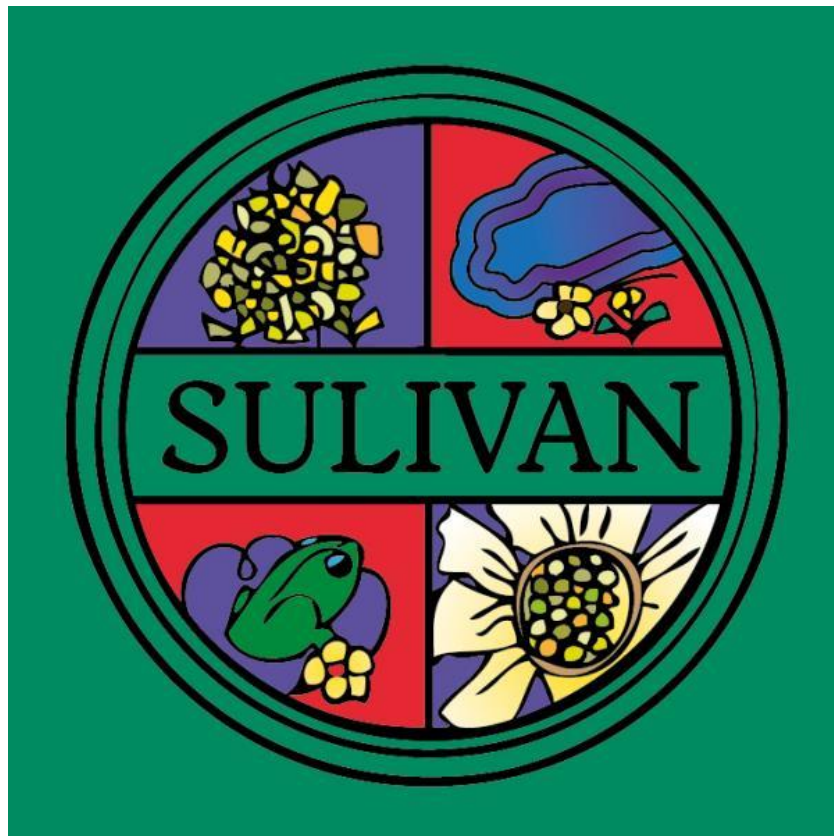


Sullivan Primary School

Wednesday 11th December 2013



**Representation to Hammersmith
and Fulham Council on the proposed
amalgamation of New King's and
Sullivan Schools**

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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 surplus primary school places

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 24th 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

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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:

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
2013	95	89	30
LBHF 2013	90	81	29

Writing

Results %	Level 2+	Level 2b+	Level 3
2010	63	53	7
2011	86	61	20
2012	76	76	15
2013	95	84	22
LBHF 2013	86	71	18

Mathematics

Results %	Level 2+	Level 2b+	Level 3
2010	77	70	10
2011	95	77	27
2012	88	76	20
2013	97	84	24
LBHF 2013	90	78	26

KS1 Pupil Premium Achievement

Results %	Level 2+	LBHF	Level 3+	LBHF
Reading	100%	88	30%	16
Writing	100%	82	20%	9
Maths	100%	87	25%	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
2013 results	90	48	92
2013 LBHF	88	49	83

Writing (Teacher Assessment)

Results %	Level 4+	Level 5+	Two levels of progress
2011	61	22	84
2012	86	47	100
2013 results	83	41	96
2013 LBHF	86	34	86

Mathematics

APPENDIX D1 SECOND

Results %	Level 4+	Level 5+	Two levels of progress
2011	61	31	64
2012	89	50	94
2013 results	86	41	100
2013 LBHF	86	46	94

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
2013	83	78	31	25

KS2 Pupil Premium Achievement

Results %	Level 4+	LBHF	Level 5+	LBHF
Reading	88	85	47	40
Writing (TA)	82	81	41	22
Maths	88	82	41	20
English & Maths combined	82	73	24	17

(vi) Parent View

APPENDIX D1 SECOND

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%	97%
My child is making good progress because the teaching and learning is good.	49%	46%	95%
The school is well led and managed	55%	43%	98%

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:

75%	said they will not send their children to the new amalgamated New Kings School.
18%	said they don't know if they will send their children to the new amalgamated New Kings School.
5%	Said they would send their children to the new amalgamated New Kings School.
2%	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

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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.

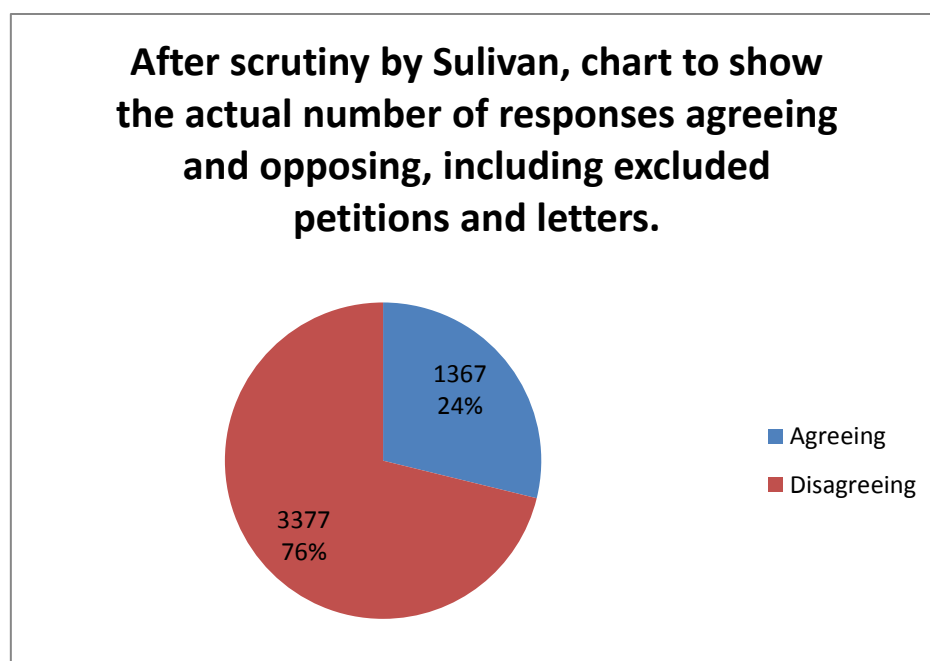
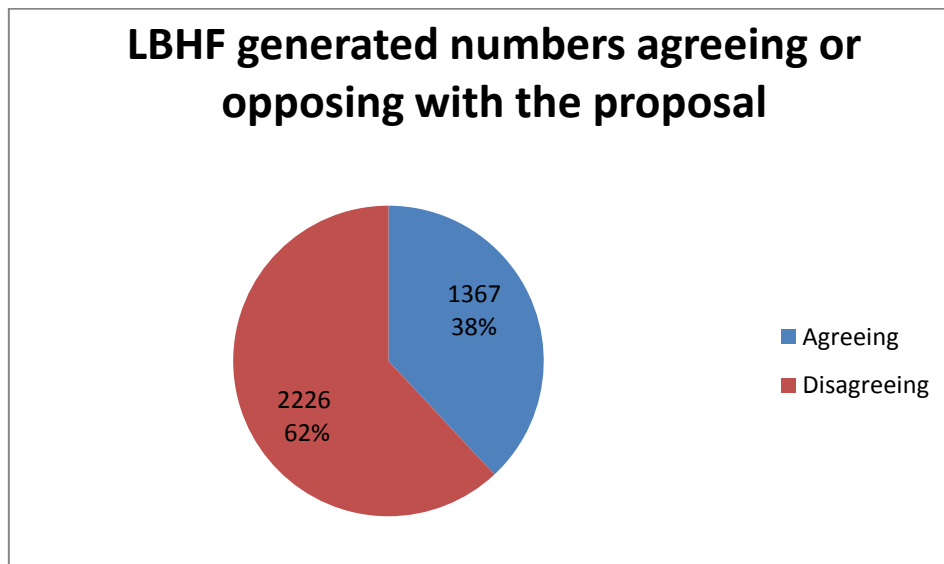
1.2 SCRUTINY OF EVIDENCE FROM THE COUNCIL'S PUBLIC CONSULTATION

Scrutiny Process: All responses were scrutinised by Sullivan at Lilla Husset on Tuesday 26th and Wednesday 27th 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.

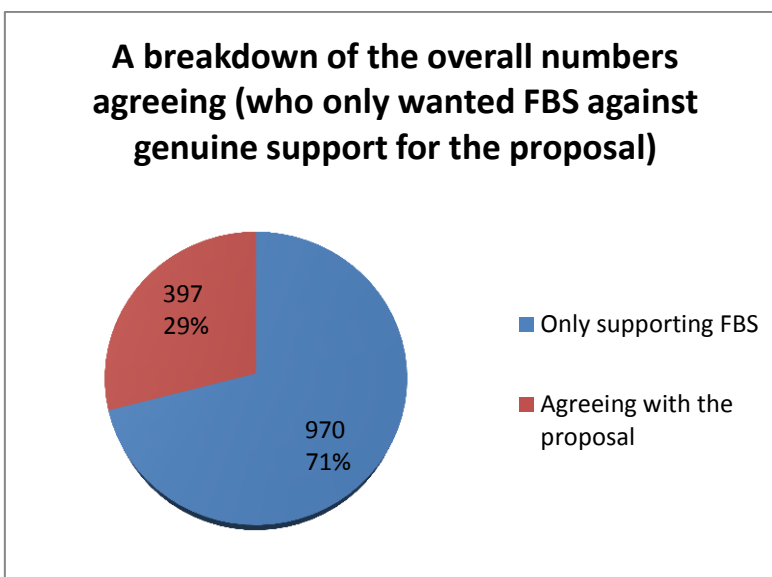
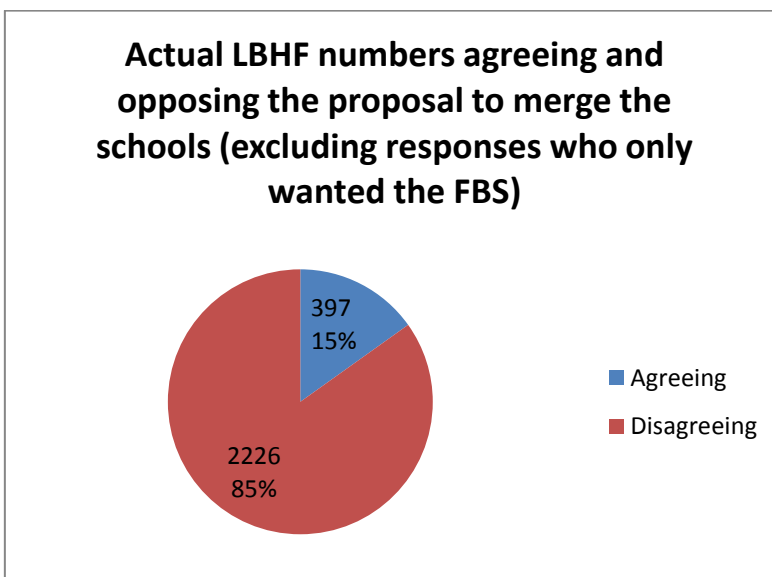


- The total number of responses which only expressed support for Fulham Boys’ School was 970 out of the 1367 responses (70.9%) , 726 of which were ‘parents’ (74.8%)
 - 812 paper responses, 590 of which were ‘parents’ (72.66%)
 - 158 online responses, 136 of which were ‘parents’ (86.07%)

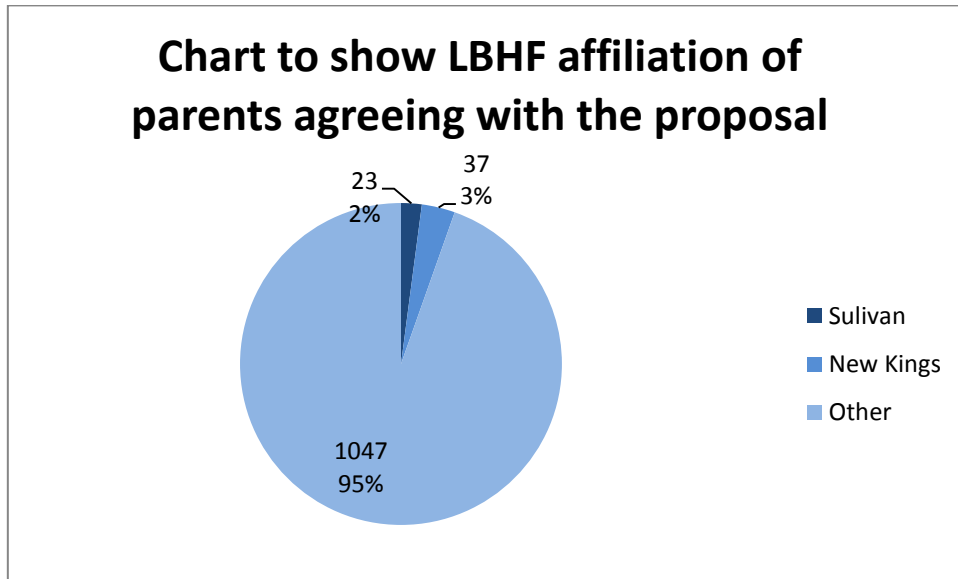
Despite the assertions by Fulham Boys’ and Andrew Christie that this consultation was not about the Free school, these 970 responses solely in support of Fulham Boys’ were included as support for the amalgamation proposal. However, two petitions in direct opposition to the amalgamation (including 970 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.

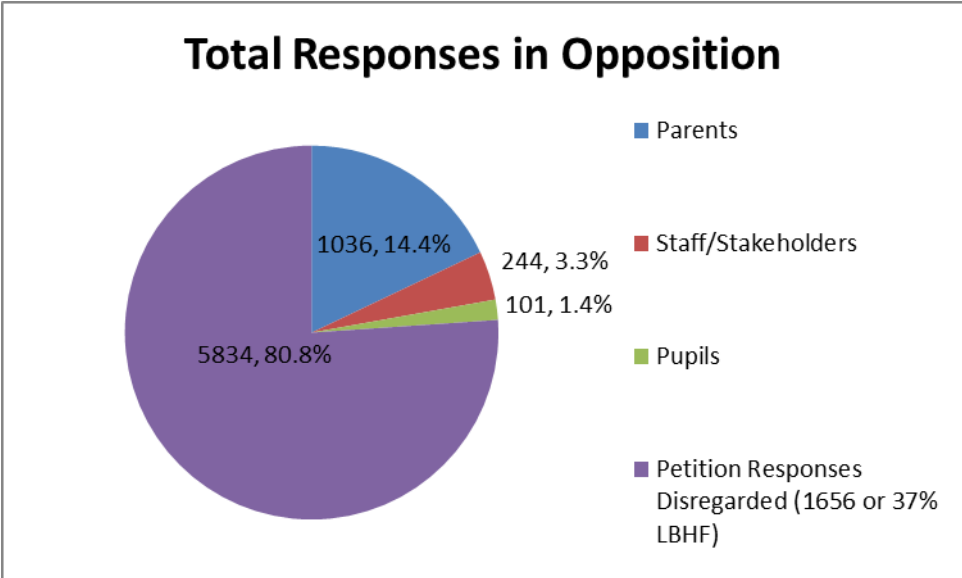
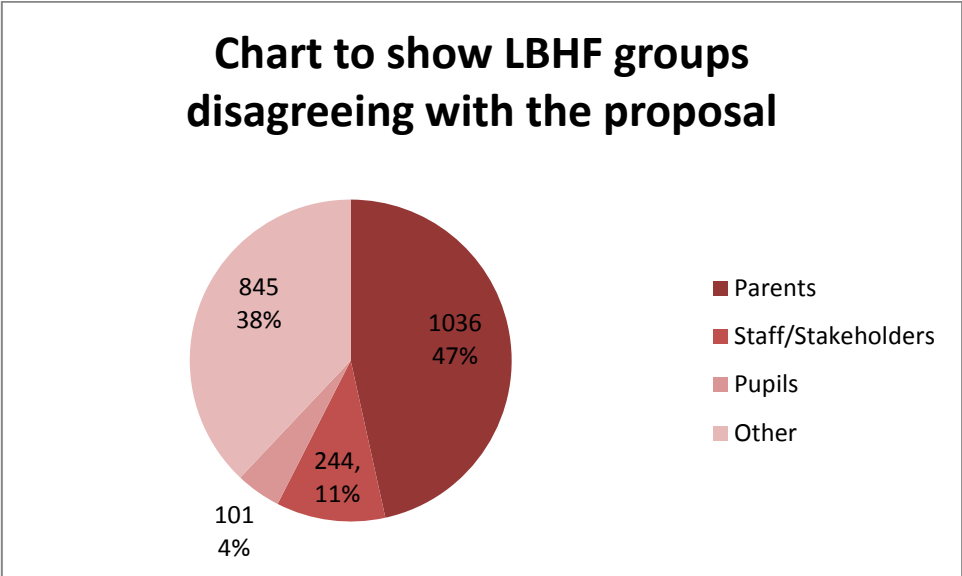


LBHF used the responses (1,047) within the category ‘parents’ to justify moving to statutory closure of Sullivan School. However, according to the Council’s report, the majority of parents were exclusively in favour of Fulham Boys’ School.



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 the New Kings Combined group dated 11th 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 10th 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.

Sullivan Primary School Roll					
	Pupils July 2013	Pupils-Census October 2013	Projected Pupils September 2014	Projected Pupils September 2015	Projected Pupils September 2016
Nursery			39	39	39
Reception	36	45	45	60	60
Year 1	45	39	45	45	60
Year 2	38	42	39	45	45
Year 3	38	36	42	39	45
Year 4	39	40	36	42	45
Year 5	28	39	40	36	45
Year 6	30	31	39	40	40
Total	254	272	286	307	328
% FULL	80%	86%	92%	93%	95%

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 6th 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 (18th 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.

Sullivan Primary School Roll					
	Pupils July 2013	Pupils-Census October 2013	Projected Pupils September 2014	Projected Pupils September 2015	Projected Pupils October 2016
Nursery			39	39	39
Reception	36	45	45	60	60
Year 1	45	39	45	45	60
Year 2	38	42	39	45	45
Year 3	38	36	42	39	45
Year 4	39	40	36	42	45
Year 5	28	39	40	36	45
Year 6	30	31	39	40	40
Total	254	272	286	307	328
% FULL	80%	86%	92%	93%	95%

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 300m² of the existing playground, which currently measures approximately 744m².

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.

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The Approximate Cost Estimate for Option A, consisting of a 280m² single storey structure containing four classrooms, a separate 70m² classroom and the new toilet block at approximately 53m² would be as follows:

Item Element Approximate Cost

- 1 Construction costs @ £1,550/m² 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 70m² classrooms and a 53m² 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 Borough of Fulham 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 D 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.

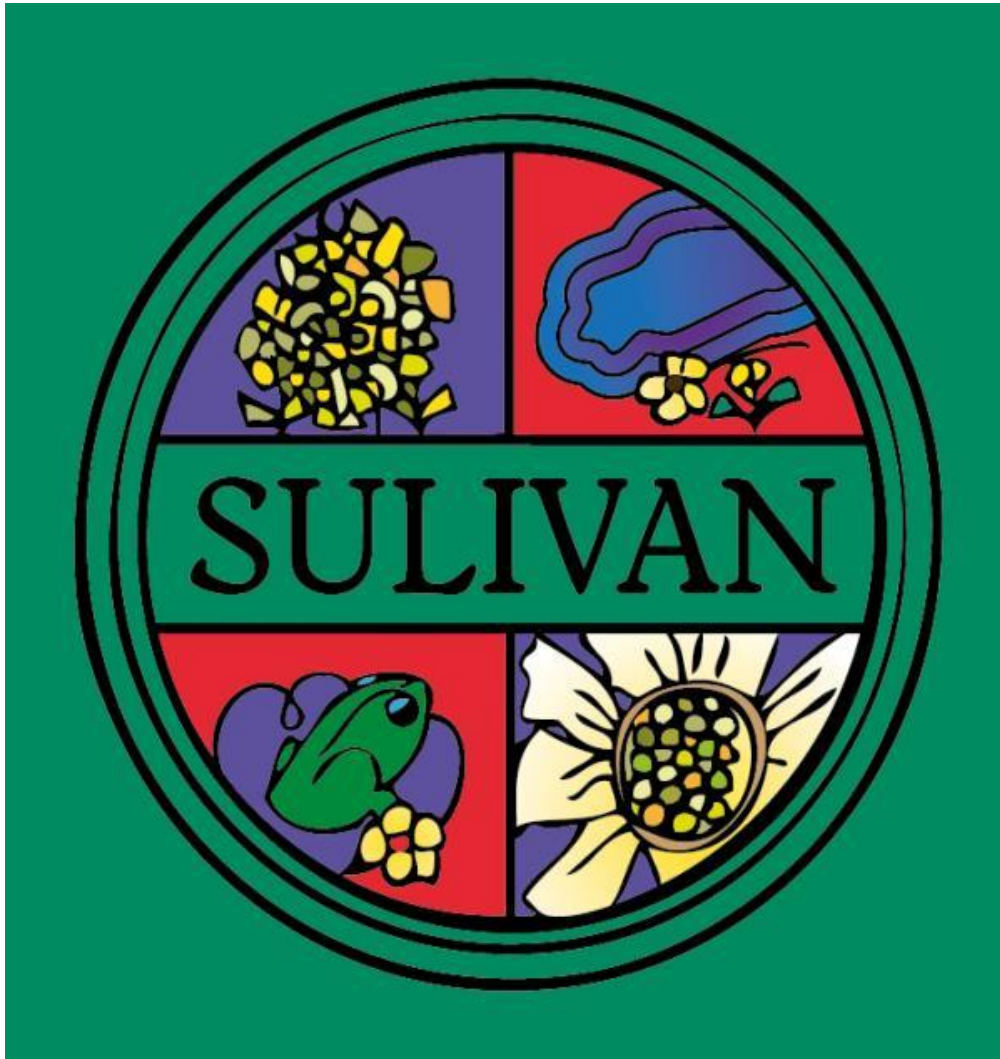
Arthur J. Reynolds. *Journal of School Psychology*, Vol. 37, No. 4, pp. 355–377, 1999

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 8th October 2013

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“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.
 - 9th 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 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.

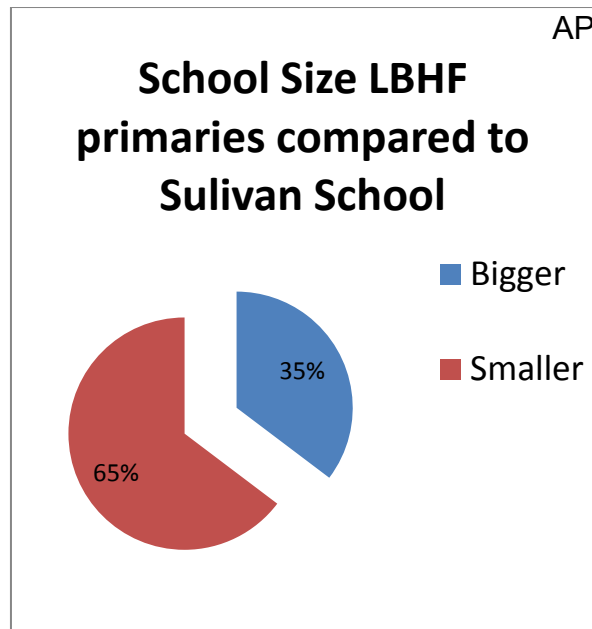


“Both New King’s and Sullivan are small compared with some other primaries in the borough.”

- 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 13th 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
% FULL	80%	86%	91%	93%

- 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:

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.” 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.

APPENDIX D1 SECOND

- 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 11th 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 21st century learning.”

- Sullivan does not need £2 million to provide excellent education and **“state-of-the-art teaching facilities suitable for 21st century learning”**.
- **“State-of-the-art teaching facilities suitable for 21st century learning”** is a subjective statement.
- **“State-of-the-art teaching facilities suitable for 21st 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.