg Hands has been supportive of the idea of a Church of England Boys Secondary, to match the provision for girls at Lady Margaret School. H&F council supports FBS as part of their schools of choice programme. The Mayor of London voiced his support at Mayors Question time on October 23.

Cont...10/

11<sup>th</sup> December 2013

Page Ten

The Fulham Boys School is gearing up for opening in September 2014. Our headmaster, Alun Ebenezer, has started on the first tranche of staff recruitment; prospective pupils have sat banding tests; new appointees are bringing invaluable expertise to our governing body; the Education Funding Agency has started negotiating the lease on the school premises we hope to occupy temporarily from September 2014; and FBS has just launched the public consultation required prior to signing Funding Agreement.

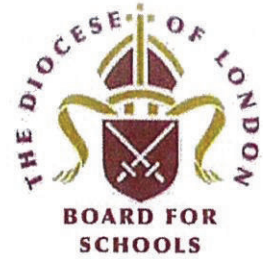
The Governors of FBS appreciate that education planning in Fulham is a much bigger picture than FBS alone. As mentioned at the outset, we believe successful primaries are crucial for successful secondaries but, beyond that, volunteer no comment on the Council's proposed merger of Sullivan and New Kings primaries. If the Council decides to proceed with its proposals, FBS will work with all local stakeholders to ensure the site at Sullivan continues to serve the educational needs of the community for years to come. If the Council decides not to proceed, we trust that our supporters have made a strong case for ensuring that our local parent and teacher led school finds a permanent home, locally.

Alexander Wade  
Chairman of Governors  
The Fulham Boys School



Direct line 020 7932 1165

Email: [inigo.woolf@london.anglican.org](mailto:inigo.woolf@london.anglican.org)



London Diocesan House  
36 Causton Street  
London SW1P 4AU  
[www.london.anglican.org/schools](http://www.london.anglican.org/schools)

Terry Broady  
Room 39  
Hammersmith Town Hall  
King Street  
London W6 9JU

22 October 2013

Dear Terry,

**Proposal to amalgamate Sullivan Primary School and New King's Primary School by discontinuance of Sullivan Primary School and enlargement of New King's Primary School**

The London Diocesan Board for Schools did not make a representation during the consultation period as we felt that a conflict of interest arose when Sullivan Primary School approached the LDBS Academies Trust to sponsor the School as a converter academy. Now that the LDBS Academies Trust has undertaken its due diligence and agreed to sponsor Sullivan Primary School we wish to make a formal representation against the closure of Sullivan Primary School.

Sullivan Primary School held a public consultation on the proposal to become an academy on 21<sup>st</sup> October and over 150 parents, local residents, staff and pupils attended. This was their third meeting having held two successive meetings with parents of the school and, when a vote was taken, the proposal to join the LDBS Academies Trust was agreed unanimously.

Why is LDBS supporting the continuance of Sullivan School when the Church of England is also supporting the setting up of Fulham Boys School?

Sullivan Primary School is a good school with outstanding features. The LDBS has been impressed with the quality of teaching, the progress that the children are making and the benefits that the children are enjoying from the spacious site. As a child centric organisation, the LDBS would not want to see a successful school closed.

The amalgamation proposals have been drawn up on the basis that first and second parental preferences have been historically low and there continues to be spare capacity in both schools.

~ 1 ~

The information provided to us since the proposals were first published is that demand for places is increasing now that Sullivan Primary School's reputation as a successful school is becoming more widely known – first preferences of the current reception class are 76%. Indeed as a member of the LDBS Academies Trust we would expect the School to become oversubscribed within a short time of joining our family of schools.

We note that the School has already upgraded its nursery classrooms and the outdoor learning area and expanding the nursery provision to match the numbers joining reception is part of the current school strategy so as to ensure that Sullivan Primary School can meet local demand.

In the Cabinet Decision Report of 18<sup>th</sup> October mention is made that it is unclear as to why Sullivan primary School would become more popular than it is now. We would point out that the Church of England schools in Hammersmith and Fulham are popular schools. We have made it clear to Sullivan Primary School that they have the capacity to become an outstanding school and judging from the consultation meeting on 21<sup>st</sup> October the local community has now taken on board that they have a successful primary school in Parsons Green.

In the 18<sup>th</sup> October Report the numbers recorded agreeing and disagreeing with the consultation proposal fall into a number of distinct categories. One category comprises the staff and pupils of the two schools where there was a strong vote against and another category related to a large number of parents who are keen to see Fulham Boys School established. However it should be noted that the consultation only hinted that the Sullivan Primary School site might be used for Fulham Boys School and the Cabinet Report confirmed this by saying 'a feasibility study may show that the present Sullivan School site is the right size and location for the new School'.

The LDBS has already made representation to Ian Heggs that it considers that the New King's School site should be considered as an option for Fulham Boys School. Our reasoning is that the school sites are of similar size, the existing Victorian Building is not listed, the site can accommodate a new tall building and being on a main road the impact on traffic is manageable.

When LDBS works with local authorities on new school proposals we would expect to see building options appraisals. We have not seen any detailed appraisals which indicate that building on the New Kings' site would prove more costly than building on Sullivan's site. Indeed Greg Hands in his considered response to the Consultation urged the Council to 'fully investigate' the site and it would have been helpful if the Education Funding Agency which is searching for sites for Fulham Boys School were to provide a detailed appraisal of the respective sites and the other potential sites for Fulham Boys School.

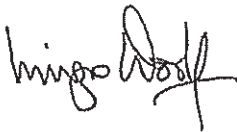
The LDBS is not afraid to close schools with falling rolls but it is unusual to close successful schools with growing rolls. We have specific concerns about the amalgamation proposals as the larger school is being closed but the smaller school's management team will take over the Sullivan site with which it is unfamiliar; furthermore there will be disruption to education with pupils coming on to the Sullivan site and then a second round of disruption with pupils moving back to

New King's site two years later. The integration risks are substantial and, with the likelihood of a large number of good teachers leaving, the potential for disruption to learning for all the pupils from both schools is not one that LDBS would countenance in its own family of schools.

Children can be very perceptive and it was interesting that four of the speakers at the Sullivan Primary School consultation on 21<sup>st</sup> October were pupils who want to see their school remain open and are already concerned about potential disruption to their learning.

In conclusion, we wish to re-iterate that in putting children first, the LDBS does not think it is right that a growing successful school should be deprived of its school site which is in a good location for the community it serves and that the likely disruption to the education of the pupils has not been adequately addressed.

Yours sincerely



Inigo Woolf, BEM, FCIB  
Chief Executive

Copies to

Nick Botterill  
Greg Hands MP  
Andrew Christie  
Ian Heggs  
Rosie Wait



**HAMMERSMITH & FULHAM  
TEACHERS' ASSOCIATION**  
Joint Secretaries: **Dennis Charman & Amy Lassman**  
E-mail [HFTAnut@aol.com](mailto:HFTAnut@aol.com)



# **Making the Right Choice**

## **The Future of Sullivan School**

The Response of the National Union of Teachers in Hammersmith & Fulham

December 2013

**The Hammersmith & Fulham Teachers' Association** is gravely concerned about the proposal by the Local Authority to close Sullivan Primary School, transfer its pupils to New Kings School and eventually redevelop the site as a Church of England secondary school for boys.

- We cannot agree to this proposal which will undoubtedly undermine and damage the educational progress and emotional well being of hundreds of young children. It is an established fact that primary children changing schools are detrimentally affected by the change and this will also apply when it is the school which suddenly changes around them.
- It will destroy an effective team of professionals working together at Sullivan School who are delivering an excellent, and continually improving, education to children from their community.
- Sullivan School is a viable school in terms of standards, school rolls, finance, the site, health & safety, the environment and projected developments.

These are the stark facts which the Local Authority has to accept and which must lead their decision making. Children will be damaged. Parents will be bereft of choice. Dedicated professionals will be distraught.

Local Authorities, senior Council officials and leading Councillors can only contemplate school closures when the overriding material facts leave them no choice or when the gains – *including to the children most affected by the proposal* – are so overwhelming that the only rational option is to go ahead with the proposed changes.

**The Local Authority's proposal fails these tests.** In doing so, the impact will not be confined to the children, parents and teachers of Sullivan School – important though that is. It will lessen the opportunities and choices for generations of children in the community around Sullivan School and it will seriously undermine the standing of the Local Authority Officers, Children's Services Department and Councillors in the eyes of the profession and staff within schools across the Borough.

**The Local Authority must withdraw this proposal.** It must also reconsider what its Schools of Choice policy means in an educational and statutory framework which has changed considerably since the Council Administration first adopted it. Unless the Council is brave enough to embark on such a review its Schools of Choice policy will be reduced to a mere slogan and, as such, unable to deal with the complexities and competing demands of a Borough wide educational system.

At a time when politicians are commonly seen to have very low moral and ethical standing but in a week when we have celebrated and commemorated the life of one

politician who displayed the highest moral standards, our Council leaders face a great challenge.

The leader of Hammersmith & Fulham Council, Cllr Nicholas Botterill, and the Cabinet Members for Children's Services and Education, Cllrs Binmore and Cooney can reach out to the community of supporters in and around Sullivan School, accept their arguments and look for a new way of going forward together.

Or they can retreat into their own narrow laager, stick to arguments, attitudes and facts which have been continually contested, disproved and found to be partial and not only bring down a good school but bring down their own reputation as well.

### **Details are also important.**

The data, facts, projections and impact assessments which have been prepared by Sullivan School and its supporters do not need repeating here. It is a matter of serious concern to the NUT, however, that the Council seems unable to take on board any of these concerns.

**Fact.** Sullivan's roll is rising and is reasonably projected to continue rising.

**Fact.** An independent survey has shown that the building can be maintained in a good condition for decades ahead within the current maintenance budget which the school has adopted.

**Fact.** Sullivan School is achieving higher and higher standards of education and is well above expected norms. The data shows this, OFSTED recognises it and the GLA has celebrated it by awarding Gold Club status to Sullivan School – the only community school in the Borough to achieve this.

**Fact.** The importance of Sullivan School to the community cohesion in South Fulham is valued by the parents but also recognised by the London Diocesan Board of Schools which is enthusiastic about sponsoring Sullivan School as it is as well as the local Mosque who believe Sullivan to be a school for children of all faiths and none. None of the alternative models supported by the Council enhance this cohesiveness but rather tend to undermine and ignore it.

**Fact.** The support *for* closure of Sullivan has overwhelmingly come from parents of children who are *not* at Sullivan or New Kings Schools. This is because the Council launched a flawed consultation which allowed one set of parents to champion the interests of their children against the interests of Sullivan's children. People claiming to be parents who want a Church of England School for Boys were the *only* significant group of people who supported the closure of Sullivan. They did not do so in the interests of Sullivan School's pupils. It is politically, professionally and

fundamentally morally wrong of the Council to give as much weight to this as they did in the first round.

It is reasonable for the Council to make the best use of opportunities which open up as a result of any reorganisation but the reorganisation has to go forward on its own merits. In this case the facts do not merit the proposed reorganisation of provision and closure of Sullivan School.

**Fact.** It has to be said, and the Council has to take this into account, but a decision to go ahead with the closure will deeply demoralise a swathe of schools, staff and school leaders across the Borough. The message that Council will be sending is that it does not want schools such as Sullivan regardless of how well they are doing or how high their standards are.

The reality is that the Council does not have an effective strategy to help schools become “Schools of Choice” within its own terms of reference and yet Sullivan School could be used as a model and a resource to reach out, in conjunction with other good and excellent schools across the Borough, to develop other schools and broaden their appeal.

### **Sullivan School is**

- A Good School
- A school with outstanding features
- A school which merits Gold Club standard from the GLA and Mayor of London
- A deeply loved and valued school which is growing in popularity
- A viable school
- A school with a great future ahead of it in conjunction with the LDBS
- A school with a unique environmental setting essential to the growth and well being of the children it serves.
  
- **A school that cannot be closed for any rational, professional, educational, moral or ethical reason.**





Paul Kennedy  
Chair, H&F Lib Dems  
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[info@hflibdems.org.uk](mailto:info@hflibdems.org.uk)

11 December 2013

Terry Broady, London Borough of Hammersmith & Fulham  
By email: [terry.broadly@lbhf.gov.uk](mailto:terry.broadly@lbhf.gov.uk)

Dear Mr Broady

### **Objection to proposed closure of Sullivan Primary School**

Hammersmith & Fulham Liberal Democrats strongly oppose the Council's proposal to discontinue Sullivan Primary School (Sullivan) with effect from 1 September 2014. We see no justification for closing a popular and successful primary school, recently recognised as one of the top-performing schools in London, and with a waiting list of 29 for its oversubscribed Nursery Class. The Council's vague and vacuous 'merger' proposals with New King's School have attracted virtually no support from parents at either school, and have been roundly condemned by the local community – with the exception of supporters of a free school which potentially stands to gain from vacation of the Sullivan site. We consider the current proposals should be abandoned so as to allow time for:

- **Consideration of Sullivan's (and New King's) academy application(s) by the Department for Education (DfE)** – Sullivan's application has received overwhelming support from parents, teachers and the wider community and is backed by the experienced London Diocesan Board for Schools (LDBS); the Council is heavily conflicted by its interest in Sullivan's land and its links to a free school, and should not usurp the DfE's functions by summarily dismissing the application and purporting to take an irrevocable decision to close Sullivan now when an academy conversion takes just 3-4 months to complete;
- **The current round of primary school applications closing on 15 January 2014 to proceed in an orderly fashion** - without the risk of significant uncertainty, disruption and potential reopening of applications for families and schools across the Borough and indeed in neighbouring boroughs if a judicial review or other appeal against a perverse, procedurally flawed and improperly motivated decision is successful; and
- **A proper independent review of the Council's handling of its consultation on closing Sullivan** - in view of serious and widespread concerns about lack of pre-consultation; inaccurate, selective and misleading content and lack of balance in considering options; lack of proper differentiation, control and validation over consultation responses in the face of a concerted campaign by supporters of another school to influence the outcome; perverse, selective and unbalanced interpretation of results; summary and unjustified dismissal of Sullivan's academy proposals; the lack of independence and objectivity of conflicted decision-makers and governance over the Triborough Executive; and defects in the discontinuance notice and its publication.

The Liberal Democrats exist to build and safeguard a free, fair and open society in which we seek to balance the fundamental values of liberty, equality and community and in which no-one shall be enslaved by poverty, ignorance or conformity. We support the Coalition Government's policy of giving greater autonomy to parents and teachers, through the academies programme; and of supporting the establishment of free schools which are genuinely needed, inclusive, and properly run for the benefit of pupils and the wider community. We oppose injustice, arbitrary and improperly motivated interventions, and abuse and corruption of power by or on behalf of vested interests.

Our fundamental objection is that the Council has failed to put forward a proper justification for closing Sullivan. Apart from the historic issue of empty places in older years (and publishing incorrect data suggesting there are unfilled places in the Reception Class), the only justification put forward by the Council is that Sullivan's closure might help two other schools, one of which is small and undersubscribed and the other is looking for a site.

Sullivan appears to be a thriving and increasingly popular school, with nearly 300 pupils, a full Reception Class (76% put Sullivan as their first choice), and a waiting list of 29 children for its oversubscribed Nursery Class. Indeed it seems to be a 'pupil premium' success story: a school formerly in special measures, with a large proportion of children from disadvantaged families, which thanks to the efforts of teachers, governors and parents over the last 5 years has progressively improved its results so that it is close to being rated Outstanding, and has started attracting more applicants. Sullivan was recently awarded membership of the Mayor of London's Gold Club for top-performing schools based on exceptional KS2 results.

The main obstacle to further progress seems to be the Council itself, which is why we are backing Sulvan's academy application. The Council has blocked Sulivan's request to expand its Nursery Class to provide a regular intake for its Reception Class. Sulivan supporters complain of a lack of engagement from the Council, for example by failing to pre-consult Sulivan about its proposals, and publishing incorrect and misleading information. We are worried by the apparent failure of the Triborough Executive to engage properly with Sulivan or to offer it the same level of support it seems to be offering to the proposed amalgamated school or the free school. It seems to us that the Council is too heavily conflicted by its financial interest in Sulivan's land and its political commitment to the free school to be able to make objective decisions in the interests of the pupils of Sulivan school and the wider community. We are also concerned that the Council's proposals for two years of disruption, and the scale and location of the eventual New King's site, will deter many parents from applying to either Sulivan or New King's School in the current application round for September 2014.

The crux of the argument in the Council's public statutory notice for "amalgamating" Sulivan and New King's School is:

*"We think that by bringing together these two schools on one site, building on the best from each will help the amalgamated school attract more families, fill current surplus places and provide a securer future."*

It is of course true that by closing Sullivan and forcing its pupils to transfer to New King's, the Council will artificially increase the number of pupils at New King's, even though many parents have told us that they would rather move their children elsewhere. There may even be places for some of its teachers. However, it is far from clear how the amalgamated school would 'build' on any of the features of Sullivan which have made it such a success over the last 5 years. Sullivan would be demolished and its award-winning head teacher and many of its senior staff would be sacked. Sullivan pupils would be evicted from their beautiful school next to a park, and placed in a high-rise building on a busy road. There is a significant risk that the expanded New King's School would end up with more surplus places than ever, and someone would need to establish a new primary school at public expense to meet the needs of families living in South Fulham.

The vision of an amalgamated school presented by the Council and the New King's head teacher and its academy sponsors got a very rough ride indeed from parents at the public meeting I attended (along with many parents I was locked out of the first meeting which was full). We wish New King's School well with its academy application but there was no confidence at all that the proposals would address the purported concerns of the Council in relation to families living in South Fulham. The one clear message from the consultation responses is that just a handful of parents associated with the two schools agreed with the proposals while hundreds objected, and thousands objected from the wider community.

The Council has dismissed concerns about the impact of closure on pupils, despite evidence from other schools that disruption (and two moves in two years for New King's pupils) affects performance. We are particularly concerned about the impact on disabled pupils for whom Sullivan is ideally suited.

The statutory notices claim the two schools are "very close" together, and that there will be no impact on traffic and transport arrangements. However, the two schools are no closer together than other primary schools in Fulham. According to the Transport for London website (using the slower walking pace setting appropriate for primary school children and their families), the two schools are 10 minutes' walk apart (or 8 minutes plus waiting time by public transport).

Closure of Sullivan would create a large hole in primary school provision in South Fulham to the South of New King's Road and the West of Wandsworth Bridge Road, leaving some pupils more than 25 minutes' walk from the nearest English-speaking primary school, with no public transport options. In practice many of them will travel by car, increasing congestion on the New King's Road and surrounding streets. Again we consider that if Sullivan is closed a new primary school will be needed to serve its existing community.

As for the dog-whistle issue that the Sullivan site might be vacated so as to become available for Fulham Boys Free School - which attracted agreement with the Council's proposals from many of its supporters - that is not mentioned as an objective of the plans because it is not a proper reason for closing a popular and successful school. In any event, that proposal is not officially on the table. The Council's statement is equivocal and, for all we know, it may be planning to sell some or all of the land for development. We wish Fulham Boys well in its search for a suitable site. Other sites are and will become available. Closing down a

popular and successful primary school just to provide Fulham Boys with the vague possibility of a site is not the solution, as Fulham Boys itself has acknowledged. Fulham Boys' search for a site should not be used by the Council as cover for asset-stripping.

We also have concerns about the Council's handling and presentation of the consultation and its results, which have undermined public confidence in the validity of its decision-making process. The Council failed to consider other options or the prejudice which would be caused to families; and its summary dismissal of Sullivan's plans to become an academy – *"it is unclear from the proposal how the academy conversion in itself would make the school more popular with parents than it is now"* – is hard to justify given the lack of clarity about its own plans. The Council has rightly been challenged on this by the prestigious and experienced LDBS which ironically backs both Sullivan and Fulham Boys. There is one immediate step opposed by the Council – expansion of Sullivan's oversubscribed Nursery Class to match the size of its Reception Class – which would virtually secure Sullivan a full Reception Class.

A major concern we raised in response to the consultation is that it conflated three different issues in an apparent attempt to recruit supporters of Fulham Boys and New King's School to back what was in effect a plebiscite on closing Sullivan. Although the overwhelming majority of consultation responses strongly disagreed with the Council's plans, it still managed to publish a selective headline "Parents back schools plan". In fact it seems that no current Sullivan parents supported the proposals while hundreds opposed. It is also likely that at most only a handful of current New King's parents backed the proposal.

There has been an impressively concerted campaign by supporters of Fulham Boys to influence the outcome of the consultation. However, the presentation of these responses (standard comments about the need for a free school, completion of forms by canvassers, many anonymous) raises serious questions about how many of the purported respondents had properly engaged with the central issue of the 'merger' proposals in the consultation. The Council has counted these uncorroborated responses as being from 'parents' and ignored the signed petitions from over 3,000 opposing. In our view, the Council should not have treated "we want a free school" responses as supportive of the substance of its 'merger' proposals for Sullivan and New King's School either.

A particular concern about the consultation is that there were no controls or even instructions for respondents about when to self-certify as 'parents' or as being 'associated' with Sullivan or New King's Schools, as well as confusion about the question. Of the 23 respondents recorded in support of the Council's proposals who self-certified as 'parents' 'associated' with Sullivan, it seems that only one was actually a current or even recent parent known to staff. And it was clear from his comments that he had simply been confused by the question in the consultation document and in fact strongly opposed the closure of his children's school. A similar conclusion is likely for the 37 'parents' 'associated' with New King's School who were recorded as supporting the Council's proposals. The Council has made a similar point about the over 800 responses opposing closure from 'parents' 'associated' with Sullivan, but even it seems to accept that the overwhelming majority of Sullivan parents strongly oppose the 'merger'.

The Council's Education Cabinet Member is reported as saying the Council will have to take 'difficult decisions' and that:

*The strength of the response on both sides of this issue has led us to decide to continue to the next phase of the process.*

With respect, the strength of opposition and lack of any direct support from the consultation for the Council's 'merger' proposals should instead have led the Council to stop and consider alternatives, rather than simply "continue to the next phase" and rush out what turned out to be defective public statutory notices of discontinuance. Even now we consider that the public has not been given the full six weeks' notice of the final version of the notices, and the Council's proposals are still very difficult to find on its website, particularly when the discontinuance notice simply tells readers to go to [www.lbhf.gov.uk](http://www.lbhf.gov.uk).

To proceed now to closure of Sullivan – without proper DfE scrutiny of either the Sullivan academy application or the New King's School academy application put forward by the Council as a vehicle for amalgamation but still untested and untrusted - would not just be a 'difficult decision'. It would be a perverse, premature and irrational response to the consultation process, exposing Council taxpayers to costly litigation, and potentially plunging the current primary schools applications round into chaos.

There has been a lot of speculation about the Council's real motives in closing Sullivan, most of which we hope is untrue. To make a decision to close a school – either to get hold of its land for asset-stripping or because of local Conservatives' ideological obsession with promoting free schools or their links with Fulham Boys - would of course be disgraceful. However, even a suspicion of bias would further undermine public confidence in the validity of local government decision-making in our Borough.

The question for this Council administration ahead of the forthcoming local elections is this. Does it really want to be remembered for bringing into disrepute both the Government's flagship academies and free schools programme and local government decision-making - by closing down a popular and successful primary school in order to grab its land for a free school?

I am copying this letter and a request for an independent review of the Council's consultation process to the Secretary of State for Schools and the Minister of State for Schools and the Cabinet Office, the Secretary of State and Under-Secretary of State for Communities and Local Government, LDBS and the Governors of Sullivan. Please contact me if you have any questions.

Yours sincerely,



Paul Kennedy  
Chair, Hammersmith & Fulham Liberal Democrats





PRARA

www.prara.org.uk

**Peterborough Road and Area Residents'  
Association**

**Incorporating Clancarty Road, Daisy Lane, Hugon Road,  
South Park Mews, Sullivan Road and Settrington Road**

Please reply to: 21 Clancarty Road, Fulham, London, SW6 3AH

9th December, 2013

Mr. Terry Broady,  
Room 39,  
Hammersmith Town Hall,  
King Street,  
London, W6 9JU.

Dear Mr. Broady,

**PUBLIC STATUTORY NOTICE - LONDON BOROUGH OF HAMMERSMITH AND  
FULHAM**

**PROPOSAL TO AMALGAMATE SULIVAN PRIMARY SCHOOL AND NEW KING'S  
PRIMARY SCHOOL BY DISCONTINUANCE OF SULIVAN PRIMARY SCHOOL AND  
ENLARGEMENT OF NEW KING'S PRIMARY SCHOOL**

On behalf of our several hundred members whose interests we are here to represent and protect, this letter is to record, in the strongest possible terms, our opposition to this proposal to close Sullivan School. On all the evidence and information made available to us, the original consultation about the amalgamation of Sullivan and New King's Primary Schools was deeply flawed as indicated below. Further, the means by which the consultation result, which was against amalgamation, turned into a recommendation to the Education Committee that the amalgamation process should proceed, is neither clear, convincing nor publicly transparent. The case for closure is therefore not proven and is eroding trust in both the democratic process and in the Council's integrity.

By way of example, we highlight the following:

- The consultation was hi-jacked by supporters of Fulham Boys School, many with unproven links to the area of concern in south Fulham, whose only objective was to secure the Sullivan site rather than to comment on Council proposals for primary education locally.
- The views of local associations, including PRARA and HDRA, were excluded from the consultation results.

*Continued*

**PRARA STANDING COMMITTEE AND MAIN CONTACTS**

**Co-ordinator:** Sue Oriel, 21 Clancarty Road, SW6 3AH Tel: 07768 231 058 Email: sue@sueoriel.co.uk

**Clancarty Road:** Anthony Williams, 59 Clancarty Road, SW6 3AH Tel: 7736 6045 Email: Gileswill@aol.com

**Daisy Lane:** Guy Nicolson, 21 Daisy Lane, SW6 3DD Tel: 7736 8015 Email: guy@guynicolson.co.uk

**Settrington Road:** Marjorie Simonds-Gooding, 50 Settrington Road, SW6 3BA Tel: 020 7731 8866 Email: marjorie@simonds-gooding.net

**Hugon Road & South Park Mews and Membership Secretary:** Jonnie Godfrey, 47 Hugon Road, SW6 3ER, Tel: 07952 016 223

Email: jgodfrey@icuknet.co.uk

**Sullivan Road:** Brendan Bird, 1 Sullivan Road, SW6 3DT Tel: 7736 8722 Email: brenndanbird3@btinternet.com

**Peterborough Road North:** Fenella Gray, 65 Peterborough Road SW6 3BT Email: fenellagray@waitrose.com

**South Park:** Beth Patrick, 69 Clancarty Road, SW6 3BB Tel: 7731 0573 Email: bethpatrick1@gmail.com

**Neighbourhood Watch :** Lance & Sue Pierson, 48 Peterborough Road, SW6 3EB Tel: 7731 6544 Email: lance@lancepierson.org

**Hon. Secretary & Peterborough Road South:** Ann Rosenberg, 72 Peterborough Road, SW6 3EB Tel: 7731 5151

Email: annanton@which.net

**Mr. Terry Broady from PRARA**

- The manner in which weighting was applied or not applied is not apparent, with every indication that it has favoured the result that the Council wanted and is particularly unfair and unjust in respect of the pupils, parents and staff of Sullivan School.
- The Council heavily criticised the NHS for counting the 18 petitions against the closure of Charing Cross Hospital, which contained 66,000 names, as 18 responses and yet it has itself ignored the petition numbers presented in the consultation and not factored them in to the results.

The following additional statements are made for the attention and benefit of the Cabinet of the London Borough of Hammersmith & Fulham when they consider the amalgamation proposals.

Given the Council's publicly stated desire to make the Sullivan site available for the Fulham Boys School, we must place on record the complete failure so far of the Council to provide an assessment of the potential impact that the use of this site for the Fulham Boys School would have on our area. We believe it can only be harmful to the local environment and have an adverse and unacceptable impact on the quality of life of residents. As such we consider it irresponsible of the Council to continue to promote the use of the Sullivan School site by the Fulham Boys School, and make a decision about it, in the way that it is doing without having fully considered all the implications and likely consequences of such use.

We have no objection to, and indeed sympathy for, the establishment of the Fulham Boys School and hope a suitable site can be found elsewhere.

Yours sincerely,



**Sue Oriel**  
**Co-ordinator**

Copies to:

Cabinet Members: Nicholas Botterill, Greg Smith, Helen Binmore, Mark Loveday, Marcus Ginn, Andrew Johnson, Victoria Brocklebank-Fowler, Georgie Cooney

Cllrs. Frances Stainton, Steve Hamilton, Ali de Lisle and Jane Law - via e-mail

Mr. Andrew Christie, Tri-Borough Executive Director of Childrens' Services - via e-mail

Mr. Ian Heggs, Tri-Borough Director for Schools Commissioning - via e-mail

Mr. Inigo Woolf, Chief Executive, London Diocesan Board for Schools - via e-mail

Mr. Greg Hands, MP - via e-mail



**Broady Terry**

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**Subject:** FW: RE Proposal to amalgamate Sullivan Primary and New King's Primary on the site of NK's Site + Proposed release of the Sullivan site for the FBS

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**From:** Nethercot Keith

**Sent:** 10 December 2013 09:33

**To:** Broady Terry

**Cc:** Cllr Cooney Georgie; Cllr Ginn Marcus; Cllr Botterill Nicholas; Cllr Loveday Mark; greg.smith@lbhf.gov.uk; Cllr Stainton Frances; Cllr Johnson Andrew; mail@greghands.com

**Subject:** RE Proposal to amalgamate Sullivan Primary and New King's Primary on the site of NK's Site + Proposed release of the Sullivan site for the FBS

Dear Mr Broady,

We have already registered our concerns and opposition to the Council proposals regarding the above through Mr Michael DeLacey's recent email addressed Councillor Cooney.

So there is no doubt in the interpretation of the objections being made, **the Hurlingham District Residents Association** are opposed to the planned amalgamation on the grounds of the Council having undertaken a flawed 'consultation' skewing the outcome to match the Council arguments in favour of the amalgamation. The evidence is that Sullivan is a popular and academically effective school and there is no 'popular' wish by parents, most who live close by, or teaching staff for the proposed changes to be made.

In terms of the proposed Fulham Boys School we strongly believe the Council's plans have taken no account of the impact the schools' presence will have on the local community, increasing traffic, reducing car park spaces, leading to over utilisation of the local Parks especially Hurlingham Park, and creating added nuisance and stress. In terms of traffic alone, the neighbourhood is already excessively busy, a conduit for 'rat running' and its effects, together with the huge volume of traffic to the Hurlingham Club as well as traffic and Parking stress resulting from FFC and CFC matches.

It is obvious for all to see that the proposed amalgamation and effective closure of Sullivan is a convenient way of releasing a site for the FBS. Combined with a skewered consultation process the 'arguments' for releasing the site to FBS are presented as de facto: the local Community is not at all convinced and so, we oppose your proposition.

Yours Sincerely,

Keith Nethercot  
HDRA



## Hurlingham District Residents Association

Councillor Georgie Cooney  
Head Member for Education  
London Borough of Hammersmith and Fulham  
Town Hall  
Kings Street  
Hammersmith  
London W6 9JU

8 December 2013

Dear Councillor Cooney,

### Sullivan School

It was a pleasure to meet you earlier last week with members of your team.

As agreed in view of our ongoing concerns you asked that we write to you.

### **Consultation Process**

In the Cabinet Member Decision dated 18 October page 7 para 5.3 it states HDRA expressed concern about the impact on the local area and requested a survey.

At the meeting on Wednesday Terry Broady conceded that we had also objected to the amalgamation of the Sullivan School with the New Kings School. This should be recorded.

The question put to you was if the HDRA objection was not included then how many others were "overlooked", for whatever reason.

Like many others we question the reliability of the Consultation Process. One has the impression it has been influenced by FBS. The Council needs to assure us this is not the case.

Alternative sites available - we hear there are two. Your response was vague. PRARA asked about Earls Court. We would like further comment from you on this suggestion.

### **Holistic Survey/Impact on the area**

Requested by PRARA over 3 months ago.



It begs the question why was it necessary for PRARA to take the initiative. A survey should have been called just as soon as the Council, or whoever, was contacted by FBS requesting a site. Why the survey has taken so long to complete only you know but it leaves one to think that you would have not called a survey unless PRARA had asked for one. It is worth noting that the survey only covers Traffic in the vaguest form.

What we expected was a survey to cover the full impact of a school of FBS size specifically on our neighbourhood.

Talk is of a figure of 800 pupils. You must not forget teachers and support staff must be included. The impact of deliveries to the school - buses for transporting students for whatever reason to venues elsewhere. Buses heading for Hurlingham Park tend to park in Hurlingham Road taking up residents parking bays.

We asked the question why did Project Centre (PC) not contact PRARA and HDRA for their thoughts/opinions.

We requested a copy of the brief you gave PC - may we have a copy?

PC failed to mention other traffic problem areas which cause a major nuisance especially around the time FBS plan to open 0900hrs close 1700hrs.

Between the hours of 0800hrs/0930hrs and 1600hrs/1900rs these are the problem times. No mention of the regular problems in NKR (Eastwards in the morning Westwards in the evening) nor Broomhouse Road/Alderville Road/Linver Road & Hurlingham Road.

Hurlingham Road has in recent years become a rat run with traffic coming off the NK Road and Wandsworth Bridge. **The Council know this.**

Sullivan School was visited by PC on just one morning. Why not also late afternoon/early evening? The survey is not complete, and that is just on traffic. Reference is made to pedestrian crossings but vaguely. Crossings, or the lack of them, are a serious problem. We are aware of one school in the area who have written several letters to the Council. They still await a response. To note HDRA have met with Councillors on this issue but no action was taken.

No mention of the likelihood of Thames Water building a sewer nearby.

#### **Other areas not included in the survey**

Located close to Hurlingham and Chelsea School - we referred to Mr Stephen Greenhalgh's comment (yr Cabinet Member Decision of 18/10 para 5.3) "**expressed**



**concern at the proposal to locate a new boys secondary school so close to H & C".**

Mr Greenhalgh's concern must be taken seriously after all he was leader of the Council and currently Chair of H&C School. One has the impression this has not been considered at all - by the Council. We gained the impression at the meeting you are more interested in the close proximity to nearby Lady Margaret's School. We can not understand why?

Hurlingham Park - likely is one of the busiest sporting parks in the Borough throughout the year - Rugby, Football and since 2009 Polo organized by City Events. They have recently signed a 7 year contract with the Council.

We understand from one of the Country's leading turf experts the pitches can not sustain additional sporting activities.

At one stage FBS claimed they had no plans to use the park and would bus pupils to other parks. Later we were told it would be used - bookings being made thru the Council. At the meeting with you, we were told FBS would **only** use it on Wednesday afternoons, by 800 boys! This is not worthy of a response from HDRA but let us say this was true with the park just across the road boys are not going to miss the opportunity to cross the road during their free time.

Residents living in surrounding streets are very worried at the thought of large numbers of 14/19 year old boys walking to/fro the school. Whatever FBS say boys will be boys out of school with every possibility of fights/trouble with H & C School.

The inevitable rubbish left by the boys. The Council is cutting back on street cleaning obviously to reduce costs to maintain their claim of being a low Council Tax Borough.

Police not consulted - you have previously told us it's premature. My understanding of the Police, granted some years ago when I was involved with a Crime Prevention Panel at Paddington Green Police Station, they like to be consulted sooner rather than later. The subject area has had serious crime problems.

The Council gives the impression they are not interested in what impact FBS will have on our area. If they were then they would have consulted with us before and given PC a proper brief - not just covering traffic. The Survey indicates you have little or no understanding of this area and the impact FBS will have.

We look forward to hearing from you.

Regards  
  
Michael de Lacey

**Hurlingham District Residents Association  
52 Hurlingham Road  
London SW6 3RQ**





**From:** Richard Kirtley [mailto:Richard@cityevents.uk.com] **On Behalf Of** Richard Kirtley  
**Sent:** 13 September 2013 11:35  
**To:** 'terry.broadly@lbhf.gov.uk'  
**Cc:** Rory Heron; Daniel Fox-Davies (Daniel@fox-davies.com)  
**Subject:** Sullivan School Site Proposal  
**Importance:** High

Dear Terry,

I wanted to contact you regarding the proposals regarding the future of Sullivan School on Broomhouse Lane. I have been made aware of this recently and have read all the relevant literature available. This proposal is of particular concern to me and the company I work for (City Events Ltd) due to our usage of Hurlingham Park (directly across the road from the school) as an event site. We run an annual three day event at the site, and our business is significantly reliant on this event as our primary income source.

The event is 'MINT Polo in the Park' ([www.polointheparklondon.com](http://www.polointheparklondon.com)) which has been running annually since 2009 and caters for up to 12,000 people daily across Friday, Saturday and Sunday on the first weekend of June each year. The event is a large and ambitious international sporting fixture which requires us to take over the park in its entirety for three weeks each year in order to create the event infrastructure.

Before I file our opinions on this proposal with those involved in the consultation process I have some questions I am hoping you can answer:

**How do you propose to make this tiny school site cater for 800 pupils?**

- Will this involve construction work?
- If so, when will this construction work be scheduled for
- What effect on local infrastructure could we expect this work to have, and how long would the work take?
- Has any thought been put into how this work might clash with the other large project up the road 'The Super Sewer'?

**How will the school be accessed for the daily 'school run'?**

- Which road will be designated as the primary access route?
- Will there be any work done to improve this access as these roads are notoriously congested even catering for the current much smaller school?
- What will be done about parking, drop-off and pick-ups?

**I am aware that the proposed boys school is being discussed as providing a full sporting element within the curriculum – what sports are being proposed, and where is it proposed that these sports will take place?**

**What access to the facilities of Hurlingham Park are being discussed as potential facilities for the school?**

**How much access will boys at the proposed school be allowed to the park during term time?**

As a business we are deeply invested in this site and the local area. As well as providing a good income to the council and the benefit the event has to the local economy, we also have a firm commitment to improving the park annually whilst working with local residents committee's to ensure we have a positive influence in the area wherever possible.

Our event is reliant on clear access to the park and unhindered, full usage of the park throughout our rental period. We have over 250 HGV vehicle movements throughout our time on-site amongst many other vehicle access movements. We are also reliant on the parks grass surface being of a certain standard in order for us to be able to create a professional playing surface in the limited time we have on-site. In the 4 weeks before we take over the site, our grounds-team require daily access to the site and regular usage of industrial size mowing, seeding, fertilising and rolling equipment. All this would be required during standard school term-time. For these reasons, you will understand my deep concern of putting any more strain on what is already a heavily over-used park, and any more pressure on what is already a choked up local highway system.

I look forward to some detailed feedback on all this.

Best wishes,

Richard

**Richard Kirtley**

Operations Manager  
City Events Ltd

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**Like:** <http://www.facebook.com/polointhepark>

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One Tudor Street, London EC4 0AH [www.polointheparklondon.com](http://www.polointheparklondon.com)

Report on the consultation findings - proposed amalgamation of New King's and Sullivan schools on the New King's site

Objection to statutory notice by H & F Council to close Sullivan Primary School in Parsons Green-Fulham

31 October 2013

Dear Cllr Cooney/ Cllr Binmore/Cllr Botterill

C/o Mr Terry Broady

**Opposition to Hammersmith & Fulham Cabinet Statutory Notice to Close Sullivan Primary School in Parsons Green-London SW 6**

As residents of Sullivan Court Estate strongly oppose Council decision and statutory notice dated 18 October 2013. Sullivan Court Estate history is intertwined with Sullivan Primary School led by an inspirational-passionate head teacher Ms Wendy Aldridge which was graded good with outstanding features by Ofsted and early this year was exempted from further inspection. You were very biased from the start of the consultation process by informing Sullivan Primary School Chair of governors and Head teacher very late before the summer break about the consultation process. Sullivan primary school was denied full information regarding consultation process under freedom of information Act. Our local MPs notably MP Greg and MP Slaughter were made aware of the residents and parents concerns regarding your decision to close a good local community school.

**Results of the Consultation Process:**

**Quantitative Responses:**

62% (2226) opposed proposal to close Sullivan and 38% were in favour. It was also clear that only 2% (60) of parents from New Kings and Sullivan Primary supported proposal to merge the two schools out of 3600 and 98% opposed proposal. Council spinned the statistics by excluding parents, residents, staff and pupils linked to the two schools and rather focussed on Free Boys Academy respondents who supported proposal by 52% as opposed to 48% against. I question why the Council reported raw data instead of using percentages which are easier to understand by majority of the respondents. Democracy dictates that once you give people a vote you have to abide by the outcomes. The vote against closure and merger of the two schools was significant at 62 % No compared 38% Yes vote. Speaker Bercow would have been very clear "the no have it the no have it".

**Qualitative Responses:**

1. Public Consultation debates at New Kings and Sullivan Primary school s was unanimous against merger /closure of Sullivan Primary School. Cllr Cooney failed to answer simple basic questions on promised educational provisions resulting from merger (verbatim records of minutes of the public consultations confirm this fact)

Objection to statutory notice by H & F Council to close Sullivan Primary School in Parsons Green-Fulham

2. Sullivan Primary school parents, staff and local residents opposed proposal
3. Only Free Boys Schools parents and sympathisers were sampled in some quoted respondents.
4. Concern that proposal will affect children's education especially Year 5 and 6
5. Overall lack of planning for post merger /closure transition.
6. Equal Opportunities Act ignored in staff redeployment in merged school. No advertisement of positions envisaged.

It is a matter of great public interest and concern for elected Tory Councillors to overturn the will of the respondents who voted in majority 62% (2226) against proposal to close Sullivan Primary School and give site to a Free Boys Academy. It is also unprecedented for the H & F Council to close Ofsted rated good local primary school with an inspirational experienced passionate head teacher simply because the rich parents want the site for dream single sex Free Boys Academy. Catholic London Oratory and CE Lady Margaret are outstanding schools serving community very well. Parents appreciate the dream of having a Free Boys Academy but not at the expense of closing a good local community primary school. *Council has been very silent on surplus secondary school places in the borough yet they blow up primary school surplus places which are an advantage given London wide shortage of places!!*

PM Cameron was decisive when faced a vote against Britain joining US military offensive against Syria for using chemical weapons and emphatically asserted publicly that you understood the message. He accepted defeat and by doing so diplomatically made the US President Obama to seek congressional approval which actions in the end saved lives of ordinary Syrians from missile strikes. Democracy and diplomacy worked thanked to your decisiveness after losing the vote.

We the residents and parents appeal to you councillors Binmore, Cllr Cooney, cllr Nicholas Botterill, Parsons Green /Walham Councillors Mark Loveday, Frances Stainton (Mayor) to follow PM Cameron courageous actions and accept the verdict of over 2226 respondents (62%) who opposed the proposal to close Sullivan Primary School-good local community school with a history of over 60 years. Britain gives to the world fair play and democratic values including respect for the rule of law regardless of status/position. Council has erred in ignoring the majority No vote (62%). You still hold the cards on reversing your decision to

Objection to statutory notice by H & F Council to close Sullivan Primary School in Parsons Green-Fulham

close a good local community school which has a proud history of over 60 years offering quality education to children in parsons green.

*The decision to close Sullivan Primary School is a political decision to find a free site for CE affiliated Free Boys Academy which has been a dream for some sections of Fulham community.* The point of surplus places, economies of scale, low student numbers and parental choice have been used to covertly disguise the real intent of finding a dream site for a Free Boys Academy. Sullivan Primary School nursery and foundation stage are full with waiting lists. It is also on record that it is the Council that has been sabotaging Sullivan Primary School expansion by refusing the two form entry requests.

### **Impact of proposal to pupils from both schools**

1. Low staff morale due to resulting redundancies and loss of jobs, staff turnover
2. Parents and Children not happy with proposed status quo
3. Overcrowding and temporary teaching in porter cabins
4. Chaos and possible Ofsted inspection visit which is likely to down grade school to satisfactory/inadequate
5. Year 5 and Year 6 pupils in final years likely to miss targets as staff and management takes eyes off the ball due to instabilities resulting from acrimonious closure of Sullivan Primary School.
6. Animosity to new Principal of merged school for the cavalier way he has been used by Council to achieve objective of giving away Sullivan Primary School site to a Free Boys Academy.

Children have one chance in life to achieve the best possible results at KS2 and unfortunately our current Year 5 and 6 will be the sacrificial lambs in this biased process. Schools of Choice Agenda policy and parental involvement in decision making likely to affect children matters to all parents regardless of social economic status.

*Under the statutory notice to close, respondents have new opportunities to submit their objections. I am taking this offer to appeal to your good office to counsel conservative Councillors to reverse undemocratic decision and abide by the majority decision to leave both schools open. Statistics throughout London shows lack of primary school places. Let us look beyond 5 years to 15 years in planning adequately for education provision at the*

Objection to statutory notice by H & F Council to close Sullivan Primary School in Parsons Green-Fulham

*primary school phase. The more good local primary schools we have the better regardless. Published research clearly shows a strong correlation between small class sizes and pupil outcomes.*

#### **Legal Redress:**

Aggrieved parents, staff and schools have a right to seek arbitration/mediation services and if these options fail to apply to the Courts of law for either injunction setting aside the statutory notice or judicial review process. Improper use of authority, exceeding powers and public interest concerns are realistic grounds to bring against the Council. Lewisham hospital campaigners have just won a Court of Appeal decision against Secretary for health for exceeding powers. It is notable that Haringey Council has agreed to settle Baby P former director once again due to failure by council/education secretary failure to follow procedure in dismissing Director x. The Secretary for Transport after awarding train franchise was forced by courts to put process on hold after Richard Branson Virgin trains sought legal redress.

In summary, let us find a way to resolve this matter by following advice from local GP”

- 1. Allow New Kings to proceed to become an academy with likely increase in numbers*
- 2. Keep Sullivan Primary School open*
- 3. Find another site for the Free Boys Academy”*

Our children are not just numbers but have dreams and aspirations nurtured by two good local schools led by two outstanding head teachers. Education is not about quantity but quality that is why rich parents pay fees in private schools to have access to small class sizes and broad curriculum. It is good for ordinary parents and pupils to have local community schools providing smaller class sizes with verifiable demonstrable outcomes at all key stages.

Sullivan Primary School has put in a proposal to become an Academy supported by CE London Diocesan Board. We have been consulted as parents and fully support proposal as the best way of keeping our good local school open. Children have one chance in life. Sullivan Primary school staff and head teacher have for years provided outstanding quality education and after school care for our children. Results at KS1 and KS 2 do validate authoritatively the undeniable research link between small class sizes and educational outcomes. Nursery and reception places are full with waiting lists for 2014. Sullivan Primary school staff and head

Objection to statutory notice by H & F Council to close Sullivan Primary School in Parsons Green-Fulham

teacher have for years provided outstanding quality education and after school care for our children.

Please withdraw the statutory notice and start mediation process with the relevant stakeholders is the most sensible way forward. Councillor should listen to the voices of the concerned parents and residents. The rationale for establishing Sullivan Primary School was to provide primary education to children of ordinary residents at Sullivan Court Estate and neighbouring areas. The decision to give the most beautiful site for primary school childrens to Free Boys Academy has been democratically contested and the no vote of 62% won. Council must respect the no verdict.

We look forward to the Council accepting the majority no verdict and allow Sullivan Primary School to become an Academy.

Yours sincerely

Mr Matthias Kulubya



367 Sullivan Court

London SW6 3BZ

On behalf of Sullivan Court Estates Residents Association

And Parent of Daughter in Year 5 at Sullivan Primary School

[Kulubyam@hotmail.com](mailto:Kulubyam@hotmail.com) and 07883018090

C.c Cllr Nicholas Botterill—Leader Hammersmith & Fulham

Cllr Georgie Cooney-Cabinet Member for Education

Cllr Binmore -Cabinet Member for Children's Service

Cllr Andrew Johnson-Cabinet Member for Housing

Rosie Wait Chair of Governors Sullivan Primary School





Al-Muntada Al-Islami Trust  
7 Bridges Place, Parsons Green,  
London SW6 4HW, UK.

Tel: 020 7471 8271



المنتدى الإسلامي

7<sup>th</sup> November 2013

Dear Cllr Cooney

**Response to closure of Sullivan Primary School**

I am writing to express my significant concerns regarding the closure of Sullivan Primary School. As an Imam in the local community I support inclusive, community education that promotes values that transcend religious background but that are common to those of all religions and those of none. Specifically, I recognise the role that a community school has in a community and its ability to be a hub of social cohesion.

If we were to lose a successful primary school that already provides excellent education for so many from the Muslim community, and gain a secondary school that will not offer the same inclusivity, I do not believe the Council will have served the 33% of children at Sullivan Primary School that are of the Muslim faith. Moreover, you will have ignored your residents' preferences and formed an exclusive system of education.

Do you feel it is right to plan for such exclusivity in Hammersmith and Fulham and the education it has a duty to provide for its residents?

Members of my community are also members of the Sullivan community. Your decision to proceed with the closure of Sullivan effectively removes their parental choice of both primary and secondary education. Should your tax payers' money be spent on a school that is not 100% inclusive? Do you feel this is putting your residents first and paying due attention to their preferences?

I support inclusivity regardless of gender, religion and socio-economic background. I presume that Hammersmith and Fulham Council do too. How does the decision, to close a school that already provides this successfully and the serious consideration of opening another that will not provide the same, fulfil your commitment to providing excellent education for all the young people in the Borough?

I await your reply in anticipation.

  
Wasim Kempson  
Imam of Al Muntada Al Islami Trust



Web: [www.almuntada.co.uk](http://www.almuntada.co.uk) [w.kempson@almuntada.co.uk](mailto:w.kempson@almuntada.co.uk)  
Charity: 293355



GREG HANDS M.P., CHELSEA & FULHAM



HOUSE OF COMMONS

Councillor Nicholas Botterill      LONDON SW1A 0AA  
Hammersmith & Fulham Council  
Town Hall  
King Street  
London W6 9JU

Our ref: Iss/Sullivan/1310  
20 December 2013

Dear Nick,

I have today met with two of my constituents and had a thorough discussion about the merging of Sullivan Primary and New King's Schools. Following this meeting I feel that it is necessary to seek answers to a few points I raised in my consultation response, which have yet to be fully addressed by the Council.

As you may be aware I have stated previously, both in my consultation response and outwardly in meetings, that my main concern is the overall increase in school places in Fulham. It is the primary responsibility of the Council and the Government to ensure that, based on the known demographic projections, there are enough primary and secondary school places in coming years and beyond. I believe that the Council is fulfilling its obligations to the local community by looking to increase school places, and this is therefore the main reason why I have not opposed the overall position.

I think we all appreciate the unique physical environment that Sullivan School offers. I suggested in my consultation that I would urge the Council to investigate the merits and demerits of the option of merging New King's School into Sullivan on the Sullivan site, thereby freeing up the New King's site for the Fulham Boys' School. As yet, I am not aware that this option has definitely been ruled out.

I would therefore be most grateful if you could provide more information on this option, and for any comments you may have to assure those affected by the propositions that all potential site options have been thoroughly explored.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Greg Hands'.

Greg Hands MP  
Member of Parliament for Chelsea and Fulham





## PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: EXPANSION OF NEW KING'S PRIMARY (COMMUNITY) SCHOOL

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

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

N/A

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

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

New Kings Primary (Community) School, New King's Road, London SW6 4LY.  
Contact: Alan Wharton, London Borough of Hammersmith & Fulham, c/o Children's Services, Kensington Town Hall, Hornton Street, London, W8 7NX.

### **Implementation and any proposed stages for implementation**

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

1. New King's Primary School moves to accommodation on the Sullivan Primary School site – September 2014. New King's Primary School will occupy part of the Sullivan site, on a temporary basis, for the academic year 2014/2015.
2. New King's Primary School will return to its existing site with refurbished buildings and on an enlarged basis from September 2015.

### **Objections and comments**

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

- (a) Within 6 weeks from 21 October 2013
- (b) To Terry Broady, London Borough of Hammersmith & Fulham, Children's Services, Cambridge House, Cambridge Grove, Hammersmith, London, W6 0LE

### Alteration description

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

Amalgamation of New King's Primary (Community) School and Sullivan Primary (Community) School through the closure of Sullivan School and the enlargement of New King's Primary (Community) School.

[See linked proposals relating to Sullivan Primary School]

### School capacity

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

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

The current capacity of New King's School is 210 pupils and the future capacity will increase to 420 pupils

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

Currently 30 children are admitted to each age which will increase to 60 to each age group. This will apply from September 2015.

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

Admissions of new pupils in 2014 will be in line with the two schools' current admissions criteria. Seventy five places in all will therefore be on offer for September 2014. (This is because the current number of children admitted to New King's School is 30 and the current number of children admitted to Sullivan School is 45, making a total of 75 pupils).

From 2015 onwards, the amalgamated school will offer 60 new reception places per year.

Both schools offer a mixture of full-time and part-time nursery places currently. The full time equivalent of nursery places for the two schools is 75. The number and mix of nursery places will remain for September 2014 i.e. 75 full time equivalent places. This will reduce to 60 places per year from September 2015. The governing body of New King's

School will decide on the mix of full-time and part-time nursery places for September 2015 onwards.

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

N/A

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

N/A

### Implementation

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

N/A

### Additional Site

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

The proposal is for the existing New King's Primary School site to be refurbished and enlarged over the academic year 2014/2015. Therefore, as set out at paragraph 2 above, during that academic year the school will temporarily occupy the existing Sullivan Primary School site.

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

n/A

**Changes in boarding arrangements**

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

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

n/A

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

n/A

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

n/A

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

n/A

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

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

n/A

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

n/A



**Transfer to new site**

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

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

See paragraphs 2 and 7 above

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

500m

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

The school buildings on the Sullivan site are nearing the end of their useful life and it is estimated that it would cost over £6 million to replace the current buildings. However, the New King's building, which is in need of repair, is a prized school building in an excellent location and could be significantly improved through an extensive refurbishment programme. The council will provide at least £2 million in capital funding to redesign the New King's building as a two-form-entry school and equip it with the latest teaching facilities.

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

The refurbishment will include works to improve accessibility.

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

The transport arrangements will remain unchanged because the New King's School will be operating from 2015 on its existing site.

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

n/A

**Objectives**

10. The objectives of the proposals.

Both New King's and Sullivan schools are small compared with some other primary schools in the borough. New King's Primary has 30 places per year and Sullivan has 45 places per year. The combined school would have 60 places per year (two forms of entry). The Hammersmith & Fulham Schools of Choice programme is driven by

what parents tell us they want, through their list of preferences when applying for schools. We think that by bringing together these two schools on one site, building on the best from each will help the amalgamated school attract more families, fill current surplus places and provide a securer future.

### Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
  - (b) minutes of all public consultation meetings;
  - (c) the views of the persons consulted;
  - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
  - (e) copies of all consultation documents and a statement on how these documents were made available.

Please see attached

- a). List of all consultees
- b) Minutes of public meetings held at the Schools on
- c). Analysis of feedback received.
- d) Statutory consultation has been duly undertaken in accordance with relevant Regulations and Guidance
- e) Copy of consultation leaflet and Question and Answer leaflet distributed at the Schools

### Project costs

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

The Council has allocated at least £2 million for investment in the enlarged New King's School

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

n/a

### Age range

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

n/a

**Early years provision**

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

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

**Changes to sixth form provision**

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

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

n/a

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

n/a

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

### Special educational needs

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

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

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

The proposed refurbishment of New King's Primary School will provide enhanced facilities for children with special educational needs and this will be a key element in the design brief.

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

n/a

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

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

n/a

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

n/a

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

n/a

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

n/a

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

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

The Council's policy is to promote inclusive mainstream schools with regard to children with special educational needs, and the Proposal does not affect this policy. Children at Sullivan Primary School and New King's Primary School with special educational needs will benefit from the refurbishment of New Kings Primary School.

### Sex of pupils

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

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

n/a

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

n/a

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

n/a

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

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

n/a

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

n/a

### **Extended services**

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

Every effort will be made to maintain extended services offered at New King's Primary School during the period of temporary re-location and following the refurbishment of the existing building

### **Need or demand for additional places**

**24.** If the proposals involve adding places—

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

The proposals do involve adding places at New King's Primary by increasing the pupil admission number from 30 pupils per year to 60 pupils per year, with effect from September 2015 but this is to accommodate all children that would otherwise have attended Sullivan Primary School. As between the two existing schools this reflects a decrease rather than an increase in places overall.

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

n/a

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

n/a

**25. If the proposals involve removing places—**

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

Overall the proposals do involve the removal of 15 places (currently at Sullivan School) and reduction in choice in that only New King's School will be available and not the two schools should the proposal proceed.



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

The proposed enlarged New King's School will accommodate pupils displaced from Sullivan School.

### Expansion of successful and popular schools

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

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

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

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

of the Prescribed Alteration regulations.

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

n/a

### Additional information in the case of special schools

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

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a



MATTERS TO BE SPECIFIED IN SECTION 15 PROPOSALS TO DISCONTINUE A SCHOOL

**PROPOSED CLOSURE OF SULIVAN PRIMARY (COMMUNITY) SCHOOL, PETERBOROUGH ROAD, LONDON SW6 3BN**

The following sets out the information that must be contained in a complete proposal. Shaded information **must** be published in a statutory notice. See paragraphs 2.2 to 2.10.

**Extract of Schedule 4 to The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended):**

**Contact details**

1. The name of the LA or governing body publishing the proposals, and a contact address, and the name of the school it is proposed that should be discontinued.

Contact: Alan Wharton, London Borough of Hammersmith & Fulham, c/o Children's Services, Kensington Town Hall, Hornton Street, London, W8 7NX. Sullivan Primary (Community) School, Peterborough Road, London, SW6 3BN

**Implementation**

2. The date when it is planned that the proposals will be implemented, or, where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

1<sup>st</sup> September 2014

**Consultation**

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

All statutory requirements to consult in relation to the proposals have been complied with

4. Evidence of the consultation before the proposals were published including:

- a) a list of persons and/or parties who were consulted;
- b) minutes of all public consultation meetings;
- c) the views of the persons consulted; and
- d) copies of all consultation documents and a statement of how these were made available.

- a) a list of persons and/or parties who were consulted – please see link below
- b) minutes of all public consultation meetings – please see link below
- c) the views of the persons consulted – please see link below

d) copies of all consultation documents and a statement of how these were made available – please see link below

[http://www.lbhf.gov.uk/Directory/News/Parents\\_back\\_schools\\_plan.asp#4](http://www.lbhf.gov.uk/Directory/News/Parents_back_schools_plan.asp#4)

### Objectives

5. The objectives of the proposal.

Amalgamation of Sullivan Primary(Community) School and New King's Primary (Community) School under a single governing body through the closure of Sullivan Primary (Community) School and the enlargement of New King's Primary (Community) School

(See linked proposals in relation to New King's Primary School )

### Standards and Diversity

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

The Hammersmith & Fulham Schools of Choice programme is driven by what parents tell us they want, through their list of preferences when applying for schools. We think that by bringing together these two schools (Sullivan Primary and New King's Primary) on one site, building on the best from each will help the amalgamated school attract more families, fill current surplus places and provide a securer future. Both schools need significant investment to maintain and improve the fabric of their buildings. Amalgamation would enable a larger school to benefit from more wide-ranging improvements to just one site, giving all pupils a better quality education. As part of its vision to become an outstanding and oversubscribed school, New King's School has recently approached the Council, setting out its proposals to convert to academy status working with Thomas's London Day Schools, a local independent school trust with an excellent reputation. If the amalgamation proposal goes ahead, following consultation, the Council would support New King's School with its academy conversion proposal, working closely with Thomas's.

### Provision for 16-19 year olds

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on:

- a) the educational or training achievements;
- b) participation in education or training; and
- c) the range of educational or training opportunities,

for 16-19 year olds in the area.

N/A

### Need for places

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

Sullivan Primary (Community) School will be amalgamated with New King's Primary (Community) School. All pupils at Sullivan Primary School will be guaranteed a place at the enlarged New King's Primary School if they want it.

Both New King's and Sullivan schools are small compared with some other primary schools in the borough. New King's Primary School has 30 places per year and Sullivan Primary School has 45 places per year. The combined school would have 60 places per year (two forms of entry). Both schools have also been hampered by unfilled places for some years, and since there are vacancies at other schools in south Fulham, this trend is likely to continue. Both schools are rated 'good' by Ofsted but both schools are chosen by relatively few families as their first or second preference school.

The following figures are those contained in the School Census in the first week of October

	Approved number of places	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
New Kings	30	23	21	27	24	25	22	30	172
Sullivan	45	45	39	42	36	40	39	31	272
Spare Capacity	75	-7	-15	-6	-15	-10	-14	-14	-81

9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

N/A

#### Current School Information

10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.

Sullivan Primary (Community) School for children aged 4 – 11 years and has 315 places. The total number of pupils on roll is 272 as at the date of these proposals. The school is a co-educational school. The Council's policy is to promote inclusive mainstream schools with regard to children with special educational needs, and the Proposal does not affect this policy.

#### Displaced Pupils

11. Details of the schools or FE colleges which pupils at the school for whom provision is to be discontinued will be offered places, including:

- a) any interim arrangements;
- b) where the school included provision that is recognised by the LA as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- c) in the case of special schools, alternative provision made by LAs other than the authority which maintains the school.

All pupils from Sullivan Primary School will be accommodated at New King's

Primary School as detailed in paragraph 8 above.

12. Details of any other measures proposed to be taken to increase the number of school or FE college places available in consequence of the proposed discontinuance.

There are no other measures proposed to be taken by the Council to increase school places available in consequence of the proposed closure of Sullivan Primary School. The proposal will, however, release the Sullivan school site. The Department for Education has approved a proposal for the Fulham Boys' Free School but a suitable site has not yet been identified. A feasibility study may show that the present Sullivan school site is an appropriate size and location for the proposed free school.

### **Impact on the Community**

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

There will be no adverse impact on the community

The Council is satisfied that there will be no adverse impact on the community because of the close proximity of the two schools and because all of the pupils of Sullivan Primary School will be accommodated at New King's School.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

Where extended services are currently provided, they will continue to be offered through the amalgamated school.

### **Travel**

15. Details of the length and journeys to alternative provision.

New King's Primary School is about 500 metres away from Sullivan Primary School.

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

It is not anticipated that there will be any change to existing travel arrangements due to the close proximity of the two schools to each other.

### **Related Proposals**

17. A statement as to whether in the opinion of the LA or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

[See linked proposals - Separate Statutory Proposals have been published for the

enlargement of New King's School in order to give effect to the amalgamation proposals.]
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### Rural Primary Schools

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the LA or the governing body (as the case may be) considered:

- a) the likely effect of discontinuance of the school on the local community;
- b) the availability, and likely cost to the LA, of transport to other schools;
- c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- d) any alternatives to the discontinuance of the school,

as required by section 15(4)

N/A
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### Maintained nursery schools

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out:

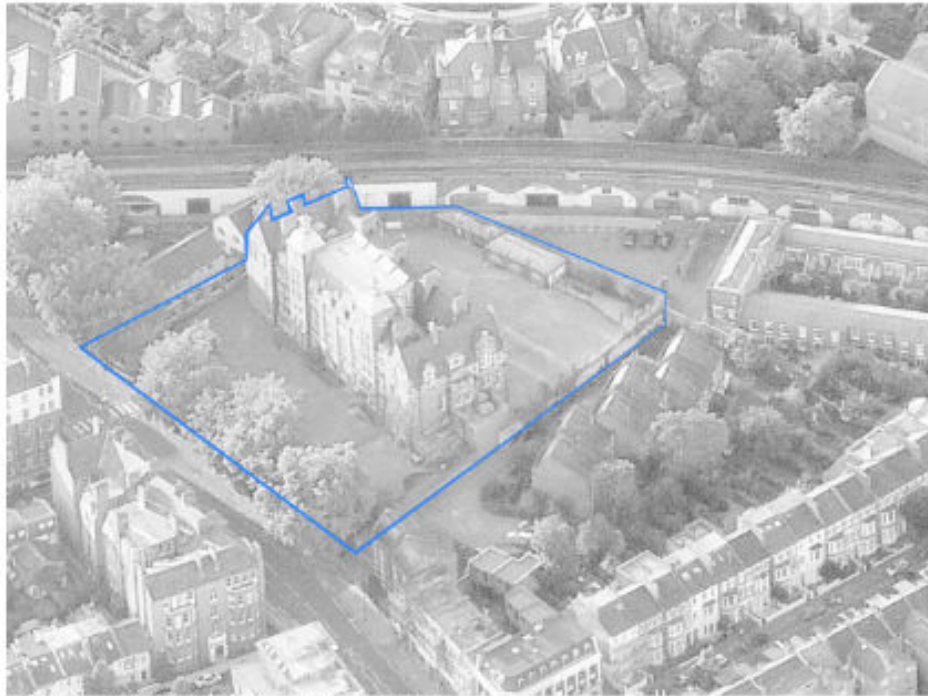
- a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- b) the LA's assessment of the quality and quantity of alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- c) the accessibility and convenience of replacement provision for local parents.

### Special educational provision

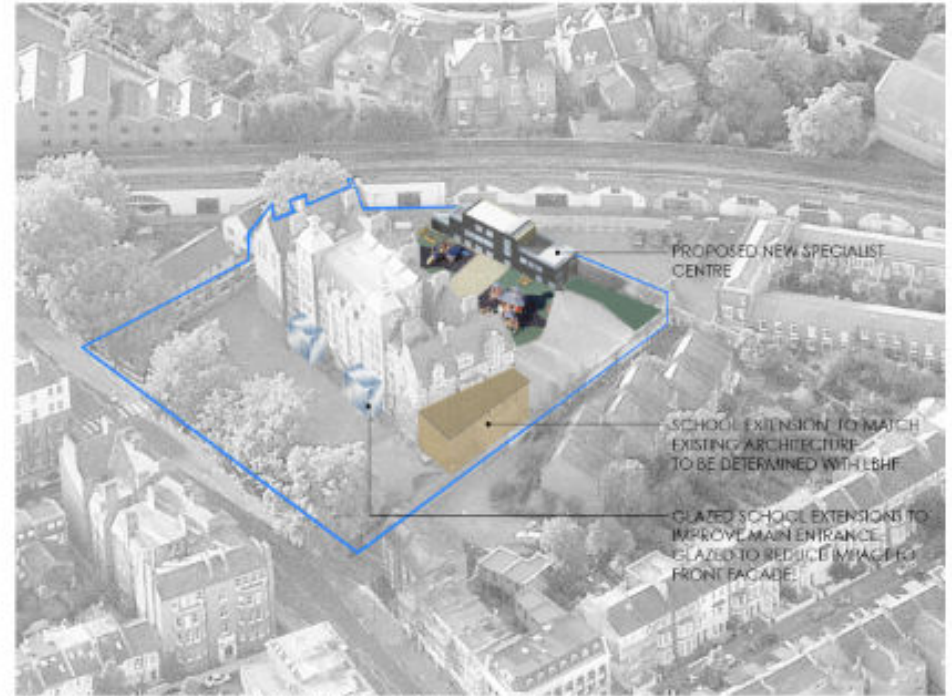
20. Where existing provision that is recognised by the LA as reserved for pupils with special educational needs is being discontinued, a statement as to how the LA or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.

n/a
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# APPENDIX G



EXISTING AERIAL VIEW OF NEW KINGS SCHOOL



INDICATIVE PROPOSED AERIAL VIEW OF NEW KINGS SCHOOL



INDICATIVE PRECEDENT IMAGES TO TAKE INSPIRATION FROM FOR THE REFURBISHMENT AND ENLARGEMENT OF THE NEW KINGS EXISTING HALL



LOCALISED CLEARANCE OF REDUNDANT SERVICES TO MAKE GOOD AND REFURBISH WITH HIGH QUALITY MATERIALS.



OPENING UP THE HALL WITH THE REMOVAL OF INTERNAL WALLS  
MULTI PURPOSE HALL WITH CHARACTER FEATURES



ENLARGE EXISTING HALL PROVISION TO CREATE A LARGE HALL



## LBHF Equality Impact Analysis Tool

### Conducting an Equality Impact Analysis

An EqIA is an improvement process which helps to determine whether our policies, practices, or new proposals will impact on, or affect different groups or communities. It enables officers to assess whether the impacts are positive, negative or unlikely to have a significant impact on each of the protected characteristic groups.

The tool has been updated to reflect the new public sector equality duty (PSED). The Duty highlights three areas in which public bodies must show compliance. It states that a public authority must, in the exercise of its functions, have due regard to the need to:

- 1. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under this Act;**
- 2. Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;**
- 3. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.**

Whilst working on your Equality Impact Assessment, you must analyse your proposal against the three tenets of the Equality Duty.

## General points

1. In the case of matters such as service closures or reductions, considerable thought will need to be given to any potential equality impacts. Case law has established that due regard cannot be demonstrated after the decision has been taken. Your EIA should be considered at the outset and throughout the development of your proposal, it should demonstrably inform the decision, and be made available when the decision is recommended.
2. Wherever appropriate, the outcome of the EIA should be summarised in the Cabinet/Cabinet Member report and equalities issues dealt with and cross referenced as appropriate within the report.
3. Equalities duties are fertile ground for litigation and a failure to deal with them properly can result in considerable delay, expense and reputational damage.
4. Where dealing with obvious equalities issues e.g. changing services to disabled people/children, take care not to lose sight of other less obvious issues for other protected groups.
5. If you already know that your decision is likely to be of high relevance to equality and/or be of high public interest, you should contact the Equality Officer for support.
6. Further advice and guidance can be accessed from the separate guidance document (link), as well as from the Opportunities Manager: [PEIA@lbhf.gov.uk](mailto:PEIA@lbhf.gov.uk) or ext 3430

## LBHF Equality Impact Analysis Tool

Overall Information	Details of Full Equality Impact Analysis
Financial Year and Quarter	13/14 / Q2
Name and details of policy, strategy, function, project, activity, or programme	<p>Title of EIA: Proposed discontinuance of Sullivan Primary School and enlargement of New King's Primary School.</p> <p>State whether new or existing: New</p> <p>Short summary:</p> <p>Due to the ongoing spare capacity of places in primary schools and to increase the quality and efficiency of schools for parents in the south of Fulham, a consultation on the discontinuance of Sullivan Primary School and enlargement of New King's Primary School has been undertaken. The Council believes this will reduce the number of spare primary places, lead to enhanced educational opportunities and outcomes for children through better economies of scale and provide an opportunity for capital investment in better school facilities for the benefit of children and parents in Fulham.</p>
Lead Officer	<p>Name: Alan Wharton</p> <p>Position: Tri-borough Head of Asset Strategy</p> <p>Email: awharton@westminster.gov.uk</p>
Date of completion of final EIA	10/1/2014

Page 571

Section 02	Scoping of Full EIA
Plan for completion	<p>Timing: The Consultation period has expired and the 6 weeks' statutory notice period ended on 11 December 2013. The outcomes are included in the report to Cabinet for 20 January 2014. .</p>

Analyse the impact of the policy, strategy, function, project, activity, or programme

Analyse the impact of the project on the protected characteristics (including where people / groups may appear in more than one protected characteristic). You should use this to determine whether the policy will have a positive, neutral or negative impact on equality, giving due regard to relevance and proportionality.

Protected characteristic	Analysis	Impact: Positive, Negative, Neutral
Age	The related proposals to discontinue and enlargewill result in no difference to the age range of pupils attending the new school.	Neutral
Disability	<p>For the purpose of this equality impact assessment children with Special Educational Needs and/or disabilities (SEND) have been considered together on the basis that having special needs is a reasonable proxy of having a disability.</p> <p>The Council’s data contains the following information in respect of pupils with SEND. The data reported was current as of January 2013. Whilst the numbers have changed slightly since then; the analysis of that data is more complete than the analysis of the statistics for October 2013. Overall the data is considered indicative of the likely on-going pattern of SEND.</p> <p><u>Sullivan School</u></p> <p>39 pupils with a Statement of SEN or subject to School Action Plus. This represents 13.4% of 292 pupils. 11 had speech, language and communications needs, 19 had a specific learning difficulty, 2 had Autism Spectrum Disorder (ASD) and 2 had a physical disability.</p> <p><u>New King’s School</u></p> <p>26 pupils with a Statement of SEN or subject to School Action Plus. This represents 12.3% of 212 pupils. 14 had speech, language and communications needs.</p>	

		<p>Currently there is one pupil with a hearing impairment identified as a primary area of need, at New King's Primary School.</p> <p>The proposals have, as relevant, two aspects: the temporary move to Sullivan and the final move to New King's site. Each is considered in turn.</p> <p><b><u>(1) Temporary expansion of Sullivan site</u></b></p> <p><b><u>(a) Children with Autistic Spectrum Disorder (ASD)</u></b></p> <p>The proposals could put pupils with ASD at a particular disadvantage because discomfort with change is commonly associated with ASD.</p> <p>Therefore, support will be given to pupils with ASD at Sullivan, primarily from their Learning Support Assistants (LSAs) and their teachers, to prepare for the changes associated with the move of all New King's pupils on to the Sullivan site where they are based in September 2014.</p> <p>Consideration will be given to organisation of the environment of the temporary school site to maximise the capacity of pupils with ASD to maintain continuity of access to learning and management of social situations. This will include clear visual cues for areas of the school reflecting the specific use of designated areas (for example, classrooms, dining hall, library). Provision will include, for example, work spaces and/or areas within classrooms for those students for whom reduced sensory overload is a preferred environment for learning and sufficient circulation space to avoid congestion and over-crowding during unstructured, break periods.</p> <p>It is noted that there were at January 2013 no New King's pupils with ASD, However the prevalence of ASD is such that it would be expected that all schools have at least one pupil with this condition now or in the future. The above adaptations will benefit pupils who attend New King's School and may have social communication difficulties and/or similar presenting needs to those with a diagnosis of autism.</p>	Neutral
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	<p>In managing the transition to temporary school arrangements and the development of the new expanded New Kings School expert advice will be provided through outreach from the local ASD Special School, Queensmill.</p> <p><u>(b) Children with physical disabilities</u></p> <p>Children with physical disabilities would not be affected by the temporary move to the Sullivan site, as there are no New King’s pupils with physical disabilities who are due to move to Sullivan. The two Sullivan pupils with physical disabilities would remain on site in September 2014 and their access to the curriculum and to the facilities at Sullivan would remain the same as they are now.</p> <p><u>(c) Children with communications difficulties</u></p> <p>There will be acoustic adjustments to some classrooms and communal spaces (hall, dining room) at the interim site to provide the same level of infrastructure as currently exists at New King’s School for pupils with a hearing impairment. These adjustments may also benefit children with speech, language and communication by improving the listening environment and as a consequence supporting attention and comprehension of spoken curriculum delivery.</p> <p><u>(d) Children with specific learning difficulties</u></p> <p>There are not expected to be any adverse effects for pupils with specific learning difficulties.</p> <p><b><u>(2) Final move to New King’s site</u></b></p> <p><u>(a) Children with ASD</u></p> <p>Initially the proposals may put pupils with ASD at a particular disadvantage because discomfort with change is commonly associated with ASD.</p> <p>Therefore, advance visits to the permanent New King’s site will be undertaken for all pupils with ASD, supported by their LSAs and their teachers, to help them</p>	<p>Positive</p>
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prepare for a successful transition to the new site for September 2015.

At the permanent site, full consideration will be given to organisation of the environment of the new school to maximise the capacity of pupils with ASD to access to learning and management of social situations. This will include clear visual cues for areas of the school reflecting the specific use of designated areas (for example, classrooms, dining hall, library). Provision will include work spaces and/or areas within classrooms for those students for whom reduced sensory overload is a preferred environment for learning and sufficient circulation space to avoid congestion and over-crowding during unstructured, break periods.

(b) Children with physical disabilities

During the consultation process, concern was expressed about the impact of the proposal and the potential closure on the small number of disabled pupils at Sullivan School, for whom the Sullivan site is said to be ideally suited. The Council proposes the following improvements in provision for pupils with a physical disability:

- New lifts will be installed as part of the New King's expansion works to ensure that the school will be fully accessible to all children on all main floors
- Improvements to internal layout
- each main floor will be provided with an accessible toilet

Therefore children with physical disabilities should not be disadvantaged by the end result of the proposals.

(c) Children with communications difficulties

Acoustic adjustments will be made at the permanent site which equal or exceed the current infrastructure to support children with hearing impairment and/or those with speech, language and communication difficulties regulate attention to maximise their potential for attending to and understanding oral curriculum

	<p>delivery.</p> <p>(d) <u>Children with specific learning difficulties</u></p> <p>There are not expected to be any adverse effects for pupils with specific learning difficulties.</p> <p>(e) <u>All children with special educational needs</u></p> <p>The plans for expansion of the New Kings School include appointment of three specialist teachers to lead intervention for children with special educational needs. This is expected to enhance the quality of the local offer of provision for these children.</p>	
Gender reassignment	There is no expected impact specific to this characteristic.	Neutral
Marriage and Civil Partnership	There is no expected impact specific to this characteristic.	Neutral
Pregnancy and maternity	There is no expected impact specific to this characteristic.	Neutral
Race	Our analysis of the consultation responses and representations thus far have not indicated that there will be any concerns in this area. It is noted that most pupils at both schools are from a minority ethnic heritage. The most recent Ofsted reports for both schools show that children from minority ethnic groups make good or better than expected progress and that both schools effectively meet the needs of a diverse community. It is not expected that the amalgamation proposal would have a negative impact on pupils by virtue of their race.	Neutral
Religion/belief (including non-belief)	The Council recognises the concerns expressed during consultation process by parents as well as both the London Diocesan Board for Schools and the local Mosque who value Sullivan School as a school for children of all faiths and no faith. They consider that none of the alternative models supported by the Council	Positive

	<p>enhance this cohesiveness but rather tend to undermine and ignore it.</p> <p>However, given that two secular schools will merge to form one secular school, no adverse impact is foreseen on pupils of a particular religion/belief or on pupils of no religion/belief.</p>	
Sex	<p>Our analysis thus far has not indicated that there will be any impact in this area. There will no change proposed to the composition of either school.</p>	Positive
Sexual Orientation	<p>There is no expected impact specific to this characteristic.</p>	Neutral

**Human Rights or Children’s Rights**

If your decision has the potential to affect Human Rights or Children’s Rights, please contact your Equality Lead for advice

Will it affect Human Rights, as defined by the Human Rights Act 1998?

No

Will it affect Children’s Rights, as defined by the UNCRC (1992)?

No

<b>Section 03</b>	<b>Analysis of relevant data</b>
	Examples of data can range from census data to customer satisfaction surveys. Data should involve specialist data and information and where possible, be disaggregated by different equality strands.
<b>Documents and data reviewed</b>	Statistical data cited above and the reports to Cabinet Members on 8 July 2013 and 17 October 2013.
<b>New research</b>	No new research required.

<b>Section 04</b>	<b>Consultation</b>
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<b>Consultation</b>	A wide-ranging consultation was carried out prior to publication of the proposals. The consultation period was extended to 12 weeks, from 16 July to 10 September 2013. The statutory notice period, during which representations could be submitted, expired on 11 <sup>th</sup> December. A full summary of both the consultation responses and representations received during the statutory notice period, along with the actual consultation responses and representations from both New King's and Sullivan will be reported to Cabinet on 20 January 2014.
<b>Analysis of consultation outcomes</b>	Both the consultation responses and the representations received during the statutory notice period have been fully analysed and summary reports are attached to the Cabinet Report for 20 January 2014.

<b>Section 05</b>	<b>Analysis of impact and outcomes</b>
<b>Analysis</b>	This is set out in Section 2 above and is not repeated here.

<b>Section 06</b>	<b>Reducing any adverse impacts and recommendations</b>
<b>Outcome of Analysis</b>	The action plan below is aimed at mitigating the adverse impacts on disabled pupils.

Page 578

<b>Section 07</b>		<b>Action Plan</b>			
Issue Identified	Action(s) to be taken	When	Lead Officer and Borough	Expected Outcome	Date added to business/service plan
1. Children with ASD experience discomfort with change.  Children with ASD find change challenging and are sometimes	Pupils with ASD at Sullivan will be supported by their TAs in preparing for the change of New King's pupils coming on-site in September 2014 and then will be supported through advance visits to the new permanent site to help ensure a successful transition.	As a result of re-location of New King's School to the Sullivan site in September 2014, and following the refurbishment of	Alison Farmer, Tri-Borough Assistant Director for SEN and Vulnerable Children	No significant negative effects on learning for any group and specifically those children with SEND is expected as a consequence of the proposed school changes. Plans have been	Current

<p>overwhelmed by the sensory experience of school.</p>		<p>New King's School for September 2015</p>		<p>made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.</p>	
<p>2. Children with communication difficulties at New King's might be disadvantaged by the current acoustic arrangements at Sullivan compared with those at New King's.</p> <p>Children at New Kings with hearing impairment (there is one child with a statement of SEN who has hearing impairment as a primary area of need) currently have a school environment with acoustic treatment .</p>	<p>Interim accommodation at Sullivan School will provide an acoustic environment equivalent to that currently at New King's for pupils with a hearing impairment.</p> <p>The expanded New Kings School will have acoustic treatment in some classrooms and open areas to the equivalent or greater level than the current building. This is expected to improve the learning environment provision for children with speech, language and communication needs in addition to those with hearing impairment.</p>	<p>As a result of re-location of New King's School to the Sullivan site in September 2014, and following the refurbishment of New King's School for September 2015</p>	<p>Alison Farmer, Tri-Borough Assistant Director for SEN and Vulnerable Children</p>	<p>No significant negative effects on learning for any group and specifically those children with SEND is expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.</p>	<p>Current</p>
<p>3. Children with physical disabilities at</p>	<p>The design and organisation of the temporary school and expanded New</p>	<p>As a result of re-location of New</p>	<p>Alison Farmer, Tri-Borough</p>	<p>No significant negative effects on learning for any</p>	

<p>Sullivan School might be disadvantaged by the physical arrangements at New King's.</p> <p>The Local Authority plans to increase accessible school provision.</p>	<p>Kings School will include visual cues to support children with ASD and others in recognising the use of different parts of the building.</p>	<p>King's School to the Sullivan site in September 2014, and following the refurbishment of New King's School for September 2015</p>	<p>Assistant Director for SEN and Vulnerable Children</p>	<p>group and specifically those children with SEND is expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.</p>	<p>Current</p>
<p>(No. 3 cont...)</p>	<p>Workstations will be provided for children with ASD as appropriate.</p>	<p>As a result of re-location of New King's School to the Sullivan site in September 2014, and following the refurbishment of New King's School for September 2015</p>	<p>Alison Farmer, Tri-Borough Assistant Director for SEN and Vulnerable Children</p>	<p>No significant negative effects on learning for any group and specifically those children with SEND is expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.</p>	<p>Current</p>
<p>(No. 3 cont...)</p>	<p>To ensure interim school buildings are accessible, proportionate building work</p>	<p>As a result of re-location of New King's School to</p>	<p>Alison Farmer, Tri-Borough Assistant</p>	<p>No significant negative effects on learning for any group and specifically those</p>	<p>Current</p>

	(e.g. door widths, ramps, etc) will be undertaken at the temporary school	the Sullivan site in September 2014, and following the refurbishment of New King's School for September 2015	Director for SEN and Vulnerable Children	children with SEND is expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.	
(No. 3 cont...)	The design of New King's School, through the provision of two new lifts, will ensure that the building is fully accessible for pupils with a physical disability.	As a result of re-location of New King's School to the Sullivan site in September 2014, and following the refurbishment of New King's School for September 2015	Alison Farmer, Tri-Borough Assistant Director for SEN and Vulnerable Children	No significant negative effects on learning for any group and specifically those children with SEND is expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.	Current
4. Ensuring adequate and effective provision for pupils with SEND so	The New Kings School plan indicates three specialist teachers will be employed to deliver interventions.	As a result of re-location of New King's School to the Sullivan site in	Alison Farmer, Tri-Borough Assistant Director for	No significant negative effects on learning for any group and specifically those children with SEND is	Current

that they make good educational progress.	It is expected that this will provide an enhanced local offer and improved quality of provision for children with learning difficulties.	September 2014, and following the refurbishment of New King's School for September 2015	SEN and Vulnerable Children	expected as a consequence of the proposed school changes. Plans have been made to mitigate the impact on children with SEND. Overall it is considered that the proposals improve the local offer of provision for children with SEND and are educationally advantageous for all pupils, including those with SEND.	
<b>Section 08</b>		<b>Agreement, publication and monitoring</b>			
<b>Chief Officers' sign-off</b>	Name: Ian Heggs Position: Director of Schools Commissioning Email: <a href="mailto:ian.heggs@lbhf.gov.uk">ian.heggs@lbhf.gov.uk</a> Telephone No: 020 8753 2883				
<b>Key Decision Report (if relevant)</b>	Date of report to Cabinet: 20/01/2014 Key equalities issues have been included: Yes				
<b>Opportunities Manager (where involved)</b>	N/A				



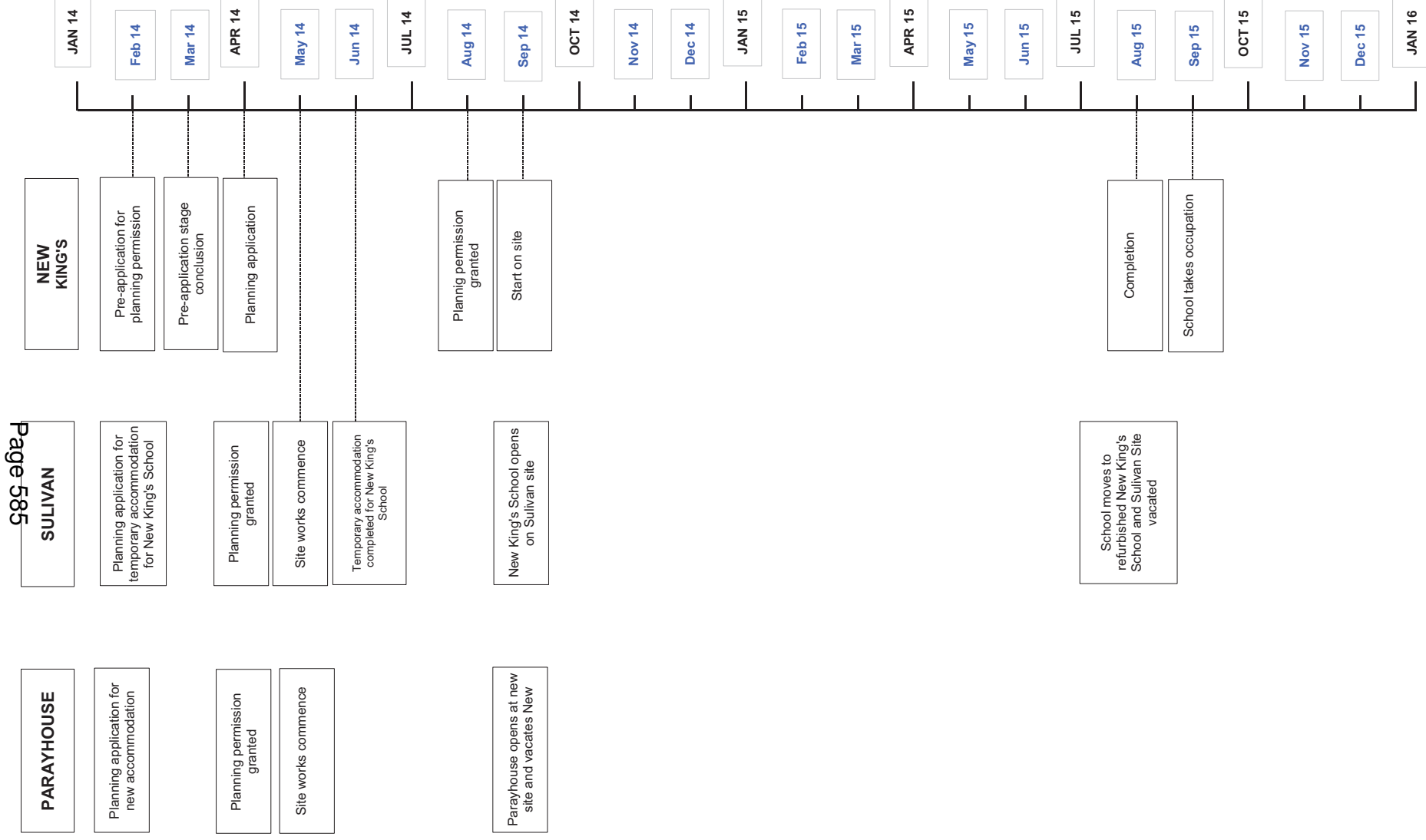
Hammersmith and Fulham Primary Reception preference data 2009 - 2013

School	2013				2012				2011				2010*				2009*			
	PAN	1 <sup>st</sup>	2 <sup>nd</sup>	Total	PAN	1 <sup>st</sup>	2 <sup>nd</sup>	Total	PAN	1 <sup>st</sup>	2 <sup>nd</sup>	Total	PAN	1 <sup>st</sup>	2 <sup>nd</sup>	Total	PAN	1 <sup>st</sup>	2 <sup>nd</sup>	Total
Addison	60	46	28	158	60	55	33	167	60	43	24	138	60	29	22	73	60	54	36	120
All Saints	30	61	36	159	30	55	43	153	30	61	36	135	30	46	24	88	30	49	36	96
Ark Bentworth	30	30	16	77	30	28	26	100	30	36	33	103	30	13	32	56	30	35	24	81
Ark Conway	30	35	33	142	30	45	29	128	30	17	10	61	0	0	0	0	30	0	0	0
Avonmore	30	39	26	117	30	52	30	148	30	40	20	117	30	50	26	86	30	45	37	114
Brackenbury	60	65	106	385	60 (bulge to 90)	99	107	398	60	102	101	397	60	95	104	269	60	74	79	228
Canberra	60	38	15	68	60	56	27	126	60	44	33	119	60	31	17	62	60	45	17	79
Flora Gardens	30	27	22	139	30	26	26	150	30	32	25	168	30	24	18	73	30	41	25	97
Fulham Primary	60	27	11	93	60	33	12	80	60	48	26	117	60	13	8	33	60	32	15	72
Greenside	30	34	24	158	30	28	44	182	30	35	42	201	30	34	45	140	30	30	64	140
Holy Cross L'Ecole	28	90	40	174	28	72	33	137	28	67	37	140	28	34	21	61	0	0	0	0
Holy Cross	60	60	55	176	30 (bulge to 60)	53	48	169	30	54	46	150	30	51	32	100	30	59	18	90
John Betts	30	65	113	340	30 (bulge to 60)	73	94	339	30	67	100	307	30	85	87	204	30	108	75	233
Kenmont	30	41	23	102	30	39	24	103	30	35	20	91	30	57	1	58	30	41	0	43
Langford	45	19	3	37	45	23	4	45	45	25	9	48	45	27	4	35	60	41	12	68
Larmenier & Sacred Heart	60	93	46	190	60	108	57	239	60	99	61	223	60	102	60	183	60	79	52	152
Lena Gardens	30	18	19	122	30	21	23	124	30	23	27	131	30	20	16	64	30	23	30	81
Melcombe	60	29	15	103	60	39	28	134	60	46	31	136	60	25	16	55	60	39	23	90
Miles Coverdale	30	34	18	102	30	36	25	122	30	31	22	108	30	17	13	40	30	29	12	63
New Kings	30	19	20	112	30	22	15	83	30	31	19	102	30	22	31	70	30	38	20	77
Normand Croft	30	29	23	93	30	36	23	84	30	36	20	97	30	23	13	43	30	36	17	64
Old Oak	60	52	16	94	45	50	22	101	45	38	19	99	45	40	10	57	45	56	14	82
Pope John	30	32	17	75	30	54	25	116	30	42	35	111	30	46	15	73	30	38	18	66
Queens Manor	30	27	21	89	30	28	19	89	30	25	22	92	30	18	12	42	30	28	14	66
Sir John Lillie	60	49	23	60	60	55	31	154	60	51	28	157	60	31	23	72	60	50	34	102
St Augustines	30	51	46	171	30	45	48	161	30	50	48	160	30	43	42	113	30	50	41	115
St John's	60	47	54	149	60	50	42	153	60	66	46	181	30	46	34	102	30	56	34	110
St Mary's	30	24	36	111	30	23	44	119	30	22	46	128	30	27	42	85	30	39	31	87
St Paul's	30	33	13	91	30	32	18	98	30	43	15	92	30	27	9	49	30	34	28	73
St Peter's	30	31	17	117	30	52	25	140	30	57	27	153	30	50	14	81	30	63	26	108
St Stephen's	60	72	36	187	30	69	48	188	60	73	26	191	30	50	28	102	30	52	34	93
St Thomas of Canterbury	60	33	34	135	60	33	33	119	60	39	38	131	45	39	19	88	45	43	40	110
Sulivan	45	35	17	112	45	31	22	89	45	39	26	108	45	18	10	45	45	31	18	64
The Good Shepherd	30	42	29	119	30	47	37	153	60	39	36	128	30	44	19	77	30	34	18	62
Wendell Park	60	56	18	153	60	67	30	190	60	69	42	203	60	51	14	78	60	55	20	92
West London Free School	60	135	95	394	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wormholt Park	60	30	27	113	60	67	46	179	60	71	37	167	60	57	29	118	60	71	28	115
	<b>1588</b>	<b>1648</b>	<b>1191</b>	<b>5217</b>	<b>1543</b>	<b>1702</b>	<b>1241</b>	<b>5260</b>	<b>1513</b>	<b>1696</b>	<b>1233</b>	<b>5190</b>	<b>1378</b>	<b>1385</b>	<b>910</b>	<b>2975</b>	<b>1395</b>	<b>1598</b>	<b>990</b>	<b>3333</b>

\*Only three preferences were available before Pan London coordination was introduced in 2011



APPENDIX K



department for  
**children, schools and families**

# Closing a Maintained Mainstream School

## A Guide for Local Authorities and Governing Bodies

For further information:

School Organisation & Competitions Unit  
DCSF  
Mowden Hall  
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Tel: 01325 735749

Email: [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)

Website: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=3](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=3)

Last updated 1 February 2010

## CLOSING A MAINTAINED MAINSTREAM SCHOOL - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

### Contents – click on page number to follow link to relevant section:

Introduction (Paragraphs 1-33)	1
Who is this Guide for? (Paragraphs 4-5)	1
School Organisation Planning Requirements (Paragraphs 6-8)	2
The Secretary of State's role (Paragraphs 9-10)	3
When are closure proposals required? (Paragraph 11)	3
Amalgamations/Mergers (Paragraph 12)	4
Schools wishing to acquire, change or lose a Religious Character (Paragraph 13)	4
Closing school(s) to be replaced by an Academy (Paragraph 14)	5
Schools Causing Concern (Paragraphs 15-21)	5
Proposals published under National Challenge (Paragraph 22-23)	6
Secretary of State's power to direct school closure (Paragraph 24)	7
LSC Powers to publish proposals to close 16-19 schools (Paragraph 25)	7
Overview of process (Paragraph 26)	7
Two Years Notice of Closure – Voluntary and Foundation Schools (Paragraphs 27-28)	8
Who can make proposals to close schools? (Paragraph 29)	8
Where to start? (Paragraph 30)	9
Rural Primary Schools (Paragraphs 31-32)	9
Nursery Schools (Paragraph 33)	9
Stage 1 – Consultation (Paragraphs 1.1-1.8)	11
Rural Primary Schools – Consulting on Closure (Paragraph 1.5)	12
Conduct of Consultation (Paragraphs 1.6-1.8)	13
Stage 2 – Publication (Paragraphs 2.1-2.10)	14
Related proposals (Paragraph 2.5)	14
Implementation date (Paragraph 2.6)	15
Explanatory note (Paragraph 2.7)	15
Invalid notice (Paragraph 2.8)	15
Who should be sent copies of the proposals? (Paragraphs 2.9-2.10)	15
Stage 3 – Representations (Paragraphs 3.1-3.2)	17
Stage 4 – Decision (Paragraphs 4.1-4.70)	18
Who Will Decide the Proposals? (Paragraphs 4.1-4.4)	18
Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)	18
Checks on Receipt of Statutory Proposals (Paragraph 4.7)	19
Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)	19
Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)	19
Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)	20

Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)	21
EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT	21
A System Shaped by Parents (Paragraphs 4.17-4.18)	21
Standards (Paragraphs 4.19-4.21)	21
Fresh Start and Collaborative Restarts (Paragraphs 4.22-4.23)	22
National Challenge Trust Schools (Paragraph 4.24)	22
Academies (Paragraphs 4.25-4.27)	22
Diversity (Paragraphs 4.28-4.30)	23
Balance of Denominational Provision (Paragraphs 4.31-4.32)	23
Every Child Matters (Paragraph 4.33)	24
NEED FOR PLACES	24
Provision for Displaced Pupils (Paragraph 4.34)	24
Surplus Places (Paragraphs 4.35-4.36)	24
IMPACT ON THE COMMUNITY AND TRAVEL	25
Impact on Community (Paragraphs 4.37-4.38)	25
Community Cohesion and Race Equality (Paragraph 4.39)	25
Travel and Accessibility for All (Paragraphs 4.40-4.41)	25
Rural Schools and Sites (Paragraphs 4.42-4.44)	26
SCHOOL CHARACTERISTICS	27
Boarding Provision (Paragraph 4.45)	27
Equal Opportunity Issues (Paragraph 4.46)	27
SPECIFIC AGE PROVISION ISSUES	27
Early Years Provision (Paragraphs 4.47-4.48)	27
Nursery School Closures (Paragraph 4.49)	27
14-19 Curriculum and Collaboration (Paragraph 4.50)	28
16-19 Provision – General (Paragraphs 4.51-4.53)	28
LSC Proposals to Close Inadequate 16-19 Provision (Paragraph 4.54)	29
Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.55)	29
SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION	29
Initial Considerations (Paragraphs 4.56-4.57)	29
The Special Educational Needs Improvement Test (Paragraph 4.58)	30
Key Factors (Paragraphs 4.59-4.62)	31
OTHER ISSUES	32
Views of interested parties (Paragraph 4.63)	32
Types of Decision (Paragraph 4.64)	32
Conditional Approval (Paragraphs 4.65-4.66)	33
Decisions (Paragraphs 4.67-4.69)	33
Can proposals be withdrawn? (Paragraph 4.70)	34
Stage 5 – Implementation (Paragraphs 5.1-5.11)	35

Can proposals be modified? (Paragraphs 5.2-5.4)	35
Revocation (Paragraphs 5.5-5.11)	35
Annex A	38
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## CLOSING A MAINTAINED MAINSTREAM SCHOOL - A GUIDE FOR LOCAL AUTHORITIES AND GOVERNING BODIES

### Introduction (Paragraphs 1-33)

1. This guide provides information on the procedures established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments) (England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009). For your convenience, a consolidated version of the Establishment and Discontinuance Regulations and the two sets of Amending Regulations can be found at: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29). The relevant provisions of EIA 2006 came into effect on 25 May 2007.

2. This guide contains both statutory guidance (i.e. guidance to which local authorities (LAs) and governing bodies have a statutory duty to have regard) and non-statutory guidance, on the process for closing a maintained mainstream school. Supplementary guidance is available for special schools under the relevant guidance section on the School Organisation website at [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg).

NOTE: For more detailed information on when proposals are required, see paragraphs 11 to 23 below.

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.

3. If you have any comments on the content or layout of this guide please send these to the School Organisation & Competitions Unit (using the School Organisation website's "Contact Us" facility [[www.dcsf.gov.uk/schoolorg/contact.cfm](http://www.dcsf.gov.uk/schoolorg/contact.cfm)] or by email to: [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) making sure that you identify the title of the guide and quote the page and paragraph numbers where relevant.

### Who is this Guide for? (Paragraphs 4-5)

4. This guide is for those considering publishing proposals to close maintained mainstream schools under Section 15 of EIA 2006, referred to as "proposers" (i.e. the LA or the governing body), those deciding proposals, referred to as the "Decision Maker" (i.e. the LA and the schools adjudicator) and also for information for those affected by school closure proposals.

5. Separate guides are available from the School Organisation website for:

- Opening a new school – "Establishing a new maintained



mainstream school” -

[www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2);

- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) - “Changing School Category to Foundation“ and “Trust School Proposals“ - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=25);
- Expanding a maintained mainstream school by enlarging or adding a sixth form - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=5); and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)“ - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=6](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=6).

### **School Organisation Planning Requirements** (Paragraphs 6-8)

6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child’s educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in “Duty to Respond to Parental Representations about the Provision of Schools” which is on the School Organisation website at: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=26](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=26).

8. Currently, LAs **must** publish a Children and Young People’s Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children’s Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place.

Children's Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children's Trusts by requiring all local authorities to have a Children's Trust Board in place by April 2010. It also extends the number of statutory "relevant partners" who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

In each local authority area the Children's Trust Board will be responsible for preparing and monitoring the implementation of the CYPP. This will give ownership of the plan to the partnership – whereas at present the CYPP is the responsibility of the local authority alone.

### **The Secretary of State's role** (Paragraphs 9-10)

9. The Secretary of State has the power to issue guidance to which the Decision Maker **must** have regard when deciding proposals. This should ensure that proposals and consultation responses and representations received from stakeholders are considered in a consistent way and that Ministers' key priorities for raising standards and transforming education are taken into account when decisions are taken. When drawing up their proposals, proposers are strongly advised to look at the factors which the Decision Maker **must** take into account when considering their proposals (see [Stage 4](#)).

10. The Secretary of State does not decide statutory proposals relating to schools, except where proposals have been published by the Learning and Skills Council (LSC)<sup>1</sup> under Section 113A of the Learning and Skills Act 2000 (as inserted by section 72 of the Education Act 2002), for changes to 16-19 provision in schools. For further information please see guidance "School Organisation Proposals by the Learning and Skills Council" available at: [www.teachernet.gov.uk/docbank/index.cfm?id=4390](http://www.teachernet.gov.uk/docbank/index.cfm?id=4390).

### **When are closure proposals required?** (Paragraph 11)

11. If a LA or governing body needs to close a maintained mainstream school for the following reasons:

- it is surplus to requirements (e.g. as a result of an area-wide reorganisation and/or there are sufficient places in neighbouring schools to accommodate displaced pupils);

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<sup>1</sup> 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.

- it is to be amalgamated/merged with another school (see paragraph 12 below);
- it is to gain, lose or change religious character (see paragraph 13 below);
- it is to be replaced by an Academy (see paragraph 14 below); or
- it is to be replaced by a new school under the National Challenge Trust programme (see paragraph 22 below)

statutory proposals will be required. The statutory process to close a school does not have to precede proposals to re-build a school on its existing site or to transfer an existing school to a new site UNLESS the intention is to statutorily cease to maintain the school and replace it with a new school established under section 7 (school competition), 10 (exemption from a school competition) or 11 (special case) of the EIA 2006.

### **Amalgamations/Mergers (Paragraph 12)**

12. There are two ways to 'merge' or 'amalgamate' two or more existing schools:

a. The LA or GB (depending on school category) can publish proposals to close two (or more) schools and the LA or a proposer other than the LA (e.g. Diocese, faith or parent group, Trust) depending on category, can publish proposals to open a new school, either through a competition (under section 7 of EIA 2006), or after receiving exemption from the Secretary of State\* (under section 10 of the EIA 2006). This results in a new school number being issued for the new school.

b. The LA and/or GB (depending on school category) can publish proposals to close one school (or more) and proposals to enlarge/change the age range/transfer site etc of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its phase has changed.

\*All section 10 exemption applications are considered on their individual merits. However there is a 'presumption for approval' for infant/junior amalgamations, faith school reorganisations and new schools proposed by proposers other than the LA, because Ministers have indicated, during debates in Parliament, that they may be prepared to give consent to requests under these criteria, for publication of proposals without holding a competition. See Section B of the "Establishing a Maintained Mainstream School" guide for further information ([www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2)).

### **Schools wishing to acquire, change or lose a Religious Character (Paragraph 13)**

13. It is not possible for a community, voluntary or foundation school to acquire, lose or change religious character by making a prescribed alteration

to the school. To make a change from, for example, a community school to a voluntary school with a religious character, the LA would need to publish proposals to close the community school, and a faith organisation (as proposers) would need to bring forward “related” proposals to establish a new voluntary school with a religious character (either through “competition” under section 7 of the EIA 2006, or “exemption” under section 10 of the EIA 2006). Please refer to “Establishing a New Maintained Mainstream School” - (<http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2>).

### **Closing school(s) to be replaced by an Academy (Paragraph 14)**

14. Academies are publicly funded independent schools, which do not fall under School Organisation regulations. Where a maintained school is proposed for closure, to be replaced by an Academy, the normal statutory process applies to the school closure proposals, but not to the new Academy (see <http://www.standards.dfes.gov.uk/academies> for further information about Academies). Section 482 of the Education Act 1996 provides for the Secretary of State to enter into funding agreements for new Academies with sponsors. The school closure proposals, if approved, **should** be conditional upon the Funding Agreement being signed, which could be explained in “Explanatory Notes” in the statutory notice along the lines of:

*Academies are publicly funded independent schools with sponsors from the private and voluntary sectors. The establishment of an Academy is subject to the agreement of the Secretary of State. It is proposed that the closure of X school(s) should be approved to take effect only if by the date of closure an agreement has been made under section 482(1) of the Education Act 1996 for the establishment of an Academy to replace X school(s).*

NOTE: The minimum amount of information about the proposed Academy **should** be included in the closure notice; the proposals are about the closure of the school(s), not the specifications of the new Academy. Because Academy proposals do not fall under School Organisation regulations, they are not considered as “related” to the school closure proposal(s) (see paragraph 2.5 below).

### **Schools Causing Concern (Paragraphs 15-21)**

15. The categories of schools causing concern are defined in sections 59-62 of the EIA 2006. Further information on these categories and the relevant duties, powers and responsibilities can be found in the DCSF guidance on schools causing concern, available at: <http://www.standards.dcsf.gov.uk/sie/si/SCC/>.

16. The Apprenticeships, Schools, Children and Learners (ASCL) Act 2009 introduces new provisions relating to schools causing concern. These provisions come into force on 12 January 2010. The existing schools causing concern guidance will be replaced with new guidance to reflect the new provisions in the New Year.

17. All maintained schools causing concern **should** receive intensive support from their LA. The National Strategies section of the DCSF Standards website provides further information:

<http://nationalstrategies.standards.dcsf.gov.uk/>.

18. The Education Act 2005 (Section 44) changed the definition of a school in Special Measures and introduced a new category - Significant Improvement – which replaced previous Ofsted categories of Serious Weaknesses, Inadequate Sixth Form or Underachieving (a non-statutory category). Before reaching a judgement that a school requires Special Measures, Ofsted inspectors **must** now take into account a school's capacity to improve. A school that is not considered to need Special Measures but is nevertheless not performing as well as it ought to be, may be judged to require Significant Improvement. Schools requiring Significant Improvement are sometimes described as being under a Notice to Improve.

19. Schools that are made subject to Special Measures will continue to receive termly monitoring visits; those requiring Significant Improvement will be re-inspected after one year. In addition, Ofsted carry out monitoring visits to schools requiring Significant Improvement 6-8 months after the initial inspection.

20. When considering the closure of any school causing concern and the expansion of other schools in the area, the LA **should** take into account the popularity with parents of alternative schools.

21. Where a school is to be closed so that it may be amalgamated with a more successful and popular school, the Decision Maker will normally approve these proposals, subject to evidence being provided by the LA and other interests that the development will have a positive impact on standards.

### **Proposals published under National Challenge** (Paragraph 22-23)

22. The National Challenge programme was launched in June 2008 as a major initiative to improve standards in all secondary schools. The aim is that by 2011, at least 30% of pupils in every school will gain five or more GCSEs at A\*-C, including both English and mathematics. One of the structural solutions (interventions) available through the programme is the closure of a school which is below this target, and the opening of a new National Challenge Trust (NCT) school, which will have clear and specific plans for raising attainment, agreed with the Department. The new NCT school **must** be a foundation school with a foundation (i.e. a Trust school) composed of Trust partners agreed with the LA and the Department in the Statement of Intent, including a strong education partner; the foundation (Trust) **must** also appoint a majority of governors to the school's governing body.

23. The proposals for both the closure of the weak school and the opening of the new school, usually on the same site, **should** be published as "related" statutory proposals. NCT proposals for a new school can only be published without a competition for the new school if the Secretary of State has granted consent under Section 10 of EIA 2006 (see Part B of "Establishing a New

Maintained Mainstream School” - (<http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2>). There is a strong presumption to approve proposals for a NCT school where a Statement of Intent has been agreed with the Department.

### **Secretary of State’s power to direct school closure** (Paragraph 24)

24. Section 68 of EIA 2006 gives the Secretary of State the power to direct an LA to close a school requiring special measures. This will usually be done only where there is no prospect of the school making sufficient improvements. Prior to making the direction, the Secretary of State **must** consult with the LA, the governing body that is to be replaced, and – in the case of a voluntary or foundation school – the diocesan or other appointing authority, and the LSC (if the school has a sixth form). Such a direction will not require the publication of statutory proposals for the school’s closure but proposals may be required for the opening of a new school or for alterations as a consequence of the directed closure. If the direction to close a school has been given, the LA will be expected to meet any costs of terminating staff contracts, and make appropriate arrangements for the pupils’ continuing education, whether in a replacement school or through transition to an alternative school (see chapter 5 of Schools Causing Concern Guidance for further information – <http://www.standards.dcsf.gov.uk/sie/documents/sccamendedguidance.doc>).

### **LSC Powers to publish proposals to close 16-19 schools** (Paragraph 25)

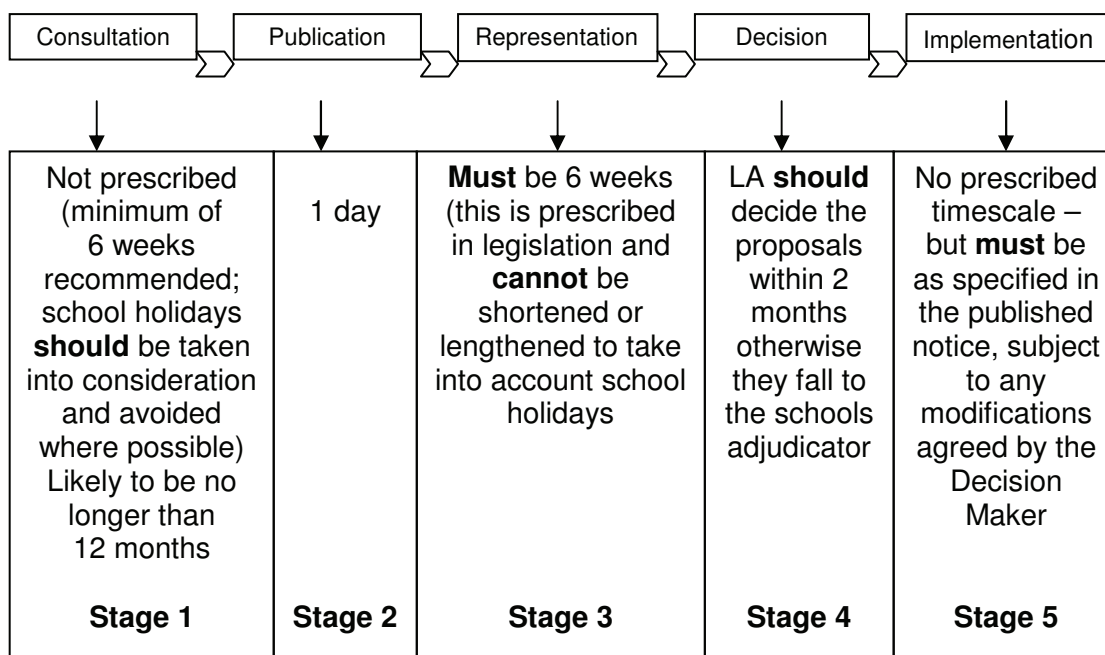
25. The Learning and Skills Council (LSC)<sup>2</sup> will work with LAs to support the improvement of sixth form provision. The LSC has the power to publish proposals for the closure of an inadequate school sixth form. Where a school sixth form has been judged to require Significant Improvement in two consecutive Ofsted inspections, or where a maintained school for 16-19 year olds has been judged to require Special Measures in two consecutive Ofsted inspections, the LSC may publish proposals to close the sixth form or 16-19 school. The proposals will be decided by the LA or schools adjudicator in accordance with the same procedures as set out in [Stage 4](#) of this guide.

### **Overview of process** (Paragraph 26)

26. There are 5 statutory stages for a statutory proposal to close a maintained mainstream school:

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<sup>2</sup> 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.



### Two Years Notice of Closure – Voluntary and Foundation Schools (Paragraphs 27-28)

27. Alternatively (instead of following the statutory process outlined above), under section 30 of the School Standards and Framework Act 1998, the governing body of a voluntary or foundation school may (subject to specified provisions) give at least two years' notice of their intention to close the school, to the Secretary of State and the LA. The Secretary of State's prior consent is required if expenditure has been incurred on the school's premises by the Secretary of State, the Funding Agency for Schools (in the case of a school which was formerly grant-maintained) or by the school's current, or any previous, LA. Similarly, trustees of a foundation or voluntary school may give the governing body a minimum of two years notice, if they intend to terminate the school's occupation of the school's site, and as a result the school can no longer continue. A copy of the served notice **must** also be given to the Secretary of State and the LA at the time when it is given to the governing body. The minimum two years' notice allows the LA and/or governing body time to make alternative arrangements for the school and its pupils, which may include following the normal statutory process to enlarge/change the age range of other schools etc.

28. Statutory proposals are not required in the case of closure proposed under section 30; the full process is set out in section 30 of the School Standards and Framework Act 1998 and is not covered by this guidance.

### Who can publish statutory proposals to close schools? (Paragraph 29)

29. An LA can publish proposals to close any category of maintained school (community, community special, foundation [including Trust], foundation special, voluntary aided, voluntary controlled and nursery schools). The governing body of a voluntary, foundation [including Trust], or foundation

special school may also publish proposals to close their own school.

### **Where to start?** (Paragraph 30)

30. Before commencing formal consultation, the LA or governing body **should** ensure they understand the statutory process that **must** be followed, the factors that are likely to be considered by the Decision Maker and that they have a sufficiently strong case and supporting evidence for their proposals.

### **Rural Primary Schools** (Paragraphs 31-32)

31. EIA 2006 requires that an LA or governing body, that is considering proposing the closure of a rural primary school **must** consider the following matters, when formulating their proposals:-

- the likely effect of the discontinuance of the school on the local community;
- the availability, and likely cost to the LA, of transport to other schools;
- any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and
- any alternatives to the discontinuance of the school.

Although there is a presumption against closure of a rural school, that does not mean that no rural schools will close ([see 4.42](#) below).

32. A list of primary schools that are designated as rural can be found at: [www.dcsf.gov.uk/schoolorg/useful-links.cfm](http://www.dcsf.gov.uk/schoolorg/useful-links.cfm). Secondary schools are not designated; it is for the Decision Maker to determine whether or not a secondary school should be considered as rural; the Department's register of schools – Edubase (<http://www.edubase.gov.uk>) - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. See paragraphs 4.43-4.44 for further information.

NOTE: On Edubase, any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

### **Nursery Schools** (Paragraph 33)

33. Nursery schools generally offer high quality provision, and have considerable potential as the basis for developing integrated services for young children and families; there is a presumption against closure of LA maintained nursery schools, but that does not mean that no nursery schools will close. The LA **should** consider the following matters (which **must** be considered by the decision maker), when formulating proposals:-



- the number of empty places consistently being funded;
- developing the school into a Sure Start Children's Centre, unless there is evidence of unsuitable accommodation, poor quality provision and low demand for places;
- alternative planned provision will be at least as equal in terms of the quantity and quality of early years provision provided by the nursery school, with no loss of expertise and specialism; and
- replacement provision is more accessible and convenient for local parents.

**Stage 1 – Consultation** (Paragraphs 1.1-1.8)

1.1 Under section 16 of EIA 2006, those considering bringing forward statutory proposals to close a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State's guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.5. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific closure proposal of the school in question.

1.2 The Secretary of State requires those bringing forward proposals to consult all interested parties (see paragraph 1.3 below). In doing so they **should**:

- allow adequate time;
- provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted;
- make clear how their views can be made known; and
- be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.

1.3 The Secretary of State considers that the interested parties who **should** be consulted by proposers include:

- the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- the LA that maintains the school (if the governing body is publishing the proposals);
- families of pupils, teachers and other staff at the school;
- any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;
- families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and

representatives of any trade union of any other staff at schools who may be affected by the proposals;

- (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- the trustees of the school (if any);
- (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Child Care Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- such other persons as appear to the proposers to be appropriate.

1.4 Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them. Guidance on this duty is available on the Teachernet website: [www.publications.teachernet.gov.uk](http://www.publications.teachernet.gov.uk) and is entitled “Pupil Participation Guidance: Working Together – Giving Children and Young People a Say”.

#### Rural Primary Schools – Consulting on Closure (Paragraph 1.5)

1.5 Section 16(1) of EIA 2006 places a statutory **duty** on those proposing the closure of a rural primary school to consult:-

- the registered parents of registered pupils at the school;
- the LA (where proposals are to be made by the school governing body);
- in a case where the LA are a county council in England, any district council for the area in which the school is situated;
- any parish council for the area in which the school is situated; and

- such other persons as appear to the relevant body to be appropriate.

### Conduct of Consultation (Paragraphs 1.6-1.8)

1.6 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation's duration, the Department strongly advises that the proposers **should** allow at least 6 weeks for this. This will allow consultees an opportunity to consider what is being proposed and to send their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

1.7 At the end of the consultation the proposer **should** consider the views expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

1.8 If the need for the closure arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as "related" so that they are decided together (see 2.5 ).

Remember:

Do	Don't
Consult all interested parties	Consult during school holidays (where possible)
Provide sufficient time and sufficient information	Use language which could be misleading, e.g. We <u>will</u> close the school – instead, use 'propose to'.
Think about the most appropriate consultation method	
Consider feedback and views	
Consider alternative options	
Explain the decision making process	

## Stage 2 – Publication (Paragraphs 2.1-2.10)

2.1 LAs can publish proposals to close any category of maintained school within the LA. Governing bodies of voluntary or foundation schools can publish proposals to close their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2.2 Proposals **must** contain the information specified in the Regulations. The regulations specify that part of the information (as set out in Part 7 of Schedule 5) is published in a statutory notice (see paragraph 2.3 below), but the complete proposal (as set out in Schedule 4), **must** be sent to a range of copy recipients (see paragraph 2.9-2.10 below). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see 2.4 below) can be used to prepare the draft statutory notice.

2.3 A statutory notice containing specified information (indicated by the shaded information in [Annex A](#)) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The 'date of publication' is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at [www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg). To gain access the proposer needs to register for the "Members' Area" on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website.

## Related proposals (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as "related", either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are "related" to proposals by governing bodies or other proposers (e.g. where a school is to be closed and another enlarged, or a school is to be replaced by a new school) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not "related", they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not

“related”. This does not include proposals that fall under other regulations e.g. removal of a Trust, opening of an Academy or federation proposals.

### **Implementation date** (Paragraph 2.6)

2.6 There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses. In general, therefore - with the possible exception of BSF or major authority-wide reorganisation proposals which may have to be phased in over a long period - the implementation date for the proposals (stated in the statutory notice) **should** be within 3 years of their publication. Proposers may be expected to show good reason if they propose a longer timescale. If the proposals are approved, they **must** then be implemented by the proposed implementation date, subject to any modifications made by the Decision Maker.

### **Explanatory note** (Paragraph 2.7)

2.7 If the full effect of the proposals is not apparent to the general public from the statutory notice, it may be supplemented by an explanatory note or background statement, but this **should** be clearly distinguishable from the formal proposals as it does not form a statutory part of the notice. Ideally, whilst complying with regulations, the statutory notice **should** be as concise as possible, so that it is easily understood (this will also help keep publication costs to a minimum), with more detailed information contained in the complete proposal (see [paragraph 14](#) for suggested explanatory notes if a closing school is to be replaced by an Academy).

### **Invalid notice** (Paragraph 2.8)

2.8 Where a published notice has not been properly formulated in accordance with the regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or schools adjudicator. In these circumstances the proposer **should** publish a revised notice making it clear that this replaces the first notice and that the statutory period for representations will run from the publication date of the revised notice (and whether or not any representations already received will still be considered by the Decision Maker). If the issue is very minor, e.g. a typo, a published addendum may suffice, in which case, the representation period would not need to change.

### **Who should be sent copies of the proposals?** (Paragraphs 2.9-2.10)

2.9 If the governing body are the proposers, they **must** submit a copy of their complete proposal to the LA that maintains the school, on the **date of publication**. It would also be helpful to submit a copy of the statutory notice. (see 2.2 above).

If the LA are the proposers, they **must** submit a copy of their complete proposal to the governing body of the school proposed for closure, on the

**date of publication.** It would also be helpful to submit a copy of the statutory notice. (see 2.2 above).

In addition, the proposer **must, within one week of the date of publication**, send a full copy of the complete proposal, to:

- any other LA likely to be affected by the proposals;
- the Diocesan Board of Education for any diocese of the Church of England which is comprised in the area of the LA;
- the bishop of a diocese of the Roman Catholic Church which is comprised in the area of the LA;
- the Learning and Skills Council for England if the school provides 14-16 education or sixth form education;
- where the school is a voluntary or foundation - the trustees or foundation body; and
- any person who requests a copy.

2.10 The proposers **must** also send to the Secretary of State (i.e. to SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or via email to [school.organisation@education.gsi.gov.uk](mailto:school.organisation@education.gsi.gov.uk)) **within a week of publication**:

- a complete copy of the proposal, excluding all documentation relating to the consultation; and
- a copy of the statutory notice that appeared in the local newspaper, showing the date of publication.

**Stage 3 – Representations** (Paragraphs 3.1-3.2)

3.1 Once proposals are published there follows a **statutory 6 week representation period** during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

3.2 The representation period is specified in legislation as **6 weeks** and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published.



## Stage 4 – Decision (Paragraphs 4.1-4.70)

### 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. Paragraphs 7-8 and 19 of Schedule 2 to EIA 2006 set out who **must** decide proposals for school closures. Decisions on closure proposals will be taken by the LA with some rights of appeal to the schools adjudicator. Only if the closure 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.

4.2 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.

4.3 Where proposals are published by the LA and there are no objections and the proposals are not “related” to other proposals, the proposals **must** be determined by the LA under Paragraph 19 of Schedule 2 to EIA 2006. The proposals **should** then be decided within 2 months (and if not, the proposals **must** be referred to the schools adjudicator) and there is no provision for an appeal against the LA’s decision. A conditional approval cannot be given where proposals are decided under the paragraph.

4.4 If there are objections to the proposals, or there are no objections but the proposals are “related” to other proposals, the proposals **must** be decided under Paragraph 8 of Schedule 2 to EIA 2006. The LA will normally be the decision maker (i.e. except where the proposals are related to proposals for the establishment of a new school and the schools adjudicator is required to decide the new school proposals – see paragraph 5.6 of Part A, and paragraph 4.6 of Part B, of “Establishing a New Maintained Mainstream School” - [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=2)). 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.

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

4.5 There is no right of appeal where proposals are decided under Paragraph 19 of Schedule 2 to EIA 2006. In all other cases the following bodies may appeal against an LA decision on school closure proposals:

- the local Church of England diocese;
- the Bishop of the local Roman Catholic diocese;
- the LSC where the school provides education for pupils aged 14

and over; and

- the governors and trustees of a foundation (including Trust) or voluntary school that is subject to the closure proposals.

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); and
- Are the proposals "related" to other published proposals? (see paragraphs 4.10 - 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 Regulations - it may be judged invalid and the Decision Maker **should** consider whether they can decide the proposals.

#### **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 Paragraphs 9 and 19 of Schedule 2 to the EIA 2006 provide that any proposals that are “related to” particular proposals (e.g. for a new school, or prescribed alterations to existing schools i.e. change of age range, enlargement, transfer of site) **must** be considered together. This does not include proposals that fall outside of the 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”. Proposals for a school competition **should** be considered together with proposals for any school closure where there is a clear link.

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.

4.13 Where proposals for a closing school are “related” to proposals published by the local LSC<sup>3</sup>, 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.

<sup>3</sup> 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.

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 Paragraphs 8(6) and 17 of Schedule 2 to the EIA 2006 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 closure proposals. Paragraphs 4.16 to 4.63 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
- 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 4.19-4.21)

4.19 The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, while 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 closure 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.

4.21 Where a school is to be closed so that it may be amalgamated with a more successful and/or popular school, the Decision Maker **should** again normally approve these proposals, subject to evidence being provided by the LA and other interested parties, that the development will have a positive impact on standards.

#### **Schools Causing Concern** (Paragraphs 4.22-4.23)

4.22 When considering the closure of any school causing concern and, where relevant, the expansion of other schools, the Decision Maker **should** take into account the popularity with parents of alternative schools.

4.23 For all closure proposals involving schools causing concern, copies of the Ofsted monitoring letters for the relevant schools **should** be made available. The Decision Maker **should** have regard to the length of time the school has been in special measures, needing significant improvement or otherwise causing concern, the progress it has made, the prognosis for improvement, and the availability of places at other existing or proposed schools within a reasonable travelling distance. There **should** be a presumption that these proposals **should** be approved, subject only to checking that there will be sufficient accessible places of an acceptable standard available in the area to meet foreseeable demand and to accommodate the displaced pupils.

#### **National Challenge Trust Schools** (Paragraph 4.24)

4.24 Where a school is proposed to close and re-open as a brokered National Challenge Trust school, the new school will have clear and specific plans for raising attainment which have been agreed by the Department (specified in the Statement of Intent agreed by Ministers). There **should** be a presumption to approve proposals where funding has been agreed by the Department, but the Decision Maker **should** be satisfied that the places the new school will provide are needed.

#### **Academies** (Paragraphs 4.25-4.27)

4.25 Academies are publicly-funded independent schools established in partnership with business and voluntary sector sponsors. They will normally replace one or more poorly-performing schools or will meet demand for new school places in diverse communities where there is only limited access to free high quality school places. Academies may be established in rural as well as urban areas. All Academies **should** contribute to a strategic approach to diversity in their area. The involvement of business and other non-Government partners will enable Academies to develop and implement new approaches to governance, teaching and learning in order to raise standards. All Academies will be required to share their facilities and expertise with other local schools and the wider community.

4.26 Where an Academy is to replace an existing school or schools, the proposals for the closure of those schools **should** indicate whether pupils currently attending the schools will transfer to the Academy and, if appropriate, what arrangements will be made for pupils who are not expected to transfer.

4.27 If provision for pupils at a school proposed for closure is dependent on the establishment of an Academy, or the extension or enlargement of an existing Academy, any approval of the closure proposals **should be** conditional on the Secretary of State making an agreement for a new Academy, or agreeing to the extension or enlargement of an existing one (see paragraph 4.65), but there **should be** a general presumption in favour of approval.

#### **Diversity** (Paragraphs 4.28-4.30)

4.28 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 4.58 to 4.62).

4.29 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.

4.30 Decision Makers **should** consider how proposals will impact on local diversity. They **should** consider the range of schools in the relevant area of the LA and how the closure of the school will ultimately impact on the aspirations of parents, help raise local standards and narrow attainment gaps.

#### **Balance of Denominational Provision** (Paragraphs 4.31-4.32)

4.31 In deciding proposals to close a school with a religious character, the Decision Maker **should** consider the effect that this will have on the balance of denominational provision in the area.

4.32 The Decision Maker **should not** normally approve the closure of a school with a religious character where the proposal would result in a reduction in the proportion of denominational places in the area. This guidance does not however apply in cases where the school concerned is severely under-subscribed, standards have been consistently low or where an infant and junior school (at least one of which has a religious character) are to be replaced by a new all-through primary school with the same religious character on the site of one or both of the predecessor schools.

**Every Child Matters** (Paragraph 4.33)

4.33 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 displaced pupils will continue to have access to 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.

**NEED FOR PLACES****Provision for Displaced Pupils** (Paragraph 4.34)

4.34 Where proposals will remove provision, the Decision Maker **should** be satisfied that there is sufficient capacity to accommodate displaced pupils in the area, taking into account the overall supply and likely future demand for places. The Decision Maker **should** consider the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents’ aspirations for those schools.

**Surplus Places** (Paragraphs 4.35-4.36)

4.35 It is important that education is provided as cost-effectively as possible. Empty places can represent a poor use of resources - resources that can often be used more effectively to support schools in raising standards. The Secretary of State wishes to encourage LAs to organise provision in order to ensure that places are located where parents want them. LAs **should** take action to remove empty places at schools that are unpopular with parents and which do little to raise standards or improve choice. The removal of surplus places **should** always support the core agenda of raising standards and respect parents’ wishes by seeking to match school places with parental choices.

4.36 The Decision Maker **should** normally approve proposals to close schools in order to remove surplus places where the school proposed for closure has a quarter or more places unfilled, and at least 30 surplus places, and where standards are low compared to standards across the LA. The Decision Maker **should** consider all other proposals to close schools in order to remove surplus places carefully. Where the rationale for the closure of a school is based on the removal of surplus places, standards at the school(s) in question **should** be taken into account, as well as geographical and social factors, such as population sparsity in rural areas, and the effect on any community use of the premises.

## IMPACT ON THE COMMUNITY AND TRAVEL

### Impact on Community (Paragraphs 4.37-4.38)

4.37 Some schools may already be a focal point for family and community activity, providing extended services for a range of users, and its closure may have wider social ramifications. In considering proposals for the closure of such schools, the effect on families and the community **should** be considered. Where the school was providing access to extended services, some provision **should** be made for the pupils and their families to access similar services through their new schools or other means.

4.38 The information presented by those bringing forward proposals to close such schools, particularly when they are in receipt of funding as part of regeneration activity, **should** therefore include evidence that options for maintaining access to extended services in the area have been addressed. The views of other relevant agencies and partnerships with responsibility for community and family services **should** be taken into account, alongside those of the local police, Government Offices and Regional Development Agencies having responsibility for the New Deal for Communities.

### Community Cohesion and Race Equality (Paragraph 4.39)

4.39 When considering proposals to close a school the Decision Maker **should** consider the impact of the proposals on community cohesion. This will need to be considered on a case by case basis, taking account of the community served by the school and the views of different sections within the community. In considering the impact of the proposals on community cohesion the Decision Maker will need to take account of the nature of the alternative provision to be made for pupils displaced by the closure and the effects of any other changes to the provision of schools in the area.

### Travel and Accessibility for All (Paragraphs 4.40-4.41)

4.40 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.

4.41 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](http://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.



**Rural Schools and Sites** (Paragraphs 4.42-4.44)

4.42 In considering statutory proposals to close a rural school, the Decision Maker **should** have regard to the need to preserve access to a local school for rural communities. There is therefore a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure **should** be strong and the proposals clearly in the best interests of educational provision in the area. The presumption will not apply in cases where a rural infant and junior school on the same site are being closed to establish a new primary school. In order to assist the Decision Maker, those proposing closure **should** provide evidence to the Decision Maker to show that they have carefully considered:

- a. Alternatives to closure including the potential for federation with another local school to increase the school's viability; the scope for an extended school or children's centre to provide local community services and facilities e.g. child care facilities, family and adult learning, healthcare, community internet access etc;
- b. The transport implications as mentioned in paragraphs 4.40 to 4.41; and
- c. The overall and long term impact on local people and the community of closure of the village school and of the loss of the building as a community facility.

4.43 When deciding proposals for the closure of a rural primary school, the Decision Maker **should** refer to the Designation of Rural Primary Schools (England) 2007 to confirm that the school is a rural school. The list of rural primary schools can be viewed on line at: [www.dcsf.gov.uk/schoolorg/useful-links.cfm](http://www.dcsf.gov.uk/schoolorg/useful-links.cfm).

4.44 In the case of secondary schools, it is the responsibility of the Decision Maker to decide whether a school is to be regarded as rural for the purpose of considering proposals for closure under this guidance and in particular the presumption against closure. The Department's register of schools – Edubase (<http://www.edubase.gov.uk>) - includes a rural/urban indicator for each school in England based on an assessment by the Office for National Statistics. The Decision Maker **should** have regard to this indicator. Where a school is not recorded as rural on Edubase, the Decision Maker may nonetheless wish to consider evidence provided by interested parties that a particular school **should** be regarded as rural.

NOTE: On Edubase, any school classed as urban will have a rural/urban indicator of either 'Urban>10K – less sparse' or 'Urban>10K – sparse' – all other descriptions refer to rural schools.

## SCHOOL CHARACTERISTICS

### Boarding Provision (Paragraph 4.45)

4.45 In making a decision on proposals to close a school that includes boarding provision, the Decision Maker **should** consider whether there is a state maintained boarding school within one hour's travelling distance from the school. The Decision Maker **should** consider whether there are satisfactory alternative boarding arrangements for those currently in the school and those who may need boarding places in the foreseeable future, including the children of service families.

### Equal Opportunity Issues (Paragraph 4.46)

4.46 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.

## SPECIFIC AGE PROVISION ISSUES

### Early Years Provision (Paragraphs 4.47-4.48)

4.47 In considering proposals to close a school which currently includes early years provision, the Decision Maker **should** consider whether the alternative provision will integrate pre-school education with childcare services and/or with other services for young children and their families; and **should** have particular regard to the views of the Early Years Development and Childcare Partnership.

4.48 The Decision Maker **should** also consider whether the alternative early years provision will maintain or enhance the standard of educational provision and flexibility of access for parents. Alternative provision could be with providers in the private, voluntary or independent sector.

### Nursery School Closures (Paragraph 4.49)

4.49 In deciding whether to approve any proposals to close a nursery school, the Decision Maker **should** be aware that nursery schools generally offer high quality provision, and have considerable potential as the basis for developing integrated services for young children and families. There **should** be a presumption against the closure of a nursery school unless the case for closure can demonstrate that:

- a. the LA is consistently funding numbers of empty places;
- b. full consideration has been given to developing the school into a Sure Start Children's Centre, and there are clear, justifiable grounds for not doing

so, for example: unsuitable accommodation, poor quality provision and low demand for places;

c. plans to develop alternative provision clearly demonstrate that it will be at least as equal in terms of the quantity and quality of early years provision provided by the nursery school with no loss of expertise and specialism; and that

d. replacement provision is more accessible and more convenient for local parents.

#### **14-19 Curriculum and Collaboration** (Paragraph 4.50)

4.50 The Government has ambitious plans to increase post-16 participation rates and improve the skills of learners. The foundation for making progress is a transformed, coherent 14-19 phase offering a rich mix of learning opportunities from which young people can choose tailored programmes and gain qualifications appropriate to their aptitudes, needs and aspirations. This will be achieved by better collaboration between local providers, including schools, colleges, training providers and employers. Decision Makers **should** therefore consider what measures are being proposed to ensure that opportunities available to students in this age group are not reduced by the school closure, although the absence of such measures **should not** prevent the closure of a poorly-performing school.

#### **16-19 Provision – General** (Paragraphs 4.51-4.53)

4.51 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.

4.52 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.

4.53 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.

#### **LSC Proposals to Close Inadequate 16-19 Provision** (Paragraph 4.54)

4.54 The Learning and Skills Act 2000 (as amended by the Education Act 2005) gives the LSC<sup>4</sup> powers to propose the closure of 16-19 schools judged to require Significant Improvement in two consecutive Ofsted inspections. Where a 16-19 school is proposed for closure in such circumstances there **should** be a presumption to approve the proposals, subject to evidence being provided that the development will have a positive impact on standards.

#### **Conflicting Sixth Form Reorganisation Proposals** (Paragraph 4.55)

4.55 Where the implementation of reorganisation proposals by the LSC 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).

### **SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION**

#### **Initial Considerations** (Paragraphs 4.56-4.57)

4.56 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

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<sup>4</sup> 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.

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
- 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.

4.57 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 4.58)**

4.58 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 4.59 to 4.62 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 4.59-4.62)

4.59 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
- 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.

4.60 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.

4.61 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.

4.62 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.

## **OTHER ISSUES**

### **Views of interested parties** (Paragraph 4.63)

4.63 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 4.64)

4.64 In considering proposals for a school closure, the Decision Maker can decide to:

- reject the proposals;
- approve the proposals;
- approve the proposals with a modification (e.g. the school closure date); or
- approve the proposals subject to them meeting a specific condition (see paragraph 4.65), unless the decision is being made under paragraph 19 of Schedule 2 of the EIA 2006 – see

4.3 above.

### **Conditional Approval** (Paragraphs 4.65-4.66)

4.65 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 making of any agreement under section 482(1) of the 1996 Education Act for the establishment of an Academy, where the proposals in question provide for some or all of the pupils currently at the school which is the subject of the proposals to transfer to the Academy;
- b. the agreement of the Secretary of State to the extension or enlargement of an existing Academy;
- c. the decision of the Secretary of State to establish a new FE college under section 16 of the Further and Higher Education Act 1992;
- d. the agreement to any change to admission arrangements of any other school or schools specified in the approval;
- e. where the proposals depend upon conditions being met, by a specified date, for any other school or proposed school, the occurrence of such an event.

4.66 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 1<sup>st</sup> September one year, and enlarge on 1<sup>st</sup> 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), 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, Darlington DL3 9BG or by email to [school.organisation@education.gsi.gov.uk](mailto: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 4.67-4.69)



4.67 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.

4.68 A copy of the decision **must** be forwarded to:

- the LA or governing body who published the proposals;
- each objector except where a petition has been received. Where a petition is received a decision letter **should** be sent to the person who submitted the petition, or where this is unknown, the signatory whose name appears first on the petition;
- 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](mailto: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 local RC diocese.

4.69 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 who maintain the school.

#### **Can proposals be withdrawn?** (Paragraph 4.70)

4.70 Proposals can be withdrawn by the proposer, at any point before a decision is taken by the Decision Maker. 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](mailto: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.

**Stage 5 – Implementation** (Paragraphs 5.1-5.11)

5.1 The proposers are under a **statutory duty** to implement any proposals which an LA or schools adjudicator has approved, by the approved implementation date. The proposals **must** be implemented as published, taking into account any modifications made by the Decision Maker. If the approval was subject to a condition being met by a specified date, proposers **should** ensure that they meet this. If it looks as though it might not be possible to meet the condition by the specified date, the proposals **must** be considered afresh by the Decision Maker that decided the proposals. The proposer **should** seek a modification to the condition **before** the date has passed.

**Can proposals be modified?** (Paragraphs 5.2-5.4)

5.2 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

5.3 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see 5.5-5.11 below) and publish fresh proposals.

5.4 Before modifying proposals the Decision Maker **must** consult:

- the proposers or the LA who made the proposals;
- the LA, if the LA did not publish the proposals;
- the governing body, if the governing body did not publish the proposals.

The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. 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](mailto:school.organisation@education.gsi.gov.uk)) **must** be notified of any modification and the date it was approved, within one week of the proposal being modified.

**Revocation** (Paragraphs 5.5-5.11)

5.5 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Regulation 26(2) of the School Organisation (Establishment and Discontinuance of

Schools)(England) Regulations 2007 (as amended) provides that revocation proposals **must** contain the following information:

- a description of the original proposals as published;
- the date of publication of the original proposals;
- details of who published the proposals; and
- a statement as to why it is proposed that the duty to implement proposals **should not** apply in relation to the original proposals.

The proposals can be published as “related” proposals, if appropriate (following consultation). Templates for revocation notices can be found on the School Organisation website ([www.dcsf.gov.uk/schoolorg](http://www.dcsf.gov.uk/schoolorg)) under ‘Standard Forms’ via the Members’ Area. You need to register to access this area; membership is free.

5.6 The notice **must** be published in a local newspaper circulating in the area served by the school, and also posted at the main entrance to the school (and all entrances if there are more than one) and at some other conspicuous place in the area served by the school. The proposals **must** provide for anyone to submit comments and objections on the proposals to the LA within 6 weeks of the proposals being published. The proposers **must** forward a copy of the proposals to the LA/governing body within 1 week of publication. Proposers are advised to consult interested parties on the planned revocation proposals before publication although there is no statutory requirement to do so.

5.7 Revocation proposals **must** be decided by the LA, except where the original proposals were decided by the schools adjudicator (or School Organisation Committee), or if the schools adjudicator is required to decide any “related” proposals, in which case the LA **must** forward the proposals, and any comments and objections received, to the schools adjudicator within 2 weeks from the end of the representation period. If the LA are to decide proposals they **must** do so within 2 months from the end of the representation period and if not, **must** pass the proposals to the schools adjudicator within 1 week from the end of the 2 month period.

5.8 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

5.9 A copy of the decision **should** be forwarded to:

- the LA or governing body who published the proposals;
- each objector except where a petition has been received. Where a petition is received a decision letter **should** be sent to the person who submitted the petition, or where this is unknown, the

signatory whose name appears first on the petition;

- 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](mailto: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 local RC diocese.

5.10 The following bodies have a right of appeal to the schools adjudicator if they disagree with the LA's decision:

- The local Church of England diocese;
- The bishop of the local Roman Catholic diocese;
- The LSC where the school is to provide education for pupils aged 14 and over; and
- The governing body and trustees (if relevant) of the school.

5.11 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 (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 need to 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.

## Annex A

### MATTERS TO BE SPECIFIED IN SECTION 15 PROPOSALS TO DISCONTINUE A SCHOOL

The following sets out the information that must be contained in a complete proposal. Shaded information **must** be published in a statutory notice. See paragraphs 2.2 to 2.10.

*NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website or you can enter the information required in the expandable boxes below.*

#### Extract of Schedule 4 to The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended):

##### Contact details

1. The name of the LA or governing body publishing the proposals, and a contact address, and the name of the school it is proposed that should be discontinued.

##### Implementation

2. The date when it is planned that the proposals will be implemented, or, where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

##### Consultation

3. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals were complied with.

4. Evidence of the consultation before the proposals were published including:

- a) a list of persons and/or parties who were consulted;
- b) minutes of all public consultation meetings;
- c) the views of the persons consulted;and
- d) copies of all consultation documents and a statement of how these were made available.

##### Objectives

5. The objectives of the proposal.

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**Standards and Diversity**

6. A statement and supporting evidence indicating how the proposals will impact on the standards, diversity and quality of education in the area.

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**Provision for 16-19 year olds**

7. Where the school proposed to be discontinued provides sixth form education, how the proposals will impact on:

- a) the educational or training achievements;
- b) participation in education or training; and
- c) the range of educational or training opportunities,

for 16-19 year olds in the area.

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**Need for places**

8. A statement and supporting evidence about the need for places in the area including whether there is sufficient capacity to accommodate displaced pupils.

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9. Where the school has a religious character, a statement about the impact of the proposed closure on the balance of denominational provision in the area and the impact on parental choice.

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**Current School Information**

10. Information as to the numbers, age range, sex and special educational needs of pupils (distinguishing between boarding and day pupils) for whom provision is made at the school.

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**Displaced Pupils**

11. Details of the schools or FE colleges which pupils at the school for whom provision is to be discontinued will be offered places, including:

- a) any interim arrangements;
- b) where the school included provision that is recognised by the LA as reserved for children with special educational needs, the alternative provision to be made for pupils in the school's reserved provision; and
- c) in the case of special schools, alternative provision made by LAs other than

the authority which maintains the school.

12. Details of any other measures proposed to be taken to increase the number of school or FE college places available in consequence of the proposed discontinuance.

### **Impact on the Community**

13. A statement and supporting evidence about the impact on the community and any measures proposed to mitigate any adverse impact.

14. Details of extended services the school offered and what it is proposed for these services once the school has discontinued.

### **Travel**

15. Details of the length and journeys to alternative provision.

16. The proposed arrangements for travel of displaced pupils to other schools including how they will help to work against increased car use.

### **Related Proposals**

17. A statement as to whether in the opinion of the LA or governing body, the proposals are related to any other proposals which may have been, are, or are about to be published.

### **Rural Primary Schools**

18. Where proposals relate to a rural primary school designated as such by an order made for the purposes of section 15, a statement that the LA or the governing body (as the case may be) considered:

- a) the likely effect of discontinuance of the school on the local community;
- b) the availability, and likely cost to the LA, of transport to other schools;
- c) any increase in the use of motor vehicles which is likely to result from the discontinuance of the school, and the likely effects of any such increase; and

- d) any alternatives to the discontinuance of the school,  
as required by section 15(4)

**Maintained nursery schools**

19. Where proposals relate to the discontinuance of a maintained nursery school, a statement setting out:

- a) the consideration that has been given to developing the school into a children's centre and the grounds for not doing so;
- b) the LA's assessment of the quality and quantity of alternative provision compared to the school proposed to be discontinued and the proposed arrangements to ensure the expertise and specialism continues to be available; and
- c) the accessibility and convenience of replacement provision for local parents.

**Special educational provision**

20. Where existing provision that is recognised by the LA as reserved for pupils with special educational needs is being discontinued, a statement as to how the LA or the governing body believes the proposal is likely to lead to improvements in the standard, quality and/or range of the educational provision for these children.



APPENDIX M

Department for  
**Education**

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

## A Guide for Local Authorities and Governing Bodies

For further information:

School Choice & Operations Team  
Department for Education  
Mowden Hall  
Darlington  
DL3 9BG

Tel: 01325 735749

Email: [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)

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

**Contents – click on page number to follow link to relevant section:**

Introduction (Paragraphs 1-25)	1
Who is this Guide for? (Paragraphs 4-5)	2
School Organisation Planning Requirements (Paragraphs 6-8)	3
The Secretary of State’s Role (Paragraphs 9-10)	4
When are expansion proposals required? (Paragraphs 11-17)	4
Enlargement	4
Alteration of upper age limit – Addition of a sixth form	6
Increase in number of pupils (now falls under the School Admissions Code)	7
Overview of Process (Paragraph 18)	7
Who Can Make Proposals to Expand a School? (Paragraph 19)	8
Where to Start? (Paragraph 20)	8
Capital Funding (Paragraphs 21-24)	8
Amalgamations/Mergers (Paragraph 25)	9
Stage 1 – Consultation (Paragraphs 1.1-1.7)	11
Conduct of Consultation (Paragraphs 1.5-1.7)	12
Stage 2 – Publication (Paragraphs 2.1-2.11)	14
Related Proposals (Paragraph 2.5)	15
Implementation date (Paragraph 2.6)	15
Explanatory Note (Paragraph 2.7)	15
Invalid Notice (Paragraph 2.8)	16
Who must be sent copies of proposals? (Paragraphs 2.9-2.10)	16
Compulsory Purchase Orders (Paragraph 2.11)	17
Stage 3 – Representations (Paragraphs 3.1-3.2)	18
Stage 4 – Decision (Paragraphs 4.1-4.80)	19
Who Will Decide the Proposals? (Paragraphs 4.1-4.4)	19
Who Can Appeal Against an LA Decision? (Paragraphs 4.5-4.6)	19
Checks on Receipt of Statutory Proposals (Paragraph 4.7)	20
Does the Published Notice Comply with Statutory Requirements? (Paragraph 4.8)	20
Has the Statutory Consultation Been Carried Out Prior to the Publication of the Notice? (Paragraph 4.9)	20
Are the Proposals Related to Other Published Proposals? (Paragraphs 4.10-4.14)	21
Statutory Guidance – Factors to be Considered by Decision Makers (Paragraphs 4.15-4.16)	22
EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT	22

A System Shaped by Parents (Paragraphs 4.17-4.18)	22
Standards (Paragraphs 4.19-4.20)	23
Diversity (Paragraphs 4.21-4.23)	23
Every Child Matters (Paragraph 4.24)	23
SCHOOL CHARACTERISTICS	24
Boarding Provision (Paragraphs 4.25-4.26)	24
Equal Opportunity Issues (Paragraphs 4.27)	25
NEED FOR PLACES	25
Creating Additional Places (Paragraphs 4.28-4.30)	25
Expansion of Successful and Popular Schools (Paragraph 4.31-4.34)	25
Travel and Accessibility for All (Paragraphs 4.35-4.36)	26
16-19 Provision (Paragraphs 4.37-4.39)	27
Addition of post-16 provision by “high performing” schools (Paragraphs 4.40-4.51)	28
Conflicting Sixth Form Reorganisation Proposals (Paragraph 4.52)	30
16-19 Provision ‘Competitions’ (Paragraphs 4.53-4.56)	30
FUNDING AND LAND	31
Capital (Paragraphs 4.57-4.59)	31
Capital Receipts (Paragraphs 4.60-4.62)	31
New Site or Playing Fields (Paragraph 4.63)	32
Land Tenure Arrangements (Paragraph 4.64)	33
School Playing Fields (Paragraph 4.65)	33
SPECIAL EDUCATIONAL NEEDS (SEN) PROVISION	34
Initial Considerations (Paragraphs 4.66-4.67)	34
The Special Educational Needs Improvement Test (Paragraph 4.68)	35
Key Factors (Paragraphs 4.69-4.72)	35
OTHER ISSUES	36
Views of Interested Parties (Paragraphs 4.73)	36
Types of Decision (Paragraph 4.74)	37
Conditional Approval (Paragraphs 4.75-4.76)	37
Decisions (Paragraphs 4.77-4.79)	39
Can proposals be withdrawn? (Paragraph 4.80)	40
Stage 5 – Implementation (Paragraphs 5.1-5.13)	41
Can Proposals Be Modified? (Paragraphs 5.4-5.6)	41
Revocation (Paragraphs 5-7-5.13)	42
Annex A	45

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

**(Covering Enlarging a School and Adding a Sixth Form, also known as 'excepted expansions')**

### **Introduction (Paragraphs 1-25)**

1. This guide provides information on the procedures established by The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended by The School Organisation and Governance (Amendment)(England) Regulations 2007 which came into force on 21 January 2008 and The School Organisation and Governance (Amendment)(England) Regulations 2009 which came into force on 1 September 2009). For your convenience, a consolidated version of the Prescribed Alteration Regulations and the two sets of Amending Regulations can be found at: [www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29](http://www.dcsf.gov.uk/schoolorg/guidance.cfm?id=29). The relevant provisions of the EIA 2006 came into effect on 25 May 2007.

2. This guide contains both statutory guidance (i.e. guidance to which local authorities (LAs) and governing bodies have a statutory duty to have regard) and non-statutory guidance, on the process for "expanding" a school. Throughout this guide any reference to "expand" (i.e. or "expanding"/ "expansion"/ "excepted expansion") covers the following "prescribed alterations":

- Enlargement to premises - enlarging the physical capacity of a school; and
- Alteration of upper age limit - raising the school's upper age limit to add a sixth form.

NOTE: For more detailed information on when proposals are required and why 'Increase in number of pupils' (increasing a school's admission number by 27 or more pupils) no longer falls under School Organisation regulations, see paragraphs 11 to 17 below.

Although both "Enlargement" and "Adding a sixth Form" are prescribed alterations, they are dealt with separately from other prescribed alterations, because there are significant differences e.g. who can publish the proposals, the length of the representation period and who can appeal to the schools adjudicator.

Altering the upper age range of a school, other than to add a sixth form e.g. lowering the upper age to remove a sixth form, changing from an infant to a primary school (from 3/5-7 to 3/5-11), or raising the upper age of a middle deemed secondary, also fall under "Alteration of upper age limit" within

Regulations, but are dealt with in “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)

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.

3. If you have any comments on the content or layout of this guide, please send these to the School Choice & Operations Team at: [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) making sure that you identify the title of the guide and quote the page and paragraph numbers where relevant.

### Who is this Guide for? (Paragraphs 4-5)

4. This guide is for those considering publishing proposals to expand a school under section 19 of EIA 2006, referred to as “proposers” (i.e. the LA or the governing body), those deciding proposals, referred to as the “Decision Maker” (i.e. the LA or the schools adjudicator) and also for information for those affected by proposals for the expansion of a school.

5. Separate guides are available from the School Organisation website for:

- Becoming a Foundation or “Trust” school (changing category to foundation; a foundation school acquiring a foundation (i.e. a Trust); a Trust school acquiring a majority of foundation governors on the governing body) – “Changing School Category to Foundation” and “Trust School Proposals” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)
- Opening a new school – “Establishing a new maintained mainstream school” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation);
- Ceasing to maintain a school – “Closing a Maintained Mainstream School” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation); and
- Making other prescribed alterations to a maintained school (e.g. change of age range other than adding a sixth form, add SEN, transfer of site) – “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)..

### School Organisation Planning Requirements (Paragraphs 6-8)

6. LAs are under a **statutory duty** to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential. They **must** also ensure that there are sufficient schools in their area, promote diversity and increase parental choice.

7. Parents can make representations about the supply of school places and LAs have a **statutory duty** to respond to these representations. Further statutory guidance on this duty is available in "Duty to Respond to Parental Representations about the Provision of Schools" which is on the School Organisation website at: [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)

8. Currently, LAs **must** publish a Children and Young People's Plan (CYPP) as the single strategic overarching plan for all services affecting children and young people which also includes reference to strategic planning for school places. It is for LAs, in partnership with other stakeholders, to plan for the provision of places. LAs **should** also explore the scope for collaborating with neighbouring authorities when planning the provision of schools. In particular, LAs are encouraged to work together to consider how to meet the needs of parents seeking a particular type of school for their children in cases where there is insufficient demand for such a school within the area of an individual LA.

Responsibility for CYPPs is passing to The Children's Trust Board for each area and from 1 April 2011 each will be required to have a new 'jointly owned' CYPP in place.

Children's Trusts are the sum total of co-operation arrangements and partnerships between organisations with a role in improving outcomes for children and young people in each area. The Trust is not in itself a separate legal entity; each partner retains its own functions and responsibilities within the partnership framework. However, the Apprenticeships, Skills, Children and Learning Act 2009 strengthens Children's Trusts by requiring all local authorities to have a Children's Trust Board in place by April 2010. It also extends the number of statutory "relevant partners" who will be represented on the Board to include schools (including Academies), colleges, Job Centre Plus and the management committees of short stay schools (formerly PRUs).

In each local authority area the Children's Trust Board will be responsible for preparing and monitoring the implementation of the CYPP. This will give ownership of the plan to the partnership – whereas at present the CYPP is the responsibility of the local authority alone.

### The Secretary of State's Role (Paragraphs 9-10)

9. The Secretary of State has the power to issue guidance to which the Decision Maker **must** have regard when deciding proposals. This should ensure that proposals and consultation responses and representations received from stakeholders are considered in a consistent way and that Ministers' key priorities for raising standards and transforming education are taken into account when decisions are taken. When drawing up their proposals, proposers are strongly advised to look at the factors which the Decision Maker **must** take into account when considering their proposals (see [Stage 4](#)).

10. The Secretary of State does not decide statutory proposals relating to schools, except where proposals have been published by the Learning and Skills Council (LSC)<sup>1</sup> under Section 113A of the Learning and Skills Act 2000 (as inserted by Section 72 of the Education Act 2002), for changes to 16-19 provision in schools.

### When are expansion proposals required? (Paragraphs 11-17)

11. Schedules 2 and 4 of The School Organisation (Prescribed Alterations to maintained Schools)(England) Regulations 2007 (as amended) set out the alterations that can be made by governing bodies and LAs. The following sets out the changes covered by this guide:

#### Enlargement to premises

12. Statutory proposals are required for a proposed enlargement of the premises of the school which would increase the capacity of the school by **both**:-

- a. more than 30 pupils; **and**
- b. by 25% or 200 pupils (whichever is the lesser).

The capacity of the school is the number of pupil places it can accommodate; it is the responsibility of the LA to assess the net capacity of all maintained mainstream schools in the Authority. The guidance document "Assessing the Net Capacity of Schools" .

Examples of when you would and would not need to publish 'enlargement' proposals are as follows:

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<sup>1</sup> 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.

If you are increasing a 750 net capacity secondary school (5 form of entry - 30 pupils per class, 5 classes per year group, 5 year groups) by 1 form of entry (30x5=150 pupils) = an increase to a net capacity of 900 pupils. **No** proposals would be required, as although the increase is by 'more than 30' pupils, it is less than '200', and also less than '25%' of the current capacity (i.e. by less than 187).

You could increase a 50 net capacity rural primary school by up to 29 pupils **without** having to publish statutory proposals, because although it is by more than '25%' (12), it is still less than 30.

If you were adding 300 places to a school, it is **both** 'more than 30' **and** '200' (it may or may not be more than '25%'), so you **would** need to follow the statutory process to enlarge the school.

If you had a 1 form of entry primary (30x7=210) and increased it by 105 to 1.5 forms of entry (45x7=315), that **is** 'more than 30', less than '200', but **more than** '25%' (52), so again, the statutory process **would** need to be followed to enlarge the school.

13. Proposals may be required for some cumulative expansions and you **must** therefore look back and take into account any other enlargements that were made without the need for statutory proposals. You **must** therefore:-

- add any enlargements made:-
  - o in the 5 year period that precedes the proposed expansion date; or
  - o since the last approved statutory proposal to enlarge the school (within this 5 year period).
- exclude any temporary enlargements (i.e. where the enlargement was in place for less than 3 years); and
- add the making permanent of any temporary enlargement.

This is to ensure that 'creeping enlargements' trigger the statutory process to be undertaken if a school's capacity has previously been enlarged, but not significantly enough to require statutory proposals to be published, but when looking back up to 5 years, the latest enlargement (which may in itself be less than 30 pupils and/or by less than 200 pupils or 25%) does trigger the requirement to publish proposals e.g. a primary school with one form of entry slowly increases its capacity:

2006 – school's capacity was 210 (30x7)

2007 – school's capacity was increased to 245 (35x7) – this is an increase of



'more than 30', but less than '25%' (52 pupils), so no proposals were required.

2010 – the school's capacity is to be increased by a further 35 pupils (5 per year group), to 280 (40x7) – if you only looked back to 2007, no proposals would be published, as although it is an increase of 'more than 30', it is less than '25%' (61 pupils) of the school's current 245 capacity. However, looking back 5 years, it is clear that in effect, the school's capacity would have increased by 70 pupils, and therefore the statutory process **must** now be followed.

This ensures that schools wishing to enlarge significantly (whether that be in one go or over a period of 5 years), can only do so after following the statutory process, which includes consulting with anybody that may be affected by the proposals (parents, pupils, local schools etc.).

Where the proposed enlargement proposal will be dependent upon an increase in the school's admission number being agreed (see paragraph 15 below), the enlargement proposal **should** be approved conditionally upon the decision of the schools adjudicator to approve any related change in admission numbers (see paragraph 4.75 (g)).

#### Alteration of upper age limit – Addition of a sixth form

(This is not about raising the school leaving age. From 2013 all young people will be required to continue in some form of education or training post-16. We are increasing the minimum age at which young people can leave learning in two stages, to the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.)

14. **For proposers (LAs and governing bodies) other than governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) by a year or more, to provide a new sixth form except where:

- the school is to provide education for pupils over compulsory school age who are repeating a course of education completed before they reach compulsory school age (e.g. re-sitting GCSEs);
- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998); or
- the alteration is a temporary one which will be in place for no more than 2 years.

15. **For governing bodies of community schools**, statutory proposals are required for the alteration of the upper age limit (the highest age of pupils for whom education is normally provided at the school) so as to provide sixth form

education except where:

- the school is to provide part-time further education for pupils aged over compulsory school age, or full-time further education for persons aged 19 or over (i.e. under section 80(1) of SSFA 1998).

NOTE: You would need to publish ‘addition of a sixth form’ proposals if you were changing the upper age range of a school from 16 to 18/19, however, if you were adding a 200 place sixth form to a school, it is **both** more than 30 **and** 200 or more pupils, so you would **also** need to follow the statutory process to enlarge the school.

If you are changing the upper age range of the school in addition to adding a sixth form e.g. changing the age range of a middle deemed secondary school from 8-13 to 11-18, you **should** also refer to the “Making Changes to a Maintained Mainstream School (Other than Expansion, Foundation, Discontinuance & Establishment Proposals)” - [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation) – guidance, which covers changing the age range of a school other than by adding a sixth form.

#### Increase in number of pupils (now falls under the School Admissions Code)

16. The School Organisation and Governance (Amendment) (England) Regulations 2009, which came into force on 1 September 2009, remove the statutory requirement to publish proposals under school organisation legislation when increasing the number of pupils in any relevant age group<sup>2</sup> to be admitted to a maintained mainstream school by 27 or more, although any corresponding enlargement to the school premises may of course require statutory proposals (see paragraphs 12 and 13 above). Any proposed increase in the admission number **must** now be processed in accordance with the School Admissions Code. Any relevant statutory proposals that were published prior to 1 September 2009 **should** be concluded under the previous statutory process arrangements.

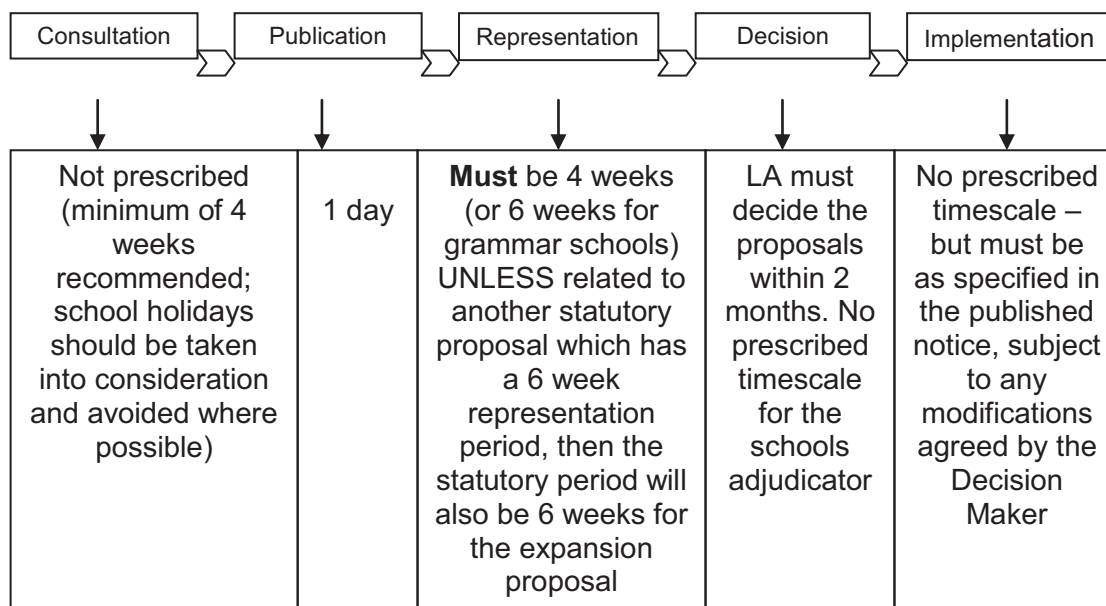
17. Sections 1.20 and 1.21 of The School Admissions Code - explain that if an admission authority wishes to increase a school’s published admission number (PAN), they can propose to do so during the consultation and determination of admission arrangements for all schools in the area, or, if it is after the admission arrangements have been determined, as a result of a major change in circumstance, they **must** refer a variation to the Schools Adjudicator.

#### **Overview of Process (Paragraph 18)**

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<sup>2</sup> A “relevant age group” is defined in law as “an age group in which pupils are or will normally be admitted” to the school in question (section 142 of the School Standards and Framework Act 1998). It may be necessary for a school to have more than one admission number eg. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.

18. There are 5 statutory stages for a statutory proposal for an excepted expansion:



### Who Can Make Proposals to Expand a School? (Paragraph 19)

19. An LA can publish proposals to expand any category (community, voluntary aided, voluntary controlled, foundation (including Trust), community special and foundation special) of maintained school. The governing body of a maintained school may also publish proposals to expand their own school.

### Where to Start? (Paragraph 20)

20. Before commencing formal consultation, the LA or governing body **should** ensure they understand the statutory process that **must** be followed, the factors that are likely to be considered by the Decision Maker and that they have a sufficiently strong case and supporting evidence for their proposals. Published proposals cannot be considered unless the capital funding for their implementation is in place (perhaps conditionally on the proposals being agreed). See 21 below.

### Capital Funding (Paragraphs 21-24)

21. Where proposals require capital resources for their implementation the funding for the proposals **should** be in place when the proposals are decided (see paragraph [4.57](#) of the decision maker's guidance section. Where proposers require capital funding to implement their proposals, they **should** secure this before publishing proposals. For the provision of additional sixth form places, the local LSC **should** be contacted for information on the 16-19 capital fund which it

currently administers<sup>3</sup>.

22. In accordance with the Government's position that there **should** be no increase in academic selection, the expansion of grammar schools, and selective places at partially selective schools, are excluded from any capital incentive schemes.

#### Other expansions

23. All LAs are allocated capital funding over each spending review period to support their investment in school buildings. Where an LA identifies the need to make changes to local school provision, as part of a Building Schools for the Future (BSF) project, the funding will be provided through the BSF programme. Details of capital funding for the project in respect of all schools will be decided in discussions between the LA, the Department and Partnerships for Schools and will be included in the Final Business Case which the Department agrees. This may include the contribution by the LA (or schools or other stakeholders such as dioceses) to BSF funding of receipts from land made available through school reorganisation. For voluntary aided schools, government funding will normally be at 100% of the approved capital costs.

24. Where capital work is proposed for a community, foundation (including Trust) or voluntary controlled school other than as part of BSF, the proposers **should** secure a capital allocation from the LA. The LA **should** consider how they can prioritise this need in their asset management planning for the formulaic capital funding they receive, and for other resources which are available to them. Similarly proposers in respect of voluntary aided schools will need to get a commitment of grant through the LA, with the rate of grant support normally being 90% of the expenditure. The governing body will be responsible for funding the remaining 10% (unless an LA uses its power to assist).

#### **Amalgamations/Mergers** (Paragraph 25)

25. There are two ways to 'merge' or 'amalgamate' two or more existing schools:

a. The LA or GB (depending on school category) can publish proposals to close two (or more) schools and the LA or a proposer other than the LA (e.g. Diocese, faith or parent group, Trust) depending on category, can publish proposals to open a new school, either through a competition (under section 7 of EIA 2006), or after receiving exemption from the Secretary of State\* (under section 10 of the EIA 2006). This results in a new school number being issued for the new school.

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<sup>3</sup> The 16-19 capital fund for 2010-11 is currently under review to ensure best use of funds in the light of current and future demand on the fund.

b. The LA and/or GB (depending on school category) can publish proposals to close one school (or more) and proposals to enlarge/change the age range/transfer site etc of an existing school, to accommodate the displaced pupils. The remaining school would retain its original school number, as it is not a new school, even if its education phase has changed.

\*All section 10 exemption applications are considered on their individual merits. However there is a 'presumption for approval' for infant/junior amalgamations, faith school reorganisations and new schools proposed by proposers other than the LA, because Ministers have indicated, during debates in Parliament, that they may be prepared to give consent to requests under these criteria, for publication of proposals without holding a competition. See Section B of the “Establishing a Maintained Mainstream School” guide for further information ([www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)).

**Stage 1 – Consultation** (Paragraphs 1.1-1.7)

1.1 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (“the Regulations”) (as amended) provide that those bringing forward statutory proposals to expand a school **must** consult interested parties, and in doing so **must** have regard to the Secretary of State’s guidance. The statutory guidance for this purpose is contained in paragraphs 1.2 to 1.4 below. Where an LA or governing body carries out any preliminary (informal) consultation to consider a range of options, and/or principles, for a possible reorganisation, this would not be regarded as the statutory (formal) period of consultation as required by regulations. The statutory consultation would need to cover the specific expansion of the school in question.

1.2 The Secretary of State requires those bringing forward proposals to consult all interested parties (see paragraph 1.3 below). In doing so they **should**:

- allow adequate time;
- provide sufficient information for those being consulted to form a considered view on the matters on which they are being consulted;
- make clear how their views can be made known; and
- be able to demonstrate how they have taken into account the views expressed during consultation in reaching any subsequent decision as to the publication of proposals.

1.3 The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) require proposers to consult the following interested parties:

- the governing body of any school which is the subject of proposals (if the LA are publishing proposals);
- the LA that maintains the school (if the governing body is publishing the proposals);
- families of pupils, teachers and other staff at the school;
- any LA likely to be affected by the proposals, in particular neighbouring authorities where there may be significant cross-border movement of pupils;
- the governing bodies, teachers and other staff of any other school that may be affected;

- families of any pupils at any other school who may be affected by the proposals including where appropriate families of pupils at feeder primary schools;
- any trade unions who represent staff at the school; and representatives of any trade union of any other staff at schools who may be affected by the proposals;
- (if proposals involve, or are likely to affect a school which has a particular religious character) the appropriate diocesan authorities or the relevant faith group in relation to the school;
- the trustees of the school (if any);
- (if the proposals affect the provision of full-time 14-19 education) the Learning and Skills Council (LSC);
- MPs whose constituencies include the schools that are the subject of the proposals or whose constituents are likely to be affected by the proposals;
- the local district or parish council where the school that is the subject of the proposals is situated;
- any other interested party, for example, the Early Years Development and Childcare Partnership (or any local partnership that exists in place of an EYDCP) where proposals affect early years provision, or those who benefit from a contractual arrangement giving them the use of the premises; and
- such other persons as appear to the proposers to be appropriate.

1.4 Under Section 176 of the Education Act 2002 LAs and governing bodies are also under a duty to consult pupils on any proposed changes to local school organisation that may affect them.

### **Conduct of Consultation** (Paragraphs 1.5-1.7)

1.5 **How** statutory consultation is carried out is not prescribed in regulations and it is for the proposers to determine the nature of the consultation including, for example, whether to hold public meetings. Although regulations do not specify the consultation's duration, the Department strongly advises that the proposers **should** allow at least 4 weeks for consultation on enlargement proposals. This will allow consultees an opportunity to consider what is being proposed and to submit their comments. Proposers **should** avoid consulting on proposals during school holidays, where possible.

1.6 At the end of the consultation the proposer **should** consider the views expressed during that period before reaching any final decision on whether to publish statutory proposals. Where, in the course of consultation, a new option emerges which the proposer wishes to consider, it will probably be appropriate to consult afresh on this option before proceeding to publish statutory notices.

1.7 If the need for the enlargement or sixth form arises from an area wide reorganisation e.g. as a result of long-term LA planning, any related proposals **should** be consulted on at the same time. Notices for related proposals **should** be published at the same time and specified as “related” so that they are decided together (see paragraph 2.5 ).

Remember:

<b>Do</b>	<b>Don't</b>
Consult all interested parties	Consult during school holidays (where possible)
Provide sufficient time and sufficient information	Use language which could be misleading, e.g. We <u>will</u> expand the school – instead, use ‘propose to’.
Think about the most appropriate consultation method	
Consider feedback and views	
Consider alternative options	
Explain the decision making process	



**Stage 2 – Publication** (Paragraphs 2.1-2.11)

2.1 LAs can publish expansion proposals for any category of maintained school within the LA. Governing bodies of any category of maintained school can publish proposals to expand their own school. Proposals **should** be published within a reasonable timeframe following consultation so that the proposals are informed by up-to-date feedback. Proposals **should** therefore be published within 12 months of consultation being concluded.

2.2 Proposals **must** contain the information specified in The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended). The regulations specify that part of the information (as set out in Regulation 28, Part 2 of Schedules 3 and 5), is published in a statutory notice (see paragraphs 2.3-2.4 below), and the complete proposal (as set out in Part 1 of Schedules 3 and 5), **must** be sent to a range of copy recipients (see paragraphs 2.9-2.10). [Annex A](#) can be used to prepare the complete proposal; the notice builder tool (see paragraph 2.4) can be used to prepare the draft statutory notice.

2.3 A statutory notice containing specified information (as set out in Regulation 28, Part 2 of Schedules 3 and 5) **must** be published in a local newspaper, and also posted at the main entrance to the school (or all the entrances if there is more than one) and at some other conspicuous place in the area served by the school (e.g. the local library, community centre or post office etc). The 'date of publication' is regarded as being the date on which the last of the above conditions is met. Proposers may circulate a notice more widely in order to ensure that all those substantially affected have the opportunity to comment.

NOTE: When publishing a statutory notice to add a sixth form, when completing the section on admission numbers, it may be necessary for a school to have more than one admission number e.g. where a secondary school operates a sixth form and admits children from other schools at age 16, an admission number will be required for Year 12 as well as for the main year or years in which children join the lower school, e.g. Year 7.

Paragraph 1.43 of the School Admissions Code states that an admission number need only be set for a school sixth form when it is a normal point of entry to the school i.e. the school sets out to admit external candidates to its sixth form, rather than just deal with ad-hoc applications. The published admission number **must** relate only to those being admitted to the school for the first time, and should be based on an estimate of the minimum number of external candidates likely to be admitted, although it would be acceptable to exceed this if demand for available courses can be met.

This means that the admission numbers must not include children transferring from earlier age groups, e.g. if a school has an admission number of 120, of

which the majority are expected to continue on into the sixth form, but the sixth form will cater for 150 in Year 12, the admission number for Year 12 would be 30. If all 120 pupils from Year 11 do not continue into the sixth form, the school can accept applications over the 30, from external applicants, to fill the available spaces.

2.4 To help proposers prepare their statutory notice, the School Organisation website includes an online Notice Builder tool which will help ensure that the statutory notice complies with the Regulations and offers an opportunity for the notice to be checked by the School Organisation & Competitions Unit of the DCSF. Proposers are strongly advised to use this facility. The Notice Builder can be found at [www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation). To gain access the proposer needs to register for the “Members’ Area” on the website but this is free of charge. A template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in “Standard Forms” in the Members’ Area of the website.

#### **Related Proposals** (Paragraph 2.5)

2.5 Where proposals are interdependent (linked) they **should** be identified as “related”, either by being published in a single notice or the link to the other proposals made clear in each notice. Where proposals by the LA are “related” to proposals by governing bodies or other proposers (e.g. where an entire area is to be reorganised) the LA and governors or proposers may publish a single notice but this **must** make it clear who is making which proposals, under their respective powers, and there **should** be separate signatures for each relevant section. Where proposals are not “related”, they **should not** be published on the same notice unless the notice makes it very clear that the proposals are not “related”.

#### **Implementation date** (Paragraph 2.6)

2.6 There is no maximum limit on the time between the publication of a proposal and its proposed date of implementation but circumstances may change significantly if too long a period elapses. In general, therefore - with the possible exception of BSF or major authority-wide reorganisation proposals which may have to be phased in over a long period – the implementation date for the proposals (stated in the statutory notice) **should** be within 3 years of their publication. Proposers may be expected to show good reason if they propose a longer timescale. If the proposals are approved, they **must** then be implemented by the proposed implementation date, subject to any modifications made by the Decision Maker.

#### **Explanatory Note** (Paragraph 2.7)

2.7 If the full effect of the proposals is not apparent to the general public from

the statutory notice, it may be supplemented by an explanatory note or background statement, but this **should** be clearly distinguishable from the formal proposals as it does not form a statutory part of the notice. Ideally, whilst complying with regulations, the statutory notice **should** be as concise as possible, so that it is easily understood (this will also help keep publication costs to a minimum), with more detailed information contained in the complete proposal.

### **Invalid Notice** (Paragraph 2.8)

2.8 Where a published notice has not been properly formulated in accordance with the regulations, the notice may be judged invalid and therefore ineligible to be determined by the LA or schools adjudicator. In these circumstances the proposer **should** publish a revised notice making it clear that this replaces the first notice and that the statutory period for representations will run from the publication date of the revised notice (and whether or not any representations already received will still be considered by the Decision Maker). If the issue is very minor, e.g. a typo, a published addendum may suffice, in which case, the representation period would not need to change.

### **Who must be sent copies of proposals?** (Paragraphs 2.9-2.10)

2.9 The proposer **must, within one week of the date of publication**, send a full copy of the complete proposal, to:

- the LA (if the governing body published the proposals);
- the school's governing body (if the LA published the proposals);  
and

**within one week of the receipt of the request**, send a full copy of the complete proposal, to:

- any person who requests a copy; and

if the notice includes "related" proposed school closures, **on the date of publication**:

- if the governing body are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the LA that maintains the school (it would also be helpful to submit a copy of the statutory notice);
- if the LA are the proposers of the school closure(s), they **must** submit a copy of their complete proposal to the governing body of the school proposed for closure (it would also be helpful to submit a copy of the statutory notice).

2.10 The proposers **must** also send to the Secretary of State (i.e. to SOCU, DCSF, Mowden Hall, Darlington DL3 9BG or via email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) **within a week of publication:**

- a complete copy of the proposal, excluding all documentation relating to the consultation; and
- a copy of the statutory notice that appeared in the local newspaper, showing the date of publication.

### **Compulsory Purchase Orders** (Paragraph 2.11)

2.11 Where an LA needs to acquire land compulsorily in conjunction with any statutory proposals, the LA **should not** make the compulsory purchase order until proposals have been approved conditionally on the acquisition of the site. The Secretary of State will not consider confirming and sealing an order until proposals have been approved.

**Stage 3 – Representations** (Paragraphs 3.1-3.2)

3.1 Once proposals are published there follows a statutory representation period during which comments on the proposals can be made. These **must** be sent to the LA. Any person can submit representations, which can be objections as well as expressions of support for the proposals. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensure that they will be taken into account by the Decision Maker.

3.2 The representation period is specified in legislation and **must not** be altered e.g. cannot be shortened or extended to fit in with scheduled meetings or to take into account school holidays – meetings will need to be rescheduled and every effort **should** be made to advise stakeholders during the consultation period when the notice is likely to be published. The representation period for statutory notices for enlargements and the addition of a sixth form is prescribed as **4 weeks except** where:

- a. the proposal is “related” to another proposal which has a 6 week representation period, then the excepted expansion proposal **must** also have a **6** week representation period (this is a change introduced by the 2009 Amendment Regulations); or
- b. the proposed change is to a grammar school, where the representation period **must** be **6** weeks.

## **Stage 4 – Decision** (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;
- 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.

#### **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](#)–[1.4](#)). 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.

4.13 Where proposals for an expansion of a school are “related” to proposals published by the local LSC<sup>4</sup> 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

<sup>4</sup> 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.



- 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
- 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.

**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
- 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 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.

#### **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.

#### **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.

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 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 DfE criteria for 'high performing' status.

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.

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 LSC<sup>5</sup> 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 2010.<sup>6</sup>

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

- a. the competition selection process;

<sup>5</sup> 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.

<sup>6</sup> 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.

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 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).
- 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”).

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 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.

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
- 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
  - 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.

## 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;
- 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<sup>7</sup> the occurrence of such an event.

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**

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<sup>7</sup> S.I. 2007/1288.

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 1<sup>st</sup> September one year, and enlarge on 1<sup>st</sup> 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.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@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.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@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
- 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.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@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.

**Stage 5 – Implementation** (Paragraphs 5.1-5.13)

5.1 The proposers are under a **statutory duty** to implement any proposals which an LA or schools adjudicator has approved, by the approved implementation date. The proposals **must** be implemented as published, taking into account any modifications made by the Decision Maker. The following bodies are responsible for the implementation of proposals:

<b>Type of School</b>	<b>Body that published proposals</b>	<b>Duty to implement</b>
<b>Community</b>	LA	LA
<b>Foundation</b>	Proposers	LA and the proposers as set out in published proposals
	LA	LA
<b>Voluntary Controlled</b>	Proposers	LA and the proposers as set out in published proposals
<b>Voluntary Aided</b>	Proposers	Proposers but LA to provide playing fields

5.2 The LA **must** provide any additional school site that is required where proposals are approved for a foundation, Trust or voluntary controlled school and **must** convey their interest to the governing body or the trustees as appropriate, except where proposals state that the site will be provided by the proposers. Where proposals are approved for a voluntary aided school, the proposers **must** provide any additional school site that is required, although the LA may use its power to assist proposers by providing and conveying its interest in a site.

5.3 If the approval was subject to a condition being met by a specified date, proposers **should** ensure that they meet this. If it looks as though it might not be possible to meet the condition by the specified date, the proposals **must** be considered afresh by the Decision Maker that decided the proposals. The proposer **should** seek a modification to the condition **before** the date has passed.

**Can Proposals Be Modified?** (Paragraphs 5.4-5.6)

5.4 If it proves impossible to implement the proposals as approved, the proposers can seek a modification and **must** apply to the Decision Maker who decided the proposals. A modification **should** be made before the approved implementation date for the proposals is reached.

5.5 The most common modification is to the implementation date. However, proposals cannot be modified to the extent new proposals are substituted for those that have been consulted upon and published. If proposers wish to make a significant change to proposals after they have been approved, they **must** publish “revocation” proposals to be relieved of the duty to implement the proposals (see paragraphs 5.7 to 5.11 below) and publish fresh proposals.

5.6 Before modifying proposals the Decision Maker **must** consult the proposers and the LA, if the LA did not publish the proposals. The proposals should not be modified in a way that would in effect substitute new proposals – this would run the risk of successful legal challenge in the courts. The Secretary of State (via the School Organisation & Competitions Unit, DCSF, Mowden Hall, Darlington DL3 9BG or by email to [school.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@education.gsi.gov.uk)) **must** be notified of any modification and the date it was approved, within one week of the proposal being modified.

### **Revocation** (Paragraphs 5-7-5.13)

5.7 If proposers cannot implement approved proposals they **must** publish fresh proposals to be relieved of the duty to implement. Paragraph 41 of Schedules 3 and 5 of the School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended) provide that revocation proposals **must** contain the following information:

- a description of the original proposals as published;
- the date of the publication of the original proposals; and
- a statement as to why it is proposed that the duty to implement proposals should not apply in relation to the original proposals.

The proposals can be published as “related” proposals, if appropriate (following consultation). Templates for revocation notices can be found on the School Organisation website ([www.education.gov.uk/schools/leadership/schoolorganisation](http://www.education.gov.uk/schools/leadership/schoolorganisation)) under ‘Standard Forms’ via the Members’ Area. You need to register to access this area; membership is free.

5.8 The notice **must** be published in a local newspaper circulating in the area served by the school, and also posted at the main entrance to the school (and all entrances if there are more than one) and at some other conspicuous place in the area served by the school. The proposals **must** provide for anyone to submit comments and objections on the proposals to the LA within 6 weeks of the proposals being published (regardless of the length of the original representation period). The proposers **must** forward a copy of the proposals to the LA/governing body within 1 week of publication. Proposers are advised to consult interested parties on the planned revocation proposals before publication although there is

no statutory requirement to do so.

5.9 Revocation proposals **must** be decided by the LA, except where the original proposals were decided by the schools adjudicator (or School Organisation Committee), or if the schools adjudicator is required to decide any “related” proposals, in which case the LA **must** forward the proposals, and any comments and objections received, to the schools adjudicator within 2 weeks from the end of the representation period. If the LA are to decide proposals they **must** do so within 2 months from the end of the representation period and if not, **must** pass the proposals to the schools adjudicator within 1 week from the end of the 2 month period.

5.10 To approve the proposals the Decision Maker **must** be satisfied that implementation of the original proposals would be unreasonably difficult, or that circumstances have so altered since the original proposals were approved that their implementation would be inappropriate.

5.11 A copy of the decision **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.organisationproposals@education.gsi.gov.uk](mailto:school.organisationproposals@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.

5.12 The following bodies have a right of appeal to the schools adjudicator if they disagree with the LA’s decision:

- The local Church of England diocese;
- The bishop of the local Roman Catholic diocese;
- The LSC where the school is to provide education for pupils aged 14 and over; and
- The governing body and trustees (if relevant) of the school.

5.13 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 (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 need to 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.

**Annex A****PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal**

*NB. If the School Organisation Notice Builder tool is used to create a draft statutory notice, a template for the complete proposal is provided automatically by the Notice Builder when the draft statutory notice is finalised, alternatively the template can be found in "Standard Forms" in the Members' Area of the website or you can enter the information required in the expandable boxes below.*

**Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):****In respect of a Governing Body Proposal: School and governing body's details**

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

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

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

**Implementation and any proposed stages for implementation**

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

**Objections and comments**

3. A statement explaining the procedure for making representations, including —
- (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and



- (b) the address of the authority to which objections or comments should be sent.

### Alteration description

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

### School capacity

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

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

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

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

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

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

### Implementation

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

### Additional Site

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

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

### Changes in boarding arrangements

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

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

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

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

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

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

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

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

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### **Transfer to new site**

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

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

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

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

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

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

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

### Objectives

10. The objectives of the proposals.

### Consultation

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

- (a) a list of persons who were consulted;
- (b) minutes of all public consultation meetings;
- (c) the views of the persons consulted;
- (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
- (e) copies of all consultation documents and a statement on how these documents were made available.

**Project costs**

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

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

**Age range**

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

**Early years provision**

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

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

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

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

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

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

### Changes to sixth form provision

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

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

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

- (c) Evidence —

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

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

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

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**Special educational needs**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



[REDACTED]

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

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
  - (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
  - (c) improved access to suitable accommodation; and
  - (d) improved supply of suitable places.
- [REDACTED]

### Sex of pupils

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

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

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

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

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

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

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

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### Extended services

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

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### Need or demand for additional places

**24.** If the proposals involve adding places—

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

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

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

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**25.** If the proposals involve removing places—

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

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

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**Expansion of successful and popular schools**

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

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

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

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

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

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## **Proposals to enlarge the school - determining whether statutory proposals are required**

### **Text from Prescribed Alteration Regs, including proposed amendments (in bold):**

#### **Enlargement to premises**

1. —(1) An enlargement of the premises of the school which would increase the capacity of the school by—

- (a) more than 30 pupils; and
- (b) by 25% or 200 pupils (whichever is the lesser).

(2) Subject to sub-paragraph (3) in this paragraph—

"an enlargement" of the premises of a school includes—

- (a) the proposed enlargement; and
- (b) any enlargements made in the 5 years preceding the date when the new enlargement will be made, excluding any temporary enlargements where it is anticipated the enlargement will be in place for less than 3 years; and
- (c) the making permanent of any temporary enlargement.

(3) Where there have been any enlargements for which proposals have been published and approved under section 28 of SSFA 1998 or section 19 of the Act ("approved proposal"), **in the five years preceding the date when the new enlargement will be made, an enlargement only includes those made after the latest approved proposals.**

Answer each question in turn, except where directed to a later question (i.e. according to answer given).

**If no physical enlargement of the premises is being undertaken, go straight to Question 5 below.**

1. Does the school expect to revert to its existing physical capacity within three years ie. is this a Temporary Increase?

**If Yes go to 7      If No go to 2**

2. For the purposes of answering questions 3 & 4, look back to the most recent of the following (ignoring any Temporary Increases):

a) the date up to 5 years prior to the date the current enlargement is proposed to be implemented OR

b) the date when the school opened OR

c) the date when any previous statutory proposal to enlarge the premises of the school was implemented.

Using the net capacity figures at either a, b or c (whichever is the most recent event and ignoring any Temporary Increases), **Go to 3**

3. Will the capacity of the school be increased by 30 or more pupils?

**If Yes go to 4      If No go to 5**

4. Will the capacity be increased by 25% or at least 200 pupils (whichever is the lesser)?

**If Yes go to 6      If No go to 5**

5. Will the school's admission number be increased?

**If Yes go to the School Admissions Code**

**If No go to 7**

6. Prescribed alteration proposals **must be** published for **an enlargement** to the premises of the school.

**IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.**

**IF NOT. END.**

7. Prescribed alteration proposals do **not** need to be published for **an enlargement** to the premises of the school.

**IF THE PROPOSAL ALSO REQUIRES AN INCREASE TO THE PUPIL  
ADMISSION NUMBER (PAN), RETURN TO QUESTION 5.**

**IF NOT. END.**



**TIME TO REPLY EXTENDED TO 11 DECEMBER 2013**

**PUBLIC STATUTORY NOTICE - LONDON BOROUGH OF HAMMERSMITH AND FULHAM  
PROPOSAL TO AMALGAMATE SULLIVAN PRIMARY SCHOOL AND NEW KING'S PRIMARY  
SCHOOL BY DISCONTINUANCE OF SULLIVAN PRIMARY SCHOOL AND ENLARGEMENT OF  
NEW KING'S PRIMARY SCHOOL**

**Part 1 – Sullivan Primary School**

Notice is given in accordance with section 15(1) of the Education and Inspections Act 2006 that the London Borough of Hammersmith & Fulham, c/o Children's Services, Kensington Town Hall, Hornton Street, London, W8 7NX, intends to discontinue Sullivan Primary School (Community), Peterborough Road, London, SW6 3BN with effect from 1st September 2014.

All pupils on roll at the school will be offered places at New King's Primary School. New King's Primary School will be enlarged to accommodate the Sullivan Primary School pupils. Provision for pupils with special educational needs will continue at New King's Primary School. All pupil travel arrangements for travel to New King's Primary School are anticipated to be the same as they are currently for Sullivan Primary School.

**Part 2 – New King's Primary School**

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that the London Borough of Hammersmith & Fulham, c/o Children's Services, Kensington Town Hall, Hornton Street, London, W8 7NX, intends to make a prescribed alteration to New King's Primary School, New King's Road, London, SW6 4LY, with effect from 1st September 2014.

It is proposed that with effect from September 2014 New King's Primary School will be permanently enlarged. The enlargement will enable accommodation of pupils of New King's Primary School and Sullivan Primary School.

New King's Primary School is currently a 1 form entry primary school and the proposal is for it to be enlarged to become a 2 form entry primary school. The current number of pupils registered at New King's Primary School is 152. The current published admission number for the school is 30 and the current capacity of the school is 210 pupils. The proposed capacity of New King's Primary School will be 420 with a published admissions number of 60.

**The enlargement will take places in two phases.**

For the academic year 2014/2015 New King's Primary School will operate from the existing site at Sullivan Primary School. The admissions criteria for each school will remain the same for the September 2014 intake and therefore up to 75 children may be admitted to that year group. (The published admissions number for Sullivan Primary School being 45 pupils)

During the academic year 2014/2015 the Council will undertake a programme of refurbishment and enlargement of the existing New King's Primary School. In September 2015 New King's Primary School will return to its existing site with the permanent proposed capacity of 420 pupils. All statutory consultation requirements relating to these proposals have been complied with.

This Notice is an extract from the complete proposals in relation to Sullivan Primary School and New King's Primary School. Copies of the complete proposals can be obtained from Alan Wharton, Children's Services, 2nd Floor, Kensington Town Hall, Hornton Street, London, W8 7NX or from the Council's website to be found at [www.lbhf.gov.uk](http://www.lbhf.gov.uk)

**Representations**

By Wednesday 11th December 2013 any person may object or make comments on the proposal by sending them in writing to:- Terry Broady, Room 39, Hammersmith Town Hall, King Street, London W6 9JU, email [Terry.Broady@lbhf.gov.uk](mailto:Terry.Broady@lbhf.gov.uk).

**Signed: Ian Heggs, Director for Schools Commissioning**

**Publication Date: 21st October 2013**

**22 NOVEMBER 2013 - EXPLANATORY NOTE**

**THIS NOTICE IS RE-ISSUED TO EXTEND THE DATE FOR REPLYING TO WEDNESDAY 11 DECEMBER 2013. PLEASE REPLY TO THE ADDRESS GIVEN ABOVE.**

Hammersmith & Fulham Council

**APPENDIX O - SPARE CAPACITY IN PRIMARY SCHOOLS**  
Hammersmith and Fulham September 2013, rolls and capacity

School Name	Capacity									NORR									DIFF						
	Total	PANN	1	2	3	4	5	6	Total PAN	R	1	2	3	4	5	6	Total PAN	R	1	2	3	4	5	6	Total
ADDISON PRIMARY SCHOOL	420	60	60	60	60	60	60	60	420	60	60	58	53	59	52	49	391			-2	-7	-1	-8	-11	-29
ALL SAINTS C.E. PRIMARY SCHOOL	210	30	30	30	30	30	30	30	210	30	30	29	30	30	30	26	205			-1				-4	-5
Ark Bentworth Primary Academy	237	30	30	30	30	30	30	30	210	28	29	25	30	29	27	27	195	-2	-1	-5		-1	-3	-3	-15
ARK Conway Primary Academy	210	30	30	30					90	30	30	30					90								
Ark Swift (Canberra) Primary School	420	60	60	60	60	60	60	60	420	53	59	50	55	56	50	41	364	-7	-1	-10	-5	-4	-10	-19	-56
AVONMORE PRIMARY SCHOOL	208	30	30	30	30	30	30	30	210	27	29	29	28	28	29	28	198	-3	-1	-1	-2	-2	-1	-2	-12
BRACKENBURY PRIMARY SCHOOL	443	60	90	60	60	90	60	60	480	56	88	59	56	81	59	59	458	-4	-2	-1	-4	-9	-1	-1	-22
Flora Gardens School	270	30	30	60	60	30	30	30	270	30	27	46	44	27	26	30	230		-3	-14	-16	-3	-4		-40
FULHAM PRIMARY SCHOOL	420	60	60	60	60	60	60	60	420	46	31	42	25	47	40	25	256	-14	-29	-18	-35	-13	-20	-35	-164
Good Shepherd	240	30	30	60	30	30	30	30	240	30	30	54	30	30	30	30	234			-6					-6
Greenside Primary School	210	30	30	30	30	30	30	30	210	31	28	28	28	27	27	27	196	1	-2	-2	-2	-3	-3	-3	-14
HOLY CROSS RC PRIMARY	327	88	88	58	58	30	30	30	382	90	89	58	57	30	30	30	384	2	1		-1				2
John Betts Primary School	210	30	60	30	30	30	30	30	240	29	60	30	29	30	30	29	237	-1			-1			-1	-3
Kenmont Primary School	210	30	30	30	30	30	30	30	210	30	30	30	30	30	30	27	207							-3	-3
Langford Primary School	289	45	45	45	45	45	45	45	315	22	19	34	34	30	38	28	205	-23	-26	-11	-11	-15	-7	-17	-110
Larmenier and Sacred Heart	420	60	60	60	60	60	60	60	420	60	62	60	59	60	60	59	420		2		-1			-1	
Lena Gardens Primary School	189	30	30	30	30	30	30	30	210	28	21	28	26	27	26	27	183	-2	-9	-2	-4	-3	-4	-3	-27
London Oratory junior house	80				20	20	20	20	80				21	20	20	20	81				1				1
Melcombe Primary School	370	60	60	60	60	60	60	60	420	48	42	54	27	42	47	51	311	-12	-18	-6	-33	-18	-13	-9	-109
Miles Coverdale Primary School	210	30	30	30	30	30	30	30	210	37	36	35	29	28	29	25	219	7	6	5	-1	-2	-1	-5	9
New King's Primary School	245	30	30	30	30	30	30	30	210	23	21	27	24	25	22	30	172	-7	-9	-3	-6	-5	-8		-38
NORMAND CROFT COMMUNITY SCHOOL	210	30	30	30	30	30	30	30	210	30	30	29	31	25	24	23	192			-1	1	-5	-6	-7	-18
OLD OAK PRIMARY SCHOOL	420	60	60	45	45	60	45	45	360	60	58	43	51	54	48	42	356		-2	-2	6	-6	3	-3	-4
Pope John Catholic Primary School	233	30	30	30	60	30	30	30	240	28	30	30	62	30	30	31	241	-2			2			1	1
QUEEN'S MANOR PRIMARY SCHOOL	297	30	30	30	30	30	30	30	210	29	31	30	21	27	26	23	187	-1	1		-9	-3	-4	-7	-23
Sir John Lillie	420	60	60	60	60	60	60	60	420	60	56	54	59	51	56	59	395		-4	-6	-1	-9	-4	-1	-25
ST AUGUSTINE'S PRIMARY SCHOOL	210	30	30	30	30	30	30	30	210	30	30	30	31	30	30	24	205				1			-6	-5
St Johns Walham Green CE	420	60	60	60	60	60	30	30	360	57	55	52	47	51	28	27	317	-3	-5	-8	-13	-9	-2	-3	-43
ST MARY'S PRIMARY SCHOOL	209	30	30	30	30	30	30	30	210	30	30	30	30	30	30	26	206							-4	-4
St Paul's CE Primary School	210	30	30	30	30	30	30	30	210	29	29	29	29	28	29	26	199	-1	-1	-1	-1	-2	-1	-4	-11
St Peters C .E. Primary School	174	30	30	30	30	30	30	30	210	30	30	30	29	28	26	27	200				-1	-2	-4	-3	-10
St Stephen's CE JMI	400	60	30	30	60	30	30	30	270	58	29	30	59	30	29	30	265	-2	-1		-1		-1		-5
St Thomas of Canterbury Catholic Primary School	420	60	60	60	60	60	45	45	390	56	53	52	52	54	35	37	339	-4	-7	-8	-8	-6	-10	-8	-51
SULIVAN PRIMARY SCHOOL	315	45	45	45	45	45	45	45	315	45	39	42	36	40	39	31	272		-6	-3	-9	-5	-6	-14	-43
WENDELL PARK PRIMARY SCHOOL	420	60	60	60	90	60	60	60	450	54	56	57	82	57	56	58	420	-6	-4	-3	-8	-3	-4	-2	-30
West London Free	60	60							60	60							60								
WORMHOLT PARK SCHOOL	474	60	60	90	60	60	60	60	450	57	56	77	53	56	59	49	407	-3	-4	-13	-7	-4	-1	-11	-43
<b>Total</b>	<b>10730</b>	<b>1588</b>	<b>1558</b>	<b>1543</b>	<b>1563</b>	<b>1460</b>	<b>1370</b>	<b>1370</b>	<b>10452</b>	<b>1501</b>	<b>1433</b>	<b>1421</b>	<b>1387</b>	<b>1327</b>	<b>1247</b>	<b>1181</b>	<b>9497</b>	<b>-87</b>	<b>-125</b>	<b>-122</b>	<b>-176</b>	<b>-133</b>	<b>-123</b>	<b>-189</b>	<b>-955</b>
<b>North</b>	<b>3474</b>	<b>480</b>	<b>450</b>	<b>495</b>	<b>525</b>	<b>450</b>	<b>435</b>	<b>435</b>	<b>3270</b>	<b>466</b>	<b>441</b>	<b>459</b>	<b>509</b>	<b>427</b>	<b>415</b>	<b>387</b>	<b>3104</b>	<b>-14</b>	<b>-9</b>	<b>-36</b>	<b>-16</b>	<b>-23</b>	<b>-20</b>	<b>-48</b>	<b>-166</b>
<b>South</b>	<b>3363</b>	<b>508</b>	<b>508</b>	<b>478</b>	<b>478</b>	<b>450</b>	<b>405</b>	<b>405</b>	<b>3232</b>	<b>458</b>	<b>424</b>	<b>420</b>	<b>385</b>	<b>385</b>	<b>344</b>	<b>316</b>	<b>2732</b>	<b>-50</b>	<b>-84</b>	<b>-58</b>	<b>-93</b>	<b>-65</b>	<b>-61</b>	<b>-89</b>	<b>-500</b>
<b>Central</b>	<b>3893</b>	<b>600</b>	<b>600</b>	<b>570</b>	<b>560</b>	<b>560</b>	<b>530</b>	<b>530</b>	<b>3950</b>	<b>577</b>	<b>568</b>	<b>542</b>	<b>493</b>	<b>515</b>	<b>488</b>	<b>478</b>	<b>3661</b>	<b>-23</b>	<b>-32</b>	<b>-28</b>	<b>-67</b>	<b>-45</b>	<b>-42</b>	<b>-52</b>	<b>-289</b>
<b>check</b>	<b>10730</b>	<b>1588</b>	<b>1558</b>	<b>1543</b>	<b>1563</b>	<b>1460</b>	<b>1370</b>	<b>1370</b>	<b>10452</b>	<b>1501</b>	<b>1433</b>	<b>1421</b>	<b>1387</b>	<b>1327</b>	<b>1247</b>	<b>1181</b>	<b>9497</b>	<b>-87</b>	<b>-125</b>	<b>-122</b>	<b>-176</b>	<b>-133</b>	<b>-123</b>	<b>-189</b>	<b>-955</b>



## **NOTICE OF CONSIDERATION OF A KEY DECISION**

In accordance with paragraph 9 of the Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012, the Cabinet hereby gives notice of Key Decisions which it intends to consider at its next meeting and at future meetings. The list may change between the date of publication of this list and the date of future Cabinet meetings.

## **NOTICE OF THE INTENTION TO CONDUCT BUSINESS IN PRIVATE**

The Cabinet also hereby gives notice in accordance with paragraph 5 of the above Regulations that it intends to meet in private after its public meeting to consider Key Decisions which may contain confidential or exempt information. The private meeting of the Cabinet is open only to Members of the Cabinet, other Councillors and Council officers.

Reports relating to key decisions which the Cabinet will take at its private meeting are indicated in the list of Key Decisions below, with the reasons for the decision being made in private. Any person is able to make representations to the Cabinet if he/she believes the decision should instead be made in the public Cabinet meeting. If you want to make such representations, please e-mail Katia Richardson on [katia.richardson@lbhf.gov.uk](mailto:katia.richardson@lbhf.gov.uk). You will then be sent a response in reply to your representations. Both your representations and the Executive's response will be published on the Council's website at least 5 working days before the Cabinet meeting.

## **KEY DECISIONS PROPOSED TO BE MADE BY CABINET ON 3 FEBRUARY AND AT FUTURE CABINET MEETINGS UNTIL APRIL 2014**

The following is a list of Key Decisions which the Authority proposes to take at the above Cabinet meeting and future meetings. The list may change over the next few weeks. A further notice will be published no less than 5 working days before the date of the Cabinet meeting showing the final list of Key Decisions to be considered at that meeting.

**KEY DECISIONS** are those which are likely to result in one or more of the following:

- Any expenditure or savings which are significant (ie. in excess of £100,000) in relation to the Council's budget for the service function to which the decision relates;
- Anything affecting communities living or working in an area comprising two or more wards in the borough;
- Anything significantly affecting communities within one ward (where practicable);
- Anything affecting the budget and policy framework set by the Council.

The Key Decisions List will be updated and published on the Council's website on a monthly basis.

**NB: Key Decisions will generally be taken by the Executive at the Cabinet.**

*If you have any queries on this Key Decisions List, please contact  
**Katia Richardson** on 020 8753 2368 or by e-mail to [katia.richardson@lbhf.gov.uk](mailto:katia.richardson@lbhf.gov.uk)*

### **Access to Cabinet reports and other relevant documents**

Reports and documents relevant to matters to be considered at the Cabinet's public meeting will be available on the Council's website ([www.lbhf.org.uk](http://www.lbhf.org.uk)) a minimum of 5 working days before the meeting. Further information, and other relevant documents as they become available, can be obtained from the contact officer shown in column 4 of the list below.

### **Decisions**

All decisions taken by Cabinet may be implemented 5 working days after the relevant Cabinet meeting, unless called in by Councillors.

### **Making your Views Heard**

You can comment on any of the items in this list by contacting the officer shown in column 4. You can also submit a deputation to the Cabinet. Full details of how to do this (and the date by which a deputation must be submitted) will be shown in the Cabinet agenda.

#### **LONDON BOROUGH OF HAMMERSMITH & FULHAM: CABINET 2013/14**

<b>Leader (+ Regeneration, Asset Management and IT):</b>	<b>Councillor Nicholas Botterill</b>
<b>Deputy Leader (+ Residents Services):</b>	<b>Councillor Greg Smith</b>
<b>Cabinet Member for Children's Services:</b>	<b>Councillor Helen Binmore</b>
<b>Cabinet member for Communications:</b>	<b>Councillor Mark Loveday</b>
<b>Cabinet Member for Community Care:</b>	<b>Councillor Marcus Ginn</b>
<b>Cabinet Member for Housing:</b>	<b>Councillor Andrew Johnson</b>
<b>Cabinet Member for Transport and Technical Services:</b>	<b>Councillor Victoria Brocklebank-Fowler</b>
<b>Cabinet Member for Education:</b>	<b>Councillor Georgie Cooney</b>

*Key Decisions List No. 16 (published 3 January 2014)*

## KEY DECISIONS LIST - CABINET ON 3 FEBRUARY 2014

**The list also includes decisions proposed to be made by future Cabinet meetings**

*Where column 3 shows a report as EXEMPT, the report for this proposed decision will be considered at the private Cabinet meeting. Anybody may make representations to the Cabinet to the effect that the report should be considered at the open Cabinet meeting (see above).*

\* All these decisions may be called in by Councillors; If a decision is called in, it will not be capable of implementation until a final decision is made.

Decision to be Made by (Cabinet or Council)	Date of Decision-Making Meeting and Reason	Proposed Key Decision  Most decisions are made in public unless indicated below, with the reasons for the decision being made in private.	Lead Executive Councillor(s), Wards Affected, and officer to contact for further information or relevant documents	Documents to be submitted to Cabinet <i>(other relevant documents may be submitted)</i>
<b>February</b>				
Cabinet	3 Feb 2014	<p><b>Climate Proofing Social Housing Landscapes – EU Life+ programme.</b></p> <p>This report outlines Housing &amp; Regeneration’s plan to develop green infrastructure and sustainable drainage on housing estates in line with the recommendations made in LBHF’s Water Management policy.</p>	Cabinet Member for Housing	<p>A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.</p>
	Reason: Affects 2 or more wards		Ward(s): Hammersmith Broadway; North End; Parsons Green and Walham	
Reason: Affects 2 or more wards	Contact officer: Sharon Schaaf Tel: 020 8753 2570 sharon.schaaf@hfhomes.org.uk			
Cabinet	3 Feb 2014	<p><b>Letting of a concession to monetise the ducting within the Council owned CCTV network</b></p> <p>Monetising LBHF CCTV network.</p> <p><b>PART OPEN</b></p> <p><b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.</p>	Deputy Leader (+ Residents Services)	<p>A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.</p>
	Reason: Affects 2 or more wards		Ward(s): All Wards	
Reason: Affects 2 or more wards	Contact officer: Sharon Bayliss Tel: 020 8753 1636 sharon.bayliss@lbhf.gov.uk			

Decision to be Made by (Cabinet or Council)	Date of Decision-Making Meeting and Reason	Proposed Key Decision  Most decisions are made in public unless indicated below, with the reasons for the decision being made in private.	Lead Executive Councillor(s), Wards Affected, and officer to contact for further information or relevant documents	Documents to be submitted to Cabinet (other relevant documents may be submitted)
Cabinet  Full Council	3 Feb 2014  26 Feb 2014	<p><b>Four Year Capital Programme 2014/15 to 2017/18</b></p> <p>Capital strategy 2014/15 to 2017/18.</p> <p><b>PART OPEN</b></p> <p><b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.</p>	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	
Cabinet	3 Feb 2014	<p><b>Extension of contract for Internal Audit Services</b></p> <p>The current contract for IA services ends on 31 March 2014 but has the option to extend for up to 2 years. The recommendation is to extend the contract to 30 June 2015 to make it co-terminus with similar contracts at RBKC and Westminster City Council.</p> <p><b>PART OPEN</b></p> <p><b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.</p>	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	

Decision to be Made by (Cabinet or Council)	Date of Decision-Making Meeting and Reason	Proposed Key Decision  Most decisions are made in public unless indicated below, with the reasons for the decision being made in private.	Lead Executive Councillor(s), Wards Affected, and officer to contact for further information or relevant documents	Documents to be submitted to Cabinet ( <i>other relevant documents may be submitted</i> )
Cabinet  Full Council	3 Feb 2014  26 Feb 2014  Reason: Affects 2 or more wards	<b>Treasury Management Strategy</b>  This report provides the outline of the Council's Treasury Management Strategy for 2014/15.	Leader of the Council (+Regeneration, Asset Management and IT)  Ward(s): All Wards  Contact officer: Jane West Tel: 0208 753 1900 jane.west@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
Cabinet  Full Council	3 Feb 2014  26 Feb 2014  Reason: Budg/pol framework	<b>Revenue Budget and Council Tax levels</b>  Revenue Budget and Council Tax Setting Report for 2014/15.	Leader of the Council (+Regeneration, Asset Management and IT)  Ward(s): All Wards  Contact officer: Jane West Tel: 0208 753 1900 jane.west@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
Cabinet	3 Feb 2014  Reason: Expenditure more than £100,000	<b>Housing Revenue Account financial strategy and rent increase 2014-15</b>  This report deals with:  - management of the Housing Revenue Account (HRA) post HRA reform; - the HRA Financial Strategy, the HRA MTFS for the five years 2014/15 – 2018/19, and the HRA Revenue Budget for the year 2014/15; - the proposed increase in dwelling rents for 2014/15 having regard to national government guidance for council rents and the maintenance requirements of the housing stock owned by the borough, and the related fees and charges covering parking and garages, water rates and communal energy charges where levied.	Cabinet Member for Housing  Ward(s): All Wards  Contact officer: Kathleen Corbett Tel: 020 8753 3031 Kathleen.Corbett@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.

Decision to be Made by (Cabinet or Council)	Date of Decision-Making Meeting and Reason	Proposed Key Decision  Most decisions are made in public unless indicated below, with the reasons for the decision being made in private.	Lead Executive Councillor(s), Wards Affected, and officer to contact for further information or relevant documents	Documents to be submitted to Cabinet (other relevant documents may be submitted)
Cabinet	3 Feb 2014	<p><b>Housing and Regeneration joint venture - selection of preferred partner</b></p> <p>Following an OJEU procurement, final selection of a private sector partner to form a Joint Venture with the Council.</p> <p><b>PART OPEN</b></p> <p><b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.</p>	Cabinet Member for Housing	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Affects 2 or more wards		Ward(s): All Wards	
Cabinet	3 Feb 2014	<p><b>Corporate Planned Maintenance 2014/2015 Programme</b></p> <p>To provide proposals and gain approval for the 2014/2015 Corporate Planned Maintenance Programme.</p>	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	
Cabinet	3 Feb 2014	<p><b>Corporate Revenue monitor 2013/14 - month 8</b></p> <p>Report on the projected outturn for both the General Fund and the Housing Revenue Account for 2013_14.</p>	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Affects 2 or more wards		Ward(s): All Wards	

Decision to be Made by (Cabinet or Council)	Date of Decision-Making Meeting and Reason	Proposed Key Decision  Most decisions are made in public unless indicated below, with the reasons for the decision being made in private.	Lead Executive Councillor(s), Wards Affected, and officer to contact for further information or relevant documents	Documents to be submitted to Cabinet ( <i>other relevant documents may be submitted</i> )
Cabinet	3 Feb 2014  Reason: Affects 2 or more wards	<b>Settlement of Performance Bonds in Relation to Administration of Connaught Partnerships Ltd</b>  To accept settlement payment in relation to Performance Bonds.  <b>PRIVATE</b> This report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.	Cabinet Member for Housing  Ward(s): Addison; Askew; Shepherds Bush Green  Contact officer: Roger Thompson Tel: 020 8753 3920 Roger.Thompson@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
<b>March 2014</b>				
Cabinet	3 Mar 2014  Reason: Expenditure more than £100,000	<b>Special Guardianship Allowance Policy</b>  To agree a revised policy for allowances to carers.	Cabinet Member for Children's Services  Ward(s): All Wards  Contact officer: Andrew Christie Tel: 020 7361 2300 andrew.christie@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
Cabinet	3 Mar 2014  Reason: Expenditure more than £100,000	<b>Proposed Outsourcing of Commercial Property Management Function</b>  Lot 1 of New Property Contract.  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information)	Leader of the Council (+Regeneration, Asset Management and IT)  Ward(s): All Wards  Contact officer: Miles Hooton Tel: 020 8753 2835 Miles.Hooton@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.

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		under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.		
Cabinet	3 Mar 2014	<b>Recommendations on future of Coverdale Road</b>  The report will make recommendations and share outcomes regarding the consultation on the future of Coverdale Road - which is an H&F run residential care home for people with learning disabilities in Shepherds Bush.	Cabinet Member for Community Care	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	
Cabinet	3 Mar 2014	<b>Economic Development priorities</b>  This report seeks Members' approval for future economic development priorities which respond to the borough's longer term economic growth and regeneration vision and makes recommendations on use of Section 106 funds to achieve key outcomes.	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	
Cabinet	3 Mar 2014	<b>Dementia Day Services - contract award</b>  To approve the award of a contract for Dementia Day and Outreach services in LBHF.  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances	Cabinet Member for Community Care	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	



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		of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.		
Cabinet	3 Mar 2014	<b>Hammersmith Park</b>  Refurbishment of the existing Quadron Welfare Block for occupation by the Quadron and Serco Grounds Maintenance Teams.  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): Shepherds Bush Green	
Cabinet	3 Mar 2014	<b>Schools Organisation Strategy</b>  To approve the updated Schools Organisation Strategy.	Cabinet Member for Education	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Affects 2 or more wards		Ward(s): All Wards	
Cabinet	3 Mar 2014	<b>High Level Capital Budget Monitoring Report, 2013/14 Quarter 3</b>  Quarterly capital monitor.	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting
	Reason: Expenditure more than		Ward(s): All Wards	

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	£100,000	<p><b>PART OPEN</b></p> <p><b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.</p>	Contact officer: Jane West Tel: 0208 753 1900 jane.west@lbhf.gov.uk	documentation and / or background papers to be considered.
Cabinet	3 Mar 2014  Reason: Expenditure more than £100,000	<p><b>Highways Maintenance Programme 2014/15</b></p> <p>Report on carriageway and footway maintenance programme for 2014/2015.</p>	Cabinet Member for Transport and Technical Services  Ward(s): All Wards  Contact officer: Ian Hawthorn Tel: 020 8753 3058 ian.hawthorn@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
Cabinet	3 Mar 2014  Reason: Affects 2 or more wards	<p><b>Revenue budget 2013/14 - month 8 amendments</b></p> <p>Report on the projected outturn for both the General Fund and the Housing Revenue Account for 2013_14.</p>	Leader of the Council (+Regeneration, Asset Management and IT)  Ward(s): All Wards  Contact officer: Gary Ironmonger Tel: 020 8753 2109 Gary.Ironmonger@lbhf.gov.uk	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
Cabinet	3 Mar 2014  Reason: Expenditure more than	<p><b>Tri-borough ICT strategy programme management</b></p> <p>Approval for funding of the continuation of the tri-borough ICT strategy programme management</p>	Leader of the Council (+Regeneration, Asset Management and IT)  Ward(s): All Wards	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting

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	£100,000		Contact officer: Jackie Hudson Tel: 020 8753 2946 Jackie.Hudson@lbhf.gov.uk	documentation and / or background papers to be considered.
Cabinet	3 Mar 2014	<b>Non Half Hourly Quarterly Electricity supplies (NHHQ)</b>  Procurement Via Framework  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.	Cabinet Member for Transport and Technical Services	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards  Contact officer: Vassia Paloumbi Tel: 020 8753 3912 Vassia.Paloumbi@lbhf.gov.uk	
<b>April 2014</b>				
Cabinet	7 Apr 2014	<b>Business Intelligence</b>  Business case setting out the recommended option to establish a Tri-borough business intelligence service.  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.	Deputy Leader (+ Residents Services), Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards  Contact officer: Jane West Tel: 0208 753 1900 jane.west@lbhf.gov.uk	

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Cabinet	7 Apr 2014	<b>Revenue budget 2013/14 - month 10 amendments</b>  Report on the projected outturn for both the General Fund and the Housing Revenue Account for 2013_14.	Leader of the Council (+Regeneration, Asset Management and IT)	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Affects 2 or more wards		Ward(s): All Wards	
Cabinet	7 Apr 2014	<b>Bi-Borough procurement of a parking management information system</b>  Seeking authority to go out to tender under OJEU rules for a shared Parking Management Information System between RBKC and H&F.  <b>PART OPEN</b>  <b>PART PRIVATE</b> Part of this report is exempt from disclosure on the grounds that it contains information relating to the financial or business affairs of a particular person (including the authority holding that information) under paragraph 3 of Schedule 12A of the Local Government Act 1972, and in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information.	Cabinet Member for Transport and Technical Services	A detailed report for this item will be available at least five working days before the date of the meeting and will include details of any supporting documentation and / or background papers to be considered.
	Reason: Expenditure more than £100,000		Ward(s): All Wards	