

CABINET

7.30 p.m.

**Wednesday
14 November 2007**

**Council Chamber
Town Hall**

Members 10: Quorum 5

Councillor Michael White

Leader of the Council (Chairman)

Councillor Steven Kelly (Deputy Leader)

Sustainable Communities & Health

Councillor Michael Armstrong

Housing & Regeneration

Councillor Peter Gardner

Public Safety

Councillor Andrew Curtin

Public Realm

Councillor Barry Tebbutt

StreetCare & Parking

Councillor Paul Rochford

Environmental & Technical Services

Councillor Eric Munday

Performance & Corporate

Councillor Roger Ramsey

Resources

Councillor Geoffrey Starns

Children's Services

***For information about the meeting please contact:
Ian Buckmaster (01708) 432431 ian.buckmaster@havering.gov.uk***



Cabinet, 14 November 2007

1. HEALTH AND SAFETY

The Council is committed to protecting the health and safety of all who attend meetings of Cabinet.

At the beginning of the meeting, there will be an announcement about what you should do if there is an emergency during its course. For your own safety and that of others at the meeting, please comply with any instructions given to you about evacuation of the building, or any other safety related matters.

2. MOBILE COMMUNICATIONS DEVICES

Although mobile phones, pagers and other such devices are an essential part of many people's lives, their use during a meeting of the Cabinet can be disruptive and a nuisance. Everyone attending is asked therefore to ensure that any device is switched to silent operation or switched off completely.

3. CONDUCT AT THE MEETING

Although members of the public are welcome to attend meetings of the Cabinet, they have no right to speak at them.

The Chairman has discretion, however, to invite members of the public to ask questions or to respond to points raised by Members. Those who wish to do that may find it helpful to advise the Committee Officer before the meeting so that the Chairman is aware that someone wishes to ask a question.

PLEASE REMEMBER THAT THE CHAIRMAN MAY REQUIRE ANYONE WHO ACTS IN A DISRUPTIVE MANNER TO LEAVE THE MEETING AND THAT THE MEETING MAY BE ADJOURNED IF NECESSARY WHILE THAT IS ARRANGED.

If you need to leave the meeting before its end, please remember that others present have the right to listen to the proceedings without disruption. Please leave quietly and do not engage others in conversation until you have left the meeting room.

Cabinet, 14 November 2007

AGENDA

1 ANNOUNCEMENTS

On behalf of the Chairman, there will be an announcement about the arrangements in case of fire or other events that might require the meeting room or building's evacuation.

2 APOLOGIES FOR ABSENCE (if any) - receive.

3 DECLARATION OF INTERESTS

Members are invited to declare any interests in any of the items on the agenda at this point of the meeting. Members may still declare an interest in an item at any time prior to the consideration of the matter.

4 MINUTES

To approve as a correct record the minutes of the meeting held on 24 October 2007, and to authorise the Chairman to sign them

5 PROPERTY DISPOSALS – REQUISITION OF PREVIOUS DECISION

To consider, if upheld by the Corporate Overview & Scrutiny Committee, a requisition of the decision of Cabinet on property disposals taken at the last meeting.

A special meeting of the Corporate Overview & Scrutiny meeting has been convened for Monday, 12 November, the outcome of which will be reported orally at this meeting.

For ease of reference, the report to the Overview & Scrutiny Committee, incorporating the report previously considered by Cabinet, is attached.

6 REPORT OF THE CHILDREN'S OVERVIEW AND SCRUTINY COMMITTEE – ENABLING ALL CHILDREN ACCESS TO EDUCATION TOPIC GROUP

7 REPORT OF THE CHILDREN'S OVERVIEW AND SCRUTINY COMMITTEE – NEW DIPLOMA SCHEME TOPIC GROUP

8 LIBRARY REFURBISHMENT PROGRAMME UPDATE

Cabinet, 14 November 2007

9 **'BUILDING NEW PRIMARY SCHOOLS': PROPOSED INITIAL INVESTMENT IN HAVERING'S PRIMARY SCHOOLS – RESULT OF STAGE 2 CONSULTATION PROCESS AND MOVEMENT TO NEXT STAGE**

10 **EXCLUSION OF THE PUBLIC**

To consider whether the public should now be excluded from the meeting on the grounds that it is likely that, in view of the nature of the business to be transacted or the nature of the proceedings, if members of the public were present during the following item there would be disclosure to them of exempt information within the meaning of paragraph 3 of Schedule 12A to the Local Government Act 1972 which it is not in the public interest to publish; and, if it is decided to exclude the public on those grounds, Cabinet to resolve accordingly on the motion of the Chairman.

11 **CHIEF EXECUTIVE'S REPORT CONTAINING EXEMPT INFORMATION**

Cheryl Coppel
Chief Executive

NOTE: The Leader of the Council has called an additional meeting of the Cabinet for Thursday, 22 November 2007 at **5.30pm**



MINUTES OF A CABINET MEETING
Havering Town Hall, Romford
Wednesday, 24 October 2007
(7.30pm – 8.40pm)

Present:

Councillor Michael White, Leader of the Council, in the Chair

Cabinet Member responsibility:

Councillor Steven Kelly (Deputy Leader)	Sustainable Communities & Health
Councillor Michael Armstrong	Housing & Regeneration
Councillor Andrew Curtin	Public Realm
Councillor Eric Munday	Performance & Corporate
Councillor Roger Ramsey	Resources
Councillor Paul Rochford	Environmental & Technical Services
Councillor Geoffrey Starns	Children's Services
Councillor Barry Tebbutt	StreetCare & Parking

Councillors Clarence Barrett, Robert Benham, David Charles, Keith Darvill, Gillian Ford, Linda Hawthorn, Ray Morgon, John Mylod, Jeffrey Tucker, Keith Wells and Melvin Wallace

One member of the public and a representative of the press were also present until excluded.

An apology was received for the absence of Councillor Peter Gardner

All decisions were agreed with no vote against.

On behalf of the Chairman, those present were reminded of the action to be taken in the event of an emergency.

31 MINUTES

The minutes of the meeting held on 19 September 2007 were agreed as a correct record and were signed by the Chairman.

32 REPORT OF THE CULTURE & REGENERATION OVERVIEW AND SCRUTINY COMMITTEE: PUBLIC TRANSPORT OPERATORS TOPIC GROUP

Councillor Mike Armstrong, Cabinet Member for Housing & Regeneration, introduced the report

The Public Transport Operators Topic Group of the Culture & Regeneration Overview and Scrutiny Committee had undertaken a review that aimed to establish the following:

- The current range of transport services available in Havering
- The current problems faced by residents and people in Havering
- Ways to improve the transport system in the Borough

That review had now been completed and the Overview & Scrutiny Committee had adopted the Topic Group's report. The findings and recommendations of the Topic Group are set out in the Appendix to these minutes.

Reasons for the decision:

The Culture & Regeneration Overview & Scrutiny Committee Topic Group report on Public Transport Operators had been referred to Cabinet for consideration.

Other options considered:

No alternative had been considered.

Cabinet asked that its thanks for the work undertaken by the Topic Group be recorded. The Cabinet Member confirmed his intention to continue to press Transport for London for improvements to bus services in the borough, adding however that TfL had not proven as responsive as might have been hoped for.

Cabinet accepted the recommendations of the Topic Group, subject to progress monitoring being undertaken in six, rather than three, months' time.

33 GREEN SPACES PROJECT

Councillor Paul Rochford, Cabinet Member for Environmental & Technical Services, introduced the report

The report set out a way forward for the Havering Green Spaces Project, one of the Administration's eleven priority projects agreed in April 2007. It dealt with a range of issues relating to the future of parks and open spaces in Havering, including the prioritisation of sites, the resources required to make them fit for purpose and other improvement measures.

The Green Spaces Project had been set up to continue the improvement of Havering's parks and open spaces, building on investments that had been made in recent years. The overall objective of the Green Spaces Project was to "improve the quality and efficiency of the borough's green spaces".

Reasons for the decision

The Green Spaces Project had been set up to continue the improvement of Havering's parks and open spaces, building on investments that have been made in recent years.

Other options considered

As the Green Spaces Project is one of the agreed priority projects for the Administration, no alternatives had been considered

Cabinet noted the useful contribution that could be made to the strategy by “friends of parks” groups, and that financial contributions by way of s.106 agreements could be sought from developers to support the provision or improvement of public open space. Suggestions were made as to locations where particular improvement was needed, such as Rainham Recreation Ground.

Cabinet agreed that:

- 1 The 25 sites listed in Appendix 1 of the report submitted be designated “Principal Parks”.**
- 2 The 13 sites listed in Appendix 2 be designated “Principal Open Spaces”.**
- 3 The investment strategy set out in section 3 of the report be approved, noting that this strategy included an intention to secure resources at a level which was currently uncertain, and that agreeing this strategy did not commit the Council in its application of scarce future resources.**
- 4 The other initiatives for improvement set out in section 4 be approved.**

34 PROPERTY DISPOSALS

Councillor Roger Ramsey, Cabinet Member for Resources, introduced the report

Cabinet had previously approved the disposal of a number of Council-owned sites that had been identified as surplus, either as a result of specific projects such as the Corporate Office Property Strategy or more general property reviews carried out by Strategic Property Services.

As the Council had pursued a policy of selling surplus sites for many years it had become more difficult to identify new sites for disposal that do not pose challenges, either technically or in terms of planning, and especially in respect of objections to disposal that arise in many cases. Nonetheless, constant and ongoing appraisal of property assets to identify disposal opportunities is a requirement on all local authorities and at Havering is essential in providing capital receipts to fund spending to support and enhance Council services. The receipts will be used to support future expansions to the capital programme relative to Council priorities including improvements to parks, children’s play facilities, highways and the Hornchurch Urban Strategy.

The report submitted identified six further sites (details of which were appended to the report) that did not appear to meet the Council’s approved criteria for property ownership and therefore needed to be considered for

disposal. The report also sought authorisation to revise the disposal strategy in respect of a previously approved disposal.

The six sites were:

- Land at Linley Crescent, Romford
- Land at Hood Walk, Collier Row
- Former Park Keepers House, Spring Farm Park, Rainham
- Land at Lodge Lane, Collier Row
- Land at Corner of Wingletye Lane and Maywin Crescent, Hornchurch
- Land at Corner of Hornchurch Road and Abbs Cross Lane, Hornchurch

Reasons for the decision:

In order to improve the efficiency of the Council's portfolio of land and property assets and to generate further capital receipts it was important to ensure that surplus assets continued to be identified for disposal.

Other options considered:

If these sites were not sold, the most likely alternative was that they remain in their current use. Other alternatives were identified in the individual appendices for each site.

If the sites were not sold, it was likely that the capital programme would have to be reduced or funded from borrowing which would incur additional revenue costs.

Particular concern was expressed about the possible development of the land at the corner of Hornchurch Road and Abbs Cross Lane, Hornchurch. Members referred to its location at the entrance to Hornchurch Town Centre and sought assurance that any developer would be required to respect the location and to proceed with development in a manner sympathetic to the local environment. Members were also reminded that, for the Council to be able to commit the desired levels of capital expenditure, it was essential that the value of surplus land holdings be realised.

Cabinet agreed:

- 1 That the properties identified in Appendix 1 of the report be declared surplus and authorisation be given for their disposal (subject to obtaining any necessary planning permissions and other consents as appropriate) and that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the properties identified.**
- 2 In respect of the property identified in Appendix 1A, that the Cabinet Member for Resources be authorised to approve all necessary arrangements to effect the disposal and development of the site (subject to any necessary planning permissions and other consents as appropriate).**

- 3 That the revised strategy for the disposal of land at Colne Drive be approved and that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the site.

35 **BUSINESS RATES SHARED SERVICE INITIATIVE IN PARTNERSHIP WITH THE LONDON BOROUGH OF BARKING AND DAGENHAM**

Councillor Roger Ramsey, Cabinet Member for Resources, introduced the report

Proposals were outlined for entering into a Joint Partnership arrangement with the London Borough of Barking & Dagenham for billing, administration, collection and recovery of Business Rates from commercial properties in both Boroughs. The objective was to move towards the creation of a shared service, maximising the use of shared resources, knowledge and experience to create a more robust and resilient service, generating economies of scale, reducing operational service costs and making efficiency savings. It would also link with the Audit Commission strategy on Best Value services and the shared services agenda.

Barking & Dagenham had opted to be the lead authority in the development of this partnership and had agreed to host the NNDR (National Non-Domestic Rates) joint team and to undertake the management of all the day to day operational processing work. Havering had agreed to host all ICT Computer facilities and provide support and maintenance to the joint team. Havering would also be providing other ancillary services such as Post Opening, Scanning & Indexing and Printing.

It was intended that a partnership agreement be entered into which would detail exactly how the shared service arrangement would operate and identify roles and responsibilities for both parties. It would also include a governance model to determine how the joint team operation would be jointly managed and monitored on a regular basis and provide details of how the financial model would work in respect of costs to be borne by each party.

The feasibility and evaluation stage of the project having been completed, the report sought approval to adopt this new initiative and to proceed to implementation and the delivery stage, with a view to having the new joint venture up and running by 1 April 2008.

Reasons for the decision:

The reasons for the adoption of the Shared Service are summarised as follows. First, the proposed initiative, once implemented, would deliver operational and cost efficiency savings, maximise the use of shared resources and will create a more robust team to deliver and maintain top quartile collection performance in both Boroughs. Those outcomes aligned directly with the national shared services and efficiency agenda.

Secondly, and as one of the first shared service initiatives between two councils in London, the project would provide valuable lessons of how shared services in London may be successfully implemented, and modelling that could be successfully applied to other projects.

Other options considered:

Options considered were:

- To do nothing;
- A joint service, Havering complete all rates and ICT support;
- A joint service, Barking and Dagenham complete all rates and ICT support;
- A joint service, Barking and Dagenham complete Rates, and ICT support outsourced to Academy; and
- A joint service, Havering provides ICT, Barking and Dagenham provide rates processing services.

The “do nothing” option had not been pursued because that failed to address the national savings and efficiency agenda.

Any of the other four options would have addressed the efficiency agenda, with each of the joint service options having their own advantages and disadvantages. The chosen option, whereby both councils maintained a demonstrable stake in the partnership though continued ownership of key service responsibility (Havering retaining the ICT support service for NNDR; while Barking and Dagenham retaining the NNDR service) was the only approach that allowed access to the efficiency agenda, as well as planning for ongoing, and genuine joint ownership of the service as it moved forward.

Cabinet agreed:

- 1 To approve the principle of entering into a Partnership agreement with the London Borough of Barking & Dagenham for the delivery of an NNDR shared service between the two councils.**
- 2 To support the proposals outlined in the report to implement the NNDR Shared Service initiative.**
- 3 To delegate to the Cabinet Member (Resources), together with the Assistant Chief Executive (Legal & Democratic Services) and Director of Finance & Commercial, approval of the detailed partnership agreement and the finalised business case and to authorise the entering into of the Partnership, unless it is appropriate for Cabinet consideration.**

36 EXCLUSION OF THE PUBLIC

Cabinet decided on the motion of the Chairman (during discussion of the matters referred to in the preceding minute) that the public should be excluded from the remainder of the meeting on the ground that it was likely that, in view of the nature of the business to be transacted, if

members of the public were present there would be disclosure to them of exempt information within the meaning of paragraph 3 of Schedule 12A to the Local Government Act 1972 and it was not in the public interest to publish the information.

37 **TENDER FOR THE CONSTRUCTION OF THE PROPOSED NEW PAVILION AT WESTLANDS PLAYING FIELD**

Councillor Geoff Starns, Cabinet Member for Children's Services, introduced the report

This report set out the pre-award tender report for the construction of the proposed new pavilion at Westlands Playing Fields

Reasons for the decision:

To obtain acceptance of the negotiated price for the proposed works at Westlands Playing Fields.

Other options considered:

The existing pavilion at Westlands had had to be removed because of its poor condition and significant damage due to vandalism. Funding was, therefore, required to provide some form of changing facility if the new facility was not available.

Cabinet agreed:

- 1 **That the requirement for re-tendering the project and accept the negotiated price of £1,189,393 for the construction of a new pavilion at Westlands Playing Fields, be waived.**
- 2 **That the shortfall of £177,577 be met from the balance within the Modernisation Grant.**

38 **TECHNICAL SERVICES - AWARD OF CONTRACT**

Councillor Andrew Curtin declared a personal interest as Chairman of Homes in Havering

Councillor Paul Rochford, Cabinet Member for Environmental & Technical Services, introduced the report

The Council had entered into a Technical Services Partnership Agreement with Mouchel Parkman in 2001 for a period of 5 years, which was later extended to 31 December 2007. Cabinet had previously reviewed the contractual arrangements and explored a number of procurement options for the future provision of Technical Services, in the light of which recommendations were made for the procurement of a contract for the future provision of the Services.

Jacobs Ltd had subsequently been appointed as the Top-up Contractor for Civil Engineering (Highways). The report now submitted examined the results of the remainder of the procurement process for Architectural and Building Surveying Services and made recommendations for the contract award.

Reasons for the decision:

The Council had a statutory duty to maintain its assets. The current Contract for this service had ended in December 2006 but had been extended to cover the necessary timescales for tendering under the European legislation

Whilst there were a variety of risks and benefits associated with each option examined within the report, a 10 year top-up arrangement was favoured for the following reasons:

Economic – overall costs (both capital and revenue) were lower compared to externalisation

Flexibility – the balance of work could be adjusted between the in-house team and the top up contractor to suit varying conditions. The in-house team, and hence fixed costs, could be scaled down if workload were likely to reduce

Risks – overall risk was perceived to be lower with an in-house/top-up arrangement. The 10 year term was considered more likely to mitigate the impact of increased demands/costs for technical skills coincident with the Olympics and other factors.

Other options considered:

The majority of the options were considered in the report. One further option was considered as the tendered rates on Architectural and Building surveying were higher than the rates on the existing contract extension and it might be possible to extend the existing contract for a further 4 years and save financially. This had been considered but had been rejected for two reasons:

(i) The current contract had proved inadequate in some areas and the new contract would help overcome those problems

(ii) There would be a maximum of 4 years for which the contract could be extended and this would then require a tender in the run up to the Olympics which might not be ideal. After all the work that had been done on re-tendering, the increased costs were probably a better protection for the long term future, especially if the amount of work decreases. There would also be questions about the legality of offering another extension, even if value for money were proven.

Cabinet agreed:

- 1 That Architectural and Surveying Services be awarded to Jacobs UK Ltd on the basis of a top-up contract with a 10 year minimum period, commencing on 1 January 2008, with the option to extend for up to 5 years.**
- 2 That the Head of Technical Services in conjunction with the Assistant Chief Executive Legal & Democratic Services and on**

property matters the Property Strategy Manager be authorised to conclude minor variations to the main contract and to conclude any ancillary agreements required to implement decision 1.

- 3 That the scale of the in-house service be reviewed annually by the Cabinet Member for Environmental & Technical Services in liaison the Head of Technical Services with a view to minimising fixed costs, subject to anticipated workload requirements.

**CULTURE & REGENERATION OVERVIEW AND SCRUTINY COMMITTEE
PUBLIC TRANSPORT OPERATORS TOPIC GROUP**

FINDINGS

- 1 At the initial meeting the Topic Group received a presentation detailing the bus and railway transport within the borough. Discussion also took place regarding the wider context of improving the transport within Havering.
- 2 Public transport makes up some 19% of the total personal trips on a typical weekday in Havering and recent improvements in local public transport have helped influence a slight reduction in overall traffic volumes. While the provision of local public transport in Havering is not the direct responsibility of the Local Authority, the Council does take a very proactive position to support local services and is working with a wide range of partners and stakeholders to see aspirations for improvements secured and delivered.

- 3 **Bus Services** - Local Bus Services throughout Greater London are funded and managed directly by London Buses, a division of TfL's Surface Transport. All the local bus routes (red buses) are grouped together and let on a contractual basis by London Buses to commercial bus operators. TfL London Buses consult the Borough only when changes are proposed to these bus routes and when the Transportation Planning Team receives such consultations, it passes copies of TfL's consultation letter on to Elected Members whose wards are affected by the proposed changes. Responses direct to the Transportation Planning Team are invited, so that a coordinated Council response can be submitted to TfL. The contracts TfL let are on the basis of lowest operating cost, as TfL retains the revenue from ticket sales on these contracted bus routes.

There are several commercial bus operators who compete for such contracts in the Borough, primarily based upon where they have local operations established. The main operators in Havering are: -

- East London Buses (part of the Australian owned Macquarie Bank Group and formerly Stagecoach)
- First London (part of the First group)
- Arriva Essex (part of the Arriva Group)
- Blue Triangle Buses.

- 4 The Topic Group established that Council's influence over local bus operations is limited to raising matters with TfL's London Buses, as the tendered contract system set out above and enshrined by Law prevents any other bus operator providing local bus services speculatively and without TfL approval. The Council does not have direct control of bus routes or railway services within the borough.
- 5 While 100% of local bus services in the Borough are fully accessible to wheelchairs (with all vehicles now fitted with ramps and being fully low floor), the Borough is also served by the North east London Dial-a-Ride service, which is operated by TfL and is available to persons who find accessing conventional bus services difficult.
- 6 Within the review, various areas for improvement were highlighted by Members:

Cabinet, 24 October 2007

- Limited bus services in villages in Havering. Members were particularly concerned with school children having to catch early buses due to the services running on hourly basis only
 - The outlying areas such as Havering-atte-bower, Cranham, Rainham and Harold Wood. The bus routes not operating on Sundays in Havering-atte-bower area
 - Lack of Oyster card availability within certain routes and areas such as the Havering-atte-bower area
 - Access for the Mobility Impaired persons at stations
- 7 There have been a number of improvements within the bus transport system in Havering. It was noted that the Queens Hospital is accessible from various areas both within Havering and neighbouring boroughs. However, it was noted that there are no bus services running from Rainham, Cranham and Upminster to Queens Hospital.
- 8 Policing in relation to bus stations is the responsibility of the Metropolitan Police force and Transport Operational Command Unit (TOCU) are the police force that operates on board local bus services. The Topic Group felt that increased police activity around certain areas is needed such as Romford and, Harold Hill. The Topic Group noted the improvement of 18 new Police officers allocated to target areas such as Upminster station. The British Transport Police will be targeting specific stations and also board local buses within the borough.
- 9 **Railway Services** - Havering is served by two Train Operating Companies and also the London Underground District Line. Serving Havering "One Railway" operates on the Great Eastern mainline through the Borough from London Liverpool Street serving Romford, Gidea Park and Harold Wood stations providing access as far as Southend and Clacton during off peak periods C2C operates the London Fenchurch Street to Shoeburyness route, serving Upminster Station, and also a service on the Tilbury Loop which serves Rainham Station within the borough. Both 'One' and C2C are part of the National Express Group, currently the largest public transport operator in the country.
- 10 Crossrail is a scheme being jointly promoted by Transport for London (TfL) and the Department for Transport (DfT) to provide a continuous rail link across London and further from north east of London at Shenfield, to west of London at Maidenhead with links also to be provided to Abbey Wood, and Heathrow Airport. Implementation of Crossrail will lead to platform extensions at Romford, Gidea Park and Harold Wood stations to cater for longer Crossrail trains and improved access for mobility impaired passengers at stations and will lead to increased capacity on the Great Eastern Mainline to and from the north of the borough.
- It was established that the Council already has several rail aspirations including, better transport linkages between Romford station to other transport modes, and more "fast" trains services calling at Romford station during peak periods as well as the lengthening of platforms to accommodate 12 car trains. Havering also has aspirations to see platform extensions along the C2C route to increase capacity on this line.
- 11 The Topic Group sought the need to improve the rail service at Romford station. It was considered that further fast train services from and to London direction in the peak times (morning/evening) are needed. Also the lengthening of trains from 8 cars to 12 cars to facilitate more services at

Romford. Extension of platform lengths at Rainham and Romford were also suggested to increase the frequency of train service.

- 12 It was noted that the British Transport Police (BTP) work with TfL, the communities and train companies to tackle crime and ensure a safe railway environment. Rail and underground stations within the borough are policed by BTP. It was also noted that BTP interact with other Police such as TOCU where necessary.
- 13 The Topic Group established that there are a number of future projects planned along the C2C line including increasing (subject to funding available) the number of trains running via Rainham, to introduce 12 car platforms for the Thameside loop which would include Rainham station. There would also be investment in car parking at stations.

CONCLUSIONS

The Topic Group noted the successes of bus and rail transport services within Havering and recognized that there are many areas for improvement. The group is aware of the future plans and schemes in place for improving the transport services such as the future projects on the c2c line, and the Crossrail proposals.

RECOMMENDATIONS

In order to address the above findings and conclusions, the Topic Group requests Cabinet to consider the following recommendations:

1. That the Lead Member for Housing & Regeneration continue pressuring Transport for London (TfL) to review, on a regular basis, bus services to outlying areas within the borough. Particular emphasis should be given to trying to rectify the current lack of bus services from Rainham/Cranham and Upminster to Queens Hospital.
2. That the Lead Member for Housing & Regeneration lobby London Buses to improve punctuality of bus time tables across the borough, in particular the 370 bus route.
3. That the Transport Planning Team and/or TfL officers provide an update on progress and the current position on Oyster Card availability both at Romford Station and on particular bus routes, after three months have elapsed since the Cabinet decision on the report.
4. That the Council continues supporting the Crossrail proposals and its future implementation within the borough.
5. That for all recommendations adopted by Cabinet, the relevant head of service to report back to the Overview and Scrutiny Committee at its first meeting after three months have elapsed since Cabinet adoption, giving an update on the implementation of these recommendations. The Overview and Scrutiny Committee to decide if further updates are needed beyond this.



MEETING	DATE	ITEM
CABINET	14 NOVEMBER 2007	5

The following is the text of the report being considered by the Corporate Overview & Scrutiny Committee

**CORPORATE
OVERVIEW AND SCRUTINY
COMMITTEE** **12 NOVEMBER 2007**

REPORT OF THE CHIEF EXECUTIVE

SUBJECT: PROPERTY DISPOSALS – requisition of Cabinet decision

In accordance with paragraph 16 of the Overview & Scrutiny Committee Rules, a requisition signed by two Members representing more than one Group (Councillors John Mylod and Keith Darvill) has called in the decision of the Cabinet of 24 October 2007. The text of the requisition appears below.

CABINET DECISION

Cabinet had previously approved the disposal of a number of Council-owned sites that had been identified as surplus, either as a result of specific projects such as the Corporate Office Property Strategy or more general property reviews carried out by Strategic Property Services.

As the Council had pursued a policy of selling surplus sites for many years it had become more difficult to identify new sites for disposal that do not pose challenges, either technically or in terms of planning, and especially in respect of objections to disposal that arise in many cases. Nonetheless, constant and ongoing appraisal of

property assets to identify disposal opportunities is a requirement on all local authorities and at Havering is essential in providing capital receipts to fund spending to support and enhance Council services. The receipts will be used to support future expansions to the capital programme relative to Council priorities including improvements to parks, children's play facilities, highways and the Hornchurch Urban Strategy.

The report submitted identified six further sites (details of which were appended to the report) that did not appear to meet the Council's approved criteria for property ownership and therefore needed to be considered for disposal. The report also sought authorisation to revise the disposal strategy in respect of a previously approved disposal.

The six sites were:

- Land at Linley Crescent, Romford
- Land at Hood Walk, Collier Row
- Former Park Keepers House, Spring Farm Park, Rainham
- Land at Lodge Lane, Collier Row
- Land at Corner of Wingletye Lane and Maywin Crescent, Hornchurch
- Land at Corner of Hornchurch Road and Abbs Cross Lane, Hornchurch

Reasons for the decision:

In order to improve the efficiency of the Council's portfolio of land and property assets and to generate further capital receipts it was important to ensure that surplus assets continued to be identified for disposal.

Other options considered:

If these sites were not sold, the most likely alternative was that they remain in their current use. Other alternatives were identified in the individual appendices for each site.

If the sites were not sold, it was likely that the capital programme would have to be reduced or funded from borrowing which would incur additional revenue costs.

Particular concern was expressed about the possible development of the land at the corner of Hornchurch Road and Abbs Cross Lane, Hornchurch. Members referred to its location at the entrance to Hornchurch Town Centre and sought assurance that any developer would be required to respect the location and to proceed with development in a manner sympathetic to the local environment. Members were also reminded that, for the Council to be able to commit the desired levels of capital expenditure, it was essential that the value of surplus land holdings be realised.

Cabinet agreed:

- 1 That the properties identified in Appendix 1 of the report be declared surplus and authorisation be given for their disposal (subject to obtaining any necessary planning permissions and other consents as appropriate) and that the Property Strategy Manager in consultation**

with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the properties identified.

- 2 In respect of the property identified in Appendix 1A, that the Cabinet Member for Resources be authorised to approve all necessary arrangements to effect the disposal and development of the site (subject to any necessary planning permissions and other consents as appropriate).
- 3 That the revised strategy for the disposal of land at Colne Drive be approved and that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the site.

REASONS FOR REQUISITION

- 1 There has been insufficient public and member consultation about the proposals which in respect of some of the properties are of strategic and environmental importance to the Borough.
- 2 As a public authority and major land owner the Council should, before making decisions in principle to sell, consider the impact of such property disposals on the general public.
- 3 In respect of the proposal to sell Abbs Cross Gardens (a site of Local Importance for Nature Conservation) to examine closely the impact on the ecological and topographical characteristics of the site and its significance in respect of the Council's Hornchurch Urban Strategy. In addition, to consider the roll the land plays as an area of planting of commemorative trees by local voluntary organisations.
- 4 In respect of the proposal to dispose of Colne Drive, Harold Hill to examine closely the potential for development of the site for additional facilities for elderly residents linked to the adjacent 'Extra Care Scheme' development in Paines Brook Way.

RECOMMENDATION

That the Committee considers the requisition of the decision of Cabinet and determines whether to uphold it.

Staff Contacts:

For the requisition:	Norman Bond Committee Officer
Telephone:	01708 432439

For the report to the Cabinet:

Staff Contact 1: Garry Green (Property Issues)
Designation: Property Strategy Manager
Telephone No: 01708 432566
E-mail address: garry.green@haverling.gov.uk

Staff Contact 2: Simon Parkinson (Leisure Issues)
Designation: Head of Cultural and Leisure Services
Telephone No: 01708 432199
E-mail address: simon.parkinson@haverling.gov.uk

CHERYL COPPELL
Chief Executive

REPORT OF THE CHIEF EXECUTIVE

SUBJECT: PROPERTY DISPOSALS

1. SUMMARY

- 1.1 At various occasions over the last two years Cabinet approval has been given to the disposal of a number of Council owned sites that had been identified as surplus either as a result of specific projects such as the Corporate Office Property Strategy or more general property reviews carried out by Strategic Property Services.
- 1.2 As the Council has pursued a policy of selling surplus sites for many years it becomes more difficult to identify new sites for disposal that do not pose challenges, either technically or in terms of planning, and especially in respect of objections to disposal that arise in many cases. Nonetheless, constant and ongoing appraisal of property assets to identify disposal opportunities is a requirement on all local authorities and at Havering is essential in providing capital receipts to fund spending to support and enhance Council services. The receipts will be used to support future expansions to the capital programme relative to Council priorities including improvements to parks, children's play facilities, highways and the Hornchurch Urban Strategy.
- 1.3 This report identifies further sites that do not appear to meet the Council's approved criteria for property ownership and therefore need to be considered for disposal.
- 1.4 The report also seeks authorisation to revise the disposal strategy in respect of a previously approved disposal.

2. RECOMMENDATIONS

- 2.1 **That the properties identified in Appendix 1 of this report be declared surplus and authorisation be given for their disposal (subject to obtaining any necessary planning permissions and other consents as appropriate) and that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the properties identified.**
- 2.2 **In respect of the property identified in Appendix 1A that the Lead Member for Resources be authorised to approve all necessary arrangements to effect the disposal and development of the site (subject to any necessary planning permissions and other consents as appropriate).**

- 2.3 That the revised strategy for the disposal of land at Colne Drive be approved and that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the site.**

3. REPORT DETAIL

- 3.1 On 28 July 2004 Cabinet considered a report entitled "Identification of Potential Property Disposal Opportunities". This report set out the process that was being undertaken to systematically review the Council's land and property assets to ascertain whether the Council should retain ownership of these assets or whether they should be sold.
- 3.2 Since then Cabinet have considered a number of reports that dealt with the results of these systematic reviews and have approved a number of property disposals. Approval has also been given to the disposal of assets that have been declared surplus as a result of specific projects such as the Corporate Office Property Strategy (COPS).
- 3.2 The Council's Asset Management Plan states that land and property assets should only remain in Council ownership if they:
- need to be retained in Council control for the provision of services
 - are of great value to the Council, community and other stakeholders and are in need of the degree of protection from development or other uses afforded only by ownership
 - are investment properties providing a financial return that can fully satisfy relevant investment criteria
- 3.3 The Council continues to need to generate capital receipts from the disposal of assets in order to pursue capital projects. The identification of new disposal and capital receipt opportunities is essential in funding the Council's capital programme. The reality is that much of the capital programme in respect of service improvements relies entirely on new receipts, without which the Council will not be able to undertake capital projects and make improvements in services. The capital allocation bidding process regularly identifies need far in excess of capital availability and selected projects can only be funded with new receipts arising from property disposals. The only alternative is prudential borrowing but unless this involves equivalent savings, the impact would be to add costs to the revenue budget.
- 3.4 The combination of these factors has highlighted the need for a continuing systematic review of the Council's assets to ensure that those that continue to be retained match one of the definitions in paragraph 3.2 above and those that do not are considered for disposal or re-use.

- 3.5 One of these reviews has been carried out by the Head of Cultural and Leisure Services and this has focussed on a number of Council owned areas of open land. Elsewhere on this agenda, Cabinet is considering this review in a report entitled "Green Spaces Project". That report deals with a range of issues relating to the future of parks and open spaces in Havering including the prioritisation of sites, resources required to make them fit for purpose and other improvement measures.

Paragraph 3.2 of that report proposes the disposal of some sites that are categorised as either Low Value or Low Quality (in amenity terms) and four sites categorised in this way have been looked at in further detail and are highlighted for disposal in Appendix 1 of this report.

- 3.6 In addition to the above a further general examination of disposal opportunities has taken place and, at this stage, a further 2 sites have been identified for disposal and, again, they are shown in Appendix 1 of this report. The financial implications of individual sales are covered within the individual appendices.
- 3.7 Furthermore, on 15th November 2006 Cabinet approved the disposal of an area of land at Colne Drive, Harold Hill. The information that was considered by Cabinet in reaching the decision is attached as Appendix 2 to this report. The decision taken was to sell the land subject to a restriction that the development would consist of older persons housing subject to an age restriction on the occupants of the scheme.
- 3.7.1 The land has been marketed on this basis and bids have been received. A number of these fully complied with the proposed conditions of sale but following a full evaluation process it was not possible to identify a preferred bidder either because the scheme proposed did not appear to be deliverable or because the size of the offer was not high enough to be recommended.
- 3.7.2 Other bids were received that did not comply with the conditions of sale. Some of these bids were considerably in excess of the compliant bids described above but a decision has been taken that none of these should be pursued further at this stage. Firstly, they were not made in line with the Cabinet approval and, therefore, no authority exists to accept them. Secondly, if it is evident that non-compliant bids may well be made at a level that far exceeds the compliant bids it would be prudent to consider whether a completely unrestricted marketing process would bring further benefits to the Council.
- 3.7.3 The site has been withdrawn from the market and it is recommended that it should now be re-marketed without any specific condition of sale. The market will indicate the most valuable form of development (subject to any planning or other legal constraints) and this would almost certainly be for residential development of some type.

4 Financial Implications and risks:

- 4.1 The disposal of the properties identified in this report would generate capital receipts that would accrue interest until they were used in the capital programme.
- 4.2 The Property Strategy Manager is authorised to agree and incur reasonable pre-sale expenses up to a limit of £100,000 per transaction when disposing of property. These pre-sale expenses are offset against the capital receipt from the sale.
- 4.3 Interest on the receipts identified will be dependent on the timing and size of the receipt but for every £million of capital received, interest in the order of £48,000 per annum would be available until the receipt was used for capital purposes.
- 4.4 Where appropriate other financial implications are highlighted on the individual appendices that deal with each of the proposed disposals.
- 4.5 There is a risk that the disposal proceeds may be less than anticipated or that additional pre sale expenses may be identified in which case the Property Strategy Manager would reconsider the position in consultation with the Cabinet Member for Resources
- 4.6 The receipts will be used to support future expansions to the capital programme relative to Council priorities including improvements to parks, children's play facilities, highways and the Hornchurch Urban Strategy.

5 Legal Implications and risks:

- 5.1 There are no direct legal implications in the property review itself or in identifying that certain properties are potentially surplus to the Council's requirements and can be sold.
- 5.2 The legal implications for each individual disposal will be considered on a site by site basis as they are brought to the market.

6 Human Resources Implications and risks:

- 6.1 The report deals with the disposal of surplus land and buildings and therefore has no direct Human Resources implications or risks

7 Equalities and Social Inclusion implications:

- 7.1 The report deals with the disposal of surplus land and buildings and therefore has no Equalities or Social Inclusion implications or risks

8 Reasons for the decision:

- 8.1 In order to improve the efficiency of the Council's portfolio of land and property assets and to generate further capital receipts it is important to ensure that surplus assets continue to be identified for disposal.

9 Alternative options considered:

- 9.1 If these sites are not sold, the most likely alternative is that they remain in their current use. Any other alternatives are identified in the individual appendices for each site.
- 9.2 If the sites are not sold it is likely that the capital programme will have to be reduced or funded from borrowing which will incur additional revenue costs.

Staff Contact 1: Garry Green (Property Issues)
Designation: Property Strategy Manager
Telephone No: 01708 432566
E-mail address: garry.green@haverling.gov.uk

Staff Contact 2: Simon Parkinson (Leisure Issues)
Designation: Head of Cultural and Leisure Services
Telephone No: 01708 432199
E-mail address: simon.parkinson@haverling.gov.uk

CHERYL COPPELL
Chief Executive

Background Papers List

None

APPENDIX 1

GENERAL FUND SITES

DISPOSAL OPPORTUNITIES IDENTIFIED THROUGH THE
REVIEW OF PARKS AND OPEN SPACES

APPENDIX NUMBER	SITE ADDRESS
1A	Land at Linley Crescent, Romford
1B	Land at Hood Walk, Collier Row
1C	Ex Park Keepers House, Spring Farm Park, Rainham
1D	Land at Lodge Lane, Collier Row

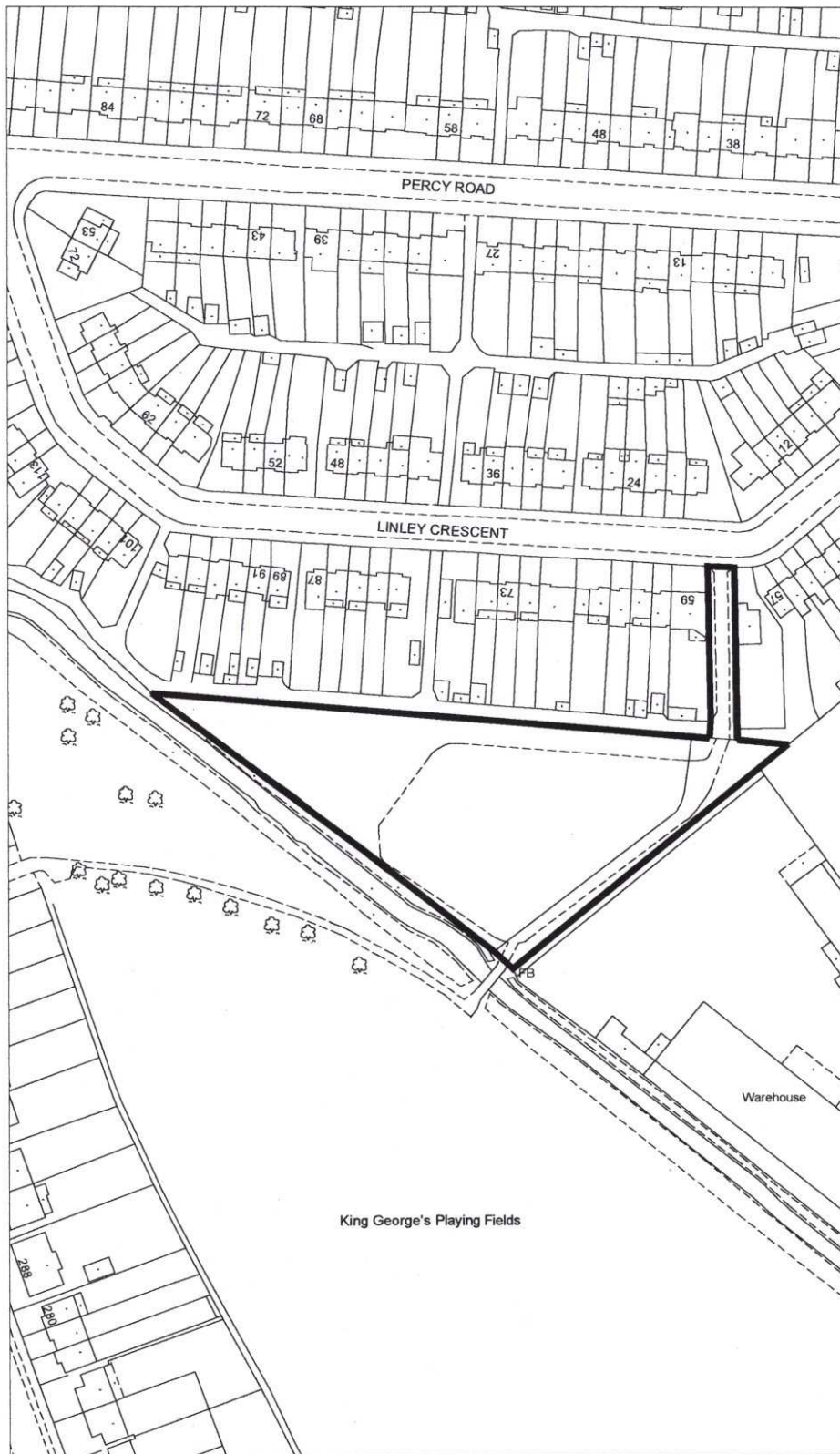
OTHER DISPOSAL OPPORTUNITIES

APPENDIX NUMBER	SITE ADDRESS
1E	Land at Corner of Wingletye Lane and Maywin Crescent, Hornchurch
1F	Land at Corner of Hornchurch Road and Abbs Cross Lane, Hornchurch

LAND AT LINLEY CRESCENT, ROMFORD

Housing Revenue Account or General Fund:	General
Site Area:	1.00 acres
Description:	Land
Current use:	Informal open area following the relocation of the playsite elsewhere within King Georges Playing Fields
Planning/Transportation/ Access Issues:	<p>The site is designated as Parks, Open Spaces and Playing Fields. Policy LAR5 of the UDP applies.</p> <p>LAR5 seeks the retention of existing parks and open spaces, with exceptions only being made where:</p> <ul style="list-style-type: none">• It can be clearly demonstrated that the leisure and recreation needs of the area will be at least as well provided for after development• There will be no significant reduction in the quality of the local environment• There will be no loss of a site of nature conservation importance <p>The site is a redundant play site with facilities formerly located there being subjected to vandalism. As a result, the equipment was removed and disposed of and a new playsite was built adjacent to the café at the other end of King George's playing Field. This was part of the 2006/2007 Parks Capital Programme. The site has one existing access route from Linley Crescent.</p> <p>Subject to further detailed appraisals and investigations it would seem that a low key development could be served by the existing access route.</p> <p>The site forms part of a flood zone 3 covered by Policy DC49 of the LDF. Any development proposal will need to demonstrate through formal flood risk assessment and liaison with the Environment Agency that there are no adverse flooding issues thereby satisfying the requirements of PPG25.</p>

Legal Title:	The site is registered and the title is subject to various restrictive covenants none of which would preclude residential development.
Other Issues:	There is a surface water sewer travelling across the site in a north westerly direction. This is not considered to be in a location which would restrict the development potential of the site.
Financial Implications/ Whole Life Costing and Risks :	The area of land that has been identified for possible disposal does not currently produce an income and is unlikely to do so in the future. Disposal will mean that the Council will not have an ongoing liability to maintain the land. Although this is likely to be a small saving that is difficult to accurately specify the overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt.
Consultation with Service Department: Leisure	<p>The Head of Culture and Leisure advises that this site is not currently used as a play facility and is not likely to be required for such a use in future.</p> <p>Part of the capital receipt will be used to provide play equipment in this part of the park or reinforce provision elsewhere.</p>
Alternative Use Options:	If the site was not developed for residential accommodation, its current informal use would continue.
Disposal Options:	<p>The area is considered potentially suitable for disposal as a development site.</p> <p>It should be noted that the accessway from Linley Crescent is used by the public to obtain access into King George's Playing Field. Any disposal would need to take this into account.</p>
Recommended Strategy:	The site be declared surplus to Council requirements and the Lead Member for Resources be authorised to approve all necessary arrangements to effect the disposal and development of the site (subject to any necessary planning permissions and other consents as appropriate).



Strategic Property Services

Mercury House
Mercury Gardens
Romford
Essex
RM1 3RX

Telephone: 01708 434343
Fax: 01708 432512

email: property-services@haverling.gov.uk
Visit: www.haverling.gov.uk

© Crown Copyright. All Rights Reserved.
London Borough Of Havering.
Licence No: 100024327

Based upon Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationary Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

No Part Of This Document May Be Reproduced, Stored In A Retrieval System, Or Transmitted In Any Form Or By Any Means, Electrical, Mechanical Or Any Type Of Photocopying Without The Prior Permission Of Strategic Property Services.

No	Revisions	Int	Date



Job Title:
Appendix 1A
Land at Linley Crescent
Romford

Drawing Title:
Site Plan

Drawn By:
nt

Scale:
1:1250 @ A4

Date:
July 2007

Drawing Number:
Appendix 1A

LAND AT HOOD WALK, COLLIER ROW

Housing Revenue Account or General Fund:	General
Site Area:	0.35 acres
Description:	Former playsite – play equipment removed due to consistent vandalism
Current use:	Open land
Planning/Transportation/ Access Issues:	<p>The site is subject to the relevant open space/play site policies. As such, it will need to be demonstrated that the disposal of the site will not adversely affect play space provision.</p> <p>The site has two access ways - a vehicular access from Clovelly Gardens (adopted highway) and a pedestrian access from Hood Walk.</p>
Legal Title:	Part of the title is registered and contains no covenants which would restrict residential development.
Other Issues:	Enquiries have shown that there is an underground electricity cable travelling across the site from Clovelly Gardens which runs along the western boundary and out into Hood Walk via the pedestrian accessway. There is also an underground surface water sewer which travels through the site. These are not considered to preclude residential development.
Financial Implications/ Whole Life Costing and Risks :	The area of land that has been identified for possible disposal does not currently produce an income and is unlikely to do so in the future. Disposal will mean that the Council will not have an ongoing liability to maintain the land. Although this is likely to be a small saving that is difficult to accurately specify the overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt.

Cabinet,24 October 2007

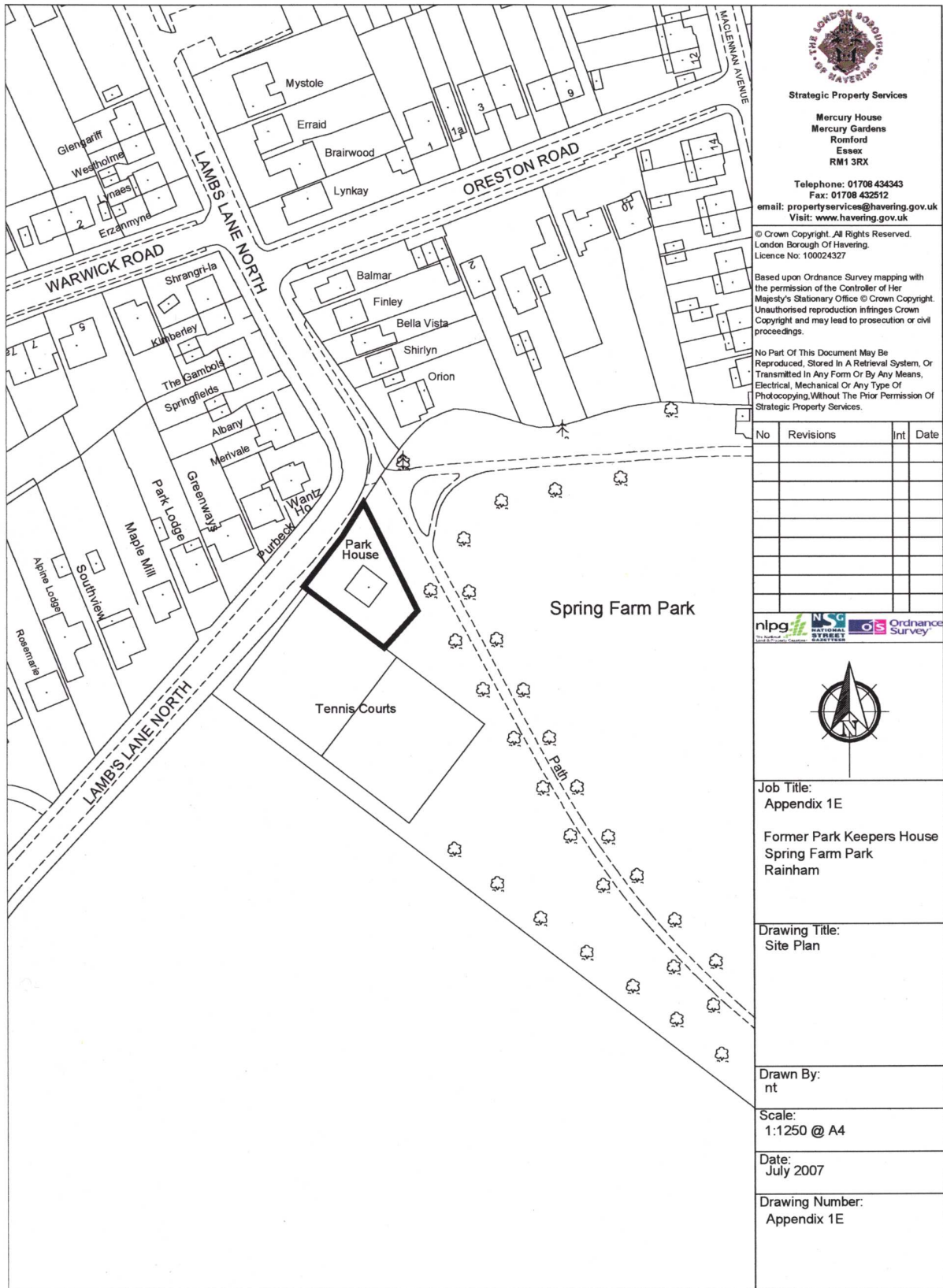
Consultation with Service Department: Leisure	The Head of Culture and Leisure advises that this is not used as a formal play area and is unlikely to be required for such a use in the future. Alternative play space provision is provided nearby in Rodney Way.
Alternative Use Options:	If the site is not acquired for residential development, it could be acquired by adjoining residents for the purpose of extending their gardens but such disposals are extremely difficult to co-ordinate. Alternatively, its current use would continue.
Disposal Options:	The site is considered suitable for residential development or to extend rear gardens.
Recommended Strategy:	The site be declared surplus to Council requirements and sold.

EX-PARK KEEPERS HOUSE, SPRING FARM PARK

Housing Revenue Account or General Fund:	General
Site Area:	0.14 acres
Description:	Former park keepers property
Current use:	Vacant
Planning/Transportation/ Access Issues:	<p>The site is designated as Park / Open space and Greenbelt within the UDP. Policies LAR5, GRB2 and ENV28 will apply.</p> <p>Access to the site is via the public highway – Lambs Lane North.</p>
Legal Title:	<p>The title is unregistered.</p> <p>There are no covenants that are considered to restrict a future disposal.</p>
Other Issues:	Rainham Tennis Club had expressed interest in the site as a café/club house. This option has not been pursued by the tennis club since late 2006.
Financial Implications/ Whole Life Costing and Risks :	The area of land that has been identified for possible disposal does not currently produce an income. Disposal will mean that the Council will not have an ongoing liability to maintain the land. Although this is likely to be a small saving that is difficult to accurately specify the overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt
Consultation with Service Department: Leisure	The Head of Culture and Leisure Services advises that this property is not required for the management of the adjacent park.
Alternative Use Options:	If the property is not sold it could possibly be used in association with the park (e.g., tennis club) but no current need / demand is apparent.

Cabinet,24 October 2007

Disposal Options:	The site is considered suitable for residential disposal. There is the potential to demolish and rebuild the existing footprint.
Recommended Strategy:	The site be declared surplus to Council requirements and sold.





Strategic Property Services

Mercury House
Mercury Gardens
Romford
Essex
RM1 3RX

Telephone: 01708 434343
Fax: 01708 432512
email: propertyservices@havering.gov.uk
Visit: www.havering.gov.uk

© Crown Copyright. All Rights Reserved.
London Borough Of Havering.
Licence No: 100024327

Based upon Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationary Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

No Part Of This Document May Be Reproduced, Stored In A Retrieval System, Or Transmitted In Any Form Or By Any Means, Electrical, Mechanical Or Any Type Of Photocopying, Without The Prior Permission Of Strategic Property Services.

No	Revisions	Int	Date





Job Title:
Appendix 1E

Former Park Keepers House
Spring Farm Park
Rainham

Drawing Title:
Site Plan

Drawn By:
nt

Scale:
1:1250 @ A4

Date:
July 2007

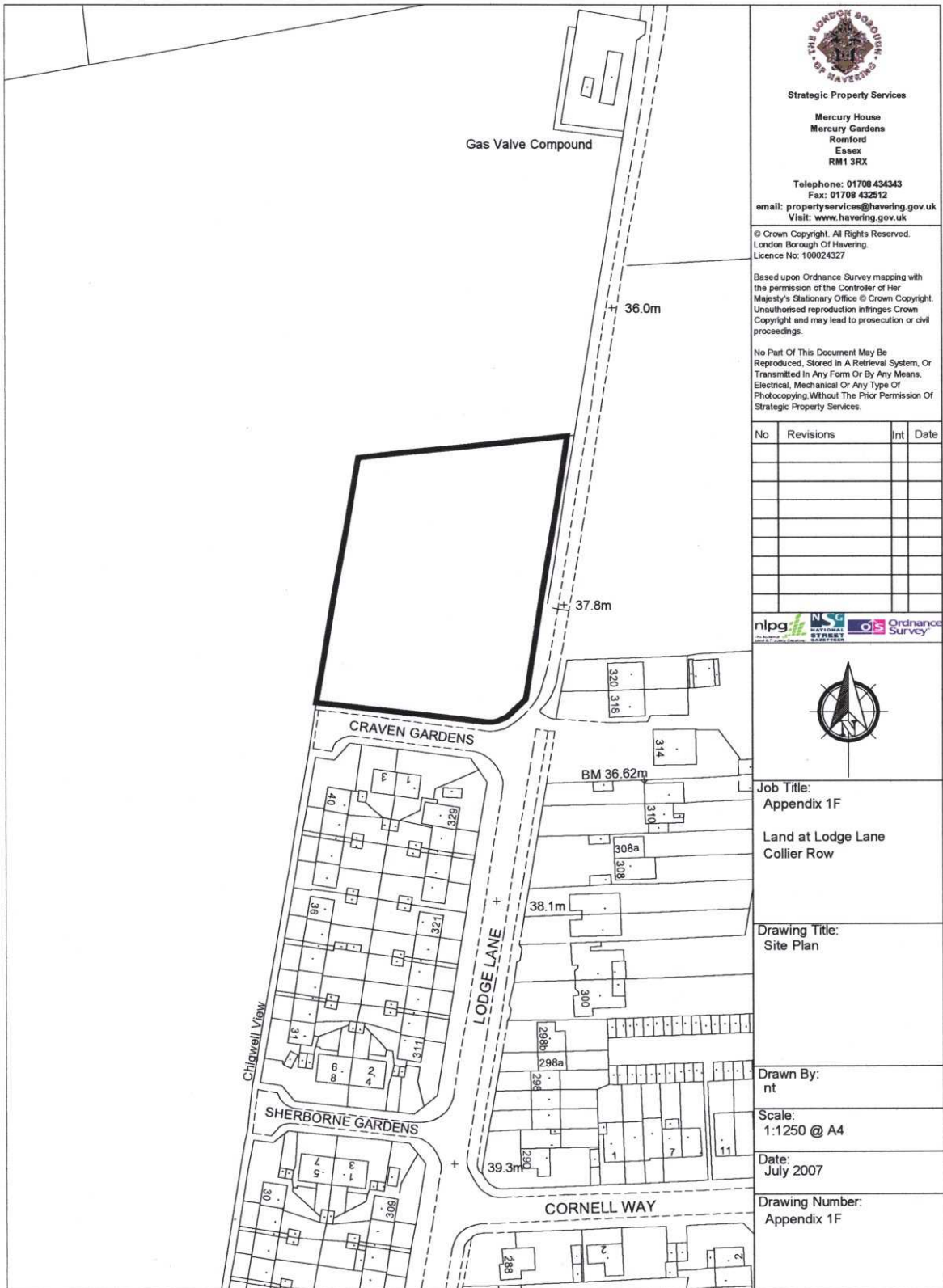
Drawing Number:
Appendix 1E


LAND AT LODGE LANE, COLLIER ROW

Housing Revenue Account or General Fund:	General
Site Area:	1.00 acres
Description:	Former playsite
Current use:	Informal open area – majority of play equipment removed due to consistent vandalism.
Planning/Transportation/ Access Issues:	The majority of the site is designated greenbelt. The remainder (approx. 0.2 acres) is subject to the relevant open space/play site policies. As such, it will need to be demonstrated that the disposal of the site will not adversely affect play space provision.
Legal Title:	Registered title to be deduced by Legal Services.
Other Issues:	None.
Financial Implications/ Whole Life Costing and Risks :	The area of land that has been identified for possible disposal does not currently produce an income and is unlikely to do so in the future. Disposal will mean that the Council will not have an ongoing liability to maintain the land. Although this is likely to be a small saving that is difficult to accurately specify the overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt.
Consultation with Service Department: Leisure	<p>The Head of Culture and Leisure advises that the site is not required for recreational use and is unlikely to be required in the future.</p> <p>A new high quality playsite provision will be made available as part of the Forest Lodge site that is approximately 600 metres away in Lodge Lane.</p>
Alternative Use Options:	If the site is not sold for development, the current informal use will continue.

Cabinet,24 October 2007

Disposal Options:	The non-greenbelt section of the site is considered suitable for residential development, possibly for a single dwelling subject to detailed planning and legal title.
Recommended Strategy:	The site be declared surplus to Council requirements and sold.





Strategic Property Services

Mercury House
Mercury Gardens
Romford
Essex
RM1 3RX


Telephone: 01708 434343
Fax: 01708 432512
email: propertyservices@havering.gov.uk
Visit: www.havering.gov.uk


© Crown Copyright. All Rights Reserved.
London Borough Of Havering.
Licence No: 100024327

Based upon Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationary Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

No Part Of This Document May Be Reproduced, Stored In A Retrieval System, Or Transmitted In Any Form Or By Any Means, Electrical, Mechanical Or Any Type Of Photocopying, Without The Prior Permission Of Strategic Property Services.

No	Revisions	Int	Date





Job Title:
Appendix 1F

Land at Lodge Lane
Collier Row

Drawing Title:
Site Plan

Drawn By:
nt

Scale:
1:1250 @ A4

Date:
July 2007

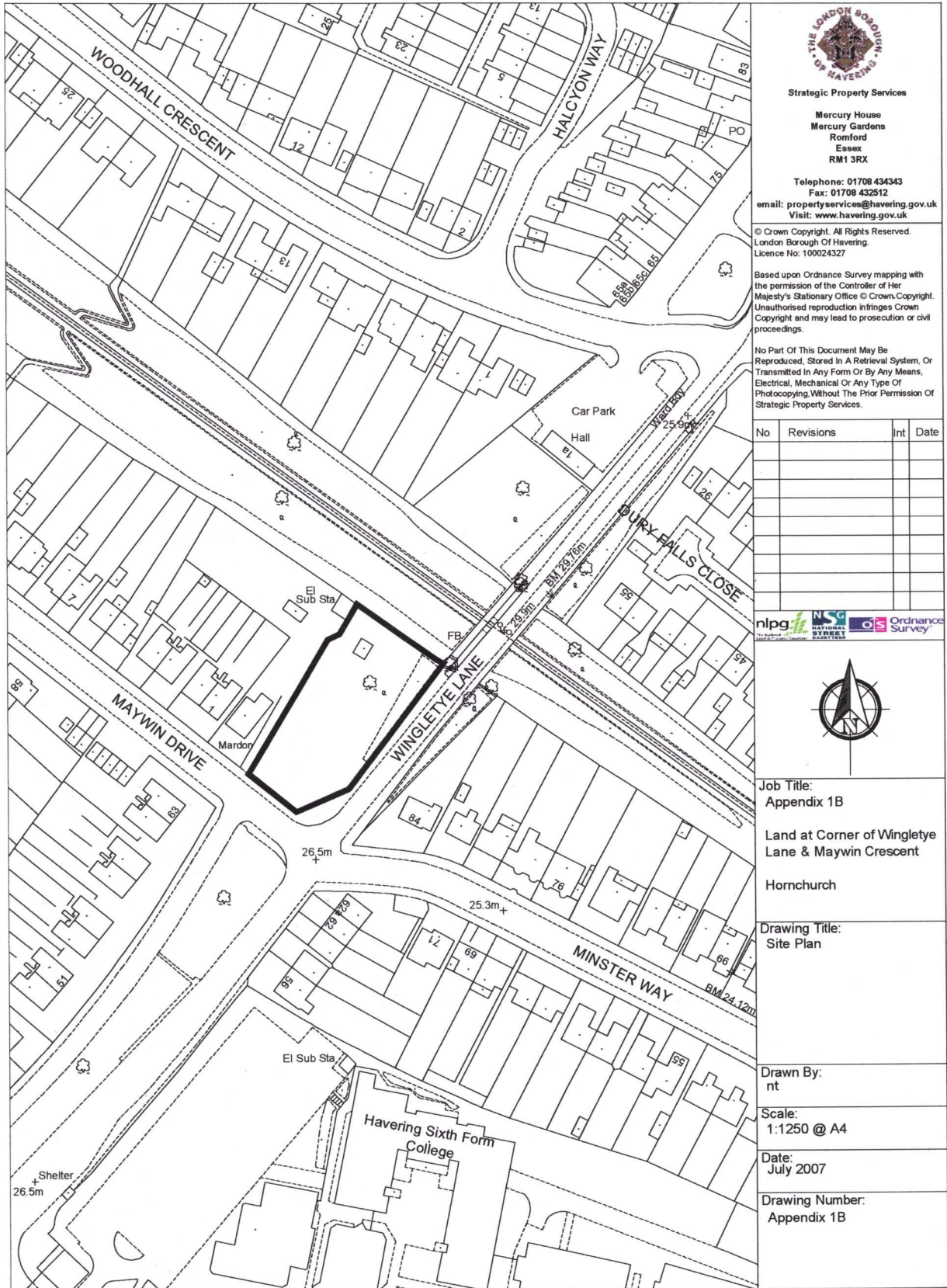
Drawing Number:
Appendix 1F

LAND AT THE CORNER OF WINGLETYE LANE & MAYWIN CRESCENT

Housing Revenue Account or General Fund:	General
Site Area:	0.35 acres
Description:	Land with gas transmission station on site
Current use:	Land with gas transmission station on site
Planning/Transportation/ Access Issues:	<p>Designated as part of the green chain. Policy LAR9 of the UDP applies.</p> <p>Although this site is designated as being part of the Green Chain the policy does allow for flexibility in the precise alignment of the route provided that the objectives of the Green Chain is achieved</p> <p>The Council treats areas such as this in accordance with Policy LAR5 which seeks the retention of existing parks and open spaces, with exceptions only being made where:</p> <ul style="list-style-type: none">• It can be clearly demonstrated that the leisure and recreation needs of the area will be at least as well provided for after development• There will be no significant reduction in the quality of the local environment• There will be no loss of a site of nature conservation importance <p>The site has frontage on Maywin Drive and Wingletye Lane. Both of these roads are adopted public highways.</p>
Legal Title:	<p>The title is unregistered and does not contain any covenants which would restrict development of the site.</p> <p>A small parcel of the land is subject to a lease in favour of British Gas.</p>
Other Issues:	<p>Any development of the site will need to take account of the existence of the gas governor and gas pipes on site. The location of these features are not considered to prevent residential development.</p>

Cabinet,24 October 2007

Financial Implications/ Whole Life Costing and Risks :	The current reserved rent for the gas governor is £10 per annum and the Council would not receive this if the freehold interest is sold. Disposal will mean that the Council will not have an ongoing liability to maintain the remainder of the land. Although the net effect of disposal is likely to be a small saving this is difficult to accurately specify. The overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt
Consultation with Service Department: Leisure	The Head of Culture and Leisure advises that the site is not required for recreational use.
Alternative Use Options:	If the site is not sold for residential development, it will continue in its current use.
Disposal Options:	The area is considered suitable for disposal as a development site.
Recommended Strategy:	The site be declared surplus to Council requirements and sold.

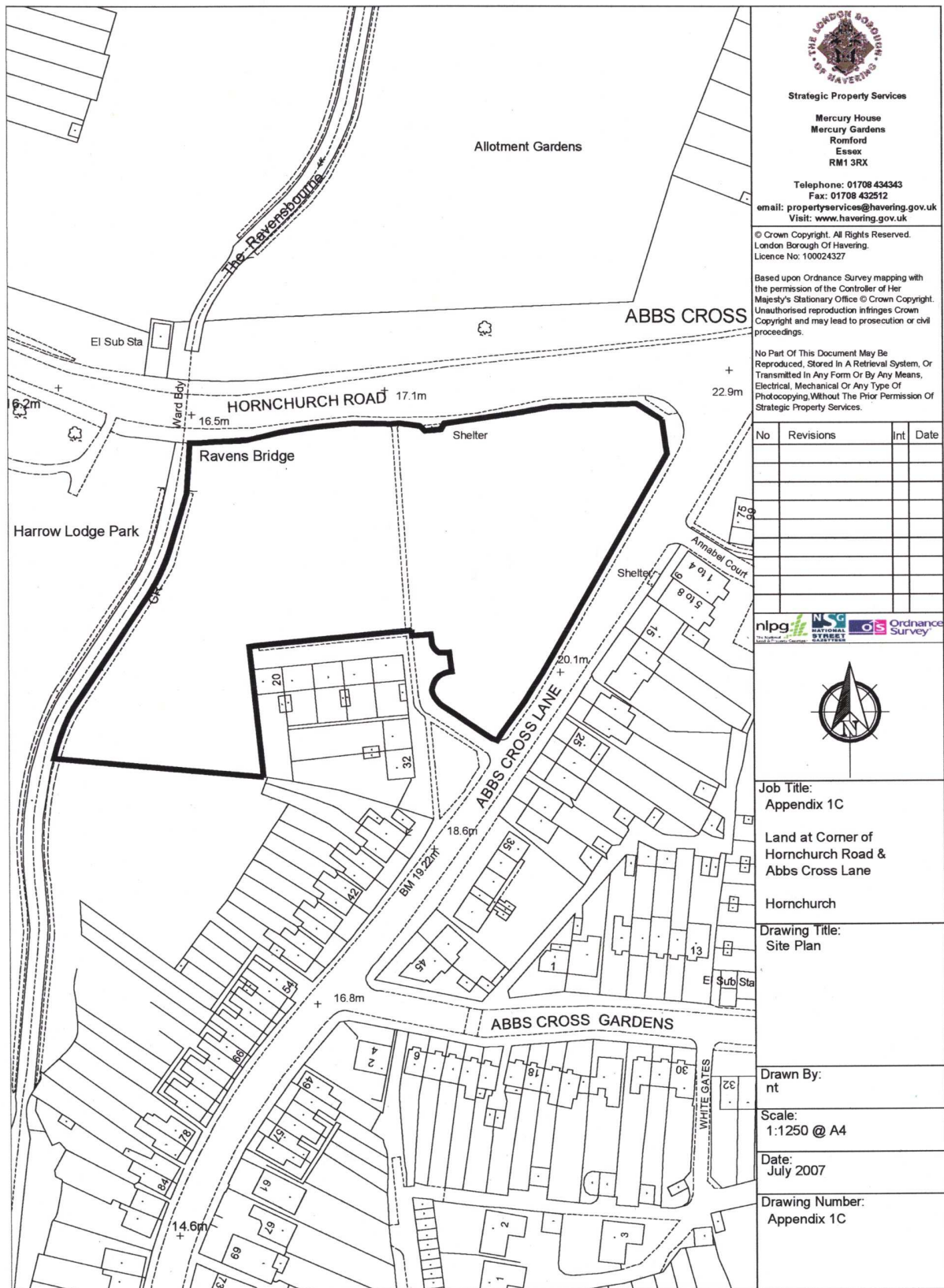


LAND AT THE CORNER OF HORNCHURCH ROAD & ABBS CROSS LANE

Housing Revenue Account or General Fund:	General
Site Area:	2.29 acres
Description:	Land
Current use:	No existing formal use
Planning/Transportation/ Access Issues:	The site has no UDP designation. The site is situated at the junction of Abbs Cross Lane and Hornchurch Road. Access to the site is possible from either or both road frontages. A Planning Briefing Note has been produced and is attached.
Legal Title:	The title is unregistered and there are no covenants which would restrict the development of the land.
Other Issues:	The site has a number of large trees on it which would warrant protection
Financial Implications/ Whole Life Costing and Risks :	The area of land that has been identified for possible disposal does not currently produce an income and is unlikely to do so in the future. Disposal will mean that the Council will not have an ongoing liability to maintain the land. Although this is likely to be a small saving that is difficult to accurately specify the overall effect of disposal will be to reduce revenue expenditure and generate a capital receipt
Consultation with Service Department: Leisure	The Head of Culture and Leisure Services advise that the land is not part of the adjacent Harrow Lodge Park although operationally Culture & Leisure Services do carry out some grounds maintenance.
Alternative Use Options:	If the site is not sold for residential development, its current informal use will continue.

Cabinet, 24 October 2007

Disposal Options:	The site is considered suitable for residential development. In accordance with the policies being adopted within the Council's Hornchurch Urban Strategy, a high quality development will be pursued for this site.
Recommended Strategy:	The site be declared surplus to Council requirements and sold.



Strategic Property Services
 Mercury House
 Mercury Gardens
 Romford
 Essex
 RM1 3RX
 Telephone: 01708 434343
 Fax: 01708 432512
 email: propertyservices@havering.gov.uk
 Visit: www.havering.gov.uk

© Crown Copyright. All Rights Reserved.
 London Borough Of Havering.
 Licence No: 100024327

Based upon Ordnance Survey mapping with the permission of the Controller of Her Majesty's Stationary Office © Crown Copyright. Unauthorised reproduction infringes Crown Copyright and may lead to prosecution or civil proceedings.

No Part Of This Document May Be Reproduced, Stored In A Retrieval System, Or Transmitted In Any Form Or By Any Means, Electrical, Mechanical Or Any Type Of Photocopying, Without The Prior Permission Of Strategic Property Services.

No	Revisions	Int	Date



Job Title:
 Appendix 1C
**Land at Corner of
 Hornchurch Road &
 Abbs Cross Lane**

Hornchurch

Drawing Title:
 Site Plan

Drawn By:
 nt

Scale:
 1:1250 @ A4

Date:
 July 2007

Drawing Number:
 Appendix 1C

Abbs Cross Gardens – Planning Guidance

The purpose of this brief is to set out how the relevant development plan policies should be interpreted in relation to the site and to provide additional guidance to developers on how the Council's planning objectives can be achieved.

The briefing note provides planning policy guidance on the Abbs Cross Gardens site in Hornchurch. It highlights that this is a key gateway site on the approach to Hornchurch town centre, and that the site has the potential for a high quality residential development that embraces the privileged position the site enjoys and harnesses its topographical and ecological character.

The note refers to the Core Policies (CP) and Development Control Policies (DC) of Havering's recently Submitted Core Strategy and Development Control Policies Development Plan Document, which should be consulted for more detailed information.

Site description

The site is 0.92 ha in area and is grassed with a number of mature established trees within it and on the north, west and south of the site. The River Ravensbourne (and its banks) is a Site of Local Importance for Nature Conservation. The site slopes from west to east upwards away from the river to the point where Abbs Cross Road meets Hornchurch Road.

The site is on the western approach to Hornchurch town centre and is bounded to the north by the A124 (Hornchurch Road), to the east by Abbs Cross Lane, and to the west by the River Ravensbourne. The southern boundary is defined by the old people's bungalows (numbers 20-32 Abbs Cross Lane) and then extends westwards from the rear of 34 Abbs Cross Lane to the Ravensbourne.

Existing development is limited to the south and east of the site. The development to the south runs along Abbs Cross Lane and terminates at the entrance to this site. Development also runs along the eastern side of Abbs Cross Lane. Beyond Annabel Court the development changes from traditional terraced housing to flats which have an oblique relationship to Abbs Cross Lane. At Lyndhurst Drive east, Abbs Cross Lane and Grey Towers Avenue development has been set back from Hornchurch Road to provide a green buffer to Hornchurch Road which enhances the green and open character of the Ravensbourne Valley.

Vehicular access to the site is from Abbs Cross Lane and is currently limited to the bungalows. This road will need to be extended into the site to allow access to any new development. To the south of the site, the land to the rear of numbers 34-80 Abbs Cross Lane is privately owned. Any development of the site should provide and protect a development access route to this land.

Housing

Although this is a green open space, the site is not protected open space and does not form part of Harrow Lodge Park which is situated on the western side of the river. Therefore the land is undesignated on the Submission Proposals Map and, in line with CP1 which aims to increase the supply of new homes, housing is the first priority here.

Due to its proximity to Hornchurch Town Centre the site has a Public Transport Accessibility Level (PTAL) of 3-4, and enjoys a density range of 30-80 units per hectare with regard to DC2, and a corresponding maximum car parking standard of 1-2 spaces per unit. However, please note that due to the absence of a controlled parking zone in this area car free housing would not normally be allowed.

In line with CP2, the proposals must help create sustainable, attractive, mixed and balanced communities and aim to ensure that the needs of those households with special needs are met. As required by DC2 a design-led approach must be taken to determine the type, size and form of new development with regard to local and sub-regional housing needs. For market housing, the indicative mix is: one bed (24%), two bed (41%), three bed (34%), four bed (0) and five bed (1%).

Affordable housing policy will apply to this site. The current policy DC6 requires 35% affordable housing on sites above 15 units or 0.5 hectare, split 70/30 between social rented and intermediate housing. DC6 sets the indicative mix for affordable housing of: one bed (19%), two bed (25%), three bed (47%) and four and five bed (10%).

As highlighted in the introduction this site presents an exciting opportunity to provide a high quality development on a prominent site on the approaches to Hornchurch. In line with DC3, developers will be expected to demonstrate how they have addressed the policies in the plan which impact on the design and layout of new developments. In particular, DC61 sets out detailed urban design criteria that any proposal will need to satisfy and emphasises that development should maintain, enhance or improve the character and appearance of the local area. In this regard, the site presents a number of challenges which developers will need to respond to, in particular:

- The ecological character of the site, particularly the Ravensbourne and its banks which are a Site of Local Importance for Nature Conservation, and the mature trees which are within and bound the site;
- The topographical character of the site. The site rises away from the Ravensbourne to the junction of Abbs Cross Lane with Hornchurch Road, with a change in level of five metres which emphasises the prominent position of the site; and
- Open views to and from the site and the marked transition from the rural character of the Ravensbourne Valley to the more urban character of the Hornchurch approaches beyond Abbs Cross Lane.

Therefore in line with DC61, new development should respond positively to these unique characteristics, in particular by:

Cabinet,24 October 2007

- Providing a green buffer zone to the Ravensbourne (DC59);
- Integrating trees worthy of retention within the landscaping of the scheme (Please see DC60 and Supplementary Planning Guidance on the Protection of Trees During Development);
- Maintaining the open aspect along Hornchurch Road by setting back development from Hornchurch Road and ensuring development provides a positive frontage to Hornchurch Road and Abbs Cross Lane; and
- Evidencing the change in levels across the site.

At a more detailed level any proposal should not result in unacceptable overshadowing, loss of sunlight/daylight, overlooking or loss of privacy to existing and new properties. This is particularly important with regard to the old people's bungalows, most of which have open access onto the site.

In addition in line with DC7 the Council will seek all new homes to be built to Lifetime Home standards.

In line with DC34, developers will be required to take account of the needs of pedestrians in the design of the new development and access from it to local destinations including Hornchurch Town Centre and Hornchurch Sports Centre and the bus stops on Hornchurch Road and Abbs Cross Lane. Attention also needs to be paid to lighting, safety and security, and barriers to local movement. The need for a new pedestrian crossing across Abbs Cross Lane and access through the site to the westbound bus stop on Hornchurch Road should be investigated. There are no public rights of way on the site.

Similarly, DC35 requires that the design and location of access and circulation of the development takes into account the needs of cyclists and that safe and secure cycle parking is encouraged. Annex 6 of the Core Strategy sets out the following cycle standards:

- Flats – one cycle space per unit
- Dwelling Houses – one per 1 or 2 bed dwelling and two per 3 bed plus dwelling

Developers also need to adhere to DC63 which sets out a range of criteria focused on achieving the 'Secure by Design' award scheme. Please contact Donal Nolan for more advice and also see 'Safer Places' (ODPM, 2004).

Environmental Management

A high priority of the Council is to ensure new development is built to a high standard of sustainable design and construction and minimises its impact on the environment. Due to the Ravensbourne forming the western boundary of the site, part of the site is in a Flood Zone. Therefore with regard to CP15 and DC49, a Flood Risk Assessment will be required and the Environment Agency should be consulted at an early stage. A suitable green buffer should be provided alongside the river to manage flood risk.

Surface water should be controlled as near to its source as possible. Any proposals should consider the use of sustainable urban drainage systems.

In line with DC50, development must be built to a high standard of sustainable construction. Applicants will be required to produce documentation from the Building Research Establishment to confirm that the development is predicted to achieve a rating of at least 'Very Good' under the Eco-Homes or BREEAM schemes, although the Council will encourage an 'Excellent' rating.

DC51 requires an energy assessment showing how the development has sought to ensure that energy consumption and carbon dioxide emissions are minimised and the incorporation of on-site renewable energy equipment to reduce carbon dioxide emissions by at least 10% (although the Council will encourage 20% in line with further alterations to the London Plan).

With regard to DC52, development of the site must avoid any significant impact on water quality, water courses, groundwater, surface water or drainage systems unless suitable mitigation measures can be secured. This is an issue for this site due to the western boundary being formed by the River Ravensbourne. Applicants will be required as a minimum to incorporate a high standard of water efficiency, including grey water and rainwater recycling, to help reduce water consumption. Sewers cross the site NE and SW quadrants. Thames Water need 6m clearance or diversion.

In line with DC57, the Council may seek river restoration and/or financial contributions towards restoration of the Ravensbourne. Developers are encouraged to refer to the Environment Agency publication 'Bringing Your Rivers Back To Life'. Development should be set back from the river, particularly as the western boundary of the site along the Ravensbourne is identified as a Site of Local Importance for Nature Conservation. In line with DC58, any development of the site should not have an adverse affect on this designation. Moreover, the Council will expect the development to enhance biodiversity in line with Havering Biodiversity Action Plan targets as an integral part of new development, please see DC59.

Other Guidance

Supplementary Planning Guidance on Residential Amenity Space sets out the residential amenity space standards and also includes guidance on distances between the backs of houses. For houses, rear gardens should normally have a minimum area equivalent to 100% of the gross floorspace of the house OR 100 square metres per dwelling, whichever is the greater. For flats and elderly persons accommodation, amenity space should normally be provided with a minimum area of 50 square metres per unit for two bed flats, 40 square metres per unit for one bed flats and 30 square metres per unit for unit for bedsits and studio flats. These are not absolute standards and an important consideration will be the quality of the amenity space; for example, is it screened from public view, convenient, usable and accessible. Of particular relevance to this site is the fact that buildings may overlook green space and if they are designed to benefit from this open aspect this too could justify a reduction in amenity space requirements.

Education contributions

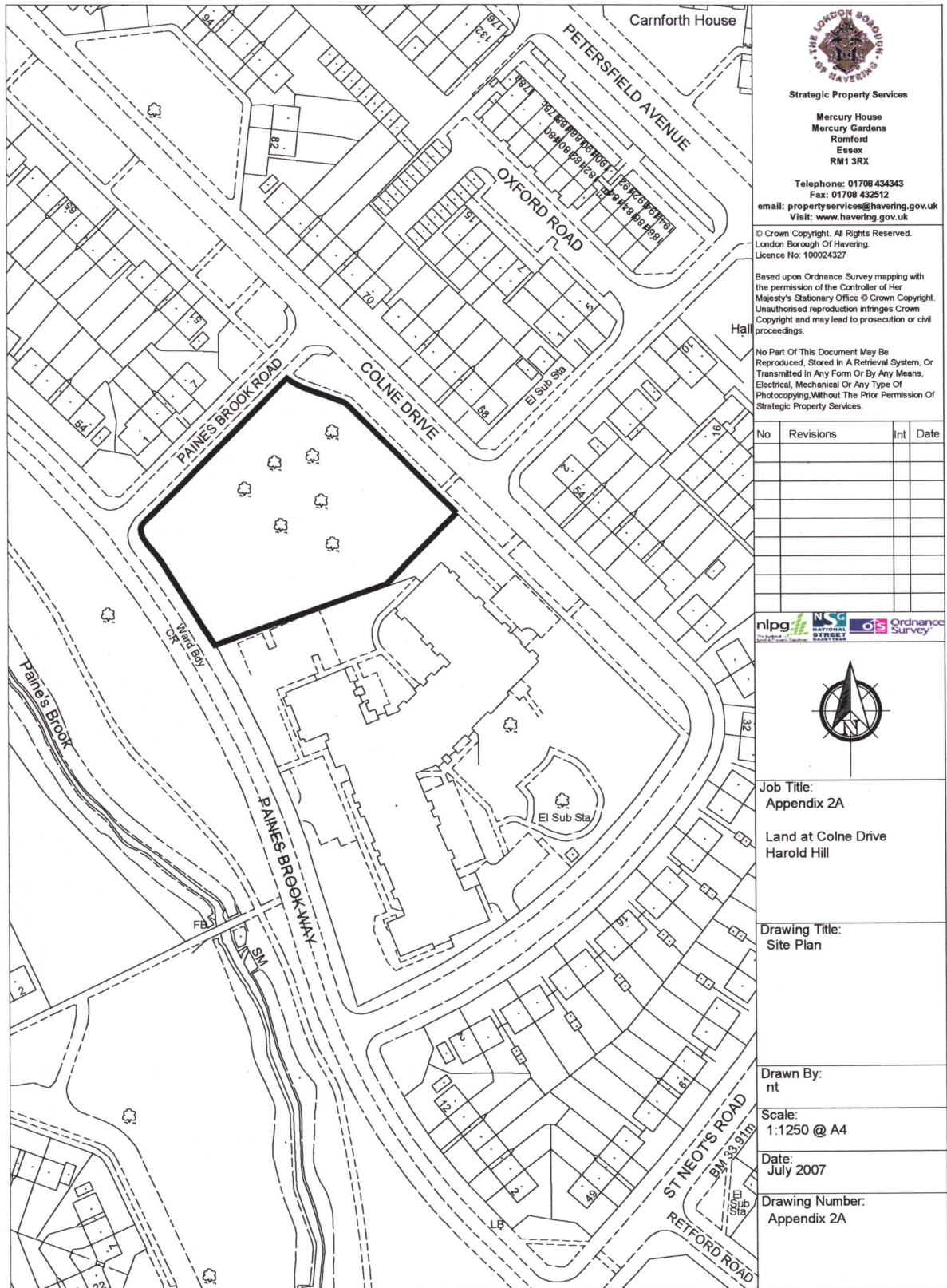
Contributions will be sought towards the capital infrastructure of schools required to meet demands for school generated by the development. Interim Planning Guidance available from the Council's website provides detail on how contributions are calculated.

Colne Drive, Harold Hill

Housing Revenue Account or General Fund:	Housing Revenue Account
Site Area (acres):	0.85 acres
Description:	Land
Current Position:	The Council owns the freehold of the site. An adjacent site has recently been developed and is now in use as an Extra Care scheme.
Current use:	Unused area of larger development site
Planning/Transportation/ Access Issues:	The cleared site had formed part of a larger former residential scheme now demolished. The majority of that land has been used for the provision of an extra care residential scheme. That site was designed so as to not prejudice the possible future development of the remaining land. Therefore the remaining site has potential for residential or specialist residential development in character with the area. Frontage access is available. As with the adjoining site some trees on the site may be worthy of retention in any new development.
Legal Title:	The site is registered and there are no covenants which would restrict the development of the site.
Other Issues:	None
Financial Implications/ Whole Life Costing and Risks :	<p>This is a non-operational area of land which is not subject to Council expenditure barring routine grass cutting. The Council would, therefore, benefit from the complete capital receipt less disposal expenses.</p> <p>Interest from the receipt will be in the order of £48,000 per £million received and will accrue to the General Fund until the capital receipt is used for the provision of social housing, in accordance with Council policy.</p> <p>It should be noted that under the capital legislation, if the receipt is not used for social housing or</p>

	regeneration, 50% of the net receipt (after allowing for disposal costs) would have to be passed to the Government for pooling.
Alternative Use Options:	If the site is not sold on the basis set out below the Council would need to consider other options for disposal.
Disposal Options:	Develop the site in accordance with planning policy
Recommended Strategy:	That the site be declared surplus to Council requirements and sold.
Comments:	<p>When this site was originally considered for disposal the comments considered at that time were:</p> <p><i>“In view of its location immediately adjacent to a new Extra Care scheme and as a result of demand for additional facilities for elderly residents in this area this site will be offered for sale subject to restrictions that the development will consist of older persons housing subject to an age restriction on the occupants of the scheme. The Council will also seek nomination rights over some units.</i></p> <p><i>If these restrictions result in a best offer that is lower than would be expected if the site was sold on an unrestricted basis the Cabinet would need to approve a sale at below Market Value under the General Disposal Consent. It is recommended that the Cabinet Member for resources be delegated to deal with this decision should the need arise.”</i></p> <p>As stated earlier in this report a sale has not been completed on this basis and it is now recommended that it should be re-marketed on an unrestricted basis.</p>

Colne Drive, Harold Hill





MEETING	DATE	ITEM
CABINET	14 NOVEMBER 2007	6

Cabinet Member: Councillor Geoffrey Starns

Relevant Overview & Scrutiny Committee: Children's

This is not a Key Decision

In accordance with para. 11(c) of the Overview & Scrutiny Procedure Rules, Cabinet must consider this report no later than 7 December 2007, 10 weeks from the day following the OSC meeting

**REPORT OF THE
OVERVIEW & SCRUTINY COMMITTEE - ENABLING ALL CHILDREN ACCESS
TO EDUCATION TOPIC GROUP**

SUMMARY

The Access to Education Topic Group examined different areas of educational provision for children in the Havering area. Primarily the work centred on children with special educational needs due to a variety of factors including children with behavioural difficulties and those for whom the Council is their 'corporate parent'. The group considered how children in these situations could better access education in Havering. The topic group looked at procedures, structures and provision, communication issues and examples of good practice.

1. BACKGROUND

- 1.1. At its initial meeting on 31st July 2006, the Topic Group agreed its overall scope which was to consider how access to secondary education could be improved for children with behavioural difficulties or those who were "Looked After".
- 1.2. The following Members formed the Topic Group at its outset: Councillor Gillian Ford (Chairman) Councillor Wendy Brice-Thompson, Councillor Mark Gadd, and Paul Sainsbury (Co-optee). The group was supported by Sue Allen – Head of Pupil and Student Services and Richard Foot – Principal Educational Psychologist.
- 1.3. The Topic Group met on six occasions and reviewed the current situation in Havering regarding the improvement of access to education for children in the borough in the groups mentioned above. The Topic Group has now reached its findings and has made recommendations, which are detailed in this report.

2 RESEARCH AND VISITS BY THE TOPIC GROUP

2.1 Birnam Wood Pupil Referral Unit, Hornchurch

Procedures, Structures and Provision

- 2.1.1 In January 2007 the group visited the Birnam Wood Pupil Referral Unit for Key Stage 3 pupils. (Aside from the work with young people in its care, the unit provides training and development opportunities for its staff and young people to enable them to re-integrate). The primary objectives of the unit are to deal adequately with the emotional problems present.
- 2.1.2 It was reported that the unit had shown significant improvements following a critical Ofsted inspection, with the unit enjoying a very high success rate. The unit dealt with students aged eleven to fourteen years. The unit also provided the students with techniques to help cope with the stresses of life situations and common problems.

Good Practice

- 2.1.3 The students were encouraged to take ownership of their physical areas of learning and encouraged to respect their environment. For example three cookery lessons ran each week, where students learned the skills to cook basic foods, which they could then transfer to the home. The unit promoted healthy eating.
- 2.1.4 The unit had increased links with Chafford School for ICT training and the Brittons Extended School Team.
- 2.1.5 Concerns were raised by the topic group regarding the sometimes long period of time involved when pupils transferred from and to mainstream education.

2.2 New Rush Hall School, London Borough of Redbridge

Procedures, Structures and Provision

- 2.2.1 The Group visited the New Rush Hall School in Redbridge which dealt with EBSD (children with emotional, behavioural and/or social difficulties). The headmaster wanted New Rush Hall to be considered very much as a group of activities rather than a school because the facility also encompassed pupil referral units, an outreach team and other facilities such as the Brookside adolescent unit.
- 2.2.2 The facility had a complex and wide ranging intake of children, some of whom came to England from countries experiencing wars and/or chronic poverty. The children from this type of environment may, understandably, have behavioural difficulties and teachers at the school thought that this type of behaviour most probably would not be accepted or tolerated in mainstream schools.
- 2.2.3 For many children at the New Rush Hall facility links were kept with their mainstream schools, which they may have attended for part of the week. Permanently excluded children were taught within the New Rush Hall unit, until such time as their behaviour improved. It was hoped that they would return to their mainstream school at some point in the future. Teaching assistants could be provided by the New Rush Hall School to support children on their return to mainstream education.
- 2.2.4 The headmaster described the New Rush Hall as a 'quasi-behaviourist school' with a relatively low emphasis on the use of therapies.
- 2.2.5 The headmaster confirmed that Early Years provision would be offered from summer 2007 in a separate wing of the unit.
- 2.2.6 The New Rush Hall outreach team also supported around three hundred children in mainstream schools. A formula was used to establish the numbers of children who could be given outreach support.
- 2.2.7 It was found that the more the child was engaged in the education provided, the more likelihood that the child would show improvements in their work, which in turn improved their life chances overall.
- 2.2.8 The school offered psychotherapist support at both primary and secondary level. The morning sessions focused on national curriculum academic work and emotional and social support was available. Afternoons were devoted to creative activities such as art, drama etc. and older students may also attend college. There was also provision for older students to go on to attend a Further Education College.
- 2.2.9 A large portion of the school's budget went toward staffing with ratios roughly at one teacher to eight pupils.

Communication

- 2.2.10 The group business manager at New Rush Hall had ensured that all of the school's units had consistent and compatible IT and related software to assist with continuity and to allow the maximum use of group resources. All teachers across the unit met every half-term for feedback sessions on this and related topics.
- 2.2.11 The school had made large investments in IT and the topic group were advised about the school's outreach database. It was web-based and enabled access to varying levels of permissions by students, parents and teachers. Limited access was available to social workers for the purpose of gathering information on attendance levels. The database was also useful when recording the numbers of children accessing the school from outside the borough.
- 2.2.13 New Rush Hall School's children's and families' counsellor worked with carers and parents of children attending the school. The counsellor found that where behavioural problems were more acute in children, the cause was often due to poor parenting skills. The counsellor would meet with a child's family before they started at New Rush Hall in order that the parents were engaged in the process and so ensured their cooperation. Largely, it was found that the parents were willing to support the process.

2.3 ARC (Albert Road Centre) Pupil Referral Unit based at Century House Romford

Procedures, Structures and Provision

- 2.3.1 The group also visited ARC Pupil Referral Unit in Romford which caters for young people in years ten and eleven (Key Stage 4). Many students have been excluded permanently from mainstream schools.
- 2.3.2 The premises' size limits the numbers of students who can be on site at one time. The building is shared with other groups which raises issues about how it operates in terms of monitoring visitors as there are multiple entrances. Due to the complexities of these arrangements, it was difficult to teach the formal national curriculum.

Good Practice

- 2.3.3 Morning lessons were normally for academic studies, with the afternoons set aside for activities such as physical education and art. Pupils also spend time on other activities such as work experience. There were reportedly good working relationships between the staff and the parents/carers.

2.4 School Based Units

Procedures, Structures and Provision

- 2.4.1 The topic group visited three school units based in Havering secondary schools. These units deal with, on a short term basis, children who present behavioural difficulties in school.
- 2.4.2 The units vary in the way they have been structured. Students engage in studies as individuals as they can be from different year groups and tutor groups. This can involve working on standardised worksheets, work set by class teachers, or project work.
- 2.4.3 The students are supervised by school staff. There was the potential risk for staff in these units to feel isolated. The importance of training for these staff to be able to work effectively with disaffected students was identified by members of the topic group. The Topic Group concluded that links with other schools and specialist units to glean good practice and share information could assist with this.

2.5 BEST – Brittons Extended School Team

Procedures, Structures and Provision

- 2.5.1 The Topic Group visited Brittons School and Technology College. They gathered information about the work which was taking place there. The school is part of the 'excellence cluster' and has received additional funding through government grant. There were three strands to the this work – learning mentors; gifted and talented students; and home school support workers.
- 2.5.2 The BEST approach is firmly based upon providing parallel support for parents and families. It helps parents with deep rooted problems which have a negative impact on the family such as domestic violence, child behavioural problems, divorce and very low esteem.
- 2.5.3 This is Havering's only full service extended school and it successfully revolves around integrated family support, multi-agency planning, rapid response, behaviour support and transition. It includes specialists in behaviour support, educational psychology, family therapy, special needs and home school support workers (HSSW). The BEST centre houses these and other allied organisations like NCH and provides a community drop-in facility. The work has been positively assessed by Ofsted.

Communication

- 2.5.4 There are regular meetings of the team which are efficient and focussed on practical actions to support the students. The HSSWs are available beyond the school hours and include home visits. These workers have been very effective in improving links between home and school where families and students have been or are at risk of being disaffected and disengaged from education.

2.5.5 Liaison between the HSSW, teachers and other key professionals is efficient and effective. Students are able to articulate well how the HSSWs assist them in being more independent and their parents feel confident to seek help when they need it.

Good practice

2.5.6 There are HSSWs operating across the schools involved in the excellence cluster and they share common job descriptions with effective arrangements in place for their supervision and development.

2.5.7 It was reported to the Topic Group that the good practice which has been developed more generally has not been linked into other schools. HSSWs have been recruited by other locality groups of schools as part of the development of extended schools across Havering as their work has been highly valued by both schools and families.

3 FINDINGS

3.1 Looked After Children in Havering

Procedures, Structures and Provision

3.1.1 In September 2006, the Havering Education, Quality Assurance Unit Manager presented information to the group.

- There were 186 Looked After Children at that time.
- Of these, in the last academic year for which figures are available (2005-06), 144 were of statutory school age.
- There were peaks and troughs in the number of Looked After Children, however, in general there is a 40%/60% split between children under and over 10 years.

3.1.2 There are a number of factors that increase the potential for parents to either be unable or unwilling to care for their children such as:

- a difficulty in primary attachment;
- more disruptive behaviour and poor school attendance;
- difficulty in making and maintaining positive peer group relationships;
- disruption to schooling;
- parent and/or child's substance misuse;
- parent or child's mental health;
- low income/poor housing;
- parental experience of abuse/neglect.

3.1.3 15.7% had had more than three care placements which, whilst relatively low compared with other local authorities, was a cause for concern. Whenever possible children are placed within their kinship network or with foster carers.

Residential accommodation is rarely the most appropriate placement and numbers of children in such placements have been reduced from 20 in 2005/06 to the current figure of 6.

- 3.1.4 Further improvement has been made in relation to increased access to and usage of in-house foster placement . Whilst we still need to commission placements from the independent fostering sector, the number has reduced and are more available within a 20 mile radius of Havering.

Communication

- 3.1.5 Support could be obtained from the Early Years Centre who had the resources and staff to assist with bringing families together to share ideas and lend support to one another. Also, voluntary arrangements such as the Home Start scheme had been set up to encourage parents and carers (mostly mothers) to get together to discuss ways to help other vulnerable parents.

3.2 Havering Care Planning and Related Issues

Procedures, Structures and Provision

- 3.2.1 Each Looked After Child in Havering receives a care plan which contains two elements: the first part was an overall plan which deals with basic arrangements, such as details of the child's placement until the age of eighteen; and the second part deals with the health and educational arrangements of the child, along with the specific details of the contact agreement between the child and the birth family. These arrangements were independently reviewed every six months to assess the child's satisfaction and welfare, making changes as required.
- 3.2.2 There had been 64 Havering child placements with foster carers overall. NVQ training for foster carers had been implemented to support carers with their new duties and responsibilities.
- 3.2.3 Havering's Children's Services were looking to change the emphasis from a social worker-led process to a carer-led process by increasing the carers' skills base.
- 3.2.4 Changes in school and family meant that a child may be struggling to adjust to new and unfamiliar circumstances. Havering had plans in place to deal with fifteen to eighteen year olds in this situation. This involved placing the focus on the child's attendance rather than academic results. This raised the child's sense of achievement, boosting their self worth and restoring a regular routine.
- 3.2.5 Havering's Protocol for Hard to Place Pupils was considered by the group. It was identified that secondary schools generally had more complex cases to deal with. Very few schools had vacancies and the protocol enables pupils, including those with behavioural difficulties and other specific needs groups to access places in all Havering secondary schools.

Communications

- 3.2.6 Children's Services was committed to ensuring that children could travel from their placement to their place of education. However, there had been shortfalls in the data sharing processes: most notably, unreliable IT operating systems. Other forms of communication were found to be excellent however, with good initiatives such as an agreed shared vocabulary to speed up procedures across the partnership agencies.
- 3.2.7 Different education, medical and national insurance numbers, allocated to children were found to confuse established data sharing systems and protocols.

Good Practice

- 3.2.8 The government had started improvements to the compilation of data for the Joint Area Review (JAR) which had given more context and speed to the work in meeting performance indicators.
- 3.2.9 Officers noted that a portion of Havering's foster carers had chosen to work for neighbouring boroughs, to take advantage of better allowances and resources. The consensus was that Havering, if at all possible, should seek to keep foster carers in the borough.
- 3.2.10 Finding appropriate cultural placements to ensure continuity for children was paramount in Havering and appropriate placements were sourced outside the borough if none could be found locally. It was accepted the Council that if a carer from a similar cultural identity could not be found, carers outside the child's culture should be sought and strongly encouraged to keep the original cultural ethos for the child as much as possible.
- 3.2.11 There was also a change in emphasis in the lead of the process from Children's Services to the child, encouraging them to express their views and wishes in order to inform and steer the process. Efforts to continue to strengthen partnership arrangements between Children's Services, carers and the wishes of the child would continue to be developed.

3.3 The Havering Inclusion Panel

Procedures, Structures and Provision

- 3.3.1 A protocol has been in place for Havering's secondary aged pupils for the last 5 years. This involves all secondary heads being involved (through an Inclusion Panel) on a rota basis for the consideration of individual cases who have been excluded pupils. The impetus for developing this approach was that very few schools had vacancies and those that did already had a significant number of pupils with behavioural needs. Developing a more equitable way forward was therefore critical.

3.3.2 Funding for statemented students was based on consultation with schools. Schools endeavoured to meet pupils' needs from their existing funds and would only seek extra support in extreme circumstances.

3.3.2 All new young people arriving in the borough for Year 11, required consideration of the following:

- the choice of options;
- extra tuition needs;
- building relationships both with the pupil and the school;
- the skills of the pupil;
- what the student may enjoy doing.

It was noted that support could be sought working with Connexions and the Post Sixteen Service.

3.3.3 The Topic Group concluded that schools in the borough were largely effective in dealing with children who exhibited disruptive behaviour etc. The majority of schools had a learning support unit on site to deal with inclusions and pupils with challenging behaviour.

3.3.4 It was highlighted that there was pressure upon Pupil Referral Units (PRU) if the numbers of pupils continued to increase, then special/extra provision and resources would have to be found.

3.3.5 It was found that the 'fresh start' and 'managed moves' schemes for excluded pupils had caused tensions between schools.

3.3.6 It was reported that boys in Years 8 – 10 presented most problems to the Inclusion Panel process. They tended to emulate 'street culture' which often reflected disputes they were experiencing outside school. It was acknowledged that the school could only deal with problems relating to this behaviour and attitude when pupils were in school; once they left they became the responsibility of the wider community. The Topic Group therefore realised that there was a lack of consistency in the way this behaviour was dealt with. For instance zero-tolerance campaigns were in place in the community may not be seen as an appropriate way to tackle problems within the school setting.

3.3.8 There had been concerns by some officers about the Inclusion Panel procedures which involved extensive paperwork relating to each case; the scheduling of meetings so that headteacher representatives could attend and the scope to respond very quickly in very complex cases.

3.3.9 The SEN Team (Special Educational Needs) worked closely with the Inclusion Panel and a member of the team attended the meetings so placements for statemented pupils with complex needs were managed to ensure continuity.

Communication

3.3.10 The group felt that having one clear point of contact for all statutory services involved with the care process would assist families to make relevant and

expedient contact and would also promote the engagement of families with the services and improve communication on all sides.

Good Practice

3.3.11 The group discussed in detail the functioning of the Inclusion Panel which was seen as good in principle but required more co-operation from school headteachers to assist with meeting the children's needs adequately. There had been problems with delays in bringing cases to the Inclusion Panel because the Panel meetings were held on a monthly basis. There had however been recent changes to procedures, with officers making decisions on a case by case basis, reporting back to the members of the Panel individually for quicker results.

3.3.12 One of the biggest problems the Inclusion Panel had to consider was the pressures upon places for any alternative educational provision for excluded children. This view was supported at a recent Havering Headteachers Conference and details of the points raised are given in Appendix 3.

4 ADOPTION AND FOSTERING

4.1 Background information on adoption and fostering is given in Appendix 1. The topic group also held discussions with Havering foster carers; details are given in Appendix 2.

5 RECOMMENDATIONS

The group formed the following recommendations arising from the review:

Procedures, Structures and Provision

1. That the Inclusions Panel seeks to improve its processes to be more efficient and strengthen its procedures with the aim of enabling as many children as possible to transfer between provision in a timely and seamless manner.
2. That Havering explores commissioning additional good quality service for the educational provision of children who present with behavioural problems and have been excluded from full time, mainstream school.
3. That the training needs of staff in specialist units are assessed and appropriate training is identified comparing Havering with other units in other boroughs.

Communication

4. That there is a central point of contact enabling carers to obtain co-ordinated and expedient responses from Children's Services.

5. That there is effective three way communication between carers, schools and Children's Services to ensure access to relevant parties is expedient, effective and of good quality.
6. That Havering provides a good IT and communications infrastructure such as the Redbridge model, to enable social workers to access relevant data, information and resources to speed up the co-ordination of care.

Good practice and underpinning research

7. That Children's Services undertake regular benchmarking exercises to ensure that the borough is delivering an up to date and relevant service compared to other boroughs.
8. That Children's Services support and encourage sharing of good practice.
9. That there is up to date guidance and information on relevant help facilities, social service contacts, family resources and specialist training available to both schools and families.

Feedback

10. For those recommendations adopted by Cabinet, the relevant Head of Service reports back to the Overview and Scrutiny Committee at the Committee's first meeting after three months have elapsed since Cabinet adoption with an update on implementation. The Committee to decide if any further updates are needed after that point.

6. ACKNOWLEDGEMENTS

The group wish to place on record their thanks for the very positive approach displayed by officers, headteachers, staff and others who have assisted the review.

7. HEAD OF SERVICE COMMENTARY ON THE REPORT

Topic Group – Access to Education

7.1 Background

7.1.1 it was important to ensure that there were appropriate parameters for this Topic Group as this is potentially a very wide-reaching area. This was the first task for the group and its remit of young people in key stages 3 and 4, outside of mainstream education, together with looked after children has been helpful. The topic group has embarked on various site visits independently, meeting up with staff in these settings. The practical aspects of arranging the visits impacted upon its timetable. Nevertheless, it was important that the members of the Topic Group experienced range of different types of provision.

7.1.2 This paper focuses upon each of the recommendations in turn arising from the topic group and considers these within the broader context of developments with Children's Services. The recommendations are valuable as they are highlighting local matters of concern which can then be considered within the priorities for Children's Services. They will also be shared with schools and other relevant staff in order to bring about improvements in provision and services.

Procedures, Structures and Provision

Recommendation 1. Havering's Inclusion Panel plays a critical role in identifying provision for some of the most vulnerable young people within Havering. It is now been operating for five years and has, inevitably, experienced periods of pressure and some tensions. The commitment and involvement from headteachers from all Havering secondary schools has been crucial in enabling it to operate effectively and secure good outcomes for many young people. The Inclusion Panel was experiencing some difficulties in relation to pressure upon places and the time commitment and obligation required of the three headteacher representatives. The panel regularly reviews its operation to consider improve ways of working.

Following the scrutiny by the Topic Group, the panel embarked upon a period of operating in a 'virtual' sense with greater input by officers considering cases rather than via monthly meetings. Whilst this had some advantages and benefits, it was subsequently recognised that the panel operated most effectively with headteachers directly involved in the process. The critical issue of cases being delayed because of missing a meeting has been dealt with through greater scope for urgent decisions to be managed outside of the meeting process.

The PRUs have new procedures in place so that admission of students is progressed quickly whilst still ensuring that there can be appropriate preparation and family involvement. It must be noted, however, that there remain significant pressures upon the panel, schools and other provision because of the increasing numbers of permanent exclusions from schools and pupils identified for managed moves to avoid exclusion.

Recommendation 2. The pressures outlined above, together with constraints on accommodation at the ARC PRU Key Stage 4, have required identification of additional provision for this group of pupils. Motorvations, a voluntary sector provider, has been able to accommodate increasing numbers of students. In addition, officers have established positive relationships with other providers to meet the needs of students. The necessities of ensuring that effective service legal agreement and monitoring arrangements are in place are well understood and have been operating already.

Recommendation 3. The Topic Group identified the importance of assessment of training needs and access to appropriate training particularly in relation to staff involved in school based units. A range of training and advice is available through the Behaviour Support Service and HIAS. This recommendation will be shared with schools so that they are aware of this need.

Communication

Recommendation 4. The importance of and need for a central point of contact have been identified in much research and this has been endorsed locally by the findings of this Topic Group. It has been a particular factor for parents of children with learning difficulties and disabilities, as well as the foster carers who were involved with this Topic Group. This is particularly so for children placed and/or educated outside the borough where the numbers of professionals involved becomes more complex and the provision of designated teachers and standard of Personal Education Plans are highly variable. The importance of having a central point of contact has also been recognised through the role of Lead Professional which is part of the 'Every Child Matters' initiatives. This is being implemented locally alongside the Common Assessment Framework with a deadline of April 2008. This aims to improve services for local families and carers.

Recommendation 5. Looked After Children have an increasing importance both at national and local level. The White Paper, Time for Change, sets out significant new requirements upon local authorities in their capacity as corporate parents. Within Havering, there is also a Local Area Agreement stretch target in relation to their educational achievements and life opportunities. Dedicated work is being undertaken to achieve these and the recommendation identified by the Topic Group is being considered as part of that work. The importance of good educational outcomes to improve the life opportunities of looked after children is already well understood within Havering schools and further work is and will be undertaken to achieve this recommendation. Effective communication between schools, carers and Children's Services is essential in achieving the LAA target and improving the lives of looked after children. A local half day conference regarding the central themes of the White Paper is to be organised towards the end of the year.

Recommendation 6. The Topic Group recognised the benefits which could be achieved through effective communications infrastructure when they visited Redbridge. Redbridge had the benefit of being a pathfinder Children's Trust and have established systems in advance of other areas. The Topic Group saw professionals having access to information through a co-ordinated computer-based system with differing levels of 'permission' to sensitive and confidential data. This type of system is being established nationally and within Havering, good progress is being made in relation to 'Contact Point' which is the government mechanism for delivering this recommendation. Implementation of Contact Point will enable staff, schools, and authorised others to have access to relevant data and information to improve co-ordination of care. The good progress being made in Havering is monitored on a monthly basis by the DfCSF.

Good Practice and Underpinning Research

Recommendation 7. Children's Services receive a wide range of benchmarking information and gather data for a range of performance indicators. These are being monitored both through inclusion within the Children and Young People's Plan and data-sets submitted to the Lead Member for Children's Services, the Overview and Scrutiny Committee and the Children's Trust. A new set of 'statistical neighbours' has been identified for Havering and these should provide improved comparators for us. Officers also participate in some regional and other

groupings to gather information both in relation to good practice and compared performance. This work will continue.

It is important to note that the Joint Area Review and Annual Performance Assessment also provide mechanisms for benchmarking and comparative information. Information sets from central government have also improved and assist local understanding of performance and effectiveness.

Recommendation 8. There are some established mechanisms within Havering for sharing good practice and examples include opportunities through regular meetings, such as the Chief Inspector's Termly Meetings with headteachers. Informal mechanisms also exist, such as professionals who provide advise and consultation passing on examples of good practice and professionals meeting and networking generally. Efforts have also been made to use the local internet and websites so that there is somewhere accessible for useful materials and ideas. It is acknowledged that this is an issue where there is always scope for further improvement and it is and will be implemented within existing service constraints.

Recommendation 9 The development of 'directories' with information about services for both professionals and carers is a key element within 'Every Child Matters'. These are being developed within the Family Information Service and the Youth Support Service and these are being integrated to provide improved and easily accessible information. These are provided in hard copy or via electronically and via websites, as appropriate. The differing audiences and service users have to be taken into account to ensure that the materials and information is useful and accessible. There are other resources for families are being developed through the extended schools' programme and good progress is being made in meeting the deadlines for these services. Training for Children's Services and schools has been re-located to CEME and information about courses is available through established mechanisms which are also being enhanced to enable booking via the internet.

7.2 Financial implications

7.2.1 The recommendations which have been identified by the Topic Group are congruent with wider developments and priorities within Children's Services. This means that the financial implications are minimised.

7.2.2 The demands for provision for excluded pupils fall within the DSG (Dedicated Schools Grant) and the use of these resources is determined by the Schools' Forum. There may also be scope for improved value for money through increased commissioning for a range of providers, subject to this meeting the necessary standards of quality and safeguarding. Commissioning of services and provision is an integral component of the Children's Trust and the structure within Children's Services is being reviewed to meet this need.

7.2.3 Improved services for looked after children to meet the requirements arising from 'Time for Change' may be funded through grant although this has not been finalised at this time. The needs of this group and the financial implications have been identified through the medium term financial strategy.

7.2.4 The changes and improvements in communication which can be dealt with through the Contact Point initiative have been funded through grants to date. The

present position regarding grant funding for 2008-09 is not yet confirmed. This has, therefore, been identified as potentially part of the Medium Term Financial Strategy.

7.2.5 Other aspects, such as the directories of information for both professionals and service users, have also been grant funded and linking these to the Family Information Service means that early years' funding can meet this need.

Sue Allen
Head of Pupil & Student Services
22 August 2007

The following comments are submitted by members of staff:

Financial Implications and Risks:

Procedures, Structures and Provision

Recommendation 1 - That the Inclusions Panel seeks to improve its processes to enable a timely and seamless between provisions.

If the improvement to processes and procedures is just concerned with ways of working then this is unlikely to have any financial implications. If any costs or other financial implications are subsequently identified these would need to be considered via the appropriate channels before changes are adopted.

Recommendation 2 - That Havering explores commissioning additional good quality service for the educational provision of children who present with behavioural problems and have been excluded from full time, mainstream school.

This is a continuation of current practice and is expected to be contained within current resources. Should this not be possible any further financial implication will need to be raised via the appropriate channels prior to any action being taken.

Recommendation 3 - That the training needs of staff in specialist units are assessed and appropriate training is identified comparing Havering with other units in other boroughs.

The assessment of needs is anticipated to be contained within existing resources. It is anticipated that these training needs would not be over and above the existing training program and where schools have a special request the training will be provided with the school bearing the cost.

Communication

Recommendation 4 - That there is a central point of contact enabling carers to obtain co-ordinated and expedient responses from Children's Services.

At this stage it is unclear whether this will be achieved through the use of existing staff or if additional resources would be required. An item has been included within

the Children's Services 08/09 MTFs submission, which if approved, may be used in this area should additional funds be needed. As the proposals are further developed and futures budgets finalised, it should become clearer whether this can be contained within the resources available. If this is not possible then additional funding will need to be raised through the appropriate channels.

Recommendation 5 - That there is effective three way communication between carers, schools and Children's Services to ensure access to relevant parties is expedient, effective and of good quality.

If this is an improvement to working processes there is unlikely to be any financial implications. Any additional costs that may occur would need to be considered via the appropriate channels before they arise.

Recommendation 6 - That Havering provides a good IT and communications infrastructure such as the Redbridge model, to enable social workers to access relevant data, information and resources to speed up the co-ordination of care.

Havering currently a system called Contact Point that it is anticipated will be used to fulfil this recommendation. The financial implications of this system should have been authorised through the appropriate channels prior to its implementation. As such, further use of the system is not likely to have any further financial implications. If further implications arise these will need to be addressed via the appropriate channels prior to any further action being taken.

Good practice and underpinning research

Recommendation 7 - That Children's Services undertake regular benchmarking exercises to ensure that the borough is delivering an up to date and relevant service compared to other boroughs.

It is anticipated that this will be met through existing bench marking exercises and therefore should be contained within existing resources. If additional benchmarking is undertaken funding will need to be raised via the appropriate channels before any further action is taken.

Recommendation 8 - That there is up to date guidance and information on relevant help facilities, social service contacts, family resources and specialist training available to both schools and families.

It is anticipated that this will either be included within existing directories, the Family Information Service or within the Youth Offending Service. As such the expenditure is expected to be contained within existing resources. If expenditure cannot be contained within the existing resources then funding will need to be raised through the appropriate channels.

Tim Keogh
Group Accountant (Education)
17th September 2007

Legal Implications and Risks:

The body of the Report contains various references to legal issues. Otherwise there are no apparent legal implications.

Human Resources Implications and Risks:

There are HR Implications specifically related to Recommendation 3, in terms of the assessment of training needs for staff and access to any training identified. A range of training and support is offered via the Behavioural Support section, although it is possible that additional and external training may be required for which funding is likely to be required.

ICT Implications and Risks:

Recommendation 5: Access to information for all carers, schools and Children's Services will improve with the continued roll-out of the ISIS system, and continued good practice on data input should improve the data quality. Continued data quality checks should be made and the importance of data quality should be highlighted to staff as well as the knowledge that the data will be shared to a wider audience.

Effective communication will depend on the use of IT systems, including Contact Point, and will only be as effective as the quality of the data.

Recommendation 6: Havering currently provides a good IT and communications infrastructure supported by an agreed IS strategy. If there are concerns regarding the reliability of the IT operation systems then these should be raised with the appropriate officer within Business systems for investigation.

Equalities and Social Inclusion Implications and Risks:

The measures proposed in this report seek to improve access to education for children with special needs of all kinds throughout Havering. The recommendations, if adopted would, in the opinion of the topic group, have a positive impact on equalities and social inclusion issues.

Background Papers and Appendices

Background Papers - None

Appendix One: Background to Adoption and Fostering Issues
Appendix Two; Details of Interviews with Foster Carers
Appendix Three: Feedback from Havering Head Teachers' Conference

Appendix 1 – Background to Adoption and Fostering Issues

- 1.1 The group heard from officers that each school had a designated teacher for LAC whose duty was to ensure that the needs of these children are met. In most cases, when the child had observed that the school and the foster carers were looking after their welfare, they felt supported and appreciated that someone was caring for them.
- 1.2 Improvements to the procedures of partnership working were thought to be very important with the continuing development of a coordinated and united approach a priority. Foster carers maintained that a good home environment was the best starting point for a child with the majority of carers willingly engaged with designated contacts within the school. This assisted with the development of supporting the educational needs of the child.
- 1.3 After the first two weeks at the school, the child's social worker and foster carer would meet with relevant staff at the school to assess progression. It was found, however that older children did not want social workers attending the school and it was suggested that this process would be more sensitively handled if the meetings could take place in the home or other settings.
- 1.4 Foster carers wanted to see a joint process to improve partnership working with regard to behaviour management.
- 1.5 Foster carers echoed previous comments about school support and behaviour management.
- 1.6 Adoption has been very successful in the last year (05 – 06) with seven placements and a total of seven this year (end of 2006). There were also eleven more pending, five of which should have been completed by the end of 2006. Adoption was seen as a very positive alternative to statutory care and fostering, as adoption gave young people much more stability overall. The 'Kinship Network' was an organisation set up to enable family members or friends to adopt a child instead of placing them with foster carers. This was seen as particularly good alternative to foster care, allowing the child to stay in a more familiar environment with an already established relationship to the carer.
- 1.7 Most children under the age of five were usually adopted successfully although it was found that if children had profound health needs, placing them could be more difficult.
- 1.8 It was found that it was harder to find placements for sibling groups. The consortium of London boroughs had managed to place 85% of children with their siblings. A limited time had been imposed after which if placements were not found after this period, then long term foster care and/or splitting the siblings to make placing them easier, were serious considerations. Statutory bodies had taken responsibility to ensure that contact between the siblings was maintained if separation had to take place.

Cabinet, 14 November 2007

- 1.9 Special guardianship was seen as the next best thing to total adoption. This meant that the birth parent/s did not lose contact with the child but the legal guardian retained the statutory authority for the child.
- 1.10 Residence Orders were an option, frequently taken up by grandparents, meant that decisions regarding the child's welfare were taken jointly with the parent/s.

Appendix 2 - Interviews with Foster Carers

- 2.1 In November 2006 the Access to Education Topic Group met with foster carers who were asked for their views and suggestions on the current working processes. Their responses were:
- a. One carer reported that her school lacked the resources to address the problems of her children, who had fallen one year behind in their education.
 - b. Carers raised concerns that students attending Pupil Referral Units could experience peer pressure to engage in anti-social behaviour.
 - c. Carers' perceptions were that looked after children tended to be picked on by other pupils more readily than other students. Misbehaviour from the looked after child seemed to be judged more harshly than their peers and the foster carers were contacted unnecessarily. They could also be at risk of bullying by other children which tended to compound their problems.
 - d. Foster carers tended to be quite dependent on the support of the school.
 - e. It was reported that if the child was happy and felt supported their behaviour was good. However there were some children with more significant needs who were generally more difficult to engage in the education process and more needed to be done to address this.
 - f. The carers informed the group that unfortunately young people saw the receiving of 'tags' and ASBOs as status symbols.
 - g. Improvements could be made to briefing the potential carer on the background of the child to be placed with them especially in instances where the child had not been in care before.
 - h. Carers said that all schools should be participating in periodic reviews.
 - i. If at all possible carers thought it would be very useful to meet with the child's school prior to the fostering process to give carers and the school the opportunity to share information about the child's educational needs.
 - j. The 'Motorvations' group was seen by all as an example of a high quality unit, where children were encouraged to take part in a range of activities including the option of learning a trade. The carers felt that it would good if other units could follow this example of good practice.
 - k. Carers thought that, where possible, children should be placed in a school close to their home, enabling the child to make friends in the community and go out to play after school. They also felt that keeping the child in the same school as their friends added to the sense of security and stability for the child.

2.2 Other comments included:

- children needed to be seen more as individuals by schools and statutory services;
- in the case of fostering, if the child had not been excluded from school then they should remain at that school to maintain stability;
- if the child had been excluded, then a school located close to home needed to be found;
- if the child was on a long term placement, initially efforts should be made to keep them at their original school, moving them to a school in the new area at a later stage when the child has had time to adapt to the new home environment.

2.3 If exclusions were for a small number of days, it was noted that children tended to welcome the extra time away from school which afforded them opportunities to indulge in activities of their own choosing.

2.4 The carers provided positive feedback to the group which included:

- Extra educational support is available to help students catch up with their work.
- Help from statutory bodies was available if the child showed that he/she wanted to learn.
- Social Services were available to assist with the provision of tutors if extra help was needed.
- The SEN staff placed in schools were found to be very effective at co-ordinating and motivating young people.
- Tutors were happy to visit with the SEN staff at school and there was good partnership working between the school, SEN and the carer.

Appendix 3 - Feedback from Havering Headteachers' meeting

3.1 The following issues relating to the work of the Inclusion Panel were raised at a recent meeting of Havering headteachers:

- Every child should be in a mainstream school wherever possible.
- The point where the Inclusion Panel was no longer making any further difference had almost been reached.
- It was found to be very helpful that referral statistics on children were being distributed to the Inclusion Panel and the topic group, to monitor the situation.
- Availability of alternative provision was limited.
- The spectrum of educational and behavioural needs at Birnam Wood was too wide.
- Children spent too long at Birnam Wood due to the lack of other viable options.
- Havering needed to be able to identify new solutions to problems that had not been encountered before. For instance, it was reported that more children from primary schools were presenting with behavioural problems they had not encountered before.
- The lack of alternative provision places led to strains on the system overall.
- There needed to be greater provision for children with learning and/or behavioural difficulties and/or special needs.
- One headteacher felt the Inclusion Panel had, in fact led to more exclusions due to the irregularity of meeting dates and problems with data and information sharing.



MEETING

DATE

ITEM

CABINET

14 NOVEMBER 2007

7

Cabinet Member: Councillor Geoffrey Starns

Relevant Overview & Scrutiny Committee: Children's

This is not a key Decision

In accordance with para. 11(c) of the Overview & Scrutiny Procedure Rules, Cabinet must consider this report no later than 7 December 2007, 10 weeks from the day following the OSC meeting

**REPORT OF THE
OVERVIEW & SCRUTINY COMMITTEE – NEW DIPLOMA SCHEME GROUP**

SUMMARY

The New Diploma Scheme Topic Group examined plans to introduce within in Havering the Diploma – a new qualification for 14-19 year olds combining academic and vocational learning. The topic group's work centred on assessing how the diploma had been introduced in pilot areas and considering what could be learnt from this for Havering in light of problems with the Council's previous bid to run lines of the Diploma. Both strategic and operational issues were considered.

1.0 BACKGROUND

- 1.1 The following Members formed the Topic Group – Councillors Lesley Kelly (chairman) Councillor Keith Darvill, Sue Kortlandt (co-optee) and Rhonda Ware (co-optee). The group were supported by Sue Butterworth, Principal Inspector – Development, Havering Inspection and Advisory service (HIAS) Jane Hadlow, Strategy Manager– 14-19 and Morton Phillips-Davies, General Inspector – 14-19.
- 1.2 The topic group met on eight occasions and reviewed options for the introduction of the new diploma scheme in Havering. The topic group has now established its findings and made recommendations which are detailed in this report.
- 1.3 The Diplomas are a new qualification to provide a combination of vocational and academic learning. The Diplomas have been developed to address the needs of the 14 – 19 age groups. They are suitable, both for the most able pupils preparing for a demanding university course or for young people who find that the existing education system doesn't suit them but would like to continue to learn or go straight in to work.
- 1.4 The 14 – 19 Education and Skills White Paper (February 2005) identified the need to offer 'a motivating and engaging route' for 14 – 19 year olds who find it difficult to achieve progress within the current curriculum and/or those who are disaffected and disengaged with the other programmes available to them in their schools.
- 1.5 Schools will be expected to work in partnership to develop personalised programmes that are appropriate to the local market and employment situation. The schools will also work with colleges, work-based training providers, employers, the Education Business Partnership, Connexions, Council youth services and youth organisations such as YMCA.
- 1.6 The diplomas will be available in three levels:
Level 1 – Foundation: Equivalent to 4-5 GCSEs at grades D-G
Level 2 – Intermediate: Equivalent to 4-5 GCSEs at grades A*-C
Level 3 – Higher: Equivalent to 3 A levels

There is also a Foundation learning tier available to Key Stage 4 entry to the scheme.
- 1.7 The diplomas have three main elements:
 1. Principal Learning – The main subject studied of the fourteen to be available e.g. engineering.
 2. Generic Learning – Studying of wider areas within the diploma such as maths, English and IT. Science subjects will be integrated into existing learning lines as appropriate, supporting the main subject.

3. Additional/Specialist Learning – Opportunities for further specialisation in the principal learning area or to top up learning in other subjects at GCE level. E.g. history, geography or additional maths.

- 1.8 A key feature of the diplomas is that they will not necessarily be delivered in a pupil's main school site. Indeed, lessons may take place in the schools, further education colleges or on the premises of local employers.

2.0 THE SCOPE OF THE REVIEW

Objectives/Parameters of the Topic Group:

- To ensure the Council is doing all it can to assist schools in producing workable plans for the introduction of the diplomas.
- To monitor the implementation of the diploma scheme as it goes ahead and to strengthen young people's entitlement to greater learning choices via the Diploma.
- To establish a snapshot of what is happening now, both locally and in other areas with regard to the introduction of the diploma scheme.
- To investigate the issue of resources i.e. whether schools can afford to introduce the diplomas. Also to investigate any funding differences between schools and colleges.
- To scrutinise the quality of information and advice available in Havering. This would be in relation to how pupils are advised at the age of 14 on which diploma line to take up.
- To gain a general sense of current employer engagement.

3 RESEARCH AND VISITS UNDERTAKEN BY THE TOPIC GROUP

3.1 Stevenage – A Diploma Pilot Area

Strategic Issues – Links with Partners

- 3.1.1 The group visited Stevenage in April to meet with the Director and Coordinator of the Stevenage 14 -19 Partnership Group. The Director explained that Hertfordshire was divided into seven strategic areas, each of which had a 14 -19 age group coordinator. The Stevenage partnership was located close to local businesses. Many of these were high technology companies including MBDA (defence contractors) GlaxoSmithKline (pharmaceuticals) ICL-Fujitsu (computers) and NCL cash registers.
- 3.1.2 The Hertfordshire College of Further Education is an integral member of the partnership. Special schools are on the periphery of the partnership with most links with special schools being personal rather than structural in nature. Special schools in the area take pupils up to the age of 18 although most students attend Further Education College

for access courses. Some work experience is arranged by special schools through the Chamber of Commerce.

- 3.1.3 Some schools offer an Insight to Industry programme as an alternative to work experience. This helps to build employer links. There is also a very good relationship with the Chamber of Commerce allowing placements in a number of environments including the local Council.

Other Strategic Issues

- 3.1.4 The director of the Partnership is paid at head teacher rates which added to the partnerships success. Stevenage schools had signed a partnership to underwrite the director's salary once the pathfinder funding ends. This also now funds the director's PA and IT support.
- 3.1.5 There is a great deal of common working between schools and the Further Education College. As well as school students attending courses at the college, college students also attended courses at local schools. This latter movement was very unusual, as was the fact that the College issued a common prospectus with local schools.
- 3.1.6 The Director felt that problems in introducing diplomas lay not so much with heads as with subject leaders. More work was needed on this in order to change attitudes. Most teachers now realised that other providers such as employers could also teach children. Joint planning was needed for this with the Further Education College being a link between schools and employers.
- 3.1.7 The partnership had also been working very closely with the University of Hertfordshire in order to develop foundation degrees that could be offered in local Further Education colleges.
- 3.1.8 The partnership's application to offer the diploma lines had been based on the expansion of existing facilities and arrangements. For example, most Stevenage schools felt they were good at delivering ICT and there were also very good IT facilities at the FE College. This was advantageous for the diploma application. Two schools in the partnership are IT specialists and a further four schools have selected IT as one of their main diploma priorities. These schools constituted the lead group for the IT diploma line. Representatives from the schools attended the partnership offices to write the diploma application. There was however a significant amount of editing undertaken afterwards by partnership staff. 60% of the application was similar across all diploma lines as the criteria applied across all subject areas.
- 3.1.9 Efforts would be made to get support from parents although this was a complex area. It was planned that local employers would be asked to explain the diplomas directly to parents. The University of Hertfordshire would also be involved. Parents evenings would be

organised for key stage 4/year 9 and also for 16+. It was felt that in order to convince people that the diplomas are an alternative to A levels, universities needed to give the same weighting to a level 3 diploma as they did to A levels.

3.1.10 A business partnership had been established for the area and work placements had been organised by the Chamber of Commerce, located in the same building as the partnership offices. The support of the Chamber of Commerce had been crucial as there were no longer as many large companies in Stevenage. Support from small and medium-size companies had however been very good.

Operational Issues

3.1.11 Partnership officers explained that the initial reaction from parents to the partnership's work had been problematic although this had now improved. The children themselves were also initially reluctant to go further than their own school site for diploma courses but this has now been mainly overcome.

3.1.12 Post 16, there is a common timetable for Stevenage with virtually the same school day for all schools. A Levels are offered on a 4:1 lesson package using an immersion approach or blocking. A block timetable will be extended to key stage 4 from 2007. It is hoped to have all age classes i.e. classes based on ability level rather than age of students.

3.1.13 Stevenage has a good road network and ample cycle paths etc. This makes it suitable for moving students between sites for their various diploma studies.

3.2 Barclay School, Stevenage

Operational Issues

3.2.1 The group visited Barclay School in Stevenage. Some work has been undertaken with neighbouring schools where students are taught jointly. It was accepted that this worked better in some schools than in others and often depended on how well teachers and subject leaders got on personally. Children had been advised on occasions not to take subjects at certain schools due to concerns over teaching quality. This could be established by looking at data from the schools in question.

3.2.2 A weakness of the partnership thus far has been insufficient integration of timetables. A consultant with timetable experience was now working with the partnership to address this.

3.2.3 Year 10 and 11 students spent 2.5 days per week either at college or with another training provider. Supervision of these students lay with the host training organisation.

- 3.2.4 Part time teachers were needed for certain timetable slots in the Stevenage diploma. It was likely however that the part-time day of the week needed to work the slots would change each school year. Havering schools employed a large number of part-time staff and they may therefore encounter difficulties in implementing the block timetable. This could mean part-time teachers being unable to teach certain courses.
- 3.2.5 The school had undertaken trials of extended school days. This would probably be introduced across the partnership in due course. It was thought that teachers may prefer this method of working as they could use the time of in lieu.

3.3 Skills, Learning and Enterprise Department – London Borough of Barking and Dagenham (B&D)

Strategic Issues

- 3.3.1 Barking and Dagenham put in a bid for four lines of learning and were unsuccessful only in the construction learning line. With regard to the writing of the bids, it was found that there was strength in not letting the bids be the responsibility of one person or being tempted to employ a consultant who may not be able to identify the key players in the wide variety of authorities and organisations in the borough, leading to a shortfall in the quality of the content of the bid. The department were happy to let schools and colleges take responsibility, lending their own individual identity to each one of the learning strands. The schools and colleges worked cooperatively together sharing drafts between them for suggestions and alterations.
- 3.3.2 Barking & Dagenham put a lot of emphasis on establishing inclusive partnership working from the start of the process. They achieved this by organising an early launch event to promote the scheme to the partners. They were careful to ensure all parties were contacted post event and followed up on people who had accepted the invitation but had failed to attend. There was a concerted effort to keep as many key players and agencies informed of the scheme's progress as possible, reinforcing the presence of the scheme and the need for collaborative working. Invitees included Connexions, Learning Skills Council, local employers including the Ford car manufacturer and schools. They also invited awarding bodies. The invitees often wished to impart information and they were encouraged to share this with the partners, the rationale being that they were engaging positively in the process and hopefully leading to future collaboration.
- 3.3.3 Barking & Dagenham officers felt that Havering should look to its strengths when preparing its bid – for instance a very good retail area, high performing schools, a good sixth form college and strong and varied housing stock.

Operational Issues

- 3.3.4 B&D are fortunate in having their Education Business Partnership in house and physically close to Regeneration. This has assisted with strong and coordinated practices across both sections. In Havering Children's Services and Regeneration are two quite separate entities. The Topic Group felt that the borough needs to look at ways to work closer with Regeneration, establishing foundations with new employers and schemes coming to the area. This closer working would also assist with the informing of the Commissioning process; identifying needs and under performing areas.
- 3.3.5 The B&D Skills Learning and Enterprise Section (SLE) regularly sought to motivate partners by sending partners updates and invites to relevant meetings. Health & Safety checks doubled up as an opportunity to strengthen links with providers and these were seen as a natural part of the process and not an intrusion or inspection of any kind.
- 3.3.6 As much as possible B&D endeavoured to send a representative to attend as many external meetings with partners as possible taking the opportunity to stay in touch and update the partners on the scheme.

3.4 Qualifications and Curriculum Authority

Strategic Issues

- 3.4.1 Members met with officers of the Qualifications and Curriculum Authority whose first recommendation was that Havering must think about the basic infrastructure of strong partnership working (the formation of consortia) with the local schools, colleges and local employers. Officers felt this was the key to enabling the diploma scheme to work. The Topic Group therefore felt that Havering must be able to demonstrate that there are good partnership linkages before the next bid is submitted.
- 3.4.2. The diploma needs to be marketed to employers and Havering needs to devise strategies with employers to ensure that this is being undertaken.
- 3.4.3 In reality whole day blocks seem to be the most successful at solving transport, uniform and timetabling problems. Extending the day to 'twilight hours' or arranging for different end times for different age groups would also significantly reduce/overcome certain operational and logistic problems.
- 3.4.4 The Qualifications and Curriculum Authority informed the topic group that all schools involved in the Diploma need to be coordinated and committed to proper cohesion of the working arrangements and to be

prepared to negotiate and compromise with one another. It was found that competition tended to evaporate where strong partnerships are formed.

Operational Issues

- 3.4.5 With the implementation of the Diplomas, children could be attending a school that the parents initially turned down. This means that commitment and engagement from parents and carers should be sought and their contribution encouraged.

4 FINDINGS

4.1 The Local Position

- 4.1.1 The topic group found that employer engagement was key to ensuring success and noted that Ford Motor Co. had supported the Havering diploma submission on engineering. All partners were keen to develop a strong quality assurance framework for the diplomas as well as to establish arrangements for governance and decision making. The partnership therefore, should focus on good quality information advice and guidance for potential students.
- 4.1.2 Officers explained that the proposal is that Diploma provision will be developed within the Havering Learning Partnership (HLP) reflecting a whole borough approach (a borough-wide consortium) as opposed to the previous model of smaller consortia located sub-regionally within the borough. All providers will work within a borough – wide partnership. This structure could also support partnership work in other areas of the curriculum.

Operational Issues

- 4.1.3 The eight Havering Schools who are not presently participating in the diplomas have committed to introducing them by 2009.
- 4.1.4 To address matters such as children wanting to take diplomas offered by other schools, Pathfinder areas such as Stevenage had worked on the solutions to problems around timetabling lessons and the logistics of children moving between sites. Projects have been running in Havering for the last 3-4 years which has given rise to opportunities for the development of collaborative working.
- 4.1.5 The Qualifications and Curriculum Authority had looked at timetabling curriculum models to inform best practice. The QCA stated that a good way forward may involve using blocks of time when, for example, the

Sixth Form College is empty, utilising those resources for lessons with the use of “twilight sessions” for more flexibility which is a departure from the traditional ways of timetabling.

- 4.1.6 Parents may feel that it is unacceptable to have their child schooled at a variety of locations and may want and expect their child to be taught on one site only. A shift in attitude to the new methodology will be needed to address problems such as these.

4.2 Round Table Partnership Meeting

- 4.2.1 In May, the Topic Group hosted a round-table event to discuss the implementation of the diplomas locally. Representatives from schools, colleges and the skills sector were invited to share their views on the way forward and the following issues were discussed.

Strategic Issues

- 4.2.2 It was agreed that Havering needed a strong clear vision of the way in which the Diploma is going to fit. Consideration needs to be given to the infrastructure underpinning the scheme.
- 4.2.3 Havering must ensure that there is a link in terms of opportunity with regeneration in the poorest parts of the borough and that the Diplomas provided real skills for real opportunities.
- 4.2.4 Havering’s original bid to run diploma lines had been unsuccessful and it was largely agreed that the main problem Havering had with the unsuccessful bid was that the borough under sold itself. It was possible that schools had not identified their facilities sufficiently. A consultant had been brought in to write the Diploma bid to gain the implementation of the Diploma lines, on behalf of Havering, which may have contributed to inadequately identifying Havering’s facilities sufficiently. For example, collaborative working was not highlighted sufficiently in the original bid.
- 4.2.5 It was felt that there should be engagement with local partners, inviting suggestions from them to improve working and a cohesive approach to the bid.
- 4.2.6 There was a need to devise a timetable to plan and assume a steer for partnership working – there is good collaborative working but participants felt there was a need to develop buy in from a wider range of potential partners. Participants also felt that where there is strong partnership working, there are also quick decision making processes.
- 4.2.7 Frequent conferences and other partnership events could be planned to devise action plans and raise the profile of the scheme, which could lead to greater success in binding people to the scheme and to each other.

- 4.2.8 Clear leadership for the partnership and the identification of the administrative support is required for the successful delivery of the scheme.

Operational Issues

- 4.2.9 With regard to making the implementation work in Havering, the group voiced concerns over the budgeting and complexity of the scheme. The often changing format of the diplomas could make it operationally difficult to plan.
- 4.2.10 The logistics of getting children from one place to another, along with the 'visiting' children having a different uniform to the children at the 'host' school needed to be a consideration. Collaborative work could be undertaken to develop protocols in this area.

5. RECOMMENDATIONS

The Topic Group makes the following recommendations:

Strategic Issues

1. That the Diplomas be given higher level strategic leadership within the borough. The appointment of a Member champion to give the scheme a higher political profile could improve the effectiveness of implementation.
2. That sufficient information, advice and guidance is provided for young people to ensure suitable vocational, academic and further higher educational opportunities and pathways to success.
3. That the Council ensures there is a strong quality and demonstrable assurance framework with arrangements for governance and decision making for the diplomas. With lessons learned from the original bid, more work needs to be done around Governance at an institutional level and protocols at an operational level.

Operational Issues

4. That Havering adequately identify its positive attributes and facilities before the next Diploma bid.

Cabinet, 14 November 2007

5. That a Diploma Scheme Coordinator be appointed for Havering. The postholder to seek to ensure successful implementation of recommendations 6-13 below.
6. That the diploma scheme is promoted extensively in schools and with businesses in the area
7. That the profile of the 14 -19 partnership is raised by adequate marketing and availability of information.
8. That there is a strong partnership network in place with sign up by all stakeholders to ensure the continuation of good collaborative working
9. That there are continued efforts to strengthen work on data sharing practices which in turn will inform strategic planning.
10. That a strategy framework for the borough be developed to ensure a clear vision for all stakeholders implementing the 14 – 19 agenda.
11. That there be increased involvement from partners and potential partners in the start up process inviting their input and suggestions. Continued efforts should be made to improve information sharing and a local protocol be established to advance the 14 – 19 Strategy framework.
12. That there be greater buy in from a wider range of potential partners, the local Chamber of Commerce be engaged and a plan drawn up to market the scheme to potential employers
13. That consideration be given under the Medium Term Financial Strategy to improving the resources for the diploma and associated capital outlay.
14. That the writing of the Diploma bid should be taken on by individuals in schools or colleges with overall support and coordination at top level in the authority.

Feedback

15. For those recommendations adopted by Cabinet, the relevant Head of Service reports back to the Overview and Scrutiny Committee at the Committee's first meeting after three months have elapsed since Cabinet adoption with an update on implementation. The Committee to decide if any further updates are needed after that point.

ACKNOWLEDGEMENTS

The group wish to place on record their thanks for the very positive approach displayed by officers who have assisted the review.

The following comments are submitted by members of staff:

Comments of Officers working on the Review:

The relevant officers in children's services have indicated their support of the proposals in this report.

Financial Implications and Risks:

It is understood that Havering will need to make a bid in order to run a Diploma Scheme. The Diploma bid must address a number of criteria before it is successful. If the bid is successful there is a possibility of further Government funding but this has not been clarified and is not guaranteed.

It is envisaged that the following recommendations will be contained within the workload of existing staff/members and as such are not expected to have any financial implications. Should it become apparent that this is not possible the financial implications will need to be raised through the appropriate channels prior to any costs being incurred.

Rec 1 regarding Diplomas be given higher level strategic leadership within the borough and the appointment of a Member champion

Rec 2 regarding information, advice and guidance is provided for young people regarding educational opportunities and pathways to success.

Rec 3 regarding ensures there is a strong quality and demonstrable assurance framework with more work Governance at an institutional level and protocols at an operational level.

Red 4 regarding identification of positive attributes and facilities before the next Diploma bid

Rec 8 regarding a strong partnership network signed up to by all stakeholders.

Rec 9 regarding continued efforts to strengthen work on data sharing practices to inform strategic planning.

Rec 11 regarding increased involvement from partners and potential partners and improvement of information sharing with a local protocol be established to advance the 14 – 19 Strategy framework.

Rec 14 regarding the writing of the Diploma bid being taken on by individuals in schools or colleges with overall support and coordination at top level in the authority

For other recommendations the financial implications are likely to be more significant. Some of these may only become relevant following the approval

of a bid and arise as diplomas are implemented. By this time it is anticipated that the position regarding possible government funding available will become clearer. However, may become relevant at an earlier stage. As the bidding process progresses further work will be needed to establish detailed costings along with a review of funding available. The financial implications of these recommendations will need to be raised through the appropriate channels as the needs arise. However, indications of the likely implications are given below.

Rec 5 regarding the appointment of a Diploma Scheme Coordinator

It is anticipated that this will be a new post and if employed in a similar role to that seen at Stevenage and is likely to be at Head Teacher level. Based on 07/8 rates, salary costs including employers national insurance and superannuation contributions are likely to be in the region of £50k to £60k. In addition to salary costs there is likely to be additional accommodation and other office related costs.

Rec 6 and 7 regarding the promotion of the diploma in schools raising the profile of the 14 -19 partnership by adequate marketing

Although the government has provided promotional material for the new diploma scheme it is likely that further material will be needed. It is anticipated that there will be costs of marketing materials as well as promotion and advertising costs.

Rec 10 regarding the development of a strategy framework for the borough

Indications are that this framework is to be developed by both internal and external consultants. If contained within the workload of existing staff it may be that there are no financial implications arising. However if consultants are employed there will be additional costs. At this stage the level of costs are not clear.

Rec 12 regarding greater buy in from a wider range of potential partners, engagement of Chamber of Commerce and marketing to potential employers

It is anticipated that there will be costs of marketing materials as well as promotion and advertising costs. At this stage the level of costs are not clear.

Due to the lack of clarity regarding whether additional government funding will be provided for the bidding and implementation of diploma's a further recommendation has been made regarding the securing of additional funds.

Rec 13 that consideration be given under the Medium Term Financial Strategy to improving the resources for the diploma and associated capital outlay

There will be no financial implications in submitting an MTFS bid. However, there is no guarantee that any bid will be successful and other funding

sources may need to be identified. The 2008/09 MTFS process has already commenced and to date, there is not a bid in respect of diplomas.

Tim Keogh
Group Accountant (Education)
x4243

Legal Implications and Risks:

There are no legal implications or risks.

Human Resources Implications and Risks:

Consideration will need to be given to any staffing requirements of introducing the new Diploma Scheme, for example, is there a need to recruit of new staff, consider the training needs and working arrangements of existing staff and/or the development of effective partnership arrangements with other suitable providers in the delivery of the Diploma.

Any changes to existing staffs working arrangements will require appropriate consultation and any changes undertaken in accordance with agreed HR policies and procedures.

ICT Implications and Risks:

There could be additional costs associated with any work placements in the 14 - 16 age group.

Equalities and Social Inclusion Implications and Risks:

The Government's intention is for the Diplomas to be offered to all young people from 2013. The effective introduction of the Diplomas in Havering would, in the opinion of the topic group, impact positively on equalities and on the social inclusion area.

Background Papers and Appendices

Background Papers - None



MEETING	DATE	ITEM
CABINET	14 NOVEMBER 2007	8

Cabinet Member:
Councillor Curtin, Lead Member for Public Realm

Relevant Overview & Scrutiny Committee:
Culture & Regeneration

REPORT OF THE CHIEF EXECUTIVE

SUBJECT: Refurbishment of Central Library and re-provision of Elm Park Library

SUMMARY

Good progress is being made with the library refurbishment programme. The refurbishment of Hornchurch Library is complete and it is receiving favourable feedback from customers. Overall resident satisfaction levels with Havering libraries now rest at 70%, compared to 63% three years ago. Set out in this report are exciting proposals to undertake a comprehensive refurbishment of Central Library and to invite tenders to provide the borough's first new green library at Elm Park.

RECOMMENDATION

It is recommended that Cabinet

1. Approve the outline proposals for the refurbishment of Central Library up to a value of £3.65 million.
2. Agree that the additional resources to fund this scheme will be identified as part of the MTFs capital strategy process
3. Agree that £100,000 of capital should be vired from the existing library refurbishment programme in order to enable the progression of the Elm Park Library rebuild project
4. Authorise the invitation of tenders to undertake the Elm Park Library rebuild project.

REPORT DETAIL

Introduction

1. Central Library was built in 1965 and won a Civic Trust award for its "Contribution to the Street Scene". It is the core of the Havering Library Service, providing a home for the Information Services and Local History section, the Housebound Library Service, the Schools Library Service and also the library management team. It is also an important sub regional facility attracting significant levels of usage from outside of the borough, and from young people and students. It is presently the second busiest library within the service and it receives significantly fewer visitors than similar facilities in Barking and Ilford, Chelmsford and Southend. This is primarily because of the poor physical state of the existing facilities.
2. A large scale and ambitious refurbishment is proposed which will restore its position as a significant sub regional facility and a key focus for cultural and community activity in Romford.

Local Development Framework and Romford Area Action Plan

3. The refurbishment of Central Library will play a significant part in achieving some of the objectives set out in the Local Development Framework (LDF). In particular the LDF contains the following objectives
 - Promote Romford as a leading Metropolitan Centre serving Essex, East London and the Thames Gateway.
 - Improve the provision for culture within the borough, including sport and leisure, parks and open spaces, arts and creative activities and industries, and libraries, and promote equality of access.
 - Promote the diversification of the borough's evening economy for the safe enjoyment of all sections of the community, particularly in Romford Town Centre.

4. The Romford Area Action Plan also aims to promote Romford as a cultural destination for all by focusing on strengthening and diversifying Romford's market, managing and diversifying the evening economy, developing a new cultural quarter and respecting and enhancing Romford's heritage.

Havering Culture Strategy

5. The Havering Culture Strategy was agreed by the Cabinet in February 2007, it sets out the strategic context for the development and delivery of culture in Havering. It sets out the following vision for culture in Havering:

“A place where our culture is at the heart of our towns, the lives of our children, a cohesive community and our future”.

6. It also contains the following specific objectives with regard to Romford:

- developing the market place, shopping and the night time economy
- rejuvenating cultural assets – Library, ice rink, swimming pool
- providing a museum
- improving the public realm, green space, public art and heritage
- attracting and developing private sector leisure provision
- One of Mayor's 100 public spaces.

7. Underpinning and supporting the Culture Strategy is the Library Strategy. This was also agreed by Cabinet in February 2007. This identifies three key priorities for the development of libraries

- The Council must prioritise the refurbishment of Central Library in Romford and restore this to its place as the boroughs premier library
- The Library Service must focus on books, reading and learning: attracting adult readers; providing high quality information and reference services; and; maintaining and developing the professional library expertise within the Service
- We must increase opening hours; make it clearer when libraries are open and advertise better the huge variety of activities that go on in libraries and in our local community.

8. The actions set out in this report will go a long way towards achieving the objectives set out for libraries in Romford in the Culture Strategy and the Library Strategy and thereby establishing Romford as a more attractive and inclusive place to live, where culture, heritage and reading are actively promoted and available to all. They will also make a big impact on the quality of life and wellbeing of people that live in Elm Park.

Central Library refurbishment proposals

External works

9. Considerable investment will be made in improving the external appearance of the building:

Cabinet, 14 November 2007

- The existing doors will be removed and a new main entrance established on the side of the library facing the bus stops and the church hall. A new single larger entrance will be protected by a canopy and a lobby. This will enable the creation of a small square or pocket park between the library and the church and make entry to the library easier.
- New curtain walling (glass) will be installed around the existing drum and front of the library. This will give a modern look and a light and airy space inside
- A new lift tower and staircase will be established. This will make the library fully accessible and enable independent access to different library spaces
- The exterior of the building will be cleaned and windows replaced
- The existing garage will be redeveloped as a café/snack bar
- Improvements will be made to the library roof.

Ground floor

10. On the ground floor the existing counter will be removed and a smaller one installed, the wall separating the children's library will be removed and self service technology installed. This will enable the creation of a large, high quality open plan library space.

Mezzanine level

11. The new lift tower and the removal of the existing staircase will enable the creation on the mezzanine level of a gallery suite. This will be self contained and suitable for small functions, exhibitions, weddings and civil ceremonies.

First floor - PASC

12. The existing meeting room and exhibition space will be refitted to incorporate the Romford Public Advice and Service Centre (PASC). Following the establishment of mini PASCs in Hornchurch, Upminster and Collier Row, and plans for mini PASCs in Harold Hill and Rainham, this will be on a smaller scale to the existing Romford PASC. This will attract approximately 200 extra users to the library each day and enable the Council to reduce its overall accommodation costs.

First floor – Information and Study Centre

13. The existing space to the front of the library will be refitted to establish an Information and Study Centre. Investment will also be made in its specialist reference collections. A new Family History Centre will be established in Upminster Library and in due course a Local Studies Centre in the new Rainham Icon Centre.

Second floor – Infill and office accommodation

14. The existing balcony area will be in-filled and the internal walls removed to create a high quality modern office environment to accommodate up to 120 council staff. This will play a key part in delivering the council's long term office accommodation strategy and enable it to reduce accommodation costs.

Mechanical and electrical works

15. The existing heating system will be replaced and lighting and electrical systems renewed. Staff and storage areas will also be refurbished.

Sustainable construction measures

16. A range of measures are being investigated to reduce the environmental impact and energy requirement of the building. These will include the installation of a wood pellet biomass boiler and the installation of photovoltaic solar panels. Both of these potential measures will contribute towards achievement of one of the council's Local Area Agreement targets. A new energy efficient biomass boiler, coupled with new double glazed windows and energy efficient lighting is estimated to potentially reduce the library's energy costs by in excess of 35% per year. Carbon emissions will also be reduced by a similar magnitude. As a high-profile public building the inclusion of renewable and low carbon technologies have the potential of making this building a showcase for sustainable refurbishment. This approach fully accords with the aims of the Council's recently adopted Sustainable Energy Strategy.

Next steps for Central Library

17. The table below sets out the outline timetable for the library refurbishment.

Activity	Milestone
Consideration of proposals by Cabinet	November 07
<ul style="list-style-type: none">• Public consultation process• Completion of detailed design work and planning permissions	December 07 –March 08
Invitation of tenders	April 08
Award of contract by Cabinet	July 08
Contract mobilisation and commencement of works	Late September 08
Completion of refurbishment	December 09

Temporary arrangements

18. A two phase plan for temporarily re-providing the service is proposed. In early 2008 it is proposed the adult and children's lending services relocate to shop premises opposite the proposed museum site. At the same time a Family History Centre will be opened at Upminster Library and some stock and equipment relocated. These shop units are presently vacant, owned by the Council and available on a short term let. This will enable the relocation to the ground floor of the remaining information and reference services. This will ensure that they are accessible to all. When the library closes for refurbishment, further consideration will be given to temporarily relocating the remaining information and reference facilities.

Consultation and communication arrangements

19. A comprehensive programme of consultation is planned to inform the detailed design of the new facility. This will include detailed work with the

Havering Youth Parliament, consultation with existing customers and staff, the establishment of a Customer Panel, an ongoing communications programme and a range of other initiatives.

Elm Park Library

Present position

20. Feasibility work at Elm Park Library is now complete, the design has been finalised, initial consultation completed, additional funding from the Cleanaway Trust secured and a planning application prepared. The outcome of this work is an exciting proposal for the borough's first new low carbon, energy efficient library. It will also feature a wireless network for People's Network computers, dual use space, a small meeting room, a community garden, a green roof and photovoltaic panels.
21. There is presently a £100,000 shortfall on the funding available and it is proposed the shortfall is vired from the existing library refurbishment capital programme and that any future requirements are considered as part of the Council MTFs capital strategy process.

Next steps

22. A further library consultation meeting is planned for Tuesday 13 November. Following this process an invitation to tender will be posted in November, a contract awarded in January 2008 the library shut in March 2008 and the new library will re-open in December 2008.

Financial Implications and risks:

Central Library

23. Presently there is £1.885 million set aside for the refurbishment of Central Library as set out in the table below.

	£m
Current Capital Budget Central Library 07/08 – 08/09	1.200
Earmarked Health and Safety Reserve	0.300
Capital; remaining from Central library refurbishment phase 1 scheme (04/05)	0.385
Total	1.885

24. The estimated value of the proposed scheme is £3.65 million. It is therefore proposed that the additional resources to fund this scheme will be allocated via the MTFs Capital strategy process which allocates resources to priorities. Libraries is one such priority. There will be other priorities for capital funding however the Council is committed to ensuring

this project will progress as speedily as possible and does not envisage the funding will not be available.

25. The table below provides a summary of the estimated costs.

Element	Cost (£,000)
External Works	1033
Mechanical and electrical works	640
Infill and changes to internal structure	340
Fit out and redecoration	615
Fees (commercial & statutory)	352
Contingency costs (@10%)	263
Temporary fit out costs	100
Furnishings & self service technology	260
Project Management	47
Total	3650

Full life costing

26. A full life costing analysis has been undertaken. Full life costing is recommended as good practice by the Audit Commission and provides a mechanism for measuring the likely capital and running costs for an asset over a lifetime period (25 years). It provides a mechanism for measuring the long term benefits of a full or a partial refurbishment and for measuring the benefit of changing the use of an asset. For this project, three options have been considered. Option 1, the least cost option in the short term, would have the highest net cost for the Council in the long term because more extensive refurbishment would be required in the medium term and less effective use would be made of the space available. The option identified is the one in which the Council will achieve optimum value for money over the long term by undertaking a substantial refurbishment sooner and by making maximum utilisation of available space in order to reduce expenditure elsewhere.

Financial risks

27. At this stage there are a number of risks associated with this scheme which mean it is difficult to provide accurate financial information. In particular:

- Estimated costs for the scheme have been compiled before the finalisation of architects drawings and technical studies. However a 10% contingency has been allowed for the project and costs have been reviewed by an independent property consultant.
- Proposed tender prices might vary from estimated costs
- Additional cost items might be identified by the technical studies underway or during construction. However a buildings conditions survey of Central library has been undertaken within the last 5

years, considerable exploratory work undertaken and a contingency of 10% set aside.

Elm Park Library

28. The estimated costs of the project is presently £730,000. Of this £600,000 is set aside and £30,000 has been awarded by the Cleanaway Trust to contribute towards energy saving measures. It is proposed the shortfall is vired from the existing library refurbishment capital programme and that any future requirements are considered as part of the Council MTFS capital strategy process.

Financial risks

29. There is a risk that following the tender, submissions will be in excess of the budget allocated. This is unlikely because a detailed feasibility and design study has been undertaken, costs indexed to the first quarter of 2008 and a contingency of 7.5% set aside for the contract. If this occurs work will be undertaken to reduce the scope of the work in order that it can be undertaken within the agreed budget.

Legal Implications and risks:

30. Urgent consideration is required about the long term future of the Central Library. The Council has an obligation under the Disability Discrimination Act (DDA) to make the services it provides accessible. Failure to do so will run the risk of legal action against the Council under the DDA. This risk will increase the longer the Council delays installing a new lift.

31. Contracts will be let and managed in accordance with the Council's Contract Procedure Rules.

32. The Council currently leases the area where the PASC is located. If the PASC moves to the Central Library the Council will be able in 2012 to terminate its leasehold interest in that space if it so wishes.

Human Resources Implications and risks:

33. Some of the changes set out in this report will require the relocation of some council staff. Where this is proposed then it will need to be managed in accordance with the Council's HR procedures and in consultation with those staff and their trade union representatives.

Equalities and Social Inclusion Implications and risks

34. The provision of a modern and effective public library service plays a key part in providing cultural and life long learning opportunities for all sections of the community.

Cabinet, 14 November 2007

35. The Peoples Network and investment in ICT in libraries provides access to the internet and computers to those people that do not have computers at home.
36. Refurbishment of the library network and management adjustment is required in order to meet the requirements of the DDA Act and to ensure that all residents have equal access to services.

Reasons for the decision:

37. The refurbishment of Central Library has been identified as one of the key priorities for the library service in Havering.

Alternative options considered:

38. In accordance with the Corporate Plan 2007/8, which was agreed by Cabinet on 14 February 2007 a full options appraisal for the improvement of Central Library has been undertaken. This has included a number of more limited refurbishment proposals, relocation of the library and redevelopment on the existing site as part of a larger mixed development. The refurbishment proposed will provide the most effective use of council resources over the medium to long term.

Staff Contact	Dylan Champion
Designation:	Head of Customer Services
Telephone No:	01708 432532
E-mail address	dylan.champion@haverling.gov.uk

CHERYL COPPELL
Chief Executive

Background Papers List

Library Refurbishment Update Report to Cabinet (Sept 2005)

Havering Culture Strategy

Havering Library Strategy 2006-2009

Havering Local Development Framework

Romford Area Action Plan

Cabinet, 14 November 2007



MEETING

DATE

ITEM

CABINET

14 NOVEMBER 2007

9

Cabinet Member: Councillor Geoff Starns

Relevant Overview & Scrutiny Committee: Children's Services

REPORT OF THE CHIEF EXECUTIVE

SUBJECT: 'BUILDING NEW PRIMARY SCHOOLS': PROPOSED INITIAL INVESTMENT IN HAVERING'S PRIMARY SCHOOLS – RESULT OF STAGE 2 CONSULTATION PROCESS AND MOVEMENT TO NEXT STAGE

SUMMARY

A key priority for the Council is to begin a programme of rebuilding and modernisation of Havering's primary schools. This policy is designed to ensure that Havering's already very successful primary schools and pupils are assured of high quality facilities in which they can continue to improve outcomes. Following a major two stage public consultation process proposals are set out that would result in:

- Initial capital investment of some £20 million in primary schools
- The building of two new '21st century' primary schools in Romford and South Hornchurch
- Expansion and Investment in one oversubscribed primary school in Romford
- Major capital investment in at least one further primary school in South Hornchurch

As part of these changes the Council must also address falling school rolls. The two new schools will be sized to meet currently assessed community needs in the two areas concerned. The report explains, in the light of new school regulations, how this can be achieved through school closures and expansion.

The report also addresses the reduction of school places in other geographical areas. In Harold Hill it is proposed to close Ingrebourne Primary school. In other cases reductions in school admission numbers are proposed.

The report covers:

- the analysis of the wide-ranging consultation process held on the proposals to commence an initial phase of modernisation of Havering's primary schools;
- the recent changes in school organisation regulations (enacted through Education and Inspections Act 2006) that have required a review of the way in which the proposals for creating new schools could be implemented which will require further consultation;
- the detailed proposals for investment and change arising from the consultation process with a corresponding longer timetable for introducing new schools;
- the need to procure technical support and commit resources (capital and revenue) to enable the capital proposals, in particular the new school buildings, in this report to be delivered in line with previously established timescales and a start to be made on the longer term modernisation programme;
- the need to approve site disposals in principle to enable preliminary work to commence and ensure that capital receipts are delivered as quickly as possible to underpin the required investment programme.

RECOMMENDATIONS

- 1 Review and consider the analysis of the primary modernisation consultation process [see sections 3 and 5 of report and Appendix 1 – Annexes 1-12].
- 2 Note the implications of recent school organisation regulatory change on the way in which new primary schools can be established [see section 4 of report].
- 3 Having noted the results of the consultation exercise approve the specific proposals for changes to schools below [see section 5 of report], and the issue of formal Public Notices [as set out in section 6 of the report]:

(a) Changes in the following school admission numbers as originally set out in the consultation document to be implemented from 2008:

- Pinewood Primary School – Reduce admission number from 45 to 30
- Nelmes Primary School – Increase admission number from 55 to 60
- Branfil Junior School – Reduce admission number from 68 to 60
- Upminster Junior School – Reduce admission number from 97 to 90

(b) The closure of Ingrebourne Primary School from August 2008

4 Approve in principle the following proposals for changes to schools [see section 5 of report] :

(a) Ayloff and Dunningford Schools

- (i) Subject to further consultation seek to close Dunningford Primary School from August 2009;
- (ii) Assimilate the current Ayloff and Dunningford school populations as a single school on the Dunningford site from September 2009 for a temporary period until the new school building is ready for occupation;
- (iii) Develop a new school building capable of providing for a 2FE 4-11 school on the current Ayloff school site for 2010/11 ensuring that all current pupils are accommodated.

(b) Edwin Lambert and The Manor Primary Schools

- (i) Subject to further consultation seek to close The Manor Primary School from August 2009;
- (ii) Assimilate the Edwin Lambert and The Manor school populations from September 2009 as a single school initially operating on the two current sites;
- (iii) Develop a new school building capable of providing for a 2FE 3-11 school on the current Edwin Lambert Playing Field site for 2011/12 ensuring that all current pupils are accommodated..

- (c) Expand Gidea Park Primary School from 1.5 FE to 2 FE from September 2009 linked to the closure of one school in 4(b) above.
- 5 Agree that the proposed change to the Hacton Primary School admission number should proceed no further [see section 5 (1) of report].
- 6 Consult further with schools and the wider community on the proposals to close Dunningford and the The Manor Primary Schools and expand Edwin Lambert from 1.5 FE to 2FE school, to achieve the proposals set out in recommendations 4a and 4b above (see section 4 of the report) and report back to Cabinet.
- 7 a) Approve the commissioning of professional technical suppliers for project management and full design services associated with the proposed new school buildings in line with the arrangements set out in section 7.2 of the report. This is necessary to ensure that the new building target dates can be achieved.
- b) Delegate to the Lead Member for Children's Services the authority to approve any further specific actions required to enable building design and procurement processes to advance up to and including tender stage.
- 8 a) Approve in principle the disposal of the three surplus school sites [Dunningford; Edwin Lambert (part) and The Manor] to provide early capital receipts to fund the required investment in schools [see section 7.3 of report].
- b) The commencement of the marketing of the disposals authorised in a) above to be subject to authorisation by the Lead Member for Children's Services and the Lead Member for Resources and thereafter that the Property Strategy Manager in consultation with the Assistant Chief Executive (Legal and Democratic Services) be authorised to deal with all matters arising and thereafter to complete the disposal of the properties identified.
- 9 To note that a further report will be brought forward on the full extent of the proposed investment and scope of works for Benhurst Primary School once this has been assessed.
- 10 To note that a further report will be submitted on the options for the future use of the Ingrebourne School premises, together with the financial implications [section 7.1].

REPORT DETAIL

CONSIDERATION OF CONSULTATION AND DECISION MAKING

1.0 Introduction

The Council has completed a major two stage public consultation process on the development of proposals to begin the modernisation of its primary schools through the building of new schools, whilst adjusting the supply of places to meet better the future demands of local communities.

Stage 1 of the process dealt with the principles and general policies underpinning the authority's approach to the future organisation of primary schooling within the borough. The outcome of that process was reported to Cabinet in February 2007.

The Stage 2 consultation process approved by Cabinet in May 2007 and undertaken during June/July 2007, has dealt with the underlying need for change in provision and investment in new facilities, and the specific proposals for change put forward by the Council.

It was noted that the Council's proposals, if implemented, would:

- create one 1FE school; five 2FE schools, and one 3FE school through a combination of changes in admission numbers, expansion and the building of 2 new schools which overall add 105 places where community demands are most required and removing 690 places in areas of reduced demand
- counteract continued growth in school surplus places and in overall terms reduce surplus capacity in the borough from 11% (January 2007) to 7% (January 2012)
- rationalise five current school sites to achieve these outcomes.

A key issue that has arisen during the consultation process is the impact of new regulations on the way in which school re-organisation changes can be made. The detailed implications of those changes are set out later in the report (see section 4), but the key impact is that it will not be possible to simply close two schools and create a new 'merged' school as originally consulted upon. As a result it will be necessary to consult further on a way forward.

2.0 Proposals as submitted for Consultation in Stage 2

The proposals consisted of:

2.1 Rainham, South Hornchurch and Elm Park Locality

Implement the effective merger of Ayloff (2FE) and Dunningford (1.5FE) Schools from September 2008, with a planned investment in a new 2FE

school on the current Ayloff Primary School site and further modernisation work at Benhurst Primary School.

2.2 Central Romford Locality

1. Create a 2 FE school by effectively merging Edwin Lambert (1.5FE) and The Manor School (1FE) from September 2008, with planned investment in a new school on the playing field of the current Edwin Lambert School.

2. Create a 2 FE school by expanding Gidea Park from 1.5 FE (ie by 15 places) on its existing site from September 2008

2.3 Harold Hill Locality

Close Ingrebourne School from September 2008

2.4 Collier Row Locality

Reduce the Admission Number of Pinewood School from 45 to 30 from September 2008

2.5 Hornchurch Locality

Create a 2FE school by increasing the admission number at Nelmes from 55 to 60 from September 2008

2.6 Upminster and Cranham Locality

1. Create a 2FE school by increasing the admission number at Hacton from 50 to 60 from September 2008

2. Create a 2FE school by reducing Branfil Junior School Admission number from 68 to 60 from September 2008

3. Create a 3FE school by reducing Upminster Junior School Admission Number from 97 to 90 from September 2008

3.0 Outcome of the Primary School Modernisation Stage 2 Consultation Process

The following gives highlights of the process and the main issues that emerged. The attached **Appendix 1 [Annexes 1 – 12]** provide a more comprehensive analysis of the consultation process and outcomes in relation to the above proposals, although it has to be noted that it is still a summary of the majority of the documents submitted. The actual comments recorded by responders on the Council's consultation questionnaire are shown verbatim.

The actual source documents submitted during the process, including letters, petitions etc are available for inspection.

3.1 Consultation Process [See Appendix 1]

The community and stakeholders were provided with every opportunity to participate in the consultation process. In addition to full on-line access through the Council's website, some 25,000 hard copies of the primary consultation booklet, including the questionnaire were issued. A range of publicity routes were used to ensure awareness and gain interest amongst stakeholders, including the local press, Living in Havering, website, direct mailshots to parents etc. A range of public and stakeholder meetings were held for the wider community, staff and governors along with individual meetings with schools where requested. Council political leaders participated in public meetings. Every opportunity was provided for responses to be made electronically, through web forms and email, and by more traditional means of post and fax.

3.2 Consultation Response Levels [See Appendix 1 – Annexes 1 and 12]

Some 474 responses were received via the published response questionnaire [through the web site process and hard copy]. Whilst that number cannot be related to a specific total population to measure a true response rate it can be looked at in different ways. It represents about 2.5% of the primary school population or a little under 2% of the 25,000 booklets and forms issued. That is broadly in line with response rates for these types of consultation.

However, many other forms of return were made by parents and interested parties through emails, individual letters, forms prepared by school parent groups, petitions, as well as responses from schools, letters, governing body minutes etc. These are listed in Annexe 11 and considered in relation to each of the proposals dealt with in the individual annexes.

In overall terms, therefore, the response level, particularly from those stakeholders most closely related to schools for which changes were proposed, was very good and can be treated as meaningful to the overall debate.

3.3 Themes based on the Consultation Questionnaire

In relation to the overall strategy there was a high degree of support for matching the supply of places to demand, improving school buildings, creating 2FE schools and schools with admission numbers in multiples of 30. **Appendix 1** and **Annex 1** provide more information.

When it came to comments on the specific school level proposals a wider range of opinion was generated and there was more disagreement, however, those in favour outweighed those against. **Appendix 1** and **Annexes 1-12** provide more information, and specific proposals are examined further in section 5.0 of this report.

3.4 Key messages on Specific Proposals based on the Consultation Questionnaire

Rainham, South Hornchurch and Elm Park Locality

- **68%** agreed with the merger of Dunningford and Ayloff but only **30%** agreed that the temporary site should be Dunningford before moving permanently to the Ayloff site.

Central Romford Locality

- **65%** agreed with the merger of Edwin Lambert and The Manor
- **87%** agreed with the expansion of Gidea Park

Harold Hill Locality

- **52%** agreed with the closure of Ingrebourne

Collier Row Locality

- **73%** agreed with the reduction of admission number at Pinewood

Hornchurch Locality

- **90%** agreed with expansion of Nelmes

Upminster and Cranham Locality

- **90%** agreed with the expansion of Hacton
- **82%** agreed with the reduction of admission number at Branfil Juniors
- **80%** agreed with reduction in admission number at Upminster Juniors

4.0 Recent Changes in the Primary School Organisation Regulations – Implications for the proposals consulted upon

4.1 Proposed initial process of achieving change

The model of 'merger' proposed in the consultation to achieve the 2 new schools [Edwin Lambert/The Manor and Ayloff/Dunningford] was underpinned by the principle of equity for the schools i.e. governors, staff and parent bodies of the schools involved. The mergers were to be achieved under the regulations as they then existed by closing the existing two community schools and establishing in each case a new community school formed from the governing bodies and staff of the closing schools, including all current pupils. Recent changes in school organisation regulations have significant implications for the way new schools can be created and impact on the way these proposals could be delivered. Those process issues are dealt with in the next sections before considering the outcomes of the consultation process itself as the one is dependant on the other to some extent.

4.2 New competition requirements for establishing primary schools

In late May 2007 the DCSF introduced new regulations and guidance (section 7 of the Education and Inspections Act 2006) that required proposals for all new primary schools (for whatever reason being created) to be subject to a competition process. This was an extension of arrangements that have existed for new secondary schools.

The new regulations require that all new primary schools be subject to a competition process that invites other potential promoters of schools to express an interest in setting up and operating new schools. Under such arrangements the LA continues to have capital responsibility for providing a school's facilities and to maintain the school as part of the ongoing Dedicated Schools Budget revenue funding model as applied to all other schools. If expressions of interest are received an ongoing competition process ensues. This process can take approximately one year. A competition is most likely to result in the provision of a foundation /trust or voluntary aided school. If the LA elects to take no part in the process i.e. no direct involvement in any proposal, it can decide upon the proposals submitted.

However, the LA can choose to be involved with a promoters bid e.g. through wishing to participate on a new school Trust, or can itself submit a separate proposal for a new school. In either case the decision making role transfers to the Government's independent Schools' Adjudicator.

4.3 Exemptions from competition

Under the regulations the LA can apply to the Secretary of State (SoS) for an exemption from holding a competition. Guidance received from meetings held with DCSF officials and now set out in writing makes clear that there is a presumption towards competition under the new policy. As a separate process LAs must now also make a prior application to the SoS for approval to submit a proposal for a community school. The presumption in this case is that new schools will be established under the foundation/trust or voluntary aided category.

Discussions and correspondence have taken place with the DCSF to gain understanding about the application of the new rules and ensure that the LA had the opportunity to set out its rationale for its change model. Amongst the key points made were:

- that the local change model proposed had been 'caught' by the new regulations
- that Havering's proposals are not fundamentally about new schools to meet the needs of new communities, which competition may serve well, but rather about reshaping successful current schools with existing communities;
- that the concept of equity in the treatment of all parties facing change underpinned Havering's approach. It was based on a principle of the 'merger of equals'.

- the introduction of competition would result in a high level of uncertainty about the outcome, extend timescales and do little to help maintain community cohesion
- that change is at best extremely difficult to achieve and there are significant difficulties in fostering support where the outcomes cannot be predicted
- that the local 2 stage consultation processes had not resulted any interest from other potential providers and thus there was no reason to believe that other parties would come forward under competition, although that issue was not specifically raised in the consultation as it was not apparent how significant the issue would have been before the regulations were published.

The LA was advised, without commitment, that it would need to apply for a formal exemption on both counts, i.e. to make proposals exempt from competition and to propose new community schools. If approved Havering would have been able to proceed as planned in terms of its method of achieving change and new schools.

Such applications were submitted to the DCSF on the 4th September. The decision to make these submissions was not to pre-empt the decision of Cabinet on the substantive issues raised in this report but as a parallel process to ensure Cabinet had the fullest information available about the consequences of school closures.

On October 11th the SoS informed the Council, without commenting on the merits of the actual proposals, that he would not be granting an exemption from competition if the proposals to create new schools were to go ahead.

In view of that decision consideration has been given to the implications arising from running a competition and to alternative routes for implementing change.

4.4 Implementing New School Changes

In looking at the change programme required, there appear to be two guiding principles: a) that any period of uncertainty be kept to the minimum and b) that once a way forward is decided that implementation follows as swiftly as reasonably practical.

It is acknowledged that a school competition process could have considerable merit when used to determine the most appropriate school model for meeting the needs of new communities, or possibly where current schools are failing significantly to provide education to a high standard. However, there is concern that a competition would add significantly to both the level and period of uncertainty and the period of implementation where re-organisation of the type proposed is under consideration. Although the competition process has been operating in the secondary schools sector for some years, to date only one outcome has been determined. The competition process is entirely new

and untested in the primary sector. So far as can be determined only one other LA is pursuing this route for a similar re-organisation model.

In essence a competition would mean that:

- There would be no certain outcome for a period of up to a year
- Neither the Council nor the schools or their communities involved would know what the outcome of the process would be until completed. A range of promoters could come forward or not.
- The future position of all governors and staff involved would be uncertain. If a promoter/proposals other than a community school was approved it is likely that staff would be subject to TUPE transfer rules.
- An early start could not be made on new building design etc as a third party would not have to accept any work completed by the Council . That would further delay implementation.
- The process for the Council providing capital to a new school promoter is at best unclear at this stage.
- The Council would need to decide if it wished to participate in the competition or not, e.g. propose a community school (which itself would require specific SoS approval) or have a formal involvement in another proposal e.g. part of a foundation or trust .

Whilst the competition route remains open it creates a high level of uncertainty and adds considerable delay. An alternative process for achieving change has therefore been considered and is recommended. It is possible within the part of the regulations that remain unchanged for a Council to propose and determine to close a school and to increase the size of a school. It is also possible for a Council to decide to rebuild a school and locate this on either its current or an alternative site. This route to achieve change, whilst considered originally, was not proposed as fundamental to the original model was the principle of equity of treatment to all those who would be affected.

From a positive perspective this route to achieve change would remove many potential obstacles and delays and provide a more clearly understood and certain outcome. However, it would require a more unpopular decision to close one school and retain one school and thus place staff and governors of the closing school at a significant disadvantage to the school that would remain open.

4.5 Decisions regarding sites for new school buildings and options for closing/retaining schools

The Council has consulted widely and fully on the principle of one school in each of the two identified geographical areas and on the matter of which site to locate the new school building. On the basis of that consultation the Council could reasonably decide on those matters,. However, the introduction of a new process to achieve a single school model i.e. not a merger, has not been the subject of any consultation and the Council would therefore be required to undertake further consultation before making a final decision.

Although the model of change now proposed would require the legal closure of one school in each case the Council would seek to work with each of the schools and their communities to secure a co-operative approach that would lead in reality to a 'new school', albeit not technically. With co-operation and support the Council would seek to create a new shared governing body membership, a new name for each school and local agreement to ensure that staff are treated fairly in the process of change. All pupils of a closing school would be guaranteed a place in the retained school.

It would thus be important for all involved to see this process as one that secures an early change for the benefit of all, rather than a negative, or judgemental choice about the schools that would close.

We have to close one of the two schools in each case. The preference of the Council is as follows:

Rainham, South Hornchurch and Elm Park Locality

Close Dunningford School from August 2009 [transferring all pupils to the Ayloff roll [but not physically]

Relocate Ayloff School on a temporarily enlarged basis (ie to absorb all year group sizes) to the former Dunningford site from September 2009

Rebuild Ayloff School on its current site by 2010/11 at its current size of 2FE 60 (allowing for any bulge year groups) and move the school back into the new accommodation.

AND

Central Romford

Close The Manor School from August 2009

Enlarge Edwin Lambert School from 45 to 60 (or a higher number for some year groups) from Sept 2009 to a) absorb The Manor pupils within its organisation and b) match its final size

Build the new school on the Edwin Lambert playing field site by 2011/12

Manage the larger Edwin Lambert School on two sites until its transfers to the new school building 2011/12

This approach is based fundamentally on the continuing relationship of the current schools to the sites on which the new schools are to be built and the history of surplus places relating to each school.

As noted, this change in process will require further consultation with the community. It would be intended to run this consultation in January/February 2008 and report back to the Cabinet as soon as possible thereafter. The consultation material would set out the results of the Stage 2 consultation, the decisions made up until that point, the reasons why a new process of decision making is required to enable the two new schools to be built, and the Council's preferred choice of school to close, together with the subsequent

implementation actions and timescales etc. . The consultation material would be agreed with the Lead Member for Children's Services.

5.0 Decisions on the Proposals for Change

The Council was explicit during the stage two consultation process that it had put forward a set of clear proposals which it believed to be right to achieve outcomes that would ultimately benefit the whole community. The analysis of the consultation outcome sets out the views that others have expressed about the Council's proposals and the responses to those views. The Council has four potential decisions to make in each case at this stage. Final decisions, either by the Council, or the Schools' Adjudicator, will be made after the completion of formal Public Notice processes.

- 1 To decide not to proceed with a proposal**
- 2 To decide to proceed with the original proposal without modification**
- 3 To decide to proceed with the original proposal in principle but with modification(s) with or without additional consultation**
- 4 To agree an alternative proposal on which further consultation is likely to be required.**

As noted above the themes, issues and conclusions arising from the views expressed during the consultation process are set out in a series of **Annexes to Appendix 1**.

The recommendations are as follows:

- 1 Those proposals that it is recommended should not proceed any further.**

Hacton Primary – proposal to increase school admission number from 50 to 60 [See Annex 2]

Rationale

In this case the consultation process provided clarification of the school's internal organisational arrangements. Currently the below 60 admission number (currently 50) enables the school to ensure that children in the Hearing Impairment Unit can participate regularly in class groups. An increase in the schools admission number of 50 would put such successful arrangements at risk. The process has clarified that the organisational arrangements adopted by the school need to be made more explicit in the LAs annual primary admission booklet and that will be included in future admission booklets.

- 2 Those proposals as originally set out that are recommended to proceed without modification**

a) Changes in school admission numbers as originally set out to be implemented from 2008

Pinewood Primary School – Reduce admission number from 45 to 30 [See Annex 3]

Nelmes Primary School – Increase admission number from 55 to 60 [See Annex 4]

Branfil Junior Schools – Reduce admission number from 68 to 60 [See Annex 5]

Upminster Junior School – Reduce admission number from 97 to 90 [See Annex 6]

Rationale

The overall principle of creating more schools with multiples of 30 has been well supported, is logical for organisational purposes, easy for parents and carers to understand and pragmatic. Although some of the schools have expressed concern about the proposed reductions in their admission numbers, there is community support for making the specific changes proposed. There is some concern amongst Upminster schools about how 'inward mobility' can be met if such changes are introduced. The overall area has the highest decline in birth rate. It is a reality that popular schools will always attract more and more interest and that the demand for places will occur not just at points of normal admission entry, but also in each year group. It will never be possible to match place supply and demand to changing needs outside of planned admission rounds in such situations and those that elect to move into an existing housing area have to make a choice about access to school places as it would not be manageable to keep places empty in all year groups in those schools. Other schools in the general area have some spare capacity.

Implementation Issues

- The schools involved will have to accommodate changes, including to budget flexibility in those cases involving reductions, but those changes can be managed over time linked to a gradual year on year reduction in admission intakes.
- There is the possibility that some schools might face an increase in the number of admission appeals. They will be fully supported in that process.

b) Close Ingrebourne Primary School from August 2008 [See Annex 7]

Rationale

The case to remove school places in the area of Harold Hill is strong as presented in the consultation process. In recent years, i.e. well before the announcement of the consultation proposals, Ingrebourne school had been failing to recruit pupils, having been previously reduced in size from a 2FE school to its present formal size of 1FE. With recruitment falling below 1FE the school has been approaching the stage where its future sustainability was of great concern and that situation is now a reality. The number on roll at the point the consultation commenced was 161. The current number on roll at September 2007 is 57. No case has been made on the issue of standards as that is not the prime driver for change. The fundamental issues are the

expression of preference exercised by the local community in the take up of places and the overall sustainability of the school.

During the consultation the Council was asked to consider a 'merger' of Ingrebourne with another school to reflect the approach proposed in other areas. This type of approach had been considered and explored previously with another Harold Hill School (Mead) through a loose federation model, but that school did not consider that it could be made to work effectively. The suggestion has been further reviewed, but fundamentally the situation in this locality is different. The locality and Ingrebourne in particular is experiencing, and will continue to face, very high levels of surplus places. The planned Harold Hill regeneration programme will deliver new school buildings, but the need to address surplus places is immediate and there is no current way of achieving a new school build through which the other models were planned to be achieved. In the event circumstances have overtaken matters. Firstly, despite exhortations not to move pupils, Ingrebourne parents have made that legitimate choice in significant numbers. Secondly, the new regulations guiding changes to schools have required us to look at school closures elsewhere.

Implementation Issues

- A highly supportive process of working with the small number of remaining pupils and their families will be adopted to ensure a successful transition to alternative schools. This will include taking fully into account the individual needs of pupils.
- Consideration is currently being given to an alternative location for the small Learning Support Unit that operates at the school, but if required this could continue to operate at the site beyond September 2008.
- Full and sympathetic consideration will be given to any requests involving uniform difficulties and transport issues where a journey is beyond expected normal travel distances.

3 Those proposals as originally set out that are recommended to proceed to with modification and further consultation

a) Close either Ayloff or Dunningford School with the remaining school being rebuilt at 2FE school on the current Ayloff site [See Annex 8]

The proposal would involve closure of one school and the rebuilding of the remaining school at 2FE. The originally planned implementation date would be moved from September 2008 to September 2009, but the original target for completing the new school building would remain at 2010/11. The newly rebuilt school would be sited as originally proposed on the current Ayloff site.

Rationale

The case for achieving a better match between the supply of school places to meet local demand in the area has been accepted by the community. There is

also considerable support for the principle of creating a single school as a solution to removing places.

The main concerns in the community are about a) the permanent location of the proposed new school building and b) the temporary location of the current Ayloff school's staff and pupils whilst a new school is built.

Permanent location for the rebuilt school

The local authority's fundamental case for proposing the new school building at the current Ayloff site is that of proximity and thus accessibility for the current school communities. The majority of current families live closest to the Ayloff site and the site is more centrally located to meet ongoing demand from the local community. Whilst there have been a number of objections to the Council's proposals on the grounds of access the Council's view has not been materially challenged in the consultation process.

The Dunningford head teacher has submitted an alternative plan to build new accommodation and refurbish existing buildings on the Dunningford site. **Annex 8a** summarises the LAs technical analysis of that proposal, but essentially:

- a) It does not address the issue that the Dunningford site is in the wrong location in relation to the future demand for school places in the area
- b) The cost estimate set out of £3.5m inclusive, as compared to the LAs assessment of £5m, is challengeable and could suggest an option that is not deliverable within the envelope suggested by the school. **Annexe 8a refers.**
- c) More importantly, it does not result in one of the key outcomes of the Council's plans which is to provide the local community with a new school, designed and built with facilities and spaces fit to enhance learning and meet the needs of a modern school well into the 21st century;
- d) It does not result in a school that would meet the aspiration and requirements of the Council in terms of forward thinking on sustainability.

During the consultation period it was proposed that the new school could be located on the Abbs Cross Secondary School site and/or that the Ayloff school could be re located on a temporary basis on that site. The Abbs Cross site is not considered a suitable alternative for the location of a new school. The travel distance for current Dunningford families would be considerably greater than the Ayloff site and also involve further travel for many current Ayloff families. The Abbs Cross site's proximity to the Benhurst Primary School site and the potential impact on its future school roll is also a factor.

Although not the key consideration, it is also a fact that the potential value of the Dunningford site is substantially greater than that of the Ayloff site. As one of the key objectives of the overall primary school modernisation process is to achieve enhanced capital investment and the provision of new schools, the site recommended for disposal will potentially deliver greater investment to that programme.

Whilst the changes in regulations require the process of achieving change to be re-consulted upon there is a sound basis for agreeing the principle of one 2FE school for the area and the selection of the current Ayloff site for the new school building,

Temporary location of the 'merged' school whilst the new building is being constructed

It would not be possible to build a new school on the Ayloff site unless that site is vacated to allow for demolition of the existing school premises and hazardous building operations to take place within a fully controlled environment. It is therefore essential that the current Ayloff school community is temporarily relocated whilst those operations take place. That would have to be for a period of at least 18 months. If a decision is made to create a single school then it is the Council's view that the decision should be made and implemented as soon as practicable and should not await the completion of new premises.

It has been broadly assessed that the cost of temporary location of the current Ayloff School population at the Abbs Cross site would be in the region of £1.1m as compared to a figure in the region of £500k for making modern, but temporary additions at the current Dunningford site.

Implementation Issues

- Account has been taken of the views expressed during the consultation process and the longer timeframe proposed before implementation ie from 2008 to 2009 will enable enhanced joint governing body planning to be put in place It will provide a positive framework in which all governors, staff, parents and pupils can help to plan the new school building and ensure that any temporary requirements can also be planned and established to benefit all involved
- High quality system built accommodation would be added to the Dunningford site temporarily to ensure that all pupils have the best possible experience in what, it must be acknowledged, will be a period of some disruption.
- The time frames for completing the permanent new building will be kept as short as possible to reduce the period of disruption and enable the present school populations to have early advantage from the change.
- The LA will establish project teams, including School Improvement Officers, to work with all involved to assess the impact of changes, help manage the transition period smoothly and achieve the best possible longer term outcomes.
- The future arrangements for the Bridge Autistic Unit for early years currently located at Dunningford are being assessed and will be reported upon further in the appropriate forum.

- b) Close either Edwin Lambert or The Manor Primary Schools and rebuild the remaining school at 2FE school on the current Edwin Lambert Playing Field site [See Annex 9]
and
c) Expand Gidea Park Primary School from 1.5 FE to 2 FE linked to the decision in 3 (b) above [See Annex 10]**

The proposal would involve closure of one school and the rebuilding of the remaining school at 2FE. Taking account of the views expressed in the consultation, the originally planned implementation date would be moved from September 2008 to September 2009. However, the original target for completing the new school building would remain at 2011/12. The new school building would be sited as originally proposed on the current Edwin Lambert School playing field.

As demand for places in the area served by these schools remains reasonably level it would be necessary to replace the 15 places that would be removed from the Edwin Lambert/Manor change. That provides the opportunity to expand the nearby Gidea Park School from 1.5 FE to 2FE in-line with both the agreed objective of creating additional 2FE schools and seeking to expand popular schools in line with demand. The Gidea Park proposal is linked to the new expanded school proposal and could not proceed in isolation.

Rationale

The need to provide modernised accommodation for the Edwin Lambert School is agreed. The LA recognises that The Manor Primary School serves its local community well, but it has had a history of significant surplus places and at 1FE the sustainability of the school would continue to be a risk. The school does not have onsite playing field space. The opportunity to bring the two school populations together to serve their joint communities in a new 2FE school building with modern facilities and onsite playing fields is considered to be in the wider and longer terms interests of the local community. It also has an additional benefit of providing the opportunity to expand a popular oversubscribed school to better match demand for places.

Implementation Issues

- The longer timeframe proposed before implementation will enable enhanced planning to be put in place. That change to the originally proposed timescale takes account of the views expressed by governors and staff and importantly would allow for joint working by the governing bodies before an agreed change takes place. It will provide a positive framework in which all involved can help to plan the new school building and ensure that any temporary requirements can also be planned and established to benefit all involved
- The time frames for completing the new building will be kept as short as possible to reduce the period of disruption and enable the present school populations to have early advantage from the change.

- The LA will establish project teams, including School Improvement Officers, to work with all involved to assess the impact of changes, manage the transition period smoothly and achieve the best possible longer term outcomes.
- The Council's Early Years Service will continue to work with the Buddies Pre School Group, which is currently located at The Manor School site, to ensure that provision in the area matches demand in this sector.

The resulting judgment from the consultation process is that in both cases (5 [3a and 3b] above) the principle of rebuilding one school and locating the new school buildings on the originally proposed sites is sound and is the recommended way forward. However, in response to the views of governors and staff a later implementation date is recommended.

The next stage will be to consult further on the decision to be made about which school to close in each case and importantly on the principles that should underpin the way in which the current schools (governors and staff) should work together to plan for the change, regardless of the need for purely technical reasons to seek the closure of one and not the other.

6.0 Public Notice Process

- (a) If the Cabinet approves the recommendations as set out for the changes in admission number at Pinewood, Nelmes, Branfil Junior and Upminster Junior Schools and the closure of Ingrebourne School, the next stage will involve the publication of formal public notices that set out the proposals in full. That notice(s) must be placed in the local press, posted in appropriate locations and circulated to key stakeholders in accordance with guided lists. Interested parties will have a minimum period of 6 weeks in which to make representations, register objections or comments. The decision maker (in this case the Council) must consider and make a decision within two months of the close of the 6 week period. If it fails to do that the matter must be referred to the Government appointed Schools' Adjudicator for consideration and decision within one week of the end of the two month period.
- (b) As further consultation is required in respect of the proposals for Ayloff/Dunningford and Edwin Lambert/The Manor public notices cannot be issued at this stage. The process will involve a further period of consultation (up to 6 weeks), which would commence in January 2008 and then an additional report back to Cabinet for a final decision on the way forward. On the assumption that Cabinet approve a final proposal in each case the Council would then issue formal Public Notices to close two schools and enlarge others as appropriate (Ayloff would not require enlargement as it is already 2FE). This would include the linked proposal relating to Gidea Park. The decision maker will be the Council in the same way as set out in para. 6a.

7.0 School Capital Investment and Site Release

The detailed financial implications are set out in section 8 below.

7.1 Proposals with no Capital Costs

Pinewood /Nelmes/ Branfil Junior/Upminster Junior

There are no capital costs associated with the proposals set out for these schools in 5 (2a) above.

Ingrebourne School

There are no specific capital implications associated with the proposed closure of Ingrebourne School [5 (2b)]. However, it is likely that some capital investment would need to be made to enable the premises to be utilised for alternative educational use. The ongoing management, maintenance and options for future use of the existing school buildings and site will be the subject of a separate report.

7.2 Proposals with Capital Costs

The two new school buildings proposed in Romford (Edwin Lambert/The Manor) and South Hornchurch (Ayloff and Dunningford, and the expansion of Gidea Park [5 (3 abc)]) will require significant capital expenditure.

The current target dates for newly built schools would remain as originally set out at 2010/11 for Ayloff /Dunningford] and 20011/12 for Edwin Lambert/The Manor. Initial investment will also need to be made in Gidea Park School by 2010.

The lead-in period for feasibility work, detailed design and the procurement process for new buildings, before the actual construction process can commence, is considerable. If the target dates set are to be achieved an immediate start will need to be made on the initial design processes involved.

Approval is thus sought to commission suppliers of 'project management and full design services' to undertake feasibility works for providing the two new school buildings (RIBA stages A-C). In the event that the re-organisations do not proceed, or have to be substantially modified the Council will retain the right to terminate the contract after the completion of the initial feasibility works.

If the re-organisations proceed, the successful supplier will go on to produce detailed proposals (stage D), handle the procurement of the main building contractor, in accordance with the Council's Contract Procedure Rules (stages E-H) and, depending on subsequent Cabinet approval, take the contract through the stages of mobilisation, construction and finally to practical completion (J-L).

It is also proposed that the Lead Member for Children's Services be given delegated authority to approve any further specific actions to ensure that progress is maintained.

In the stage 2 consultation process the Council declared its wish to make further investment (a major phase of investment is underway now) in Benhurst

Primary School. No specific proposals were made, or are put forward at this stage. It was noted that the Council's ability to do this will be dependant on the flexibility it has from the capital costs/income related to the principal stage 2 proposals and ongoing primary modernisation programme. Thus this matter will be the subject of a further report in the future.

7.3 Surplus School Sites

If it is agreed to proceed as set out previously, the following school sites would become surplus to educational purposes and would need to be offered for disposal to generate capital income to fund the capital investment required. Such capital income would need to be generated as soon as practically possible within the overall programme to support investment in schools.

Dunningford
Edwin Lambert (current school building site only)
The Manor

In order that preparatory work for the disposal of the sites can be initiated it is helpful to formally declare them to be potentially surplus and to authorise their disposal. Approval is therefore sought, in principle, to dispose of the sites, subject to the adoption of, and satisfactory progress with, the proposals set out in this report. The sites will not be marketed until further authorisation is given by the Lead Member for Children's Services and the Lead Member for Resources

7.4 Key Risk Areas

A range of assessments and views have been sought on the risks involved. The key risks include:

- whether planning consents will be obtainable for building changes at the school sites
- achieving consent to the disposal of playing fields
- market conditions

Planning Consents

Preliminary consultation has taken place with the planning service regarding the development potential of all the sites involved for both school developments and, in the case of sites that would become surplus, housing development. Whilst clearly planning considerations will rest on the actual schemes that are brought forward by the Council itself or by developers, the broad planning advice gives confidence that suitable outcomes can be achieved that would enable the risks in this area to be considered professionally manageable.

Consent to Disposal of current School Playing Fields

There are two issues. Firstly, certain parts of school sites are classified as 'school playing field'. The consent of the Secretary of State (SoS) must be received before these areas can be offered for disposal. Secondly, the development of such areas must also be approved through the separate planning process which takes into account the extent of such facilities in the area. Preliminary discussions have been held with DCSF officers about the Council's proposals. Such discussions were helpful in clarifying the areas of sites that are not subject to special consent and the processes that will be required to secure SOS consent for the defined areas of playing field. The outcome of such processes cannot be pre judged, but the process is usually more straightforward if the disposal relates to closed school sites and the capital receipt is planned for reinvestment in schools, which would be the case here.

Market Conditions

There are risks associated with both the eventual cost of capital works and capital receipt value of sites.

Cost allocations have been set to allow for current levels of inflation up to the target build dates. The impact of major development in and around London, including the Olympic Games, has been cited as a potential influence on building costs during the period of these plans. Pragmatically, it is difficult to make any assessment of that potential impact, but regional cost indices will allow us to monitor change.

Estimated land value receipts have been based on vacated sites with full housing development potential. Current housing market uncertainty and reduced house sales could have impact on land values, but can only be further assessed nearer to the potential disposal time.

The estimated land values are based on the Council's approach to the current Local Development Framework (LDF) where it was proposed that 35% of new residential units be provided as affordable housing. This recommendation has not been approved by the Government Inspector into the LDF and consultation is now being undertaken into adopting a higher level of 50%. This consultation is expected to take approximately six weeks.

It is not clear what effect the adoption of a 50% level for affordable housing would have on land values, but it is very likely to result in a significant reduction. The exact effect would have to be analysed when the consultation has been concluded, the policy has been finalised and an examination has been undertaken of the affects on individual sites throughout the borough

8.0 Financial Implications and risks:

8.1 Underpinning Rationale

As has been indicated throughout this process the proposals are not driven primarily by financial considerations, however, financial prudence has to be a key element of any final decisions. A reduction in schools and surplus capacity, with an improvement in the building stock, will provide a more efficient school model with more money eventually spent directly on the pupils' education with expected benefits to outcomes. Most importantly the changes are not proposed as a cost saving exercise for the local authority. It is proposed that any savings and capital receipts are reinvested into new or remaining schools.

For ease of reference the financial implications have been linked to the report recommendations.

8.2 Recommendations 1; 2; 5 and 8

- Recs 1 & 2 to note / consider consultation and note change in rules to create new schools
- Rec 5 – not to proceed with proposals to change admission numbers at Hacton
- Rec 8 – to note further report will be submitted on the options for the future use of Ingrebourne School premises.

There are no financial implications arising from the above recommendations.

8.3 Recommendation 3 a) – to change admission numbers of schools

School Revenue & Capital Budgets

The overall budget for schools (the Individual Schools' Budget (ISB)) is determined with reference to the number of children within the appropriate age group and certain attributes regarding those children, such as relative deprivation and extent of special need. As such, the change in the admission numbers of schools will not significantly affect the overall ISB or the budget of individual schools as the new admission numbers will be broadly in line with the intake currently budgeted for.

8.4 Recommendation 3 b) – to close Ingrebourne Primary School

School Revenue & Capital Budgets

Ingrebourne will receive a revenue budget share up to the point of closure based on the scheme for financing of schools. It will also continue to receive school related capital allocations.

Any surplus/deficit balance remaining at closure will be transferred back to the ring-fenced Dedicated Schools Grant (DSG).

Costs arising after the point of closure will be met from centrally held funds. If any surplus balance is returned from Ingrebourne, this will be used in the first instance.

As the children currently educated at Ingrebourne are expected to transfer to other schools within the borough, the bulk of the revenue budget for future years will be recycled. This is because the overall budget for schools is determined with reference to the number of children within the appropriate age group and certain attributes regarding those children, such as relative deprivation and extent of special need. However, there are some elements of schools' budget shares that are allocated per school; these will not be recycled in the same way but will be available for redistribution as agreed by the Schools Forum. Initially, it is proposed that the Schools Forum be asked to approve the use of any budget savings to contribute towards this modernisation process (see 8.5). Detailed figures are unavailable at this stage, but if the plans for closure progress, further, reports will be submitted regarding the likely costs of closure and their funding.

8.5 Recommendation 4 – to approve in principle the proposals to close 2 schools, rebuild 2 schools and expand Gidea Park Primary.

Recommendation 6 – to approve immediate processes to commence design work re proposed new school buildings

Recommendation 7 – to approve in principle the disposal of school sites

The financial implications of the above 3 recommendations are combined as follows:

Capital Implications

The attached **Appendix 2** sets out in detail the cost and funding profiles and funding plans. The summary figures are:

	2007/2012
Costs	
Estimated Capital Costs for the sites involved	£19.970 m
Funded by:	
Estimated capital Income from School site disposals	£17.800 m
Developer Contributions	£1.000 m
Devolved Capital Contribution of affected schools	£0.520 m
School Modernisation Grant	£0.650 m
	£19.970 m

The estimated capital receipts for the school sites proposed for release are thus expected, over time, to meet the bulk of the capital costs involved in delivering the two new school buildings and the extension works that will be required at Gidea Park School. It is also possible that additional capital will be available for improvements at Benhurst Primary School. In preparing the financial model the assumption has been made that surplus funds of £313k will go towards work at Benhurst, but a future report will define the extent of a possible modernisation project

As referred to in section 7, it should be noted that the financial model currently uses estimated land values based on 35% rather than 50% affordable housing. There is a risk that if the increased percentage is adopted resulting in a negative impact on the land values further funding will be necessary in order for the project to proceed. If such a funding gap cannot be filled it may be necessary to abort all or part of the project. Costs incurred would then need to be funded and it is possible that they could exceed the value of other sources currently identified. This position will therefore need to be kept under review and any issues arising reported through the appropriate channels at the earliest opportunity.

From the appendix, members will see that there is a shortfall of funding in 2009/10 and 2010/11 which requires bridging. As such there will be a need for bridging capital to enable building works to commence. It is envisaged that this will be met by borrowing. It is anticipated that the revenue costs of £420k (2009/10) and £960k (2010/11) will be met from a combination of DSG and affected schools balances. To reduce the impact on other DSG areas it is proposed that funding available in earlier years be banked to fund costs arising in later years. This is subject to the approval of the Schools Forum and it is anticipated that a decision will be reached in early November. Should the Schools Forum not agree to these proposals alternative methods of funding the cost of borrowing will need to be identified and approved through the appropriate channels, before the project can proceed.

The initial of funding costs for commencing work on capital project designs and preparation of sites for disposal can be met from the sum of £2.1m currently held in the education capital programme together with the 2007/08 Schools Modernisation Grant.

Revenue Implications

As with Ingrebourne, the two closing schools will receive a revenue budget share up to the point of closure.

Any surplus or deficit balance remaining at closure will be transferred back to the DSG. Costs arising after the point of closure will be met from centrally held funds. It is proposed that the Schools Forum be asked to approve the use of any surplus balances to contribute towards the modernisation process and any costs arising after closure.

As stated above the overall budget for schools is determined with reference to the number of children within the appropriate age group and certain attributes regarding those children, such as relative deprivation and extent of special need. However, there are some elements of schools' budget shares that are allocated per school as a cash base.

A rationalisation of the number of schools and the number of surplus places will allow all remaining schools to benefit from savings achieved on school cash bases. Upon the closure of school sites covered in these proposals this could amount to an overall figure of some £300,000 for eventual redistribution. Initially it is proposed that the Schools Forum be asked to approve the use of any budget savings to contribute towards this modernisation process.

In addition, over time there could be reduced costs to those schools directly involved in change through re-organised management/staffing structures. Also, where capital investment is made, benefits of reduced costs for ongoing maintenance, energy and related areas will be achieved.

The Schools Forum, in anticipation of possible future changes in schools through 'mergers' agreed transitional arrangements that would enable 'merging' schools to retain two school budget equivalents for the period until they took up occupation of their new school building. This was intended to ensure that the ongoing costs of operating two sites and retaining appropriate staff structures until full merger into one school could be managed successfully. Whilst there is a need to implement changes differently from the original 'merger' model (i.e. through closure of one school and not the other), it would be the intention to retain this approach so that the populations of both schools continue to benefit as a new single school.

It may become necessary for the new schools to incur some costs prior to officially opening. At this stage the details are unknown but it is expected that they will be met from within the Dedicated Schools Budget. Approval will be sought from the Schools Forum as the position becomes clearer.

8.6 Revenue Implications affecting a number of recommendations

There will be revenue implications attached to the ongoing school re-organisation process involving resource time, including the use of specialist consultants, and the cost of publishing notices etc. The Council's MTFS for 2007/08 includes a sum of £75,000 to cover such costs.

The implementation of this project is subject to the Schools Forum agreeing to a number of proposals regarding the use of the DSG and schools balances. It is anticipated that the Forum will make a decision early November. The outcome of which can be presented at the Cabinet meeting. Should the proposals not be agreed alternative sources of funding the various aspects of

this project will need to be identified and approved through the appropriate channels, before the project can proceed.

9.0 Legal Implications and risks:

The Education and Inspections Act 2006 placed new duties on Local Authorities in respect of school organisation planning and as commissioner of school places. Related Regulations and guidance brought in towards the end of May 2007 set out the manner in which reorganisation proposals should be managed through consultation and decision making. The Council has conducted its consultation processes in line with those regulations and guidance, by adopting a robust, transparent and meaningful process, which provided sufficient information and time for responses from all those potentially affected by the proposals as well as other stakeholders.

A Council must act rationally, only taking relevant considerations into account, and excluding irrelevant considerations to ensure that its decision making is secure from challenge. If it does so conscientiously there is only a minimal risk of a successful legal challenge on the basis of a flawed consultation.

Whilst Cabinet is entitled to rely on the accuracy of the information set out in this Report if it is in doubt about any aspects it should seek further clarification or further assessment. Cabinet members are advised to read all the consultation material to ensure that they are fully briefed.

Assuming Cabinet adopts the Recommendations it will be necessary to commence two separate processes.

Firstly, public notices will need to be issued (as set out in section 6). That involves following set procedures which define both the process, timescales and decision making roles. Providing these are followed there is again minimal risk of challenge to the process.

Secondly, further informal consultation will be carried out to establish which schools should be closed as part of the technical process of achieving change. The result of that consultation will need to be reported back to the cabinet for consideration and decision. Once Cabinet have taken a decision another Public Notice process will need to be undertaken.

10.0 Human Resources Implications and risks:

Two separate meetings were held with staff in July 2007 specifically to discuss the potential implications arising from school mergers.

In the case of Ayloff and Dunningford, as well as The Manor and Edwin Lambert schools, it is proposed for that one school, in each situation, will close and the other remain open. These proposals effectively provide for greater job security to the staff within the school that remains open. However, the Council will continue to encourage the relevant Governing Bodies, where

appropriate, to adopt a principle of equality between staff when implementing the new staffing structures.

Any changes required in school staffing as a result of the proposals will be managed in accordance with the Council's agreed Managing Organisational Change Guidance for school based staff, including supplementary procedures agreed by the Schools' Funding Forum which specifically relate to the management of staff in the event of a school closure. These procedures provide added security for such affected staff. Both sets of procedures highlight that redundancy is a last resort option and redeployment will always be actively sought in the first instance.

Havering has an excellent track record in managing changes arising from school re-organisation in conjunction with staff and the trades unions. There will be ongoing meetings with staff, the trades unions and governors to ensure changes are effectively managed to secure the best possible outcomes all round.

The modified timescale for implementing the creation of the new schools (i.e. from September 2008 to September 2009) will provide greater opportunity to plan and accommodate changing needs arising from the school re-organisation proposals. There is every confidence that solutions can be found over that timescale to provide all affected staff with routes to teaching or support posts.

In specific terms those proposals relating to changes in schools' admission numbers will not have any HR impact.

The proposed closure of Ingrebourne Primary School and two other schools will require the sensitive application of the Council's Managing Organisational Change Guidance for school based staff to manage contraction and redeployment for all staff involved. It would remain the intention in the case of the schools that were to be equally treated as 'merging' schools to work with everyone involved to achieve successful integration of staffs, although there will be a legal distinction between those that form part of a closing school and those that form part of a remaining school.

11.0 Reasons for the decision:

The rationale for the review has been previously set out and agreed in earlier reports and Cabinet Members should refresh their memory of those previous Reports before making any determinations. The recent consultation has set out the views of the community and the decisions set out in this report seek insofar as is possible at this stage approval to specific proposals, following thorough consideration of the results of the consultation.

12.0 Alternative options considered:

A no change position is unrealistic given the need to modernise schools, and reduce the number of unfilled school places that will not be required in the medium term period, which has organisational and budget implications.

Within each locality options have been explored and a judgement made about those specific proposals that were most suited based on the criteria used. The consultation process has provided the opportunity for the community to offer views on the proposals and suggest alternatives/variations to address the issues to be resolved. Alternative suggestions have been considered and where judged appropriate modifications have been made to the original proposals, i.e. recommendation not to proceed with Hacton change in admission number and to defer the implementation dates for new schools by one year until 2009. The recent changes in regulations governing the re-organisation of schools require that the Council reviews and re-consults on certain aspects of its proposals. Alternative options to close Ayloff and Edwin Lambert Schools were considered, but rejected.

13.0 Equalities and Social Inclusion implications:

The planning principles previously consulted upon and set out were used to develop the proposals outlined. The end product will be a network of accessible local schools that are at the heart of their communities and will thus support a policy of community cohesion. Future programmes of modernisation will be determined by reference to agreed criteria and eventually offer improved facilities and learning environments to the whole community.

Project Sponsor

Staff Contact	David Tomlinson
Designation:	Head of Strategy and Commissioning, Children's Services
Telephone No:	01708 433852
E-mail address	david.tomlinson@haverling.gov.uk

Project Manager

Staff Contact	Gordon Allen
Designation:	Research and Development Manager, Children's Services
Telephone No:	01708 433886
E-mail address	gordon.allen@haverling.gov.uk

Cheryl Coppell
Chief Executive

Appendices

Appendix 1 [Annexes 1 -12] – Analysis of the consultation process
Appendix 2 - Project Timeline linked to Capital Expenditure and Funding Plan.

Background Papers List

- 1 Consultation Responses as listed in Appendix 1 [Annex 12]
- 2 DCFS guidance on school organisational change and establishing new schools
- 3 LBH/DCSF correspondence related to the application of the new school regulations and exemptions from competition.

CABINET

7.30 p.m.

Wednesday
14 November 2007

Council Chamber
Town Hall

**‘BUILDING NEW PRIMARY SCHOOLS’: PROPOSED
INITIAL INVESTMENT IN HAVERING’S PRIMARY
SCHOOLS – RESULT OF STAGE 2 CONSULTATION
PROCESS AND MOVEMENT TO NEXT STAGE**

APPENDICES TO REPORT



Cabinet, 14 November 2007

LONDON BOROUGH OF HAVERING

CHILDREN'S SERVICES

**'BUILDING NEW SCHOOLS'
HAVERING PRIMARY SCHOOLS-
STAGE 2 CONSULTATION PROCESS
PROPOSALS FOR CHANGE**

This document summarises all the responses received in the consultation period during June and July 2007.

Reference is made in the annexes to the documents etc that were submitted during the consultation. Each of those documents has a unique identifier (code) which is listed in Annexe 12. This enables the source documents to be identified and examined.

All these documents have been made available to the Cabinet.

The documents are available for public examination at the office listed below by prior appointment

Children's Services
Scimitar House
23 Eastern Road
Romford
RM1 3NH

October 2007

Appendix 1

'Building New Schools' Havering Primary Schools: The Stage 2 Consultation Process: Proposals for change

1.0 Background

Stage 2 of the consultation process, proposals for change, ran for 6 weeks and was launched on 1 June 2007 and ended on 27 July 2007. These proposals were developed following Stage 1 of the consultation in October and November 2006 from which were agreed the principles and general policies to underpin the approach to the future organisation of schooling within the borough. The outcome of the Stage 1 consultation was a strong desire for:

- all through primary schools with admission numbers in multiples of 30;
- schools being community resources
- schools being within walking distances of home;
- a supply of places matching as closely as possible pupils' and parents' needs and wishes;
- a recognition that we should not waste money on too many empty places

A public consultation document was issued 'Modernisation of Havering's Primary Schools – Stage 2 Consultation-Proposals for change'. The document contained specific proposal for change which if implemented would create:

- 2 new schools
- expansion of one school;
- refurbishment/modernisation of at least two other schools;
- closure of one school;
- changes to the admission numbers at current schools to create 6 further schools with whole forms of entry(multiples of 30);
- a better match between supply and demand, in improved facilities;
- a reduction in the number of schools with significant surplus.

The purpose of the consultation was to seek views from all interested parties (parents and carers, school staff and pupils, school governors, members, trade unions, professional associations, dioceses, the Admissions Forum, Area committees, MP's and the wider community etc) on the specific proposals for change.

2.0 Scope of the Consultation Process

The consultation process included public meetings and the opportunity to send in written responses by post or by email. The consultation has been wide ranging and in detail has included:

- (i) Three public meetings and three meetings for staff and governors across the borough which dealt with the overall context and rationale for change and also focussed on the specific changes proposed for the particular area
- (ii) Two meetings for staff to discuss staffing implications of the proposed changes.
- (iii) One public meeting at Ingrebourne School to discuss the specific proposal for that school.
- (iv) By invitation, attendance at 4 governing body meetings.
- (v) By invitation, attendance at 9 area committee meetings
- (vi) A surgery day
- (vii) Hard copies (25,000) of the consultation document and questionnaires issued to schools, early years settings, libraries, dioceses etc.
- (viii) Follow up letter to all parents/carers.
- (ix) Additional letter to all parents/carers at schools directly affected by the proposals.
- (x) Availability of the document on the website

The full list of consultees is attached at Annex 11

The consultation was well publicised through advertisements and articles in the local press and 'Living in Havering' and press releases. The attendance at public meetings was variable ranging from 16 to over 100.

3.0 Analysis of the consultation response

Responses were received in a variety of forms. The main vehicle for responses was the Council's questionnaire and this has been analysed in detail (Annex 1). It was in a format that has enabled a statistical analysis of the responses (see section below). There were 474 returns which equates to about a 2% return.

It is important however to bear in mind that a number of consultees with a direct interest in a proposal may not have replied through the council's questionnaire but by some other means e.g. only 5 parents/carers connected to Ingrebourne School responded via the Council's questionnaire but 13 letters were received from individual parents/carers as well as other questionnaires and a petition. All responses in whatever form have been taken account of in the detailed analysis of the proposals in Annexes 2 to 11.

A response analysis is included in Annexes 1 - 12. They can be summarised as follows:

474 Havering consultation questionnaires
54 individual letters
Minutes from 18 governing bodies

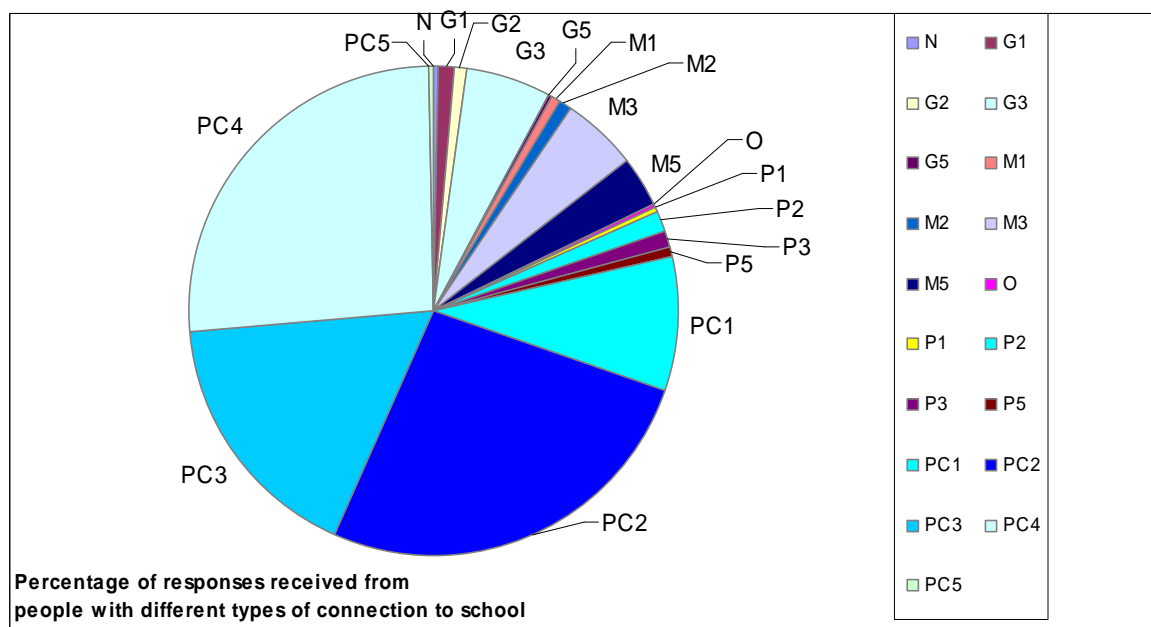
28 emails (Dunningford)
Dunningford petition
61 pupil letters (Dunningford)
334 standard letters (re Ayloff)
17 local questionnaires (Ayloff)

150 standard letters (re Edwin Lambert)
68 pro-forma (Manor)

30 Ingrebourne local questionnaires
23 Ingrebourne distance reply slips
Ingrebourne petition

4.0 Who responded via the consultation questionnaire?

A total of 474 completed questionnaires were returned by 27 July 2007. The majority of the returns were from parents/carers (80%), but returns were also received from governors (8%), staff (6%), pupils (3%), and members of the community (3%).



G1	School governor (Infant)	1.1%
G2	School governor (Junior)	0.8%
G3	School governor (Primary)	5.7%
G5	School governor (Special)	0.2%
M1	Member of school staff (Infant)	0.6%
M2	Member of school staff (Junior)	0.8%
M3	Member of school staff (Primary)	5.1%
M5	Member of the community	3.2%
O	Other	0.2%
P1	Pupil (Infant)	0.4%
P2	Pupil (Junior)	1.3%
P3	Pupil (Primary)	1.3%
P5	Pupil (Special)	0.4%
PC1	Parent/carer (pre-school)	9.1%
PC2	Parent/carer (Infant)	26.4%
PC3	Parent/carer (Junior)	16.9%
PC4	Parent/carer (Primary)	26.2%
PC5	Parent/carer (Special)	0.2%
N	No relationship shown	0.2%

5.0 What did consultees say?

The consultation questionnaire reviewed the borough locality by locality, setting out the rationale for the proposals in each area and invited consultees to comment on those proposals. These are summarised in Annex 1 Table 1.

There was a high degree of support for the overall strategy of matching the supply of places to demand, improving school buildings, creating 2FE schools and schools with admission numbers in multiples of 30.

Rainham, South Hornchurch and Elm Park Locality

- **90%** agreed that the Council should plan to achieve a better match between the supply and demand for school places in the South Hornchurch/Elm Park area.
- **90%** agreed that at the same time as removing some surplus places the Council should begin to invest in modernising the remaining school provision

Central Romford Locality

- **82%** agreed there was no need to make any significant change to the overall school capacity in the Central Romford locality
- **83%** agreed it was sensible to create 2FE schools where there is a demand for places

Harold Hill and Harold Wood Locality

- **88%** agreed it was sensible to plan to achieve a better match between the supply and demand for places in this locality area

Collier Row Locality

- **90%** agreed that the Council should plan to achieve a better match between supply and demand for places in this locality area

Hornchurch Locality

- **89%** agreed with assessment that there is a need to increase school places in the Hornchurch locality

Upminster and Cranham Locality

- **86%** agreed with the council's assessment that there is no need to make any significant change to the overall capacity in this locality
- **85%** agreed that adjustments should be made to admission numbers to create schools that admit pupils in multiples of 30 to match expected class sizes.

To deliver the strategy, specific proposals for change in each locality were developed and consultees were invited to comment on those proposals. As these proposals are focussed at an individual school level they generated a wider range of opinion and more disagreement, however those in favour outweighed those against.

Rainham, South Hornchurch and Elm Park Locality

- **68%** agreed with the merger of Dunningford and Ayloff but only **30%** agreed that the temporary site should be Dunningford before moving permanently to the Ayloff site.

Central Romford Locality

- **65%** agreed with the merger of Edwin Lambert and The Manor
- **87%** agreed with the expansion of Gidea Park

Harold Hill and Harold Wood Locality

- **52%** agreed with the closure of Ingrebourne

Collier Row Locality

- **73%** agreed with the reduction of admission number at Pinewood

Hornchurch Locality

- **90%** agreed with expansion of Nelmes

Upminster and Cranham Locality

- **90%** agreed with the expansion of Hacton
- **82%** agreed with the reduction of admission number at Branfil Juniors
- **80%** agreed with reduction in admission number at Upminster Juniors

There follows a detailed analysis of the specific proposals taking into account the views expressed via the Council's questionnaires, public meetings, governing body meetings, individual responses etc

	Annex 1	Response Analysis (statistical) - Separate Document
Page 9	Annex 2	Proposal to increase the school admission number at Hacton Primary School from 50 to 60
Page 12	Annex 3	Proposal to reduce the admission number at Pinewood Primary School from 45 to 30
Page 18	Annex 4	Proposal to increase the admission number at Nelmes Primary School from 55 to 60
Page 22	Annex 5	Proposal to reduce the admission number at Branfil Junior School from 68 to 60
Page 26	Annex 6	Proposal to reduce the admission number at Upminster Junior School from 97 to 90
Page 30	Annex 7	Proposal to close Ingrebourne School
Page 42	Annex 8	Proposal to merge Ayloff and Dunningford Schools
Page 69	Annex 8a	Technical analysis of L11 (proposals for the modernisation of the Dunningford School Site)
Page 71	Annex 9	Proposal to merge Edwin Lambert and The Manor Schools
Page 85	Annex 10	Proposal to expand Gidea Park Primary School
Page 93	Annex 11	List of consultees
Page 94	Annex 12	Log of all responses

Havering Stage 2 Consultation Analysis: Hacton

Proposal to increase the Admission Number at Hacton School from 50 to 60 from September 2008 to create a 2FE school

Part A

The Council's Questionnaire

This proposal generated a response from a range of consultees. They can be summarised as follows:

- **174 consultation questionnaires**
- **of which 134 were from parent/carers and 27 from governors**
- **of the 134, 3 were connected to Hacton School (school roll 423)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Hacton governing body meeting (S42) 06.06.07
- letter from the governing body of Hacton School (L9) 07.06.07

In addition two area consultation meetings were held for the public and staff and governors to which those with an interest in the proposal were invited.

The key issue for consideration by the Council is:

Key issue 1: Should the admission number at Hacton School be increased from 50 to 60 to create a 2FE school?

Views raised through the Council's consultation questionnaires and correspondence

Statistically a majority (90%) of all the consultees agree with the proposal to increase the admission number at Hacton School. Only 2 parents/carers connected to Hacton School responded to the proposal through the questionnaire. No issues were raised regarding this proposal at the consultation meetings

The governing body have responded to the consultation proposal explaining how their school is currently organised to enable pupils from their hearing impaired unit to be fully integrated. The school can expect these pupils to be admitted outside the normal admissions round. The current admission number allows the school the flexibility to respond to the demand for places from hearing impaired pupils and fully integrate them into classes.

Conclusion

Although the overall response to the proposal was in favour of expansion consultees were not aware of the current organisational arrangements at Hacton School with regard to the integration of hearing impaired pupils. The school governors have made a strong case for retaining the lower admission number and are supported in this by the lead Ofsted Inspector who the governors say has 'advised the LEA strongly not to increase admission numbers at Hacton Primary as she believed this would adversely affect the outstanding inclusion the school currently offers and would affect the quality of teaching and learning'. The LA, taking this information into account, therefore proposes not to change the admission number at Hacton.

Part B

1. Statistical Analysis of the Council's questionnaires

QF3 Do you agree with the expansion of Hacton School to a 2FE school?

Overall : 90% yes 10% no

Overall 134 parent/carers responded: 89% yes 11% no

Those with a Hacton connection (2 parents/carers 1 governor/staff): 0 % yes 100% no

2. Analysis of comments from the Council's questionnaires on the proposed closure

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Educational issues

Hacton connection

Hacton Primary has a deaf unit and this should be taken into account as any child with a hearing problem has to be accepted

unlike other schools in the area Hacton has a hearing and special needs unit, increasing class size from 50 to 60 could affect these children I would like to see no change as the recent reports show this school has having pupils leaving with attainment above those expected for their age.

This fails to take into account additional special needs children already integrated into classes, even ignoring them it would mean a 20% increase in class size.

Themes of supporters

General

Other connection

If these places can be filled and allow all the other places to remain as people are desperate for places at the other popular Upminster and Cranham schools

To bring it in line with other havering levels

As long as the grounds can comfortably house them

Parking and road safety to be reviewed

If supported by actual and projected demand.

Especially if it will fulfil the demand for school places

However this could have a negative impact on other nearby schools that fall into the south Hornchurch & Elm Park locality

Whilst it would be nice to see smaller overall class sizes to cater better for individual pupils there is a strong need to ensure fairness so class sizes need to be equal

3. Issues from Consultation meetings

None

4. Analysis of consultation letters and minutes of governing body meetings

Hacton governing body minutes 06.06.07 (S42):

- Current admission number allows for new Unit for Hearing Impaired Children (UHIC) pupils to be admitted
- Increasing admission number to 60 would potentially create classes of 30 plus
- Governors supported Head's view that admission number should be kept at 50

L9 Letter from headteacher and Chair of Governors 7 June 07

- Only school with a unit for hearing impaired children
- UHIC pupils fully integrated
- Outstanding progress because classes no more than 28
- 50 pupils expected for September 07
- Raising admission number may increase numbers to 62/63 with 6/7 profoundly deaf pupils in that year group
- Ofsted advises LA not to increase admission numbers

Havering Stage 2 Consultation Analysis: Pinewood

Proposal to reduce the Admission Number of Pinewood School from 45 to 30 from September 2008

Part A

The Council's Questionnaire

This proposal generated a response from a range of consultees. They can be summarised as follows:

- **162 consultation questionnaires**
- **of which 124 were from parent/carers and 25 from governors**
- **of the 124, 1 (a governor) was connected to Pinewood School (school roll 237)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Pinewood governing body meeting 27.06.07 (S49)
- letter from the support staff at Pinewood School dated 19.07.07 (L26)
- letter from the governing body at Pinewood School dated 17.07.07 (L28)

In addition two area consultation meetings were held for the public, staff and governors to which those with an interest in the proposal were invited

The key issue for consideration by the Council is:

Key issue 1 : Should the admission number at Pinewood School be reduced from 45 to 30 in Year R from September 2008 onwards?

Views raised through the Council's consultation questionnaires and correspondence

Statistically a majority (73%) of all the consultees agree with the proposal to reduce the admission number at Pinewood School. No parents/carers connected to Pinewood School responded to the proposal through the questionnaire or by letter. A letter was received from the support staff at the school who were particularly concerned at the impact of a smaller school on the school budget and its implications for staffing and the education of the pupils.

Views expressed by governors

The Pinewood governing body responded to the consultation with the following points in their letter of 17.07.07:

- respect and agree in principle multiples of 30 – preferably 2FE
- respect and agree with the principle of primary schools being preferable to split key stages
- propose making Crownfield Junior and Infants 2FE and Pinewood 2FE to balance our local schools
- avoid making Pinewood the only 1FE school in North Romford especially as it has a nursery and room for growth
- to make it very easy to return to 45.
- can it be confirmed the change in number is only Reception in 2008 and other year groups can continue to admit 45
- we are aware of two new housing developments in the catchment area which may affect our numbers
- to make schools nearer Romford smaller or downsized slightly to push children out of the centre of Romford so that the peripheral schools such as Pinewood with its beautiful surroundings become more viable – note number of vacancies at Mawney quoted in the consultation as being currently 53%

LA response to the Key Issue: should the admission number at Pinewood be reduced in Year R from September 2008 onwards?

The LA's reason for the proposal is to align the school's admission number with demand in the context of the need to remove surplus capacity in the Collier Row locality. 10% surplus capacity in the locality is forecast by 2011/12 if no changes are made to the capacity in the area. Pinewood School has been recruiting below its admission number of 45 and more recently below 30. It is carrying 20% surplus capacity. Recruitment to Year R this September is 27.

The new proposed admission number of 30 therefore reflects the level of past and current intake to the school. The new number will apply to the year in which pupils are normally admitted to the school i.e. Year R from September 2008 onwards.

Conclusion

Demand for school places at Pinewood School has fallen well below the published school's admission number for the last few years. It is currently recruiting closer to one form of entry. A school is required in this geographical location but it makes sense to plan on the basis of a one form entry school (i.e. admission number of 30) rather than a 1.5 FE school (i.e. admission number of 45).

Part B

1. Statistical Analysis of questionnaires

QD2: Do you agree that the Admission Number at Pinewood School should be reduced from 45 to 30?

Overall: 73% yes 27% no

Overall 124 parent/carers responded: 73% yes 27% no

Those with a Pinewood connection (1 governor return): 0% yes 100% no

2. Analysis of comments from the Council's questionnaire on the proposed closure

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of objectors

Education issues (disruption, class size,)

Other connection

45 is a right amount of pupils for the school

Pupil demand/travel distance

Pinewood connection

As per above. Pinewood is a periphery school and draws from a housing estate that is currently having movement from east London (Olympics)

Other connection

pinewood covers quite a remote locality so should not be made smaller as there are no schools within a close area.

the only other local school is Clockhouse and as that seems oversubscribed, it will only make the problem worse.

what will happen when there is a higher demand for the school admission children will have to travel to both the schools

numbers should only be reduced if all the children applying for places are catered for

if you feel the closure of Gobions and the cut in admission numbers at Pinewood is wise after all the new houses in Collier Row have been erected then that is fine but are we then going to have a situation like that of secondary schools where there are not enough places for the surrounding area & the children have to travel miles for a decent education

new housing developments in area more children inevitable - have already closed Gobions!

once a school reduces intake to 30 it becomes "at risk" of not filling places to 30 and then would be further at risk should further reorganisation be needed.

Reducing Pinewood School's intake to 30 could have serious side effects on family cohesion in Collier Row and a severe reduction in choice for families as to where to send their children. With a one-form entry it would be quite possible for families to be split up with children going to different schools. A family of three could well see two children going to Pinewood and one to another school, resulting in Pinewood losing its two children to the other school as families want to keep siblings together. This could result in increased pressure on the surrounding schools in North Romford. Car journeys would increase unnecessarily. Pinewood School would lose the flexibility to meet the needs of the community. By retaining a 45 intake the council would be giving Pinewood School the much needed opportunity to keep class numbers relatively moderate and thus create the atmosphere to really improve standards.

Other e.g. financial

Other connection

as above why can't schools be more flexible?

Themes of supporters

General

Other connection

only as it would bring it into line with all other havering admission levels

if the school is not fully subscribed each year

from the roll numbers it looks like it won't make any difference to the sch or area

as long as the other is children would be schooled satisfactorily

this school is failing and may improve if admission numbers reduced and school supported more by education authority

Yes, match capacity and demand.

strongly agree

if the reduction to 30 means the school will not face closure in the future then so be it

although this makes it a v small school which could be merged

I agree, if Clockhouse is also increased by 0.5FE. The reduction in Pinewood would make it full and the nearest school i.e. Clockhouse does not have that many spaces and there is a desire for schools to be within a reasonable walking distance so I feel this should also be done.

30 children is better than 45 !!!

as has happened to other schools in the LA

3. Issues from Consultation meetings

Staff and governors meeting (11 June 2007):

- Should reduce the intake at other large schools in the Collier Row area, which currently fill, and expand Pinewood to take extra pupils, rather than reduce Pinewood's Admission Number
- How can Pinewood get back to an intake of 60? We will have a budget restraint.
- Aren't you removing choice from parents by reducing places?
- Would the admission number at Pinewood in 2008 be 30 just for Reception?
- Will there be extra financial support for Pinewood?
- Do you guarantee that Pinewood will be able to re-grow if necessary?

Public meeting (12 June 2007):

- no specific questions raised re the Pinewood proposal

4. Analysis of consultation letters and minutes of governing body meetings

The Pinewood GB meeting 27.06.07.

- Crownfield Junior and Infant Schools, which are in the same locality as Pinewood, are carrying 45 and 68 surplus places respectively, but these schools have been untouched by the review. If there had been a proposal to reduce these schools to 2FE the proposal to reduce Pinewood to 1FE would have been fairer. The Governing Body would like a response on this.
- Mawney being included in Central Romford appeared to be political manoeuvring
- running costs would remain the same whatever the number of children – if upturn in population and school is prevented from admitting more than 30 children financial situation will be worse and outlook very bleak
- governing body would wish to keep the nursery admission number at 60
- governing body asked that the school be allowed 3 tiers to prove it could deliver

Letters

L26 (Support staff at Pinewood Primary School)

- concerns and dismay at the proposal
- intensive support of pupils at the school which leads to a higher salary cost per pupil
- a smaller school would compound this cost and put our jobs at risk and the education of the pupils
- we carry a high percentage of pupils with special needs
- a smaller school roll will not allow some participation in activities (competitions) and deny our pupils and staff these exciting opportunities
- recently has been an influx of pupils from other local primary schools as our reputation of caring for the whole child spreads, we think this situation should be monitored as this will reflect on pupil numbers and eventual parent choice
- this should be coupled with the proposal of keeping us at 2FE

L28 (governing body 17.07.07)

- respect and agree in principle multiples of 30 – preferably 2FE
- respect and agree with the principle of primary schools being preferable to split key stages
- propose making Crownfield Junior and Infants 2FE and Pinewood 2FE to balance our local schools
- avoid making Pinewood the only 1FE school in North Romford especially as it has a nursery and room for growth
- to make it very easy to return to 45.
- Can it be confirmed the change in number is only Reception in 2008 and other year groups can continue to admit 45
- We are aware of two new housing developments in the catchment area which may affect our numbers
- To make schools nearer Romford smaller or downsized slightly to push children out of the centre of Romford so that the peripheral schools such as Pinewood with its beautiful surroundings become more viable – note number of vacancies at Mawney quoted in the consultation as being currently 53%

Havering Stage 2 Consultation Analysis: Nelmes

Proposal to increase the Admission Number at Nelmes School from 55 to 60 from September 2008

Part A

The Council's Questionnaire

This proposal generated a response from a range of consultees. They can be summarised as follows:

- **177 consultation questionnaires**
- **of which 134 were from parent/carers and 28 from governors**
- **of the 134, 4 were connected to Nelmes School (school roll 397)**

No other responses were received

In addition two area consultation meetings were held for the public, staff and governors to which those with an interest in the proposal were invited

The key issue for consideration by the Council is:

Key issue 1: Should the admission number at Nelmes School be increased from 55 to 60 to create a 2FE school?

Views raised through the consultation questionnaires and correspondence

Statistically a majority (90%) of all the consultees agree with the proposal to increase the admission number at Nelmes School. Only 4 parents/carers connected to Nelmes School responded to the proposal through the questionnaire. No direct response has been received from the governing body. No issues were raised regarding this proposal at the consultation meetings

Conclusion

It can be concluded from the response to the consultation that this is a non-controversial proposal and is widely supported. Nelmes is a popular and successful school and has recruited above its existing admission number in some year groups. In line with the LA's planning principles it is sensible to round up its admission number to a multiple of 30 i.e. 60 and create a 2FE school.

Part B

1. Statistical Analysis of questionnaires

E2: Do you agree with the expansion of Nelmes to a 2FE school?

Overall: 90% yes 10% no

Overall 134 parent/carers responded: 90% yes 10% no

Those with a Nelmes connection (4 parents/carers): 75 % yes 25% no

2. Analysis of comments from the Council's questionnaire on the proposed closure

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Pupil demand/travel distance

Other connection

Congestion around this area is serious and dangerous. by increasing the numbers will increase the congestion and danger to others +++

Other e.g. financial

Other connection

With other sites available for a new school surely it would make sense to create a new school. Financially and economically this does make sense.
The expansion, in my opinion, is a very short term, blinkered view.
fill the other Hornchurch schools first!

Themes of supporters

General

Other connection

classes of 30 make best use of teaching personnel

only as it will bring it into line with other Havering schools

if it is feasible and necessary

if extra housing is to be built on the old Harold Wood hospital site and more children need schools it would not be a good idea to reduce pupil intake in the near future.

utilises the budget better

parking and road safety to be reviewed

this school is very popular and always over subscribed along with Ardleigh Green Primary which it is close to, more pupils should be allowed to attend to receive a great education

seems a sensible proposal with no obvious downside.

only on condition to if benefiting everyone who it concerns

if there's demand

yes from a budget perspective, teacher pupil ratio and class organisation this makes sense

if necessary for local children but should be on need in a particular year

3. Issues from Consultation meetings

None

4. Analysis of consultation letters and minutes of governing body meetings

None

Havering Stage 2 Consultation Analysis: Branfil

Proposal to create a 2FE school by reducing Branfil Junior School Admission number from 68 to 60 from September 2008

This proposal generated a response from a range of consultees. They can be summarised as follows:

Part A

The Council's Questionnaire

- **181 consultation questionnaires (Annex 1 Table A)**
- **of which 140 were from parent/carers and 28 from governors**
- **of the 181, 12 were from parents/carers connected to the Branfil Schools (Annex 1 Table D) (total school roll of both schools 478)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Branfil Infant School governing body meeting 26.07.07 (S45)
- minutes of Branfil Junior School governing body meeting 24.05.07 (S41)

In addition two area consultation meetings were held for the public, staff and governors to which those with an interest in the proposal were invited

The key issue for consideration by the Council is:

Key issue: Should the admission number at Branfil Junior School be reduced from 68 to 60 to create a 2FE school?

Views on this key issue raised through the Council's consultation questionnaires

Statistically a majority (82%) of all the consultees agree with the proposal to reduce the admission number at Branfil Junior School. Support from parents/carers was at roughly the same level. When only the responses from those with a Branfil connection (both infant and junior schools) are analysed there was 56% support (only 14 respondees). Objectors were concerned that the school could fill the places and where would these children go?

Views expressed by governors

Branfil Junior School governing body at their meeting on 24.05.07 (S41) registered these points:

- proposal would reduce school roll from 300 to 268, and number of classes from 10 to 8
- borough had not taken into account inward mobility into the school
- school had admitted 37 in September in addition to those from the infant school
- LA's argument had to base its plans on birth rate not on inward mobility
- where would additional children go, they would have to appeal for entry
- consultation was unacceptably short

LA response:

This proposal was made as it is sensible to adjust the size of the Junior School to bring it into line with the LA's agreed principle of wherever possible creating schools with admission numbers in multiples of 30. It would also align the junior school with admission number of Branfil Infants School. Within the area there is sufficient capacity to accommodate future inward migration.

Conclusion

The LA's published admission number for Branfil Junior School is 68. It has been the practice of the school to admit above that admission number. Although there is only some limited spare capacity in the area to absorb families moving into the area, by aligning the admission number for both Branfil schools there will be capacity for all infant pupils to transfer to the junior school.

NB: A separate but related proposal is the Council's policy, on the announcement of the retirement of the junior school headteacher, to consult this autumn on the amalgamation of the two schools with a single admission number of 60.

Part B

1. Statistical Analysis of the Council's questionnaire Annex 1

QF4: Do you support the reduction of Branfil Junior School's admission number from 68 to 60 to create a 2FE school?

Overall: 82% yes 18% no

Parents/carers: 80% yes 20% no

Those with a Branfil connection (12 parents/carers 2 governors): 57 % yes 43% no

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Admissions

Branfil connection

No - what happens when siblings awaiting entry to year three. They will have to be taken and will cause oversubscription of the thirty places anyway. Also who takes precedence? Current pupils in year 2 or waiting siblings in catchment awaiting a place in year three. I do believe that once a place is given in the infants that automatic entry applies and therefore someone will be missing out. But who?

This fails to consider inward mobility. This school is invaluable!

This would have a detrimental effect on the school, waiting lists are always long and there is a demand for entrance into this school.

Upminster schools remain at close to capacity until 2012. Branfil Junior Schl is already oversubscribed with the current admissions policy, and frequently takes pupils on appeal by the LEA.

Other connection

Where are the 8 children per year meant to go that live in Upminster/Upminster Bridge? Will there be room in the other schools in Upminster? because in my experience there won't.

Suspect this will mean increase in class sizes.

Where would the surplus of children go after reducing its size. You cannot expect 58 children to just change schools. How would you choose who changes schools? This is not fair. Can you not just make it a 75 place (2.5FE)

because it's a popular successful over subscribed school

Themes of Supporters

Admission issues

Branfil connection

would have liked it to have been for 2007

definitely - 30 is the absolute maximum there should be in a class, personally I feel 25 is better

Totally agree to reducing class sizes, as a comment that came out of a parents evening well after half way through the year that my child's teacher still did not know my child!? What is the teacher teaching, what is their criteria/job spec. Comment made that having 34 in class!! Not acceptable, my child may be failing because of this. So I sponsor this request totally.

Others

yes but why not merge the infant & junior ?

won't affect sch in anyway for next 3 yrs as yrs R1& 2 are all under 60.

but less money is then allocated to the school

2. Issues from Consultation meetings

Public meeting (26 June 2007):

- Branfil School is oversubscribed, with 25 on the waiting list, mobility 27%. You propose to reduce its admission number by 8. You said at last night's meeting that you would take into account views. Where is the community being served in reducing places by 8? We will lose two teachers and teaching assistants. What benefit is there to the LA, Upminster and pupils in this reduction?

3. Analysis of consultation letters

The Branfil Infant GB meeting 26.07.07 (S45).

- governors advised of the pending retirement of the junior school headteacher...policy of LA to consider amalgamation
- The Branfil Junior School GB meeting 24.05.07 (S41)
- proposal would reduce school roll from 300 to 268, and number of classes from 10 to 8
- borough had not taken into account inward mobility into the school
- school had admitted 37 in September in addition to those from the infant school
- LA's argument had to base its plans on birth rate not on inward mobility
- Where would additional children go, they would have to appeal for entry
- Consultation was unacceptably short

No letters

Havering Stage 2 Consultation Analysis: Upminster

Proposal to create a 3FE school by reducing Upminster Junior School Admission number from 97 to 90 from September 2008

Part A

The Council's Questionnaire

This proposal generated a response from a range of consultees. They can be summarised as follows:

- **181 consultation questionnaires**
- **of which 141 were from parent/carers and 27 from governors**
- **of the 140, 9 were from parents/carers and 1 from staff connected to the Upminster Schools (total school roll of both schools 651)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Upminster Junior School governing body meeting (S47)18.06.07
- letter from the Junior School governing body (L23) 28.06.07
- letter from the headteacher of Upminster Junior School (L12)14.06.07

In addition two area consultation meetings were held for the public and staff and governors to which those with an interest in the proposal were invited.

The key issue for consideration by the Council is:

Key issue : Should the admission number at Upminster Junior School be reduced from 97 to 90 to create a 3FE school?

Views on this key issue raised through the Council's consultation questionnaires

Statistically a majority (80%) of all the consultees agree with the proposal to reduce the admission number at Upminster Junior School. Support from parents/carers was at roughly the same level (78%). When only the responses from those with an Upminster connection (both infant and junior schools) are analysed there was 70% support (only 10 respondees). Objectors were concerned that the school could fill the places and where would these children go?

Views expressed by governors

Upminster Junior School governing body at their meeting on 18.06.07 registered these points:

- calculations do not take into account inward mobility
- problems likely with appeals, more likely which could be harder to win
- 106 applicants for 97 places this year
- historically school always under pressure for places in Y4 and Y5
- for this year for first time pressure in Y3
- almost all appeals from Havering parents
- parents were choosing to remain in Thurrock
- infant school had confirmed school had waiting lists for Y1 and Y2, and those on waiting lists were all local children

LA response:

This proposal was made as it is sensible to adjust the size of the Junior School to bring it into line with the LA's agreed principle of wherever possible creating schools with admission numbers in multiples of 30. It would also align the junior school with admission number of Upminster Infant School. Within the area there is sufficient capacity to accommodate future inward migration.

Conclusion

The LA's published admission number for Upminster Junior School is 97 and for the infant School it is 90. Although there is only some limited spare capacity in the area to absorb families moving into the area, by aligning the admission number for both Upminster schools there will be capacity for all infant pupils to transfer to the junior school.

PART B

1. Statistical Analysis of the Council's questionnaires

QF5: Do you agree with the reduction of Upminster Junior School's admission number from 97 to 90 to create a 3FE school?

Overall: 80% yes 20% no

Parents/carers: 78% yes 22% no

Those with an Upminster connection (9 parent/carers 1 staff): 70% yes 30% no

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Admissions

Upminster connection

my main concern is if you move to the area but then unable to ensure all brothers and sisters attend the same school as places are unavailable and less money is allocated to the school

I would agree if this 7 is currently for children outside catchment area but I know parents who have one child in the school and another somewhere else, this is clearly wrong

Other connection

only because the pupils that don't get in will need to travel further and may not get into preferred schools

Where are these 7 children meant to go? Engayne is full/ Branfil will be full if you cut to 60, are you expecting parents to ship children round the borough?

As before, it is not fair to expect 26 children to move to another school because the school is being reduced in size. Again, who would choose who goes. It should remain unchanged or only be changed when time allows to ensure that no children are forced to move to other schools.

I disagree with the closure of schools. Aim to reduce class sizes

I disagree with the closure of schools. Council review should be to reduce class size. Local schools should be kept open to reduce travelling.

Themes of Supporters

Admission issues

Upminster connection

I feel this site is overcrowded and further reduction in the future, if appropriate, would be welcome

over 30 children in any class in any school should not be accommodated 6 wks into term my sons teacher did not even know he was in her teaching sets let alone be able to comment on his progress at parents evening - and she's a good and capable teacher! proof that over 30 children in a class is detrimental to the whole education mechanism

my main concern is if you move to the area but then unable to ensure all brothers and sisters attend the same school as places are unavailable and less money is allocated to the school

Others

definitely - 30 is the absolute maximum there should be in a class, personally, I think 25 is a much better figure

wont effect the sch in any way for next 3 yrs anyway yrs R 1&2 are all below 90

yes but again 2 schools occupy 1 site. 1 amalgamated school would be better use resources

2. Issues from Consultation meetings

No issues recorded

3. Analysis of consultation letters

The Upminster Junior GB meeting 18.06.07 (S47).

- calculations do not take into account inward mobility
- problems likely with appeals, more likely which could be harder to win
- 106 applicants for 97 places this year
- historically school always under pressure for places in Y4 and Y5
- for this year for first time pressure in Y3
- almost all appeals from Havering parents
- parents were choosing to remain in Thurrock
- Infant school had confirmed school had waiting lists for Y1 and Y2, and those on waiting lists were all local children

L12 – letter from headteacher of Upminster Junior 14 June 2007

- to plan for smaller numbers has major implications
- think will have more appeals
- could end up with classes of more than 30
- we make our odd numbers work

L23 – letter from parent governor on behalf of GB 28 June 07

- in many respects Havering's plan a good one
- have reservations re our reduction from 97 to 90
- fill our places, with a waiting list
- pressure will continue because of inward mobility
- 97 works well, numbers are predictable so we can plan accordingly

Havering Stage 2 Consultation Analysis: Ingrebourne

Proposal to close Ingrebourne School from September 2008

Part A

The Council's Questionnaire

This proposal generated a response from a range of consultees. They can be summarised as follows:

- **166 consultation questionnaires**
- **of which 123 were from parent/carers and 26 from governors)**
- **of the 123, 9 were from parents/carers connected to Ingrebourne School (school roll 161)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Ingrebourne governing body meeting (S44) 11.06.07
- 'Please help us save Ingrebourne School' petition (S682)(1481 signatures)
- 30 completed Ingrebourne questionnaires (S544-S572)
- 23 distance to alternative schools reply slips (S567-S681)

In addition two area consultation meetings were held for the public and staff and governors to which those with an interest in the proposal were invited.

The key issue for consideration by the Council is:

Key issue: Should Ingrebourne school close?

Views on this key issue raised through the Council's consultation questionnaires

Key Issue

Statistically a majority (51%) of all the consultees agree with the proposal to close the school. As may be expected support from parents/carers was below 50% (46%). When only the responses from those with an Ingrebourne connection (and there were only 9 responses overall – but a petition with 1481 signatures was received) are analysed, there was total opposition to the closure (100%). Those who objected praised the quality of the school and the benefits of a small school such as small class sizes and the family feel. The projected demand for places was questioned given the proposed housing developments in the area in the future. Parents were particularly concerned with the distance they would have to travel to alternative schools if Ingrebourne closed.

Views expressed by governors

No governors from Ingrebourne responded via the consultation questionnaires but it is assumed that individual governors' views were captured in the response from the governing body. The governing body met on 11 June 2007 and their views on the proposal at that meeting can be summarised as follows:

- disappointment with LA decision to propose closure of the school, particularly as the popularity of the school was rising and the standards increasing
- concern at the LA handling of the proposed closure and the lack of information and support to staff, parents and governors
- dissatisfaction that clear advice and support was not being given by the LA to parents in choosing alternative places

LA response to the Key Issue: should Ingrebourne close in September 2008?

The LA set out in the consultation document the reasons for proposing the closure of Ingrebourne School and met with staff, parents and governors on 18th and 19th June to provide further information and answer questions. The school had fewer pupils than any other primary school in the area. It was previously a 2FE (420 place) primary school. In 1998 it was reduced in size to a 1.5FE school (315 place) school. A continuing low level of recruitment resulted in the school again being reduced in size to 1FE (210 place), in 2005. However since 2005 the number of children on roll has fallen further and at January 2007 stood at 161.

Since the start of the consultation process the number of pupils on roll has fallen from 161 to 57. Although consultees have pointed out that this dramatic fall in roll has been a consequence of the publication of the proposal to close the school the overall context is one of reducing pupil numbers in this area of the borough and therefore Ingrebourne School cannot be sustained. Potential housing growth has already been factored into the primary roll projections. Some parents have chosen to transfer their pupils to other schools in the area. Where parents have wished to transfer their children to alternative schools with spare capacity the LA has supported them in the process.

Other matters raised in written correspondence and at public meetings

Other matters raised were also raised by other consultees in their response to the consultation either in writing or at the consultation meetings. They included:

Educational Issues

A number of consultees were concerned about disruption of their children's education during this process and in particular if the numbers at Ingrebourne became extremely low, would the school remain open until 2008?

LA response:

The LA will work with the governing body to ensure there is minimum disruption to the pupils' education. The LA has a commitment to keep the school open until September 2008 however if numbers fall to an extremely low level this may impact on the children's education and discussions would take place with parents to ensure the best provision was made available. This could result in pupils remaining on site with appropriate support or pupils being transferred to alternative schools in consultation with parents.

Questions were raised about the future of the children in the Learning Support Group.

LA response:

The LA is exploring a number of options for the future location of Learning Support Group which includes remaining on the existing site or re-locating to another school site. There will be a further report to members on this matter.

Availability of places in local schools

Many consultees were concerned about the travel distances to alternative schools which have spare places.

LA response:

For many parents the Brookside schools are the nearest schools which are currently full. However there are schools in the area with vacancies. Although for some parents their distance to school will be further, the places available are within a reasonable walking distance

Why not merge with another school?

The question has been raised - why not merge Ingrebourne with another local school, for example with Mead operating as a federation on two sites?

LA response:

This has not been received as a formal proposal. The federation option with Mead has been considered in the past and is not possible. A merger is not appropriate with Brookside Infant and Junior Schools which are the nearest geographical neighbours to Ingrebourne as they are both full and 2FE schools.

Conclusion

Unfortunately Ingrebourne school is located in an area of the borough where the demand for school places has been decreasing. The surplus capacity in the area will increase to 17% if nothing is done to reduce the capacity. With this level of surplus capacity, schools, and particularly Ingrebourne being already a small school, can expect to face financial and educational difficulties which may impact negatively on their pupils' education. At the beginning of the consultation process the number on roll at Ingrebourne was 161, it has now fallen to 57 with no new pupils entering the school in the reception year. With these numbers, maintaining Ingrebourne as a primary school is not sensible given the availability of school places at other schools in the area.

Part B

1. Statistical Analysis of the Council's questionnaire

QC2: Do you agree with the Council's assessment of the future of Ingrebourne School and therefore its closure??

Overall: 51% yes 49% no

Overall 119 parent/carers responded: 46% yes 54% no

Those with an Ingrebourne connection (9 returns): 0% yes 100% no

QC3: Do you agree that from September 2008 all existing Ingrebourne pupils are transferred to take up unfilled places in other schools through a process managed by the Council?

Overall: 52% yes 48% no

2. Analysis of comments from the Council's questionnaire on the proposed closure

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Education issues (disruption, class size,)

Ingrebourne connection

Ingrebourne should not be closed as it has a high level of education which means putting my children in a lower standard school

Ingrebourne was my primary school, it shouldn't be closed because it helped me so much, I am achieving highly and plead for you not to close this school.

Ingrebourne is a great school and community which works well with the small classes they have

Other connection

although not sure actual size of sch building for costs - sch still seems to have a 23 child class - which seems okay to find if sch is unpopular the cohort will not increase sch seems to cover a large area on map again not sure of housing locality either can sch be made smaller ?

finances permitted, then smaller class sizes would be a positive outcome we may also get a influx of immigrants needing tuition

Pupil demand/travel distance

Ingrebourne connection

there is a need for a school in this area it is on the outskirts of Harold Hill. The nearest alternative schools are full therefore travelling to other schools would cause hardship not only physically on the pupils & parents but also financially, jobs would have to be given up because there is no other way to get their children to these alternative schools due to their distance.

it is too good to shut and new building in area will bring more pupils as will Harold Woods's new building plans it's a special school and should absolutely NOT be closed

big mistake to close Ingrebourne will be needed in the future as it is **NOW !**

Other connection

Harold Hill is likely to become more over populated than any other part of Havering and this needs careful consideration.

location of Ingrebourne coverage for north of authority children. Less travel times if remain

look at the map of Havering ! How can this possibly be a good thing ?

As above. Soon Harold Hill will need to take Harold Wood's overspill. For primary children this will be a long journey but even longer if they are not found places in Harold Hill because of closures & reducing rolls forward planning is needed for this area.

Neither - I think consideration needs to be given to where the children who will live on the Harold Wood Hospital Housing development will be placed as children from Ingrebourne may take places in Harold Wood leaving no capacity

This is one of the few areas that young people can afford to buy property in anymore - this will lead to high numbers of couples with young families who need the school places in the future.

no school should be closed because of the current lack of pupils the figures may not be relevant within the next five year whilst towns nearby are being developed i.e. more homes more families

I personally disagree with the school closure due to the fact the whitworth centre and broxhill centre will be built on in the future and thus putting pressure on the other schools in Harold hill which are full

in the locality, there is an increasing birth rate in Harold Hill & potential housing development in the area

if the site is closed but then used as a housing development there could be a need for a school in the area again

no doubt birth rate will rise again and where will these new families go in the future

Other e.g. financial

Ingrebourne connection

in 6 year olds words: please don't shut my school as I love it and don't want to go to any other school

I am a former pupil I achieved great test results and I thought it was the best school ever I was really happy and my entire class passed their sats tests with high marks.

Other connection

I don't agree with closing any school

why? The current system works! Profit before pupil yet again

cannot equate the logic of setting up children centre, then closing the school. I think the centre may fail once the school closes. Accessibility no good if parents only use the centre.

doesn't make sense to open a children's centre then close the school. This school is not easily accessible by public transport and will the centre be as successful once the school closes ?

Mead School has more unfilled spaces & is in close proximity to other schools. Or make Ingrebourne school & others smaller.

I feel it should be kept open

no school should be closed

do not agree with enclosure

location again and the disruption to the families & staff involved

once more you wish to sell land to property/social housing developers

Themes of supporters

General

Other connection

I do agree to a certain extent but then my child doesn't go to this school have they also taken into account the amount of parents who don't drive and the huge cost on public transport.

but where would you put the kids

Surprised not done before now.

Thought it should have been closed before now.

only if demand for the school places is low

yes has it can only benefit the parents/pupils

3. Issues from Consultation meetings

Staff and governors meeting (18 June 2007):

- where would Ingrebourne pupils go in the event of closure?
- what about housing that will be built on the Broxhill and Whitworth sites? Ingrebourne is the closest school to these sites.
- what would happen to the land?
- isn't there government criteria that a Children's Centre must be near a school?
- is it a foregone conclusion? If not why did you inform the media, and create a panic that made people remove their children from the school? The governing body should have been told first, and someone should have visited the school.
- some children have already left the school. Should they be stopped until a decision is made?
- why not give us a 3 year breathing space?
- our children with SEN will be swallowed up in a bigger school and will be lost as the staff won't know them as we do
- please ensure that the parents of Ingrebourne are not approached by other schools putting pressure on them to move
- if the numbers at Ingrebourne become extremely low, would the school remain open until 2008?
- what would it take to persuade the Council to reject the proposal?
- there is no mention of the Learning Support Group in the consultation document. It should be mentioned as it is affected by the proposal
- what about teaching assistant jobs?
- we are not guaranteed a job just an interview. Merging 5 schools into 2 means there will be competition for jobs
- we are faced with a difficult decision, whether to stay to the end to provide stability for the children, or seek a new job now
- if the final decision is made by the Council it must be a foregone conclusion
- what about all the children immigrant families will bring to Havering? Where will they go to school? Government figures say the population is going to sky rocket. Also with the Olympics there is sure to be an influx of new people.
- why is there no proposal to merge Ingrebourne with another school?
- in other areas they are getting new schools but we are getting nothing
- which school in the area has the next highest surplus?
- this could have been done naturally, by letting people move their children and then placing the remainder at Mead
- it would be possible to merge with Mead and still operate as two sites, perhaps as a federation. However a federation has been considered in the past and rejected. It was thought that the Neighbourhood nursery and Sure Start provisions would safeguard the school, but the numbers of children expected have not come through.
- if we can build up the numbers would we remain open?
- Ingrebourne is a very good school for NQTs to start out being a small school. The children could suffer in larger schools as NQTs struggle.
- how many children should there be in a class?
- are any schools full?
- can't we ask some of the people on waiting lists to come to Ingrebourne?
- in your expert opinion, will Ingrebourne close?

Public meeting (19 June 2007):

- people are not enrolling because of the proposal
- need to settle in, people are just realizing how good the school is
- we are being treated unfairly
- some of our parents first heard about the proposal on the radio
- if so much surplus in Harold Hill why can't I get a place in Brookside?
- if children in two different year groups, will they both get a place in the same school?
- would we be expected to pay for new school uniforms?
- what will happen to the land?
- what about the fact that the birth rate in Harold Hill is rising?
- Ingrebourne has quite a few traveller children, where would they go?
- why are some classes as high as 36?
- why would the quality of education be affected, I think my daughter would do very well in a class of 5.
- can you guarantee a Y6 teacher would stay until the children have left?
- can you guarantee a job for the staff?
- how will you fill the vacancies for staff who are leaving?
- what choices would we have about home learning if no suitable school places are available?
- when will you speak with us individually about our options?
- at the last meeting it was stated Ingrebourne could open again, surely it is cheaper to just keep it open?
- if Ingrebourne closes, what are plans for continuing speech therapy provision?
- the SEN unit at Mead is no longer there, where will the therapy resources be if Ingrebourne closes?
- Can you guarantee that we will get a place at the school we choose?
- you should reduce the intake at other schools to enable Ingrebourne's intake to increase
- if the school was full wouldn't we need more staff?
- will our views be taken into account?
- will we be the first to hear the decision?

4. Analysis of consultation letters

The Ingrebourne GB meeting 11.06.07 (S44).

- disappointment with LA decision to propose closure of the school, particularly as the popularity of the school was rising and the standards increasing
- concern at the LA handling of the proposed closure and the lack of information and support to staff, parents and governors
- dissatisfaction that clear advice and support was not being given by the LA to parents in choosing alternative places

Ingrebourne Petition – 1481 signatures

- 'Please help us save Ingrebourne School'

Statement about walking distances to school and 23 return slips with nearest school identified

- From Ingrebourne School: Mead -30 mins, Pyrgo - 29 mins, Broadford - 27 mins, Hilldene- 24 mins, St.Ursula's - 21 mins, Brookside – 14 mins
- for 13 returns Brookside is the nearest school

30 questionnaires from Ingrebourne School

- 100% agree school remain open
- 97% say parents/pupils views should have been considered before the announcement of the proposed closure
- 100% say Ingrebourne is like a village school where everyone knows everyone
- 97% don't agree that Ingrebourne should close because it has a falling roll
- 100% agree that pupils deserve to go to a school of their choice
- 93% say Ingrebourne is a caring school with a vital role which supports vulnerable pupils
- 87% say Ingrebourne deals with very challenging pupils in a positive and supportive way
- 100% think Ingrebourne is a safe and secure environment for their children
- Although numbers had fallen they were slowly increasing as word was getting round about how small the classes are and how much better the children are performing
- We vote for the council and they don't seem to care
- Ingrebourne has a great atmosphere with lovely children and teachers and it should not be closed
- I don't like the other schools with places so why should I send my child to a school I've got no confidence in

Letters

L1 and L2

- Requested meeting for all interested parties so parents and staff can have their questions answered

L8 (parent)

- dedicated staff, helpers and parents
- don't make me uproot and upset my children
- my children got the best education – please reconsider and save our school

L15 (parent)

- small class sizes at Ingrebourne
- need for a school in this area – Ingrebourne is on the outskirts of Harold Hill
- Brookside which is the nearest school to Ingrebourne (approx ½ mile away) is totally full and has a 3 year waiting list. Next nearest school is Hilldene (approx ¾ mile away) is also full. Broadford, Pyrgo and Mead are all about a mile away and it is only Mead who can offer places, the others only have limited places.
- Mead is 40 minute walk
- freedom of choice - only one school can take vast numbers of pupils from Ingrebourne should it close

L 21 (parent)

- numbers will rise again – new buildings on Harold Wood hospital site and the Old Bedfords Park School site and expanding travellers sites plus Surestart
- proposal has resulted in loss of young teachers, panicked parents into moving their children now
- taking away right to choose our preferred school
- my 8 year old son will have his life turned upside down
- all my children have done brilliantly
- unique family environment

L24 (parent)

- the school has been run down
- had to make a decision to move all my 3 children to another school
- Ingrebourne was and is my choice
- Ingrebourne is something special

L35 (parents)

- feel let down
- offered and accepted places at Brookside due to uncertainty

L36 (parent)

- son in the behaviour unit at Ingrebourne – what will we do?
- Staff friendly
- no bullying
- children have got a right to stability

L37 (parent)

- with great regret that we have been forced to move our daughter
- will now have to drive to school - Pyrgo
- no places at Brookside – the next local school

L38 (parent)

- lovely school with a good education
- had 14 pupils starting in September now 9
- concerned how it will affect my eldest child in Y5 and my youngest in Y1
- next nearest school at least 20 minutes away
- Council not willing to give the impact of Surestart a chance
- have made the decision to take my children out of the school due to the uncertainty

L40 (parent)

- reluctantly moving my two children from Ingrebourne
- my children have done fantastically well, great staff

L41 (parent)

- decision to move my two sons because of stressful position
- it is a good school with a very good teacher pupil relationship

L42 (parent)

- no choice but to move my child, shouldn't have had to have happened

L43 (parent)

- we have lost local hospital, local shops are closing, school numbers have in turn dropped, but standards have risen
- before proposal announced numbers were starting to increase
- resembles a village school
- used as a training school for new teachers
- we do not have empty classrooms or desks nor split year groups
- school delivers personalised learning
- help not only given to the child but also the family
- closure will make an enormous dent in the community
- other schools will have to increase their class sizes to accommodate Ingrebourne pupils
- proven that children do better in smaller classes
- if anything closing Ingrebourne will cost the Council money
- no school should be closed for falling numbers only for failing children in education

L44 (parent/governor)

- what will happen to the Learning Support Unit?
- we had double the amount of children due to start in September
- we budget our money and in the last 3 years have been able to carry money over
- welcoming school
- feel parents have been bullied

- with birth rate rising and house building doesn't make sense to close any school

L45

- school vital part of the Harold Hill community for many years
- staff professional and dedicated
- folly to close school with new initiatives in Harold Hill and housing to be built at Broxhill
- 'decision already made'

L51 (parent -same author as L44)

- well run and efficient school
- parents forced into making a decision
- 30 minute extra walk to Brookside which is full
- prospect of several thousand homes on Harold Hill
- lots of properties going to be built
- if school building left empty it will be vandalised
- there is another school on the hill that has 100 surplus places which is a lot more than us so why ain't they in the same position as us
- dread to think what this will do to the children
- what will this do to the children in the special needs unit

Havering Stage 2 Consultation Analysis: Ayloff and Dunningford

Proposal to merge Ayloff and Dunningford from September 2008

This proposal generated a considerable response from a range of consultees. They can be summarised as follows:

Part A

The Council's Questionnaire

- **375 consultation responses**
- **of which 293 were from parent/carers and 31 from governors of the 293, 213 were from people connected to Ayloff/Dunningford (combined school roll in January 2007 544)**

and the following responses, individuals of which may have also responded through the Council's consultation questionnaires

- minutes of the Ayloff governing body meeting 27.06.07 (S50)
- letter from the Chair of Governors of Ayloff School 24.07.07 (L33)
- letter from the vice chair of governors of Dunningford School (L13)
- minutes of Dunningford governing body meeting 11.06.07 and 28.06.07
- letter and proposals from the Dunningford governing body for the modernisation of Dunningford School (L11)
- letter from Staff, governors and friends of Dunningford School 18.05.07 (L1)
- 25 standard emails 'Save Dunningford School' from parents/members of the community (S1 – S31)
- 4 non standard emails 'Save Dunningford School'(S32 – S35)
- a petition with 939 signatures 'Save our School- Dunningford'(S590 – S656)
- 334 standard letters disagree with both schools located on the Dunningford site, build the new school at Abbs Cross'(S209 – S543)
- 9 letters from individuals (L6, L10, L17, L18, L19, L22, L27, L46, L52)
- 20 letters from Dunningford pupils 'Save our School' (S683 – S702)
- 41 letters from classes 3 and 4 at Dunningford School supporting Dunningford (S703 – S743)
- 17 Ayloff residents' questionnaires supporting the merged school on the Ayloff site(S573-S589)

In addition two area consultation meetings were held to which the public, and staff and governors who had an interest in this proposal were invited.

The key issues for consideration by the Council are:

Key issue 1: Should the two schools merge?

Key Issue 2: Which site should be the location for the permanent new built school?

Key Issue 3: Which site should be the location for the temporary school?

Key issue 4: When should the merger take place?

Views on these key issues raised through the Council's consultation questionnaires

Key Issue 1

Statistically a majority (68%) of the consultees agree with the proposal to merge the two schools. Support from parents/carers was at a similar level (67%). When only the responses from those with an Ayloff/Dunningford connection are analysed there is still support for the merger (82% / 58%).

Key Issues 2 (permanent location) and Key Issue 3 (temporary location)

Although there was support for the merger both the temporary and permanent location of the new school generated more robust views. Overall 30% of the consultees supported the temporary location of the merged school on the Dunningford site and the permanent school on the Ayloff site. When only the responses from those with an Ayloff connection are analysed there was 10 % support for the proposed locations and only 2% support from those with a Dunningford connection.

Arguments were put forward, mainly from those with a Dunningford connection, for both the temporary and permanent solution to be on the Dunningford site whilst mainly those with an Ayloff connection. argued for the temporary and permanent school to be either on the Abbs Cross site or the Ayloff site.

Key Issue 4

The timing of the merger was mentioned by a number of consultees and was linked then to the need for a temporary solution. A number of consultees argued for a deferred merger date to coincide with the opening of the new school with Ayloff remaining as a separate establishment until that date either on its existing site or on the Abbs Cross site.

Views expressed by governors

Few individual governors responded via the Council's consultation questionnaires but it is assumed that their views were encapsulated in the responses from the respective governing bodies. Both Ayloff and Dunningford governing bodies have met separately and considered the proposals. Their views on the four Key Issues very much reflect the responses via the consultation questionnaires.

On **Key Issue 1** Dunningford governors have submitted an alternative proposal to merge Ayloff and Dunningford in September 2009 through an expansion on the Dunningford site. A letter from the Chair of Governors at Ayloff school supports the merger but suggests an alternative timetable (see below).

On **Key Issues 2 and 3** Dunningford's alternative proposal suggests the permanent location for the new school should be the Dunningford site with both schools merging on the site in September 2009 so there would be no need for a temporary solution. In support of this proposal governors and parents cite the large 'green' site, its location being the only school on that side of Elm Park, it would be cost effective to expand Dunningford rather than build a brand new school, parents would not have to travel further to take their children to school, and the school would meet the demands of the future with extended and community use.

Ayloff governors' (Chair's letter) alternatives for consideration are the temporary location of Ayloff on the Abbs Cross site until the merger and/or the permanent merged school on the Abbs Cross site. It would enable both Dunningford and Ayloff to remain as separate schools whilst the new school was being built and therefore cause less disruption for the pupils. There would also be financial advantages in that the local authority could sell off two sites.

On **Key Issue 4** Dunningford's alternative proposal suggests a deferred merger until September 2009 taking place then on the Dunningford site. Ayloff also put forward a case for keeping the school's separate until 2010 when they would come together either on the Ayloff or Abbs Cross site.

LA response on these Key Issues:

Key Issue 1

The LA notes the widespread support for the merger of the two schools

Key Issue 2

The location of the new school on the Ayloff site was chosen to achieve maximum accessibility for those pupils in the catchment area of both schools. 82% of all pupils live within 0.75 mile of Ayloff whereas the figure is 68% for Dunningford. If the school were to be located on the Abbs Cross site then the figure would be 56%. In particular parents who live within the vicinity of Dunningford school would have further to travel than would some Ayloff parents. (see map below). It would be possible to site the new school on the Dunningford site but the school will not be sustainable in its current location. The level of surplus capacity and the current demand for school places() reflect its geographical position on the edge of the borough. Surplus capacity must be removed in this locality if we are to make the best use of our resources.*

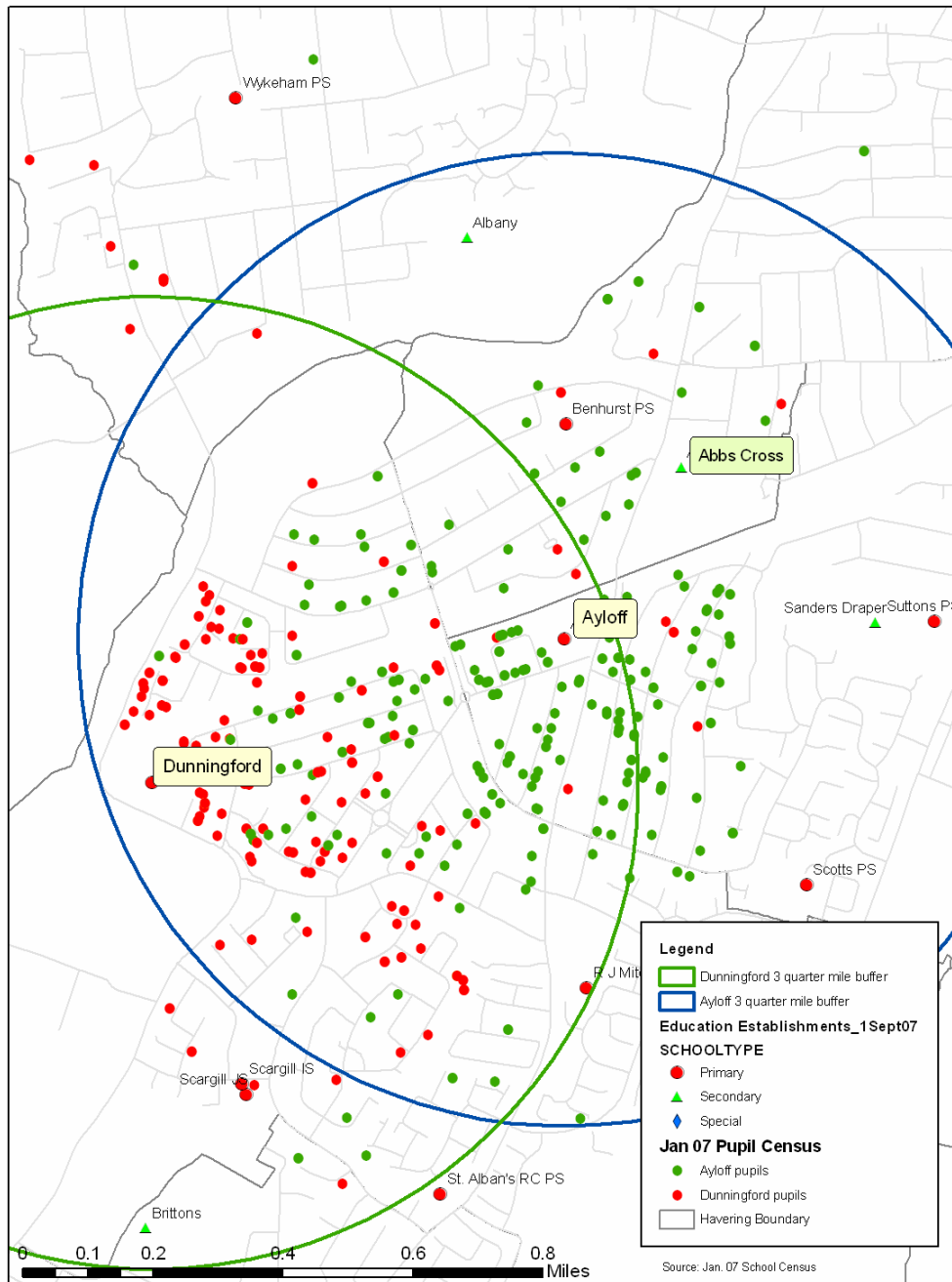
Key Issue 3

Although both governing bodies argue for keeping both schools separate until new permanent buildings are ready (either on the Dunningford site or the Ayloff/Abbs Cross site) it is the LA's view that once the decision is made to merge then that should be implemented as soon as practicable in order that momentum is maintained in improving pupils' performance and surplus places addressed. The new accommodation will not be ready until September 2010 therefore the two schools will need to come together on a temporary site. The least disruptive option is for the Ayloff pupils to temporarily relocate to the Dunningford site until the new buildings are ready. The capital cost of relocating temporarily to Dunningford is estimated to be in the order of £500k. To relocate to Abbs Cross is estimated to be in the order of £1.1m.

Key Issue 4

As noted above it is the LA's view that once a decision is made to merge the two schools then it should be implemented as soon as possible. This would remove uncertainty and would enable one governing body to plan appropriately for the move to a new school. Delaying the merger would not address the falling school roll in the area which would further impact on the two schools, both educationally and financially, if they were to remain as separate institutions. The consultation proposed a merger date of September 2008. It is recognized that this is a very tight timescale to establish the staffing structure, policies etc for the new school therefore, taking account of the representations made, the LA now proposes a deferred merger date to September 2009.

Pupil Distribution (Jan. 07 School Census): Dunningford and Ayloff Primary Schools



© Crown Copyright. All rights reserved.
 London Borough of Havering.
 Licence No. 100024327.
 London Borough of Havering, Children's Services
 Scimitar House, Eastern Road
 Romford RM4 3NH 01708 434343



S:\SPC\R&D\SCHOOL PLANNING\2006 Review\Maps\JAN 07 PLASC

Other matters raised in written correspondence and at public meetings

As well as commenting on the above issues a range of other matters were raised by consultees (both via the Council's questionnaires and other letters) in their responses to the proposal. They included:

Educational Issues

A few parents expressed concern that class sizes will increase and the merger will cause disruption to pupils' education particularly for those pupils who are in their SATS year.

The future of the Bridge Nursery was also raised.

LA response:

During the transitional period we will work with both schools to ensure that there is continuity of education for individual children and minimum disruption to their education. We will try to make the transition to one school as smooth as possible. This will mean quick transfer of records and pupil information so that the school can ensure each pupil is appropriately placed and supported from the start. The size of school does not affect class size. It does not necessarily follow that the larger the school the larger the class size. Smaller schools may well have larger class sizes combined with vertical grouping in some cases if they do not admit in multiples of 30.

The Bridge Autistic Unit for early years will need to be re-located when the two schools merge. Options for its relocation are being considered.

Size of new school

A question was raised as to whether a commitment could be given that all children involved in the merger would have a place in the new school, not in a demountable classroom.

Several respondees were concerned that the size of school may not be sufficient to accommodate the future catchment of the current Ayloff and Dunningford schools, particularly if the Dunningford site is built on.

LA response:

All pupils on roll at Ayloff and Dunningford will be able to transfer to the new school. The permanent accommodation will provide for 2FE. If there is a temporary bulge in numbers above this figure then modern temporary accommodation may be required.

Regarding the longer term both schools are currently carrying significant surplus capacity (Ayloff (25%) Dunningford (38%)). The overall forecast for the locality is that the primary school population will decline over the next 5 years even taking account housing growth.

Transitional arrangements

Concerns were raised about the distance Ayloff parents would have to travel to the temporary Dunningford site, and the security and safety of that site. The process would disrupt the pupils' education and social problems might be created through the 'mixing' of both sets of pupils.

LA response:

In the short term some Ayloff parents will have to travel further to school. However 61% would live within 0.75 miles of Dunningford, 83 % within 1 mile and 91% within 1.5 miles. The LA would look sympathetically to support those parents who have a particular difficulty in getting their children to school during this transition period where a journey is beyond expected normal travel distances.

Regarding the size and safety of the Dunningford site. The site would be able to comfortably accommodate Ayloff pupils during the transition period. Surplus capacity in the school would be utilised with the addition of some modern temporary accommodation. The accommodation would be 'fit for purpose' and a safety audit would be carried out to ensure the site and buildings meet health and safety requirements.

The assimilation of two school populations into one has to be very carefully managed. The LA would work closely with both governing bodies to agree processes that support equity of treatment for all staff and pupils. There is no reason to believe that given professional commitment from staff and governors the creation of a single school population cannot be successful within minimal social upheaval. Within a supportive adult culture pupils will readily adapt to their new school.

It is inevitable there will be some disruption. This will occur with any temporary relocation or when the two schools come together. That disruption can be minimised with the support and goodwill of all concerned.

Conclusion

There is considerable support for the merger of Ayloff and Dunningford primary schools recognising the need to take out surplus places. A number of views have been expressed on the location of new school. In the main those view fall into 2 camps – those with a Dunningford connection supporting the new school on the Dunningford site, those with an Ayloff connection supporting the location on the Ayloff site or near by on the Abbs Cross site.

The proposal submitted by the headteacher of Dunningford primary school has been given careful consideration by officers. In essence the proposal is of the view that a 2FE school with superior facilities can be provided earlier on the larger Dunningford site at a cost of approximately £3.5m. It is the LA's view that the cost would be closer to £5m and inevitably as the school would be extended and refurbished there would be an element of compromise in the final design and whole life costs would be substantially more than for a new school. The Ayloff site has the capacity for a new 2FE school which would be purpose built, designed to meet the needs of 21st century learning and would meet the sustainable agenda. However the critical issue is the location of the school. If the proposal submitted by the Dunningford headteacher was followed, it would be more geographically remote from the primary school population and therefore there would be doubts it would fill to its 2FE capacity.

It is still the LA's view that the new school building should be sited on the Ayloff school site. Geographically this is the right location being the most accessible position for the majority of pupils in the Dunningford/Ayloff catchments. Travel to school is an issue for all schools and the LA will work with the school to develop a green travel plan to ensure less dependency on car travel and explore safer routes to school.

There is further disagreement on the option to temporarily locate to Dunningford. Most comments have been from those with an Ayloff connection who would prefer staying on the Ayloff site or temporarily relocating to Abbs Cross. A number of reasons have put forward against the Dunningford temporary option, but the main reasons are around disruption and distance of travel over a two year period. There will be disruption and travel issues for some parents during this period, but these can be minimised as outlined above.

It is still the LA's view that the assimilated school should be temporarily located on the Dunningford site. Action needs to be taken sooner rather than later to address the surplus places in the area and time is needed to establish the single school so the transfer to the new school buildings can be as smooth as possible. Where parents have a particular difficulty in transporting their children to school in this transitional period the LA will look, where appropriate, to provide appropriate support. The LA has reflected on the timetable for implementation taking into account the views expressed during the consultation and now proposes a date of September 2009 rather than September 2008.

PART B

1. Statistical Analysis of questionnaires

QA3. Do you agree with the merger of Dunningford and Ayloff Schools?

Overall: 68% yes 10% no

Overall 293 parent/carers responded: 67% yes 33% no

Those with an Ayloff connection: 82% yes 18% no

Those with a Dunningford connection: 58% yes 42% no

QA4. Do you support the location of all current pupils on the Dunningford site whilst the new school is being built following which the new school would move permanently to the present Ayloff site?

Overall: 30% yes 70% no

Overall 286 parent/carers responded: 28% yes 72% no

Those with an Ayloff connection: 10% yes 90% no

Those with a Dunningford connection: 2% yes 98% no

Analysis of comments from questionnaires

Verbatim extracts from the consultation questionnaires have been included below grouped into common themes which have emerged

Education issues (disruption, class size)

Ayloff connection

due to a merger classes will increase which will have a negative impact on the children's education and this should be the most important thing to remember

I think the schools should stay as they are when the merger is supposed to take place my daughter will be in her last year of Junior school. I think that is a major disruption as that year will be sitting their sats

this would cause disruption to my child whilst in year 6 studying for his or her sats. We are also moving and therefore the distance to school (temp site) would cause a problem

I am concerned that merging the 2 schools will increase class sizes which will be detrimental to the children in Ayloff who currently have small class sizes which currently benefits our children giving them more of a one to one with the teacher.

Dunningford connection

what about all the children who'll be doing sats over the next few years - what about the disruption to them? Mr Lewis already has plans drawn to build on the Dunningford site without any interference to either school what's wrong with that?

two schools merging would mean disruption and confusion for very young pupils like my son 5 years

the pupils will have their schooling disrupted by this move. Also inconvenience will be caused to parents and teaching staff

I can understand why a merger may be necessary for financial reasons. 1 form entry schooling is homely and calming for the children in this area and relations with parents and neighbourhood with school are good

other schools don't have as good a record in sats or finances

if I was a parent faced with this proposal I would be extremely concerned at the disruption to the children's education and emotional stability.

Dunningford does not have the capacity to accommodate the number of pupils from Ayloff. A 2FE school of 2007 is very different to a 2FE school of 20 years ago, but the Council figures do not reflect this fact. Today, schools need computer suites, rooms for specialist teaching in small groups (intervention programmes) and larger and better equipped medical rooms for the range of medical needs that are seen in mainstream schools. The staff of a school is perhaps double the size of 20 years ago, with the number of Teaching Assistants employed, so we cannot go back to using staff rooms not much larger than a cupboard. The use of demountable classrooms to accommodate so many classes is highly unsatisfactory, and will be detrimental to the education of pupils affected.

too much disruption for all pupils and local residents Dunningford is a well run & managed school with excellent staff all with 10 + years service their main problem has been the 1.5FE !!

Size of new school v pupil demand/travel distance

Ayloff connection

how can you merge 2 schools together with the amount of children you have - it is a recipe for disaster

Ayloff already has a large number of pupils what happened to catchment ?

Ayloff is a big enough school (a lot of pupils)

both schools are a long distance apart, this is a long walk for little legs. As a result more people will drive - hardly fits in with "walk to school" ,also more pollution.

I think its ridiculous the surrounding area of Ayloff school is busy enough as it is without adding a school to it. You want children to have a good education and yet you increase the number of children in a class

Ayloff becoming an improving school with great ethos thanks to new management. Demoralisation now evident. Too far for many Dunningford children/parents to travel. 2 form entry of new school still does not seem large enough to cater. Each meeting has not answered enough questions on future.

But it appears that the newly built school will be unable to accomodate the total combined number of children. Where will the excess go?

Dunningford is a considerable walk from Ayloffs . there is little parking in the area. My parents pick my daughter up from school, don't drive & are elderly – I know I'm not the only parent in this situation. Also I will have to leave home earlier to take my daughter to school. May be an idea if the council provides buses / coaches (free of charge) from the Ayloff site to Dunningfords while the building work takes place!!!

Other

people may not be able to travel to a further school as they may not have transport or it may be difficult
you are making people travel further to school and effectively reducing the amount of spaces available

not necessary with all the changing in the houses market the schools will be need for young ones coming in to the area

No one has discounted the possibility that the Dunningford site and Brittons playing fields will not be built on (housing land giving a good capital return) so that would result in an increase in pressure on Scargill as well. In addition Ayloff school is a long way from Dunningford and there will undoubtedly be an decrease in people walking to school. It would result in more people using cars and pressure on the buses which are already busting at the seams during rush hour with commuters and children traveling to Abbs Cross and Brittons schools, especially in the morning. Does anyone care about the extra carbon emissions or is this another lip service on policy for Councils and Gov to reduce carbon emissions. Would special green energy school buses be put on????

If the Dunningford site is developed it will create a large demand for school places

Not sure is the Ayloff site is large enough for this project!

I agree but disagree. Surely by doing this the "walk to school" aim will go flying right out of the window and cause more parents to drive down to the Ayloff school causing the South End Road to be blocked with traffic.

it means some families making a much longer journey to school

Dunningford connection

the merger will mean parents will have to travel further causing greater congestion and increase the risk of accidents.

places could be needed at both schools as a result of increasing birth rate and all the people moving into the borough as a result of the Olympics

no because the new school will not accommodate all the pupils or staff.

totally disagree - a joke of an idea - less space, less playground, no parking - over 3/4 a mile to walk !

if the birth-rate increases school places will be needed especially a housing development is built on the Dunningford site. Nationally the birth-rate is increasing dramatically

Alternative site for new build(& timing)/different merger/no new school

Ayloff connection

the two schools should remain on separate sites until the new school is ready the Dunningford site is too far away for many Ayloff pupils to be able to walk to school if the new school was built on the Abbs Cross site both schools could move at the same time with less disruption the council would have 2 sites to sell and pay for it.

Dunningford is on a lovely large site why not re-develop the school - enlarge it. both plans affect the children at both schools and will cause them disruption. primary years are an important part of their education and may affect their ability to learn to their best

I feel it would be much better for the new school to be built in the Abbs Cross site. The school uniform could be chosen in advance giving parents the opportunity to buy the uniform as required between 2008-2010 more importantly this would enable both sets of pupils to remain on their current sites with no adverse disruption to their educating during the build.

I feel it would be much better for the new school to be built on the Abbs Cross site for the following reasons: 1) the whole site at Abbs Cross could then cater for pupils from 3 years to 19 years. 2) school uniform could be chosen in advance so that the parents could buy the new uniform as required between 2008-2010. 3) the local authority would have 2 sites to sell, Ayloff and Dunningford part of the extra money raised could be used to build an enhanced school and the rest of the money raised could be used to modernise other schools in the borough.

leave Dunningford open and don't bother wasting money in building an extension on Ayloff site. Instead use the money to give the schools a re-vamp

I would like to stay on the Ayloff site for the rest of my school days I will be in year 4 in September 07 and I do not want unnecessary disruption it would be nice if the new school was next to Abbs Cross school then it would not be so scary to move to the secondary school in year 7

It would be better for all if the new School was built on the extra space at Abbs Cross. This will enable the pupils to continue with their education undisturbed. It will also leave 2 sites for development.

the two schools could remain as they are while a new school is being built elsewhere. this means less disruption to all the childrens education.

Would like children to stay at current sites with a new school being built on Abbs Cross site.

Both schools to remain on current site whilst a new school to be built on Abbs Cross site

Would prefer new school to be built on Abbs Cross Site, which would lessen disruption for children.

Prefer new school to be built on Abbs Cross Site which would lessen disruption for children.

This is not suitable. It would be much better for the children if they were merged when the new school is complete. It would be better to use some of the space at Abbs Cross Schl for temporary accomodation, or better still build the new school on this site then no childs education is disrupted and both sets of children move at the same time and there will be no issues of ownership in the playground amongst the children.

It would be better to build the new school on the surplus land at Abbs Cross then all pupils can stay where they are untill the new school is built causing minimal disruption to the pupils. This will also free up two sites for development.

It would be better to build the new school on the surplus land at Abbs Cross then all pupils can stay where they are untill the new school is built causing minimal disruption to the pupils. This will also free up two sites for development.

Would like new school built on Abbs Cross site to lessen disruption for children

The new school should be built on the Abbs Cross site. They have lots of room and all pupils can stay where they are till its done.

The new school should be built at Abbs Cross then all pupils can stay where they are till the new school is ready

Dunningford

Ayloff should merge with a school on the same side of Elm Park there are many schools over that side of Elm Park

I would like to know why you are not using the Dunningford site for a new modern school. This site has everything you need, beautiful grounds you don't need to spend as much money to modernise it. Why can't you see that we need a school this side of Elm Park Oh! sorry NO the grounds at Dunningford is worth so much money to the council it's about that you can build on this site. I am very angry about this whole thing !

I think the Dunningford site is a much better site as a lot of parents I have spoken to would prefer to then go to a different school altogether if Ayloff was to be the preferred site also Dunningford is more central for the community between Scargill and Benhurst ?? to have plenty of room for such updating needed.

if merger is necessary then it should be on the Dunningford site, as it is better situated will not incur the same costs (lesser) than expanding the Ayloff site.

Dunningford is big enough to house the children from Ayloff and is the only school on this side of Elm Park

too much disruption for all pupils and local residents Dunningford is a well run managed school with excellent staff all with 10 + years service their main problem has been the 1.5FE !!

not sure if Ayloff is the best choice for a merger, Mitchell's could equally be considered

Dunningford is a much better site, there's a huge country park across the road, better for coaches and parking, there's an established Dunningford community, the uniform is much nicer, closing a close knit school with valuable green spaces from which the pupils undoubtedly benefit - makes more sense to merge Benhurst & Ayloff (much closer)

I don't really want a merger but if it does have to happen I would like Dunningford to be extended

the new site for the new school should be the Dunningford site and should supply places for ALL pupils at both schools

Dunningford only school on area boundary. If a school is to close it should be in area where have higher density provision Ayloff should close. Dunningford site is large enough for new school to be built without current school closing.

Dunningford site is beautiful and plenty big enough with some extension to accommodate the children from both schools. Also it is the only school this side of Elm Park. I cannot expect my 2 young children to walk so far to school every day

there is absolutely no reason for the merger Dunningford is uniquely located as the only primary school in this part of Elm Park removing the school will leave a gaping hole in the community

Dunningford site is much more suitable more land equalling more space for all the children plus Dunningford is the only school based in this area and do not agree with locating all the schools in one part of Elm Park

you are not merging the school you are closing Dunningford and expecting all pupils to go to the newly built Ayloff. This is highly disruptive to both schools and will result in fights between the schools

a new school should be built on Ayloff site it would be better situated on Dunningford site as it has much more land for the pupils to play on and for expansion in the future it would also be exceptionally cheaper

this should not happen this is a long way for children to travel and would cause even more traffic congestion for the Elm Park area

if you can put the children together for the time of the new school being build why can't they stay there for good. You can expand the Dunningford site with little disruption to the children and Dunningford is a much better site as it has open space around them and would not be surrounded by a built up area.

If Dunningford is closed then all of the children who live in close proximity to the school will have further to walk. The head teacher Mr Lewis has got plans drawn up to extend and refurbish the Dunningford site at a cost of £2.8m. This is a considerable saving on the cost of building a new school with fewer places. The plan includes a sports hall, cricket pavilion and tennis court which would benefit the whole community

if they can be housed at Dunningford in the short term why not permanently this doesn't may economical sense

we want the school to merge on the Dunningford site not the Ayloff site

I am totally opposed at losing the Dunningford site as a school. Modernising/extending the existing Dunningford school would cause the least disruption, be more cost effective and provide a far more positive environment with room for expansion for other community users and realising ECM matters, healthy schools agenda, etc.

I do not agree with the proposal that the new school should be built on the Ayloff site. The new school should be built on the Dunningford site as it is far more suitable than the Ayloff site for reasons stated in the "save Dunningford" campaign

The Council proposal is to close Dunningford, not to merge. The site has sports use for a number of schools and the community, and has the potential for further development and extended schools use. The loss of playing fields on the Dunningford site will be detrimental to the government's intention to promote healthy lifestyles and tackle obesity. Many families at Dunningford do not live close enough to the Ayloff site to consider walking to school. This will cause congestion in Elm Park at times of the school run, and does not comply with the aim to provide schools within walking distance.

Dunningford is the best school I have ever taught at, and I am a supply teacher, so have taught at dozens. I feel that the amount of land surrounding Dunningford is a major aspect of the council's decision to close it. Also your maths is very poor if you can merge a 2 fe school with a 1 1/2 form entry school and make a 2 fe school. That's not merging, that's annihilation.

No, it is disruptive. All the children will not then get a place at Ayloff's .

Why did the council spend so much on new windows and a new boiler?

All of this seems to me like the council are making abig song and dance about rebuilding / refurbishing Ayloffs to cover the fact that Dunningford's won't exist. Why do the council not close the smaller prefab Benhurst school? Does it not have a school field, copse, car parking several buildings and playgrounds that can be sold off for developing?

if a merger has to take place it should be on the Dunningford site where excellent playing fields and facilities already exist. Modernisation could successfully occur at a fraction of the cost already proposed.

If the schools have to merge then it would be better to stay at the Dunningford site as it is bigger, has nice playing fields which is better for the health of our children, better parking as Ayloff is situated in a dead end road which already causes chaos with parents trying to park, Dunningford is the ideal place.

There are other schools in the area that have a lower percentage of places to fill.

Building a new school on the Ayloff site is absolutely the wrong location. The current proposal does not justify the balance of schools across the borough with no provision for schools in the west of Elm Park if Dunningford is closed down. The Ayloff site is small, is situated in a busy and built up area with very little provision for sports which will follow the governments healthy schools initiative. The Dunningford site would cost less to extend and would be an ideal area to have a 'merged' school with plenty of room to meet the needs of 'every child matters', each family and the wider community. This council has been elected to support the community and instead this proposal only seeks to undermine it.

If school places cannot be reduced then a merger may be necessary but not on the Ayloff site. Dunningford site does not need to be rebuilt but could merely be extended. Therefore a merger would be best suited on the Dunningford site, surely at a lower cost! This plan is simply a way for the council to make lots of money with no thought for the children.

A new school is unnecessary! Dunningford site is more than capable of taking the excess capacity, with far less disruption for the pupils, than proposed.

remodernising Dunningford would be more cost effective and Dunningford is a better site for children with lots of land for sports etc

remodernising Dunningford would be more cost effective and Dunningford is a better site for children with lots of land for sports etc

I feel that having two schools within walking distance of one another (Ayloff & Benhurst) and nothing on the side of Elm Park that Dunningford's is currently based on is not a very suitable distribution long term. At present the situation is very personal with no parent wishing to move their child to another school be it temporarily or permanently but we appreciate that the merger needs to take place. I just think that when the personal element is taken out people, including Ayloff parents, would see what a wonderful school Dunningford's is. Dunningford's reputation and popularity fell a few years back when they were 49th on the league table I had even planned to find a different school further away to avoid the stigma of Dunningford but thankfully by the time my daughter started school the results had improved and I went with my gut to put her in a local school which we could walk to (encouraging the "Walk to School" promotion) where her friends all lived around her and she could enjoy the feel of community that is so often lost in towns. Although this is just proposals I would like to highlight how it comes across at the consultation meeting as "in the bag" and that this is just going through the motions to placate people. The fact that the price of the Dunningford site was known and the option of selling the land to developers was discussed and that the planning procedure was to start before the consulting period had even finished didn't help. And finally, I was appalled to see Geoff Starns (Council Lead Member for Children's Services) smirking at a comment made by a parent who commented that "...she had heard that birth rates were rising and not falling" when asked where she had heard this, she replied "the television". This is not acceptable and hopefully will be addressed to avoid reoccurrence.

I support a merger only if it is permanently left on Dunningford site. The school grounds is a better environment to merge the schools.

Dunningford School is a high performing school while Ayloff School is a low performing school. It does not make sense that a high performing school is merged with a low performing school. It should be the other way round. The council should think about the best interests of the children who attend Dunningford School and not sell off the current Dunningford School site to investors.

Ayloff should be merged with Dunningford school and a new school built on the PRESENT Dunningford School site. The Dunningford School site should not be sold off to land investors because doing so is selfish.

The merger could take place at Dunningford at a much lower cost with far more facilities. It is a much nicer and safer environment for children to learn in. It has also come to light that that the parents of Ayloff do not want their site used and are looking at alternatives. We need to look at all options for the children. They are our future generation. I have heard the word adequate used a lot. Is this really a word that we should be using for our future generation?

I think the new school should be built on the Dunningford site as it is bigger and provides more opportunity to meet the ECM criteria, particularly with regard to Staying Healthy the needs of our children and their education should take greater priority than the financial implications of selling this site for housing/profit.

If the Dunningford site has sufficient grounds to facilitate two schools then why move both schools to a smaller site that does not have the capacity to take an increase of children in the area in the future. the playing fields that Dunningford has enables the children to take part in various outdoor activities. this is a good way of keeping children healthy and my child does participate in many of these activities. if the council's proposal goes ahead the children will suffer as their playing fields may be used for temporary classes for the Ayloff children. if the council accepts Dunningford primary schools proposal for an extension it will cause a slight disruption to the Dunningford children and no disruption to the Ayloff children while work is being carried out.

Closing the Dunningford site is a terrible idea. It is the only school in this part of Elm Park and would force busy working mothers to resort to using their cars for the school run. The Dunningford school is on a beautiful site and the children benefit from receiving their education in such a lovely location.

Other connection

if there is to be a merge then knock down Ayloff and keep Dunningford as that will give all children a better quality of school. Its location and size would benefit the children and not the immigrants they will no doubt house in new homes.

the school permanently at Dunningford site would allow for further expansion if required whilst giving existing pupils playing fields within the boundary's for healthy sport & exercise

This would surely lead to overcrowding at Dunningford while Ayloff is rebuilt. The net result of the merger will be the loss of teaching staff which I oppose.

if the merger does go ahead, the Dunningford site is much better for green fields for the children to play on. Easy access for parents and staff. Ayloff too near a main road.

The Dunningford site should be used as a permanent site as the grounds are so much more suitable.

whilst I recognise the sale of Dunningford site will bring more income I believe the new school should be on Dunningford site as this is on the edge of the borough more conducive environment than Ayloff site. Also less choice of schools within Dunningford catchment than Ayloff. R.J. Mitchell has surplus places so does Towers and other schools near Ayloff that can be offered to parents as an alternative.

Dunningford have fantastic grounds which Ayloff do not have I think it would be more sense to keep Ayloff children on their own site while Dunningford is extended to cope with Ayloff children merging on Dunningford site while it is being extended, modernisations could also take place. Ayloff site is just not large enough !

Timing/other e.g. financial

Ayloff connection

currently there is no guarantee that this merger will result in a new build. I do not want to merge with Dunningford for that site to then be modernised. often 'temporary' provision lasts for decades - demountable classrooms and our canteen an example. there needs to be clear and transparent processes for staff regarding the merger. already staff have been given information to reassure them and this is changing, for example, Ayloff were told they were moving as a whole school and would operate as a separate school to Dunningford. this is clearly impractical and now we are being told that the schools will merge from September 08. if information is not clear and honest there will be a loss of trust to add to other difficulties foreseen in this process.

Not until new school is built.

The 2 schools should be merged as 1 when they are all in the new school in 2010

Would be happier if merger happened when entering the new school, and not when Ayloff is housed in temporary buildings at Dunningford site.

I don't agree to having the children merged together whilst the school is being built. The children should be kept separate until the new school is ready as Dunningford are against the whole issue of losing their school site.

Dunningford connection

how can you possibly say this is for the good of any child - its just to make money and sell the big Dunningford site.

no there is already a shortage of schools on this side of Elm Park it makes no sense to demolish a school that has the grounds to extend and accommodate another school at half the expense of the original proposal and the minimum disruption off all pupils as usual the £ sign seems to be the councils main consideration

It is not a merger it is closure

Alternative temporary location

Ayloff connection

if they are going to modernise Ayloff can the pupils not move to Abbs Cross school site ?

use Abbs Cross or the current Ayloff Site - fence off the building work and put temp classrooms

you have not considered the vast area in which Ayloff pupils live - have you considered Abbs Cross or Ayloff Field ?

not suitable location

disagree with location of Ayloff pupils on Dunningford site whilst new school is built - site not suitable. Would prefer separate sites and then merger the schools on the new site so new for everyone at the same time

if it does go ahead, they would be better putting Ayloff pupils somewhere else, like Abbs Cross

using the grounds of another school such as Abbs Cross School would benefit best

I believe there are better options such as Ayloff being put on a temporary site and only merging with Dunningford when new building is complete

I would prefer Ayloff pupils to be re-located at Abbs Cross school due to the amount of animosity from Dunningford Parents

not suitable another site e.g. Abbs Cross will be more suitable

I believe that children would benefit from remaining on their own sites whilst a new school is build on a separate site, or Ayloff children could be moved to a separate site while school being built on Ayloff site.

move Ayloff pupils to Abbs Cross during modernisation of Ayloff then put them back into the new Ayloff why can't you do the same with Ayloff as you do for Benhurst School ??

another site Abbs Cross will be more suitable

both schools should remain at their current sites until a new school is build and then the merger should take place this would cause the least disruption for the children (especially older children) at both schools a new school could either be built on the Ayloff site with completely separate site access to the school or on the Abbs Cross secondary school site

for both schools (Dunningford & Ayloff) to remain on their site, so causing least disruption for the children, while a new school is built on the Abbs Cross Secondary school site. This will reduce disruption for children in the junior school and will mean the new school will be able to use Abbs Cross sporting facilities

do not feel with Dunningford is suitable site whilst new school being built. Need to think of a new location e.g. Suttons or Abbs Cross maybe.

no I would like to see Ayloff school temporarily move to the Abbs Cross school site or Sanders school site

with Abbs Cross being situated on tip of Ayloff site moving to temporary accommodation on their site could be a much better option. Keeping both schools separate until new school is built will be less upheaval for all our children. I have recently moved to the area from a school I had to drive to this now leaves me no option but to drive again if we go Dunningford site for 2 years as I have to go to work straight from dropping my kids off at school so much for the environment and healthy children as lots will be in the same position

children would benefit to locate on a different site for 2 years i.e. Abbs Cross School and both schools then merge on the Ayloff site, when the new school is built

this would be too far for me to walk to be able to help my neighbour by picking her children up from school not an appropriate site as it is just too far to walk. Abbs Cross could be a better option if temporary accommodation agreed on their site, causing less stress for children and less stress for parents finding alternative arrangements getting children to school. some parents have to rely on others if they work.

not easily accessible to transport I would prefer Abbs Cross as my eldest daughter goes to Abbs Cross

I feel Ayloff children would be better housed at Abbs Cross field or Ayloff school field. Why move to Dunningford site if Ayloff have an excellent school field. The children should be the priority and feel the two moves would take a toll on the children especially the junior children who will not get any benefit from the new Ayloff site i.e. years 4,5,6 their education will suffer from disruption and will go into secondary school at a disadvantage

we could stay at Ayloff school until the new school is built either at the Abbs Cross school site or built on Ayloff land there could be a separate site entrance

Abbs Cross site would be easier for mums and dads who have to walk children to school in the pouring rain that's why we bought our houses to be near Ayloff School when our children were infants & Junior

I think Ayloff/ Dunningford pupils should not be on same site while new building is being built. Ayloff pupils should be housed on another site, i.e. Abbs Cross School

Ayloff pupils should be moved to Abbs Cross site while the new school is being built on Ayloff site.

I am concerned that merging the 2 schools will increase class sizes which will be detrimental to the children in Ayloff who currently have small class sizes which currently benefits our children giving them more of a one to one with the teacher.

I think there would be problems between the parents and children if we went to Dunningfords. It would be better to use the space at Abbs Cross

Why can't you utilise Abbs Cross school site for the 2 years using portacabins in the far side of their playground. After all the kids have been working in portacabins for the last however many years anyway. At least the trek to school won't be a hugely inconvenient one that way.

The Ayloff pupils should be moved to Abbs Cross site until the new school is built. This will make the merger easier to handle. Alternatively, the new school could be built on Abbs site.

Although I have clicked the 'agree' button, I do feel that the Council should also investigate a further option which has been raised by Ayloff parents at meetings which is to explore possibilities of locating a temporary school on the Abbs Cross playing fields. This was raised with Council representatives at some of the local meetings and they agreed to investigate this additional option and to undertake an initial costing. many Ayloff parents supported this and would allow Dunningford to remain on their present site until the new school is built.

Safety/transport/disruption of temp site etc

Ayloff connection

I do not think the Dunningford site would be safe enough for our children and is too far for a lot of parents to travel

the security on the Dunningford site is not good enough for 2 schools

there will not be enough room and I will be concerned if my daughter will have to use portacabins for long periods I feel very strongly that my child will miss out on leaving year 6 at her preferred school that is a memory I feel stays with you

not suitable not so sure, not practical

strongly disagree - a very selfish decision Ayloff pupils cover a vast area and the location of Dunningford is totally unacceptable

as a grandparent of children at Ayloff I will find it very difficult to get to Dunningford if I am needed to pick my grandchildren up

as a working parent this would be far too inconvenient and would mean a car journey rather than short walk. Would be awful disruption to children and would also mean losing out in some areas i.e. swimming at Abbs

Concerns of location of Dunningford too open to prying eyes/too many entrances to school grounds/low fencing children can climb over. Use another school ground to merge such as Abbs Cross

we wish to explore alternative sites rather than move to Dunningford whilst school is built. School security is not good at Dunningford more than 20 mins walk to school with small children disruption to children makeshift classrooms children from Dunningford seen jumping 2foot fence to get ball from road while in school hours very unacceptable

not suitable due to distance Ayloff parents/staff will have to travel each day with children and amount of numbers to be accommodated from Ayloff

strongly disagree with the move to Dunningford site whilst new school is being built. I have a 5 yr old and a 2 1/2 special needs child to walk at least 25 mins walk. If weather is bad this will increase I then have to get back nearer home to take my son to his special needs nursery which will be a total nightmare with limited parking available and the government push to walk to school for healthier children this is unacceptable.

I think moving children to Dunningford site while the new school is built will cause a lot of disruption to the pupils of both schools. My son is statemented as he has a speech and learning difficulties. He finds it difficult each year when he changes class so going to a different school will be very hard and he will find it difficult to adapt. There will not be enough room to send the children to Dunningford so portakabins will be used. This will cause health risks as they are usually draughty and damp. How will they be incorporated into the school? Will they keep to current classes? if they are merged into classes with Dunningford pupils wont that mean classes will be more than 30? or put into split year groups which as David Tomlinson tells us is not the way forward? There is poor parking around Dunningford particularly for double the amount of children. As people will have to take their children further to school it is more likely that they will be using cars. As the school is on a corner of a main road there are safety issues and Ayloff (as well as Dunningford) parents are concerned about this and issues concerning strangers being on site. It has been suggested that Dunningford site should be enlarged and more buildings added to it rather than having a new school at Ayloff. However the children will still need to be sent to other schools while the additions are being build. Where would they go? If they were to stay on site they will be subject to health and safety and noise problems. Similarly to keep the children on the Ayloff site while demolition and building is in operation would be extremely dangerous: recipe for disaster. The noise will prevent the children from learning and be distracted especially to those studying for SATs. And there would be a lot of activity and danger from unwelcome visitors (strangers that cannot be guaranteed). If it is decided to merge Ayloff and Dunningford, whichever site is chosen to house the joint school is going to be difficult for parking: - Ayloff completely enclosed by residents who will have to continue to fight for parking and road safety at school time. Not to mention the lorries, demolition etc during the rebuilding. Dunningford with its lack of parking surrounded on one site by residents and on the corner of a main road. Unless of course a parking area can be bought from Bretons Farm across the road and a pedestrian crossing put in for crossing the Upper Rainham Road.

I wouldn't have disagreed to this as Dunningford is quite close to me but I am concerned because of the animosity. I have personally felt this on returning home from school when Dunningford pupils/parents have walked past my front door! Not nice and I fear on the effect this will have on my children who at present love going to school

main road security, space and room wet playtimes ? Hall issued as canteen, unpopular area the response from Dunningfords parents - need I go on?!

Dunningford not suitable for all pupils of Ayloff schools possible explore other alternatives

Dunningford headmaster to have made his children do "demos" that they don't want to change schools thus causing bad feeling if we had to go to Dunningford site for 2 years

whilst I understand the need to merge on one site the animosity from Dunningford from the head and parents through children and the press is going to make the move to Dunningford very difficult for Ayloff. there are still no guarantees that once Ayloff move to Dunningford that it won't merely be modernised and the plan for a new build on the Ayloff site fail to materialise. I feel both schools need to move to a neutral site.

Logistics of breaks, clubs, parking etc not thought through. Ayloff parents with no transport living Hornchurch side having to spend too long travelling. Danger of parents with cars in area not suitable for added transport.

The Dunningford site is not suitable. There are too many security issues (such as low fencing). Also, following the animosity shown towards Ayloff Parents at the meeting on 26th June at Sanders Drapers, I feel my child's safety will be put at risk. I feel a separate site needs to be found for Ayloff children while the new building is erected and then merge the two schools into the new building. Can a temporary site be considered at Abbs Cross School (Ayloff already use some of their facilities).

I feel extremely unhappy at the prospect of my child attending school on the Dunningford site. Dunningford parents have been extremely hostile to Ayloff parents, so goodness knows how the kids will be. It will not work having two schools on the same site. Propose using temporary buildings at Abbs Cross while new school built, and then merge the two schools in the new building. Is this something the Council would consider?

The location is too far out for me and my children, trying to get to the school is going to cause chaos, there is no public transport which goes there.

I do not believe that merging our two schools at the Dunningford site is acceptable, This has not always been my view as I was comfortable with this idea but I now think it would be better for the two schools to be merged at the new school, this way it does not feel like they are coming to our school but moving to their new school with a new name. My views changed as Dunningfords have been aiming their anger towards our children and our school. There have been rude comments that the children and parents have been directing at the Ayloff children and I would not feel comfortable for myself or my children to go to THEIR school it would be better if we could have either the temporary or new school built on a mutual site. Abbs Cross would be an excellent site the children would have access to great sports facilities. The council would need to buy/lease land from Abbs but you would have two empty sites to sell or use, Ayloff site is a very secure site that a nursery or even a piece of green land or even an area like Gray beach would be so wonderful for all the children in the area.

Not a suitable location, too far to walk young children. Also site is insecure - low fencing etc. I have passed the school at lunchtimes and often seen children in Dunningford uniform alone on Upper Rainham Road.

Dunningford is a considerable walk from Ayloffs. there is little parking in the area. My parents pick my daughter up from school 3 & don't drive & are elderly - I know I'm not the only parent in this situation. Also I will have to leave home earlier to take my daughter to school. Maybe an idea if the council provides buses / coaches (free of charge) from the Ayloff site to Dunningfords while the building work takes place!!!

STRONGLY DISAGREE

With two young children to get to school this is totally unacceptable to have to travel this distance

Dunningford is a considerable walk from Ayloffs . there is little parking in the area. My parents pick my daughter up from school 3 & don't drive & are elderly - I know I'm not the only parent in this situation. Also I will have to leave home earlier to take my daughter to school. Maybe an idea if the council provides buses / coaches (free of charge) from the Ayloff site to Dunningfords while the building work takes place!!!

Too far to get 2 small children to walk especially when weather bad. Always being told to keep children healthy by walking but try getting 5 & 6 yr old to walk that distance twice. With parking limited it will cause all sorts of havoc and possibly accidents

I understand the security fence at Dunningfords is not sufficient which is a big worry. I also believe that the pupils from each school will automatically become rivals if sharing the same site.

I help my neighbour who works to take or pick up her children from school and I certainly could not walk this distance especially with two small children. This is a ridiculous site to move to.

we feel that no consideration has been taken into account with regards to the children's well being and that the prime concern and reasoning behind this is the sale value of the land of the Dunningford site there is no sense in shunting children backwards and forwards at such a sensitive age

Other connection

TOO MUCH UPHEAVAL FOR THE PUPILS, ESPECIALLY THE OLDER ONES

more travel and more time - what about demands upon the family - not all parents are on the benefits sitting at home , some do work and an extra 20 minutes plus journey time adds up in busy lives - work life balance is important part of why people live in Havering

this sounds very disruptive to both schools. At the moment the government and most probably Havering Council are always telling us about green issues. The merger of these schools will mean some parents will have to drive rather than walk. (carbon footprints increased) the logistics of being a working parent means this merger will put pressure on their travel plans lets think about community cohesion rather than school places

I support the prospect of a new building but do not agree to leaving our current building to go to Dunningford. I think there are better options such as temporary buildings on sites i.e. Abbs Cross/Sanders Draper

the move to the Dunningford site whilst building works are being conducted would be unsettling to pupils and parents.

Dunningford connection

who is going to transport the children where are the funds coming from - where is the room at Dunningford

Themes of supporters

if it is done with care and not about money and not the children every child matters !

Timing

Ayloff connection

yes but not in September 2008 when the new school is built

Siting of new school

Ayloff connection

please refer to attached letter I support the proposal for the new school to be built on the Ayloff site and do not agree it should be built on the Abbs Cross site which the parents of Ayloff are proposing

Other connection

for the area these 2 seem to be the closest causing less travelling for the children who need to move schs

Although not directly affected consideration should be made re extra vehicular activity. For many pupils this may be too far to walk

General

Ayloff connection

first class proposal made for new school "Elmsford" Primary

cannot see any other solution

looking across Elm Park and South Hornchurch, this is the most "najurio" merger

this can best be answered in 2 parts: a) locating all pupils on the Dunningford site particularly if the 2 schools rejoin separate identities at that stage may not be the best option b) the Ayloff site is significantly better for a new school with pupils on all sides

my main concern is too the children's education as long as they are not effected hopefully this will be a good thing

the merger must not disrupted the children's education too much before the merger. Dunningford school must be made more secure as it is on a main road on a bend

to have a full school would be great

one site, two schools = overpopulation + lower quality of education.

I agree with the merger, but not on the Dunningford site.

There is no other way of organising this. This will minimise the upset that moving location for the children will cause.

If guaranteed a new school will be built on the Ayloff site and I am guaranteed my 3 children will be allocated a place

As long as a new school is built on the Ayloff site . As long as the education standards do not suffer. And also on the basis that improvements to the safety features of Dunningford's is improved.

I agree with the relocation to Dunningfords whilst work is carried out at Ayloff site. I am concerned that the suggestion is to build on the Abbs Cross site and as I do not think that this would be in the best interests of Abbs Cross.

Other connection

if the site at Dunningford can cope with the extra children well enough with as little disruption to them as possible - otherwise some may be better staying on the Ayloff site

as long as the teaching staff remain which the children to keep continuity (temp relocation to Dunningford)

due to locality this will force more parents to drive their children to & from school. Provision for this needs to be considered

the school will be gone but houses are still being built to bring new families into the area leading to over demand leading to larger classes

upheaval for both schools - that's crazy

some children without car transport will struggle to get to school the same applies to some of the Dunningford children at the new school

Dunningford connection

if the best of both schools can be merged effectively it can only be made better

however merge Ayloff with Dunningford more financially viable and less expense providing a much needed community re source and a refurbished school with more open space for the will being of the

children agree this has to happen due to fall in numbers but would prefer schools to merge on Dunningford site

I agree with the merger due to falling intake numbers but the schools should be merged on Dunningford site

it has extensive grounds to cope with this as well as being the site for the merged school (Dunningford – temporary site)

but do not agree that the location of the merged school should be decided by how much money can be made by selling land

I do agree that a merger is necessary but urge the council to reconsider the proposal to build on the Ayloff site. The Dunningford site is a much nicer place. The pupils parents and teachers are one big family. Don't take that away

on the Dunningford site not the Ayloff site

if this is a realistic need, but have concerns that not enough places are being made available

Enclosed is response from owners of houses backing school land. We all want a school to remain on site. We do not want the land sold. We feel Ayloff being rebuilt is best.

Issues from Consultation meetings

Staff and governors meeting (25 June 2007):

- very tight timescale for September 2008
- process for appointment of staff
- class organization
- budget for the merged school
- how will the new school be funded
- Dunningford has a better school site
- three quarters of a mile is too far to walk to school
- too much disruption
- alternatives such as relocating onto parkland
- remain as two separate schools until the merger
- temporary site at Abbs Cross?
- input from staff into the design of the new school

Public meeting (26 June 2007):

- special needs support at the new school
- new build at Abbs Cross
- concern re security of Dunningford site
- better playing field facilities at Dunningford
- what about increased numbers due to immigration?
- how many temporary classrooms will be required at Dunningford?
- more cars, more people, more movement
- what are the plans for Bridge nursery?
- the plans to expand Dunningford would save money
- too much disruption for the children
- how will 3.5FE fit into 2FE?

- why don't you address why schools are unpopular? why move children from successful schools?
- is it true you are planning to sell to developers?
- proposal will put 2 schools on one side of Elm Park bridge
- why not just reduce numbers at both schools?
- the birth rate is rising
- the decision has already been made
- can the new school be built on the Ayloff site whilst the children stay there?
- can you give us a commitment that all children involved in the merger would have a place inside the new school, not in a demountable classroom?
- Is there a covenant on Ayloff that can only be used for educational purposes

Analysis of consultation letters

20 letters from Dunningford pupils aged 9 (Year 4) – don't knock down our school message

Ayloff GB meeting 27.06.07 (S50) A number of operational issues and:

- recognised that timescale was tight but preferable to minimise time spent in demountables
- concern that once the temporary move had taken place to Dunningford the permanent school would be established there
- support for a new uniform.
- issues re size and safety of the Dunningford site

Dunningford GB meeting 11.06.07 (S46)

- concern re disruption of moves
- questioned choice of site
- cheaper to modernise Dunningford rather than build a new school with the advantage of large playing fields
- concern that proposals generated with revenue in mind rather than best interests of children

28.06.07 (S51)

- governors questioned the legality of the merger
- diminutive size of the Ayloff site
- governors agreed to submit the pack of alternative proposals compiled by the headteacher

Standard letter (334) (S209 – S542)

- Agree with merger but build the permanent school on the Abbs cross site
- Disagree with the location of all current pupils from both schools to be located on the Dunningford site

Standard emails (25) (S1 – S31) Non Standard emails (3) (S32 – S35) Save Dunningford school because:

- Dunningford has extensive, natural, open surroundings
- It is the only school this side of Elm Park
- It would be cheaper
- It will still be a good environment for the children long after the novelty of a modern school has gone
- We want our children to have the very best possible, for the years they are at school, not the most financially viable for the Council

SOS Dunningford petition : 939 signatures

Letters(12)

Letter from staff, governors and friends of Dunningford School (L1)

- Oppose plan to merge with Ayloff
- Community would lose a school on the west side of Elm park
- Dunningford is a popular school with an excellent record and reputation
- Numbers on roll remain constant
- Site extensive
- No available classrooms to accommodate Ayloff pupils
- 8 classes would have to be taught in temporary accommodation for at least 2 years
- Best site for new school is Dunningford
- Too much disruption will be caused
- Dunningford should be kept open for the benefit of the community in line with key planning principle 5a

L6 (Dunningford teacher)

- No logic in merging the two schools, first temporarily on the Dunningford site with extremely poor parking facilities and secondly building a smaller new school to house them on a site with poor parking facilities
- Logistics of arrivals, collecting children etc doesn't seem to have been thought through
- Why Dunningford when it is the only primary school which serves the edge of the Elm park community?

L10 (Parent at Ayloff)

- Great news to have a new school built
- Parking concerns at both school sites

L11 (Proposals for modernisation of Dunningford School – Headteacher)

- Both schools should remain in situ until modernisation works complete at Dunningford
- Ayloff move to Dunningford site in September 2009 when both schools merge
- Cost of improvements £3.5m versus £8.5m for the rebuild of the new school
- Larger site than Ayloff

L13 (Governing Body of Dunningford School – Vice Chair)

- Strong concerns re closure of Dunningford
- Dunningford is a high achieving school
- Outstanding in our care for pupils and leadership
- Land for expansion and extended sports facilities
- Least disruption by building on the Dunningford site

L17 (parent at Ayloff)

- Objects to location of new school on Abbs Cross on grounds of cost, security, distance from Dunningford, location away from Elm Park

L18 (Ayloff resident)

- Objects to new build on Abbs Cross site
- Supports continuation of the Ayloff site as a primary school

L19(Ayloff resident)

- Objects to new build on Abbs Cross site

L22 (email from local resident and friend of Dunningford school)

- Supports 'green space and associated wildlife' at Dunningford

L27 (Ayloff parent)

- Supports re build on the Ayloff site and not Abbs Cross

L33 (Chair of Governors at Ayloff School 24.07.07)

- Makes sense to amalgamate and sell Dunningford to pay for the new school on Ayloff but alternatives to consider:
 - Temporary location of Ayloff to Abbs Cross
 - Or permanent location on the Abbs Cross site
- Too tight to appoint new Head for September 2008.
- Security concerns re perimeter fence on the Dunningford site
- Does not believe a school on the Dunningford site would fill to 2FE

L46 (?resident)

- Havering disguises the school closure as a school merger
- Questions forecasting given increasing immigration
- Too many pupils for the new school
- Dunningford site will be built on creating additional demand for school places
- Too long a journey for Dunningford parents to Ayloff
- The Dunningford site is larger than Ayloff
- Staff will have to apply for their jobs in the new school
- How much will this cost Havering residents?

L52 (supply teacher)

- Dunningford is the best school I've worked in

41 letters from classes 3 and 4 pupils at Dunningford School

- Don't knock down our school

Abbs Cross residents questionnaire (17) (S573 – S589)

- Supports merger on Dunningford and rebuild on Ayloff site
- Do not support a new primary school on the Abbs Cross site

Technical analysis of L11 (proposals for the modernisation of the Dunningford School Site)

RE: PROPOSALS BY THE HEAD TEACHER FOR THE MODERNISATION OF DUNNINGFORD SCHOOL

The proposals set out by the Head Teacher of Dunningford School is to refurbish and extend the existing buildings and construct new stand alone facilities for sport and pupil dining.

The aim is to create a new 2 FE school to accommodate pupils from the merger of Ayloff and Dunningford Schools.

The Dunningford paper has been considered in detail and comments are as follows:

The existing building is single storey, generally with flat roofs and constructed in facing brickwork to flank and separating walls. There are large panels of infill glazing to classrooms with rendered blockwork below window level. The infants and Junior Schools both have a hall with a copper barrel vaulted roof.

The proposals are to refurbish the existing junior and infants blocks and an allowance of £580,000 has been made for this work which equates to approximately £290 per m². The report indicates that this includes for redecoration, new flooring, new internal doors, new suspended ceilings and lighting to circulation areas, external doors, window replacement, (except high level) ramps and toilet upgrades.

It is considered that this figure is too low and would not allow the building to be refurbished to an acceptable standard.

Basic condition work listed in a survey carried out within the last year identified remedial work, which in itself totalled £619,670.

This included for work to flat roofs, window replacement, lighting upgrades, mechanical work and external remedials. These are all items that need to be carried out urgently or at least within the next 3 – 5 years. It does not include for the many items proposed by the school and identified above.

Havering Technical Partnership estimate that a more realistic figure for this element of work would be £1,603,700.

It should be recognised that even if a high level of refurbishment and repair were carried out it would not be equivalent to an “as new” condition. Whole life costs will be substantially higher when compared with a new building. This is because it is not practical to upgrade to new, all elements of an existing building.

In the same way running costs will also be higher because it will not be practical to raise the thermal insulation standards of the whole building to modern levels.

Combining two separate buildings into a single entity must result in compromise. It would be extremely difficult and costly to change the accommodation around to such an extent that all anomalies are overcome.

For example each hall is linked to its own kitchen/servery facility, resulting in duplication.

Office accommodation is spread out between both buildings as they relate to separate entrances.

The extension to provide new library and ITC spaces blocks out the main external windowed wall to the junior hall.

The new dining room and sports hall provision is shown as independent buildings. This creates issues of access, particularly in winter months and security for young children walking around a large site.

The gross combined floor area of the refurbished and extended school is approximately 3,800m². Building Bulletin 99 gives examples of a 5 – 11 (JMI) school with a recommended gross floor area of 2,212m².

Even omitting the new dining room and sports hall building, which would not normally feature in a 2FE (JMI) school, the remaining buildings will have a floor area of 2,594m² which is 382m² above the Building Bulletin recommended figure.

It is our view that the cost reported in the schools report of £2,860,000 should be in the order of £4,408,000.

TECHNICAL/SURVEYING SERVICES MANAGER

Havering Stage 2 Consultation Analysis: Edwin Lambert and The Manor

Proposal to merge Edwin Lambert and The Manor from September 2008 to form a new 2FE school to be built on the Edwin Lambert playing fields

This proposal generated a response from a range of consultees. They can be summarised as follows:

Part A

The Council's Questionnaire

- **188 consultation questionnaires**
- **of which 145 were from parent/carers and 27 from governors**
- **of the 145, 28 were from parents/carers connected to Edwin Lambert/The Manor (combined school roll 485)**

and the following responses, individuals of which may have also responded through the consultation questionnaires

- minutes of the Edwin Lambert governing body meeting 23.05.07 (S40)
- letter from the governing body of Edwin Lambert School (L34) 26.07.07
- minutes of The Manor governing body meeting 11.07.07 (S53)
- letter from The Manor headteacher designate, Acting Headteacher and Chairman of governors 30.04.07 (L7)
- letter from The Manor Governing Body dated 26.07.07 (L50)
- 150 standard parents' letter from Edwin Lambert School' supporting the merger but delayed until the new school is ready 17.07.07 (S56 – S204, L31)
- letter from Buddies pre-school group (L47) 27.07.07
- 68 Pro-forma opposing the closure of The Manor (L54) 21.05.07
- 6 letters from individuals (L14, L16, L29, L30, L48, L53)

In addition two area consultation meetings were held to which the public, and staff and governors who had an interest in the proposals were invited.

The key issues for consideration by the Council are:

Key issue 1 : Should the two schools merge?

Key issue 2: When should the merger take place?

Views on these key issues raised through the consultation questionnaires

Key Issue 1

Statistically a majority (65%) of all the consultees agree with the proposal to merge the two schools. Support from parents/carers was at a similar level (63%). When only the responses from those with an Edwin Lambert/Manor connection (and there were only 28 responses overall) are analysed there was less support for the merger (31%/17%). Those who objected were concerned with the impact on standards and the closure of The Manor being a small school serving the particular needs of the local community. Arguments were put forward for retaining the school with its excellent facilities to meet the growing demand for places, the school being full in Year R [nb actual Year R number recorded in Oct 2007 census is 26] and the pre-school have a waiting list.

Key Issue 2

The timing of the merger was raised but was not a common theme on the completed questionnaires.

Views expressed by governors

Only 2 governors from the respective schools (both from The Manor) responded via the consultation questionnaires, but it is assumed that individual governors' views were encapsulated in the responses from the respective governing bodies. Both Edwin Lambert and The Manor governing bodies met separately and considered the proposals. Their views on the proposal can be summarised as follows:

The Manor GB meeting 11.07.07 including letter from Chair of Governors and Acting Headteacher dated 26 July 2007

- importance of the school to the local community
- recognition by Ofsted that the school had significant strengths and was improving
- majority of parents happy with education school was providing
- full intake of 30 for September 2007 and plans for expansion [actual 26]
- Buddies successful
- proven track record of good inclusion
- inclusive school best placed to meet particular needs of the local community including the local women's refuge, travellers and SEN and a high percentage of English as Additional Language (EAL); good provision for Gifted & Talented pupils
- children from the women's refuge would not walk to the new school or Gidea Park.
- temporary buildings to accommodate both schools in the first instance would be a highly retrograde move
- The Manor was built in 1979 and governors have consistently maintained and improved the buildings. Governors have plans for remodelling.
- The Manor has access to playing fields at Squirrels Heath and The Frances Bardsley School
- No other proposal offered to the governors
- School has strong links with the local community which supports retention of the school

- Wide range of facilities and activities including breakfast club
- school has plans to expand and improve facilities
- benefits of a 1FE school which should continue and gives parental choice
- view that The Manor was being closed to deliver the new Edwin Lambert school
- concern re pupils from the same family attending different sites

Edwin Lambert governing body response 25.07.07 (including governing body of 23.05.07):

- welcome proposal with reservations, would have preferred the new building without the merger but understand the difficulties of the LA
- current proposals do not allow adequate time for strategic planning, communication with community, for governance to be established, appointment of new headteacher, for staff planning
- creates obstacles for parents who have to transport children to two sites
- creates disruption for 3 schools (including Gidea Park)
- create site problems at Gidea Park
- undesirable and unsightly temporary buildings at the new school to accommodate increased numbers
- possibly staff morale may deteriorate
- possibly compromise the school's integrity of delivering education effectively
- compromise local community's confidence in the LA's management of schools
- governors want to be involved in planning and design of the new school
- want to work with LA to ensure school suitable for the needs of the children
- maintain both schools until at least September 2009 if not 2011, including their entry/intakes hence preserving funding
- allow full time for planning permission to be obtained, then
- appoint a governing body for the merged school in summer 2008/autumn 2009 to manage transition
- appoint headteacher summer 2009 for September 2009

On **Key Issue 1** therefore The Manor governing body is of the view that The Manor School should be retained as a separate 1FE school. It supports this view citing its success as an inclusive school working closely with the diverse needs of its local community. The Edwin Lambert governing body, whilst supporting the merger, would prefer the simple rebuilding of their school as a 2FE school but understand the LA context.

On **Key Issue 2** The Manor governing body identify operational difficulties in the transition period when parents may have children at both sites, but given their view on retaining the school it does not put forward an alternative timetable for delivering the merger. Edwin Lambert governing body suggests a delayed merger until at least September 2009, if not 2011, to allow time for strategic planning.

LA response on these Key Issues:

Key Issue 1

The LA understands the views expressed by The Manor school wanting to retain the school as a 1FE school and how it is responding to the needs of its local community. The LA's view is that location of the new school building on the Edwin Lambert playing field site, will be well placed to serve the needs of the current Manor and Edwin Lambert communities. Furthermore the opportunity exists in designing the new school to provide facilities which will enhance the delivery of the extended school agenda. A key concern was the distance children from the women's refuge would have to travel to the new school. The refuge is sited 0.56 miles from The Manor School. The new school will be 0.43 miles away and Gidea Park 2.0 miles (approximate walking distances)

Key Issue 2

It is the LA's view that once a decision is made to merge the two schools then it should be implemented as soon as possible. This would remove uncertainty and would enable one governing body to plan appropriately for the move to a new school. However taking into account the representations made through the consultation the LA is now proposing the merger takes place in September 2009 rather than September 2008.

Other matters raised in written correspondence and at public meetings

Other matters raised by the governing bodies of the two schools were also raised by other consultees in their response to the consultation either in writing or at the consultation meetings. They included:

Educational Issues

A few parents expressed concern that standards will be affected and there will be disruption to pupils' education as a result of the merger. The view was put that pupils would get more attention in a smaller school.

LA response:

The LA will work with both governing bodies to ensure there is minimum disruption to the pupils' education. The LA has rehearsed in Stage 1 of the consultation the arguments in support of developing 2FE schools.

Size of new school v pupil demand

Some consultees, including the Buddies pre-school playgroup, were concerned that the number of places is being reduced from the combined total for the two schools so there won't be places for the existing pupils and the pre-school demand.

LA response:

All current pupils will be offered a school place in the new school. Overall in the area there will be no reduction in the number of school places with the proposal to expand Gidea Park. In terms of pre-school provision the new school will have provision for 60 part time nursery places as currently exists. The Council's early years services will work with the private/voluntary sector to ensure that local demand for other forms of pre school provision can be met.

Travel distance

Some consultees were concerned that travel distance for pupils would increase and there would be associated traffic problems.

LA response:

The new school will be sited close to home for some pupils and further away for others. Overall however the change will not be significant. Currently 85% of Edwin Lambert's pupils live within 0.75 miles of the school. When the new school is built that figure will change for current pupils to 83%. For The Manor pupils currently 75% live within 0.75 miles of their school. When the new school is built that figure will change to 70%. The new school will develop a green travel plan in consultation with the LA to encourage less dependency on car travel and explore safer routes to school.

It should be noted that when the new admissions process is implemented across the borough there will be a changed pattern of admissions for all schools.

Conclusion

The LA recognises The Manor school is meeting needs of its local community and its qualities as a small school are valued by many parents. However the school is carrying significant surplus capacity and its site is inadequate. It is sensible planning to take the opportunity to build a brand new school which will be located between the existing Edwin Lambert School and The Manor school so serving the community as a whole. The development of the new school does not preclude the special relationship between school and community being maintained and we would expect it to be developed further. There will be the opportunity to design a school in partnership with the local community to support that extended agenda and to be able to provide much improved access to sports facilities for both pupils and community. A larger school will bring many benefits and protect the school from fluctuating numbers in the future.

Part B

1. Statistical Analysis of questionnaires

QB1 Do you agree with the Council's assessment that there is no need to make any significant change to the overall school capacity in this locality?

Overall : 81% yes 19% no

QB2. Do you agree that it is sensible to create 2FE schools where there is a demand for places?

Overall : 83% yes 17% no

QB3 Do you agree with the merger of Edwin Lambert and The Manor to form a new 2FE school?

Overall : 66% yes 34% no

Overall 145 parent/carers responded :63% yes 37% no

Those with an Edwin Lambert connection : 31% yes 69% no

Those with a Manor connection: 17% yes 83% no

Analysis of comments from questionnaires on the merger

Verbatim extracts from the consultation questionnaires have been included below, grouped into common themes which have emerged

Education issues(disruption, class size,

Edwin Lambert connection

I do not agree to the standards of Edwin Lambert school being reduced by merging with Manor many people travel past Manor to reach the better Edwin Lambert

I do not agree with the merger lots of parents walk past Manor to go to Edwin Lambert

I don't believe that my children would benefit from the merger, my eldest child will have his last year in primary school highly disrupted which would not be good for his transition into secondary school. my youngest benefits from having a smaller more personal school life at the moment he knows most of the teachers, and many pupils which helps him to feel more confident about going to school which can be a very daunting prospect for some children, this would all change if the schools were to merge (higher number of pupils/teachers/assistants etc)

Traffic flow (which is very heavy at school times already) will increase which is 1: not a healthy environment for the children to walk to and from school in & 2: an extremely dangerous environment for the children

Parking is also a major issue with schools with limited spaces for parents to park safely and so again very dangerous, this will just worsen if the schools were to merge with even more parents fighting for spaces.

Our school children will also lose out on their playing field, which is regularly used for sports events etc as their is limited space for the pupils will this be forfeited.

Also monies raised for the improvement of our school by the parents and pupils will now be wasted, if the school is to be demolished, was this not all a waste of our time, effort and money!!

The Manor connection

it cannot be right to close a successful but small school in order to help fund the new building that Edwin Lambert have long sought.

Manor is better for being a small school. The children bond better with fellow pupils and teachers and learn more. A single larger school would harm my child's education as she has a hard enough time in a small year let alone double the pupils.

The Manor is an excellent personal and valued school which is more individual to the pupil. I can see no benefit to the pupils in merging the 2 schools. In terms of benefits there are none, only for the Government, once again. This is a well established community school with a good spirit amongst the staff, students and parents. This will not be the same if it is merged to a larger more impersonal school. Why can things not be left as they are if they are working well. We wanted our daughter to join this school as it has only 1 class per year and so therefore she would be more of an individual and have more 1 on 1. Please do not change this. I do not want to remove my daughter from one school and relocate to another during her primary years as this would be very unsettling, regardless of the situation.

Size of new school v pupil demand/travel distance

Edwin Lambert connection

Edwin Lambert should have the opportunity to move to new premises due to poor state of current building. E Lambert is not significantly undersubscribed Manor does not wish to merge with E Lambert (Consultation mtg on 12/6)

why not just make edwin lambert school a 2 form entry as I understand from speaking to the council that both Edwin Lambert and The Manor are oversubscribed this year (and previous years for Edwin Lambert).

Other

Lower number of places available. 60 places instead of 75.

no because it should be a 3 form entry school

as ?? All these mergers, creating "super schools" i.e. building or by expansion creating a bigger school is detrimental to the social function of the school. Smaller schools work much better. In almost all cases of education

its pointless really there's only 3 schools in Romford leave it how it is

because it reduces places

no school should be closed no one should be made to go too far

if you are merging the two schools then pupils at both schools should have a place in the new 2FE school. It is unfair to give all places to only one school and some places to the other

was transportation of pupils affected by this merger considered?

what will happen to refugee families if there are no places at Manor there is always room for every child that matters

The Manor connection

Havering council should give both parents and children the choice between a larger or smaller school for personality suitability

I take issue with the figures in Appendix 10 which does not consider the role of the nursery at The Manor and the effect it will have in take-up into reception. All done without an appointed headmaster and in the face of indifference from the Local authority. With the loss of a community focus. Do you think its a good idea ?

I do not think that The Manor Primary should be closed when there are two other schools that have a larger surplus places. I also feel that closing the Manor site is wrong because of all the new homes being built in the area

no if more travel is involved

Timing/other e.g. financial

Edwin Lambert connection

definitely not. Edwin Lambert is a perfect school leave it alone

Manor school is not for my child so why should I have to have this school which I never chose join my child's school Manor school is awful why should we accept this

The Manor connection

Manor has served the community since 1884 the new school in Shaftsbury Road was only built in 1979 why demolish it to pay for a new Edwin Lambert School ?

Other connection

very expensive destruction of playing field and more houses (i.e. families) on old sites

Themes of supporters

Timing

Edwin Lambert connection

The merge of two schools should only take place after the completion of a new building at Edwin Lambert site.

Siting of new school

Other connection

not sure the position of a (relatively) unpopular Mawney School is not mentioned and it should have been

putting more children in cars to get to and from no children of young ages should be able to walk to school

only if sufficient playing fields are left at Edwin Lambert

they are completely different locations not near each other how can they merge ?

General

Edwin Lambert connection

As long as it is done well with minimum disruption to the children and teachers

Other connection

there are not many pupils at the schools so maybe the merger would create larger classes for more students

as long as overcrowding in classes doesn't occur

though I disagree with bigger class sizes if a bigger school were built in theory because they are not at capacity the solution could work

unsure as the nursery at Edwin Lambert has high numbers so this may mean that one 2FE school may not be enough in the long term

concerned regarding parking for children being dropped off and collected

parking and road safety considerations

I don't know good having smaller classes

If supported by actual and projected demand.

Depend on current numbers does a 2FE allow for future expansion? It seems that if we are to build a new school there should be capacity to take it to a 3FE

Manor is currently under capacity resulting in wastage of overhead costs. It makes sense to invest costs and resources into a new and effective school

but not on Edwin Lambert site if the children who are not accepted on the new site have to travel to Gidea Park ! If required, but not to take overflow of children as stated above.

The Manor connection

Provided again quality access is improved to a range of educationally enjoyable activities

Issues from Consultation meetings

Staff and governors meeting (11 June 2007):

- very tight timescale for September 2008
- what will happen to the land at both schools?
- will there be one governing body?
- what is the process for the merger?
- have you got planning permission?
- merge after planning permission granted
- will the new school have early years provision?
- why not reduce Mawney school, it has bigger surplus?

Public meeting (12 June 2007):

- teachers will leave due to uncertainty
- will the SEN service improve?
- where will the access be for the new school?
- cheaper to refurbish than build new
- the playing field site is not big enough for 2FE
- why not build 2.5FE as pupils will be displaced
- there are good facilities at The Manor
- new building will create a demand for these school places
- will all pupils have a place in the new school?
- it's better to keep class sizes small
- the merged school will have less money
- why not just rebuild Edwin Lambert?
- The Manor being a smaller school will be swallowed up by Edwin Lambert
- has any thought been given to traffic congestion?

Analysis of consultation letters

The Manor GB meeting 11.07.07 (S53). A number of operational issues and:

- importance of the school to the local community
- recognition by Ofsted that the school had strengths and was improving
- majority of parents happy with education school was providing
- full intake of 30 for September 2007
- Buddies successful
- proven track record of good inclusion
- school best placed to meet particular needs of the local community including the local women's refuge and a high percentage of EAL
- school has plans to expand and improve facilities
- benefits of a 1FE school
- view that The Manor was being closed to deliver the new Edwin Lambert school
- concern re pupils from the same family attending different sites
- governors view that decision was based on finances

Edwin Lambert GB meeting of 23 May 2007 (S40)

- governors welcomed with reservations the impending merger with The Manor
- governors want to be involved in planning and design of the new school
- want to work with LA to ensure school suitable for the needs of the children

Edwin Lambert's governing body's letter to parents 17.07.07 – 149 letters signed supporting the new school with these views

- maintain 2 schools to present levels until the new school is built
- minimise disruption during the transition period
- no temporary buildings on the new site
- communicate with the community during the transition period

Letters

L7 (Manor Chairman of Governors, Acting Headteacher, Headteacher designate)

- angry re late notification of the proposal
- Manor School should continue as an independent school
- it was built in 1979
- Ofsted report of April 2007 notes the school has strengths and is seen to be improving
- full intake of 30 children for September 2007
- pre-school provision a success with a waiting list
- proven track record of good inclusion
- governors have consistently maintained and improved the school buildings
- design and provision of an outdoor classroom
- enthusiastically embraced extended school provision
- serve the needs of local community – high mobility, a local women's refuge, >20% children EAL
- school listens to what parents say and acts quickly if they have any concerns
- plan to re-model administrative area; increase provision for the pre-school; relocate and increased facilities for the staffroom; increasing facilities and increased engagement with the community

L14 (parent)

- appears to be an overlap of 3 years when there could be a shortfall of 15 places
- can Education authority ensure there is not overcrowding?
- will the Council guarantee the schools will not be financially penalised during the managing period?
- do not want my child to be put in temporary accommodation during the 3 year period

L16 (member of staff at Edwin Lambert)

- short sighted that there will not be a need for more school places in the future
- only motive seems to be money
- keep Manor where it is and rebuild Edwin Lambert

L 29 and L20 (local resident)

- will the current Edwin Lambert site be developed with houses and flats?
- impact on need for GP's, dentists, hospitals etc

L30 (local resident)

- what is the future of the Edwin Lambert site?

L34 Edwin Lambert governing body response 25.07.07:

- welcome proposal, would have preferred the new building without the merger but understand the difficulties of the LA
- current proposals do not allow adequate time for strategic planning, communication with community, for governance to be established, appointment of new headteacher, for staff planning
- creates obstacles for parents who have to transport children to two sites
- creates disruption for 3 schools (including Gidea park)
- create site problems at Gidea park
- undesirable and unsightly temporary buildings at the new school to accommodate increased numbers
- possibly staff morale may deteriorate
- possibly compromise the school's integrity of delivering education effectively
- compromise local community's confidence in the LA's management of schools
- maintain both schools until at least September 2009 if not 2011, including their entry/intakes hence preserving funding
- allow full time for planning permission to be obtained, then
- appoint a governing body for the merged school in summer 2008/autumn 2009 to manage transition
- appoint headteacher summer 2009 for September 2009

L47 from Buddies Pre School Group (no date)

- good links with The Manor School
- the proposed nursery intake for Edwin Lambert (60) will not accommodate existing numbers at Buddies and Edwin Lambert nursery.

L48 (Teacher)

- Edwin Lambert accommodation needs to be improved
- New school should be 2 or 3FE
- Edwin Lambert's nursery needs to be maintained

L50 (The Manor Governing Body)

- The Manor should continue as a 1FE school
- Ofsted reported the school has significant strengths and is improving
- The Manor is in touch with the needs of its local community – children from the women's refuge, SEN, travellers and EAL children
- children from the women's refuge would not walk to the new school or Gidea Park.
- The Manor is a very inclusive school with good provision for G&T, SEN and behavioural difficulties and EAL.
- 1FE provides parental choice

- temporary buildings to accommodate both schools in the first instance would be a highly retrograde move
- concern that parents might find themselves with a child on each site
- The Manor was being sacrificed to make the merger with Edwin Lambert viable
- The Manor was built in 1979 and governors have consistently maintained and improved the buildings. Governors have plans for remodelling.
- The Manor has access to playing fields at Squirrels Heath and The Frances Bardsley School
- Full intake of 30 for this September and plans for expansion due to increased demand
- No other proposal offered to the governors
- School has strong links with the local community which supports retention of the school
- Wide range of facilities and activities including breakfast club

L53 (former Manor school parent)

- Manor should stay open because relatively new building, recently refurbished, pre-school fully subscribed
- no provision for Manor pre-school children in the new school
- reason for the merger is the ability to sell the Manor site
- increased numbers due to immigration and rising birth rates
- use spare capacity for complimentary uses
- to close The manor would a scandalous waste of Council money
- Manor takes in children from the women's refuge and the traveller community which Edwin Lambert does not
- many children are better suited to a small school
- reducing class size has a positive effect
- travel to the new site will be a problem
- the new site doesn't have planning permission
- the cost of building the new school will be far greater than refurbishing the current Edwin Lambert
- Manor School not having a playing field is not a problem
- voluntary staff could replace teaching assistants if they can't be afforded because empty places are kept open
- some children will have to go to Gidea Park where there will be the same transport problems

L54 68 Pro-forma opposing the closure of The Manor 21.05.07

- small school with valued family feel
- longer journey for many local children
- school has a full YR class fro September 2007 and a full pre-school
- will be a healthy entry rate in future years
- small school with excellent teaching and support staff
- many varied and essential clubs and activities
- school has excellent facilities e.g. ICT, library
- strong community links
- fantastic procedures in place for SEN
- friendly family oriented small school
- children at Edwin Lambert are nearer the new school site than we are
- memorials at the school
- why not just build a new 1FE school to give parents a choice

- numbers at our school are increasing
- extend our playing fields and build a 1FE school will cost less
- it has been proved that smaller class sizes are more beneficial for children
- where will immigrant children go?
- rather than demolish the school rent it out so the classrooms could be reclaimed if necessary
- long history of taking in traveller children and children from the women's refuge
- understand will not be enough room for all children from The Manor to go to Edwin Lambert
- good links and used by the community
- it is an inclusive school
- it has done very well in sport without a playing field
- we don't want flats built on the site
- Gidea Park is too far away
- school has a good reputation
- children benefit from small local environments
- disruptive to children who are already attending
- I do not believe there are surplus places
- teacher: student ratio will worsen

L31

- maintain two schools at current levels until the new field building is ready
- no temporary accommodation on the new site
- keep community informed throughout the process
- minimise disruption

Havering Stage 2 Consultation Analysis: Gidea Park

Proposal to expand Gidea Park from a 1.5FE school to a 2FE school from September 2008

This proposal generated a response from a range of consultees. They can be summarised as follows:

Part A

The Council's Questionnaire

- **193 consultation questionnaires**
- **of which 147 were from parent/carers and 29 from governors**
- **of the 147, 7 were from parents/carers connected to Gidea Park (school roll 315)**

and the following responses , individuals of which may have also responded through the consultation questionnaires

- minutes of the Gidea Park governing body meeting 05.07.07
- minutes of Squirrels Heath Infants governing body meeting 09.05.07
- letter from the headteacher of Squirrels Heath Infants 30.04.07
- letter from Chair of Governors of Squirrels Heath Infants 12 July 07

In addition two area consultation meetings were held for the public and staff and governors to which those with an interest in the proposal were invited.

The key issue for consideration by the Council are:

Key issue 1 : Should Gidea Park expand by 0.5FE?

Key issue 2: When should the expansion take place?

Views on these key issues raised through the Council's consultation questionnaires

Key Issue 1

Statistically a significant majority (87%) of all the consultees agree with the proposal to expand Gidea Park. Support from parents/carers was at the same level. When only the responses from those with a Gidea Park connection are analysed there was 86% support (only 7 respondees)

Key Issue 2

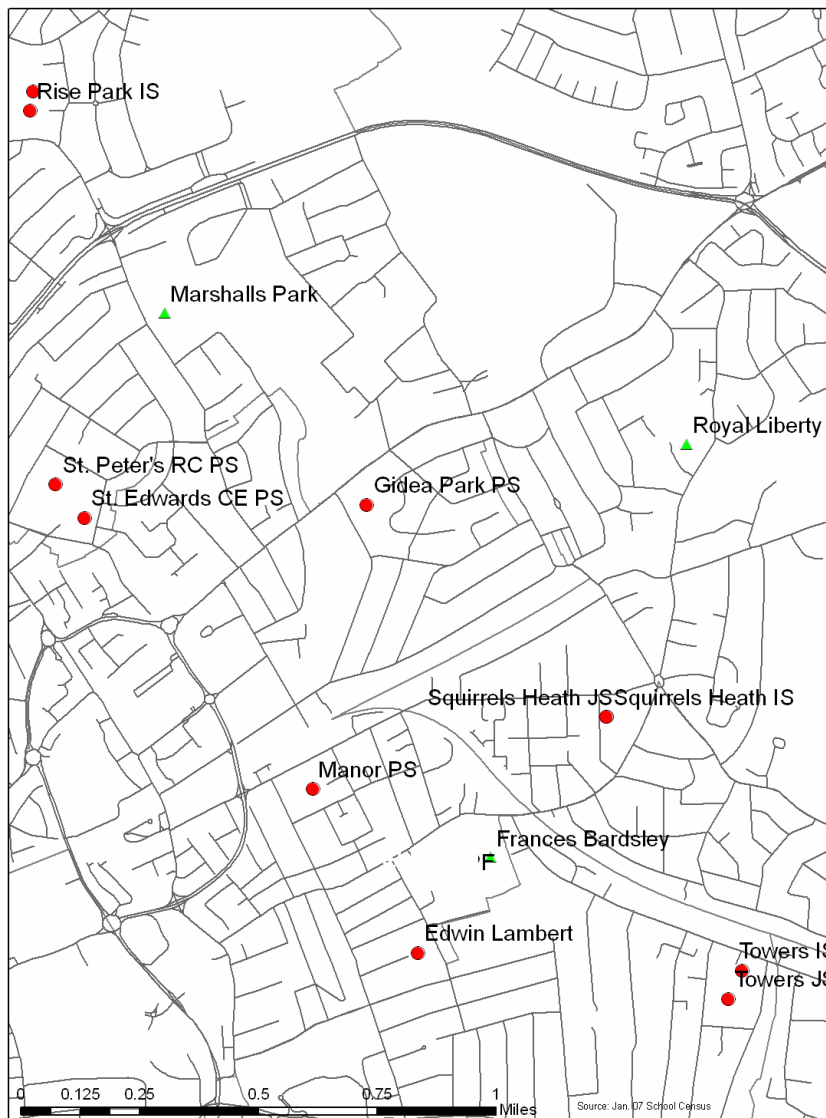
Not raised

Views expressed by governors

2 governors from Gidea Park responded via the consultation questionnaire but it is assumed that individual governors' views were captured in the minutes of the governing body meeting. At their meeting on 5 July 2007 the governors recorded that they 'did want the LA to take very seriously their concerns about accommodation, both for staff and pupils (including toilet provision and external play areas), and wished to be involved in future negotiations'.

Squirrels Heath Infant governing body also considered the proposal at their meeting on 9 May 2007. Governors discussed how the expansion may impact on admission numbers at their school. This was followed up by letters from the headteacher and Chair of Governors with data on the falling roll at Squirrels Heath Infants and the catchment overlap with Gidea Park.

School distribution around Gidea Park Primary School



© Crown Copyright. All rights reserved.
London Borough of Havering.
Licence No. 100024327.
London Borough of Havering, Children's Services
Scimitar House, Eastern Road
Romford RM4 3NH 01708 434343



S:\SPC\R&D\SCHOOL PLANNING\2006 Review\Maps\JAN 07 PLASC

On **Key Issue 1**, in the absence of any other communication from Gidea Park governing body, it is assumed there is support for the expansion providing the accommodation requirements can be met. Squirrels Heath Infant governing body are concerned about the impact of the expansion on their school roll in the future.

On **Key Issue 2** neither governing body commented on the timing of the proposal.

LA response on these Key Issues:

The LA will work closely with Gidea Park governors to agree an appropriate accommodation schedule for the 2FE school to ensure the school buildings are fit for purpose. Regarding future admissions to schools in the area, including Gidea Park and Squirrels Heath Infants, from September 2008 primary school places will be allocated on the basis of the new admission arrangements which will be principally on the distance from home to school. Its outcome cannot be accurately predicted on an individual school basis but the LA plans for the area are that there will be no net increase in the number of school places available i.e. the expansion at Gidea Park by 0.5FE balances the reduction of 0.5FE at Edwin Lambert/The Manor.

Although neither governing body has commented on the date of the expansion elsewhere in this report the case is put for deferring the merger of Edwin Lambert and The Manor to September 2009. If this is agreed then the expansion of Gidea Park should also be deferred to coincide with that date.

Other matters raised in written correspondence and at public meetings

Other matters raised were also raised by other consultees in their response to the consultation either in writing or at the consultation meetings. They included:

Travel distance

Some consultees were concerned about the travel distance to Gidea Park for those pupils displaced by the Edwin Lambert/The Manor merger.

LA response:

For some pupils Gidea Park will be closer to home than their existing school or the future merged school. It should be noted that when the new admissions process is implemented across the borough there will be a changed pattern of admissions for all schools.

Site/accommodation issues

A number of consultees developed the points around accommodation requirements that have been raised by Gidea Park governing body. Also there was concern about building on the school playing fields.

LA response:

The issue of the accommodation needs has been dealt with above. Regarding the site the LA would look to design the necessary extensions to the school to minimize the loss of school recreational areas. For example the extension could be built on two storeys combined with improvements to the outside spaces to make them more available all the year round use.

Conclusion

There is considerable support for the expansion of Gidea Park school by 0.5FE. It is clear that the delivery of the appropriate accommodation will need to be carefully planned with the school. The LA proposes that the date of the expansion of the school is aligned with the merger of Edwin Lambert and The Manor i.e. September 2009.

PART B

1. Statistical Analysis of the Council's questionnaire

QB4: Do you support the expansion of Gidea Park from a 1.5FE school to a 2FE school?

Overall : 87% yes 13% no

Those with a Gidea Park connection: 86% yes 14% no

Those with an Edwin Lambert connection : 70% yes 30% no

Those with a Manor connection: 60% yes 40% no

Verbatim extracts from the Council's consultation questionnaires have been included below, grouped into common themes which have emerged

Themes of Objectors

Travel Distance etc

Edwin Lambert connection

if you reduce Edwin Lambert people will have to travel across Romford to Gidea Park what about Squirrels Heath ?

Site/accommodation issues

Gidea Park connection

parents and staff have put a lot of effort and money towards getting the demountables replaced by proper structure but there is still inadequate space see Appendix 5 for proof capacity is at limit, for the range of activities enjoyed currently if each class is to expand more disruption to our children and more expense will result. Other neighbouring schools with the capacity should take the extra eg Squirrels Heath also Gidea Park does not have enough classes to support this some classes are cross year at present

concern for where the extension would be built more pupils need more playground/field not less !!

Others

surely the expansion of this school will result in the loss of school grounds and playing field space as I recall this was an argument put forward by you when these proposals were first made public.

what will happen to their playing fields

General

Others

Again, have to be careful about changing the schools too much. Maybe the council should consider not allowing so many flats to be built then there would be no need to interfere with the schools.

The Manor connection

there would be no need if Manor were to stay open

Squirrels Heath Infants

we take quite a few children from the Carlton Road area so an increased intake at Gidea Park may affect our numbers

no unless the impact on Squirrels Heath Schools is considered should this school be expanded. Currently we take in pupils from Gidea Park.

Themes of Supporters

Site/accommodation issues

Gidea Park connection

only if the buildings capacity is increased appropriately along with relevant facilities eg catering, toilets, staff room etc

agree only if the cost of the building work for new class rooms and staffing toilets or office space is paid for by the council education capital budget and not the school itself or the parents by buying bricks. We do not want temporary demountable classes as this would not be a solution.

this is a very exciting time in the life of the school however we do need to expand the office area H.T's room and build a new staffroom with ladies toilets (already in SIP & AMP) we will need 3 extra classrooms enlarge the hall to cope with the extra nos we are operating in a one form entry building at present we do not want to lose any more of the field area perhaps we can build a first floor level to accommodate the upper school and an ICT suite?

As stated above, as long as the school is planned correctly and the facilities are in place to support this proposal.

Although I agree that this is a sensible proposal and is in line with the overall policy, my main concern would be that there is currently nowhere to house these extra pupils. I sincerely hope that there will NOT be new demountables put up to accommodate these extra children as it would go against the "Modernising schools" agenda. I hope that Gidea Park Primary will receive the due attention as well as finances to build a proper extension conforming to the latest modern school requirements that can be used from Sept 08 when the proposal for 2FE comes into effect.

General

Others

better for school to be at capacity, as budgets sets for pupil count

Gidea Park is a very good school and always oversubscribed more places there are a necessity

Avoiding 0.5 of a class sounds more beneficial and cost effective than spreading 2 age groups into 1 calss.

if it allows more children in local area

yes make it bigger

yes if the need arises

the expansion will meet future increase in demand.

this is highly desirable

if necessary yes, but should be for local children and on a year by year basis

The Manor

Improvement to a school is a good idea as it does not disrupt the pupils as moving schools would.

Issues from Consultation meetings

Public meeting (12 June 2007):

- how can Gidea Park be extended? Will it involve more temporary classrooms in the playground?

Analysis of consultation letters

The Gidea Park GB meeting 05.07.07 (S52)

‘ want the LA to take very seriously their concerns about accommodation, both for staff and pupils including toilet provision and external play areas), and wished to be involved in future negotiations’

Squirrels Heath Infant GB meeting of 9 May 2007 (S37)

- discussed impact of additional numbers at Gidea Park

Letter (L32) from the headteacher of Squirrels Heath Infant School 25 July 2007

- impact on Squirrels Heath's admissions
- admitting below admission number of 90 (65 in 2006/07)
- admit pupils from roads that border Gidea Park
- pupils from The Manor and Edwin Lambert attending Gidea Park may not encourage the promotion of more sustainable modes of travel

L25 from Chair of Governors of Squirrels Heath Infant School 12 July 2007

- concern re impact of expanding Gidea Park on numbers when Squirrels Heath is already experiencing a falling roll
- catchment areas overlap
- will impact on our financial position

L34 Edwin Lambert governing body response 25.07.07:

- creates disruption for 3 schools (including Gidea Park)
- create site problems at Gidea park

L50 (The Manor Governing Body)

- children from the women's refuge would not walk to the new school or Gidea Park.

L53 (former Manor school parent)

- some children will have to go to Gidea Park where there will be the same transport problems

Distribution list – Primary Consultation Summer 2007

Some 25,000 of the consultation documents were distributed

Havering Primary school staff (1 for each staff member)
Primary school parents (1 each – approx 22,000)
3 Special schools (50 per school)
18 Havering Secondary Schools (100 per school)
All infant, junior and primary Governors
Havering GP surgeries
Libraries
PASC in Romford
Bridge Nursery, Dunningford School
Childminders
Early Years Settings
After School Clubs
Youth Centres
Scimitar House Reception
Whitworth Centre
Broxhill Centre
Mercury House
Town Hall plus poster
VA Sector Partners – Brentwood and Chelmsford Dioceses
Local MP's
All Havering Councillors
PCT
Fairkytes Art Centre
Hornchurch Sports Centre
Central Park Leisure Centre
Queens Theatre
Senior Management Team
Children's Services Heads of Service Leadership Team
Children's Services 3rd Tier Team
Members of Admission Forum
10 plus poster PASC Romford
Havering private, voluntary and independent early years child care providers
Trade Union Reps
30 copies for distribution to people attending school appeals.
Children's Services Overview and Scrutiny Committee co-optees.
Havering Independent Schools
School planning colleagues in Redbridge, Barking & Dagenham, Thurrock and Essex

POSTERS TO:

All Junior, Infant and Primary Schools
X10 to all Havering Libraries
Town Hall

ANNEX 12**'BUILDING NEW SCHOOLS'****SUMMER 2007 CONSULTATION****RESPONSES SUMMARY**

1 - 281	On-line responses received	196
2070 - 2308	Paper form responses received	278

L1 - L2 L6 - L29 L30 L33 - L53	Letters concerning the proposals received	49
---	---	----

S1 - S31	Save Dunningford School' standard emails received	31
S32 - S35	Save Dunningford School' non-standard emails received	3

GOVERNING BODY EXTRACTS		
	DATE	SCHOOL
S36	02/05/2007	Scotts
S37	09/05/2007	Squirrels Heath Infant
S38	10/05/2007	Ardleigh Green Junior
S39	17/05/2007	Ardleigh Green Infant
S40	23/05/2007	Edwin Lambert
S41	24/05/2007	Branfil Junior
S42	06/06/2007	Hacton
S43	07/06/2007	Whybridge Junior
S44	11/06/2007	Ingrebourne
S45	11/06/2007	Branfil Infant
S46	11/06/2007	Dunningford
S47	18/06/2007	Upminster Junior
S48	20/06/2007	Benhurst
S49	27/06/2007	Pinewood
S50	27/06/2007	Ayloff
S51	28/06/2007	Dunningford
S52	05/07/2007	Gidea Park
S53	11/07/2007	The Manor

S54 - S55	Phone queries	2
-----------	---------------	---

S56 - S204, L31	Edwin Lambert parents' standard letters received (includes L31)	150
--------------------	---	-----

S209 - S542	Build on Abbs Cross standard letters received	334
-------------	---	-----

S544 - S572	Ingrebourne Questionnaire	30
-------------	---------------------------	----

S573 - S589	Ayloff residents' questionnaire	17
-------------	---------------------------------	----

S590 - S656	'SOS Dunningford' petition names	939 signatures
-------------	----------------------------------	----------------

S657 - S681	'Distance to alternative schools to Ingrebourne' respondents	25 (2 duplicates so 23 people)
-------------	--	--------------------------------

S682	'Please help us to save Ingrebourne School' petition	1481 signatures
------	--	-----------------

20 letters	copies of letters sent by pupils of Dunningford School to:
S683, S695, S696, S697	The Queen
S684	Jamie Oliver
S685	Romford Recorder
S686	Prince Charles
S687	Gordon Brown
S688 - S694 + S701 + S702	Cllr White
S698	Madonna
S699	Prince Harry
S700	Newsround
	Includes 9 copies of a Mail on Sunday article 'The Great Playing Fields Robbery'
	Includes 8 copies of a map showing the areas of Dunningford and Ayloff schools

S703 - S743	Letters from classes 3 and 4 pupils at Dunningford School	41
-------------	---	----

S744 - S811	Statements of opposition relating to Manor School (includes L54)	68
-------------	--	----

APPENDIX 1 ANNEX 1

'BUILDING NEW PRIMARY SCHOOLS'

STAGE 2 CONSULTATION

This document contains statistical analyses of the responses received in the consultation period during June and July 2007

'BUILDING NEW PRIMARY SCHOOLS' : STAGE 2CONSULTATION SUMMER 2007

RESPONSE ANALYSIS

CONTENTS

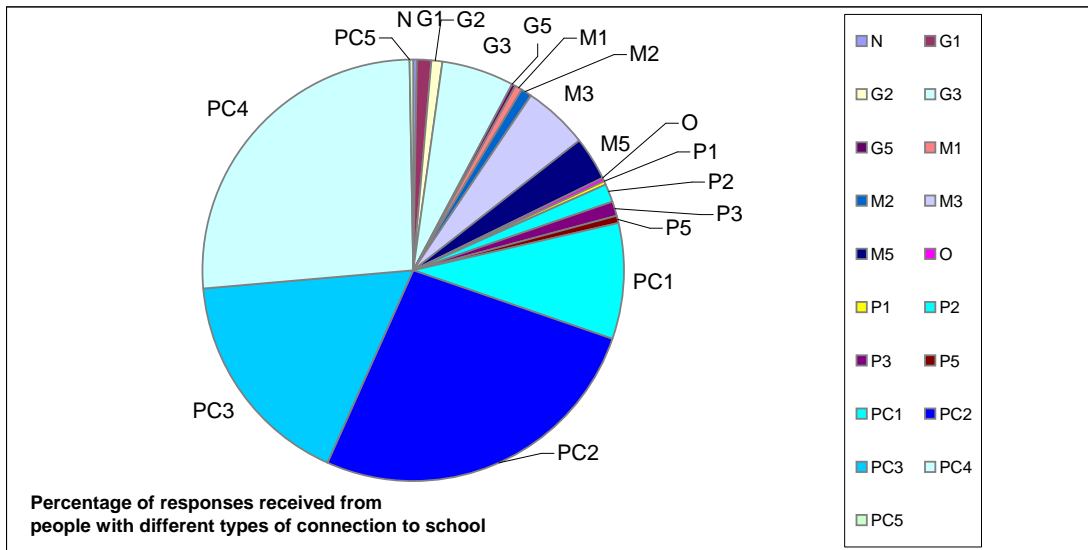
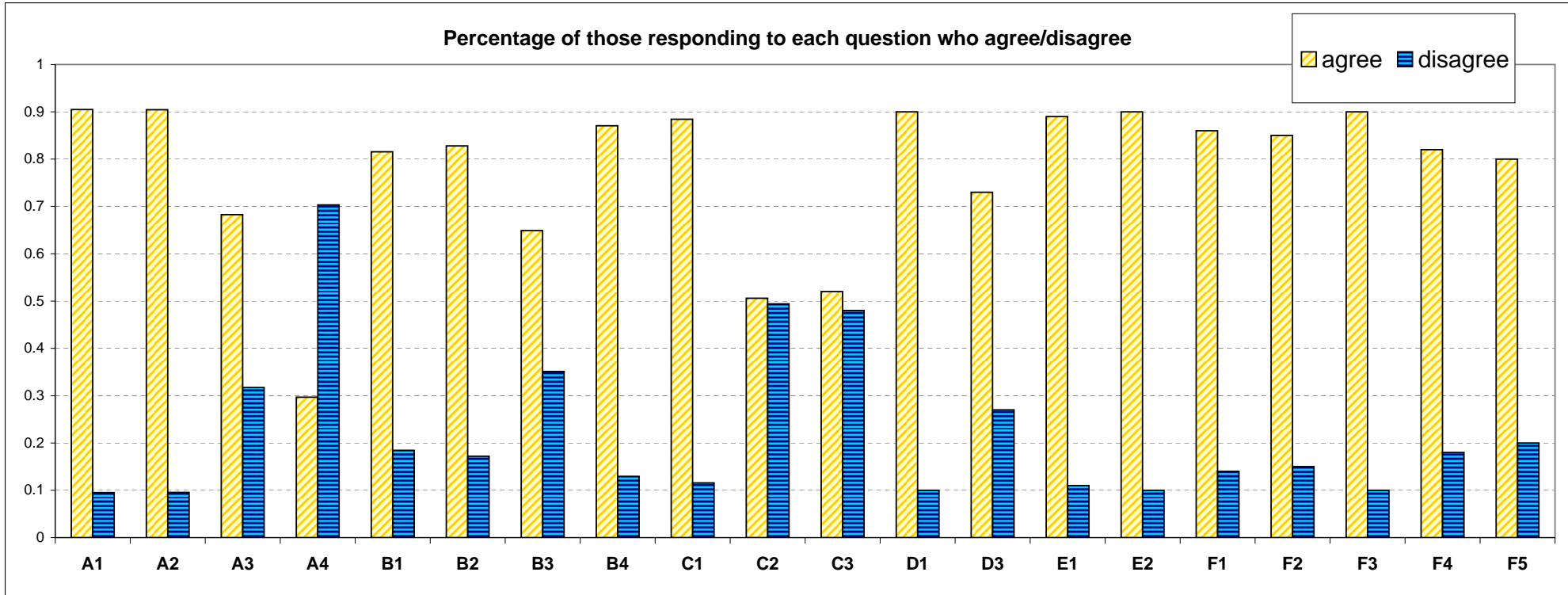
TABLE A	Total % agree/disagree for each question
CHART B	Chart of agree/disagree for each question, and chart of breakdown of responses by relationship to school
TABLE C	Table and chart of age breakdown of respondents
TABLE D	Relationship to school analysis of respondents by school
TABLES E1 - E5	% Agree/disagree for each question, by school
TABLES F1 - F5	% Agree/disagree for each question, by relationship to school

TABLE A

Total: 474 responses

		Total responses	Agree	%Agree of those responding to this Question	Disagree	%Disagree of those responding to this Question
A1	Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in the South Hornchurch/Elm Park area?	389	352	90%	37	10%
A2	Do you agree that at the same time as removing some surplus places the Council should begin to invest in modernising the remaining school provision?	387	350	90%	37	10%
A3	Do you agree with the merger of Dunningford and Ayloff schools?	375	256	68%	119	32%
A4	Do you support the location of all current pupils from both schools on the Dunningford site whilst the new school is being built following which the school would move permanently to the present Ayloff site?	364	109	30%	255	70%
B1	Do you agree with the Councils assessment that there is no need to make any significant change to the overall school capacity in this Central Romford locality?	206	167	81%	39	19%
B2	Do you agree that it is sensible to create schools 2FE schools where there is the demand for places?	214	178	83%	36	17%
B3	Do you agree with the merger of Edwin Lambert and The Manor to form a new 2FE school?	188	123	65%	65	35%
B4	Do you support the expansion of Gidea Park from a 1.5FE school to a 2FE school?	194	168	87%	26	13%
C1	Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in this Harold Hill locality area?	174	153	88%	21	12%
C2	Do you agree with the Councils assessment of the future of Ingrebourne School and therefore its closure?	166	84	51%	82	49%
C3	Do you agree that from September 2008 all existing Ingrebourne pupils are transferred to take up unfilled places in other schools through a process managed by the Council?	168	88	52%	80	48%
D1	Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in the Collier Row locality?	164	147	90%	17	10%
D2	Do you agree that the Admission Number at Pinewood School should be reduced from 45 to 30?	162	118	73%	44	27%
E1	Do you agree with the assessment that there is a need to increase school places in the Hornchurch locality?	177	158	89%	19	11%
E2	Do you agree with the expansion of Nelmes to a 2 FE school?	177	160	90%	17	10%
F1	Do you agree with the Councils assessment that there is no need to make any significant change to the overall school capacity in this Hornchurch locality?	182	156	86%	26	14%
F2	Do you agree that adjustments should be made to admission numbers to create schools that admit pupils in multiples of 30 to match expected class sizes?	180	154	86%	26	14%
F3	Do you agree with the expansion of Hacton School to a 2 FE [60 place per year] school?	174	156	90%	18	10%
F4	Do you agree with the reduction of Branfil Junior School admission number from 68 to 60 to create a 2 FE school?	181	148	82%	33	18%
F5	Do you agree with the reduction of Upminster Junior School admission number from 97 to 90 to create a 3 form entry school?	181	144	80%	37	20%

CHART B



Relationship Codes		
G1	School governor (Infant)	1.1%
G2	School governor (Junior)	0.8%
G3	School governor (Primary)	5.7%
G5	School governor (Special)	0.2%
M1	Member of school staff (Infant)	0.6%
M2	Member of school staff (Junior)	0.8%
M3	Member of school staff (Primary)	5.1%
M5	Member of the community	3.2%
O	Other	0.2%
P1	Pupil (Infant)	0.4%
P2	Pupil (Junior)	1.3%
P3	Pupil (Primary)	1.3%
P5	Pupil (Special)	0.4%
PC1	Parent/carer (pre-school)	9.1%
PC2	Parent/carer (Infant)	26.4%
PC3	Parent/carer (Junior)	16.9%
PC4	Parent/carer (Primary)	26.2%
PC5	Parent/carer (Special)	0.2%
N	No relationship shown	0.2%

TABLE C

CONSULTATION RESPONSES ANALYSED BY AGE AND RELATIONSHIP

Relationship Code	total	% of total	no age shown	0-16	17-25	26-40	41-59	60+
total				24	6	229	175	31
% of total				5.1%	1.3%	48.3%	36.9%	6.5%
no relationship shown	1	0.2%	1					
School governor (Infant)	5	1.1%					3	2
School governor (Junior)	4	0.8%					3	1
School governor (Primary)	27	5.7%				3	16	8
School governor (Special)	1	0.2%					1	
Member of school staff (Infant)	3	0.6%					2	1
Member of school staff (Junior)	4	0.8%					3	1
Member of school staff (Primary)	24	5.1%	1			4	19	
Member of the community	15	3.2%			1	4	7	3
Other	1	0.2%	1					
Pupil (Infant)	2	0.4%		2				
Pupil (Junior)	6	1.3%		6				
Pupil (Primary)	6	1.3%		5		1		
Pupil (Special)	2	0.4%		2				
Parent/carer (pre-school)	43	9.1%	2	1	1	31	8	
Parent/carer (Infant)	125	26.4%	2	5	2	80	34	2
Parent/carer (Junior)	80	16.9%		3	1	33	37	6
Parent/carer (Primary)	124	26.2%	2		1	73	41	7
Parent/carer (Special)	1	0.2%					1	

474

Consultation responses broken down by age

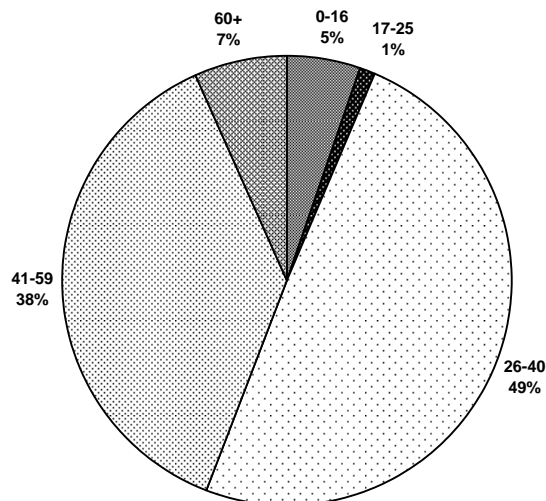


TABLE D

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP TO SCHOOL

School	TOTAL	Parent/carer	Governor	Staff	Pupil	Member of the public	Other	no relationship
None	16	10		4	1			1
Ardleigh Green	9	7	1	1				
Ayloff	125	92	5	6	12	10		
Benhurst	2	2						
Branfil	14	12	2					
Broadford	8	7	1					
Brookside	4	4						
Crownfield	2	2						
Clockhouse	4	3		1				
Corbets Tey (special)	3	3						
Crowlands	5	5						
Dunningford	91	78	1	9		3		
Edwin Lambert	16	16						
Engayne	6	5	1					
Gidea Park	10	7	2	1				
Hacton	3	2	1					
Harold Court	7	5	2					
Hilldene	5	2	2	1				
Harold Wood	5	4				1		
Ingrebourne	9	5			3	1		
Langtons	4	3	1					
La Salette	1	1						
The Manor	12	8	2	2				
The Mawney	2	1		1				
Mead	3	2	1					
Nelmes	4	4						
James Oglethorpe	1	1						
Parsonage Farm	4	3	1					
Parklands	12	12						
Pinewood	1		1					
Pyrgo Priory	3	2	1					
RJ Mitchell	4	3	1					
Rise Park	1	1						
Rainham Village	3	1	2					
Scargill	6	5	1					
Scotts	6	6						
Sacred Heart (secondary)	1		0					
Squirrels Heath	10	8		2				
St Alban's	1	1						
St Edward's	9	7	1	1				
St Joseph's	2	1	1					
St Mary's	5	4					1	
St Patrick's	2	2						
St Ursula's	6	5	1					
Suttons	3	1	2					
Towers	9	6	2	1				
Upminster	10	9		1				
Whybridge	2	2						
Wykeham	3	3						
totals	474	373	36	31	16	15	1	1
% of total		78.7%	7.6%	6.5%	3.4%	3.2%	0.2%	0.2%

(see Table A for questions)

TABLE E1

ANALYSIS BY SCHOOL, QUESTIONS A1 - A4

% figure is the % agree/disagree of the respondees connected with that school who responded to that question

school connection	Total connected with school	A1			A2			A3			A4			
		Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	
no school	16	7	100.0%		8	75.0%	25.0%	7	71.4%	28.6%	7	42.9%	57.1%	
Ardleigh Green	9	8	87.5%	12.5%	8	87.5%	12.5%	7	57.1%	42.9%	7	71.4%	28.6%	
Ayloff	125	125	97.6%	2.4%	124	97.6%	2.4%	125	82.4%	17.6%	124	9.7%	90.3%	
Benhurst	2	2	100.0%		2	100.0%		2	100.0%		2	50.0%	50.0%	
Branfil	14	5	80.0%	20.0%	5	80.0%	20.0%	2		100.0%	3	33.3%	66.7%	
Broadford	8	7	100.0%		7	100.0%		7	71.4%	28.6%	7	71.4%	28.6%	
Brookside	4	3	100.0%		3	100.0%		3	33.3%	66.7%	2	50.0%	50.0%	
Clockhouse	4	4	100.0%		4	100.0%		3	66.7%	33.3%	4	75.0%	25.0%	
Corbets Tey	3	3	100.0%		3	100.0%		3	100.0%		2	100.0%		
Crowlands	5	3	100.0%		3	100.0%		2	50.0%	50.0%	1	100.0%		
Crownfield	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		
Dunningford	91	89	78.7%	21.3%	89	80.9%	19.1%	88	58.0%	42.0%	87	2.3%	97.7%	
Edwin Lambert	16	4	100.0%		4	100.0%		2	50.0%	50.0%	2	50.0%	50.0%	
Engayne	6	3	100.0%		3	100.0%		3	33.3%	66.7%	3	66.7%	33.3%	
Gidea Park	10	3	100.0%		3	100.0%		3	66.7%	33.3%	3	100.0%		
Hacton	3	1	100.0%		1	100.0%		1	100.0%		1	100.0%		
Harold Court	7	5	100.0%		5	100.0%		4	75.0%	25.0%	4	75.0%	25.0%	
Harold Wood	5	2	100.0%		2	100.0%		2	100.0%		2	100.0%		
Hilldene	5	5	100.0%		5	100.0%		5	80.0%	20.0%	4	100.0%		
Ingrebourne	9	2		100.0%	1		100.0%	1		100.0%	1		100.0%	
La Salette	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		
Langtons	4	3	100.0%		3	100.0%		3	100.0%		2	100.0%		
Mawney	2	2	100.0%		2	100.0%		2	100.0%		2	100.0%		
Mead	3	3	100.0%		3	100.0%		3	33.3%	66.7%	3		100.0%	
Nelmes	4	4	100.0%		3	100.0%		3	100.0%		3	100.0%		
Parklands	12	11	100.0%		11	90.9%	9.1%	11	54.5%	45.5%	11	63.6%	36.4%	
Parsonage Farm	4	4	100.0%		4	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	
Pinewood	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		
Pyrgo Priory	3	2	100.0%		2	100.0%		2	100.0%		2	100.0%		
Rainham Village	3	3	66.7%	33.3%	2	50.0%	50.0%	3	66.7%	33.3%	3	33.3%	66.7%	
Rise Park	1	1	100.0%		1	100.0%		0			0			
Sacred Heart	1	1	100.0%		1		100.0%	1		100.0%	1		100.0%	
Scargill	6	6	66.7%	33.3%	6	66.7%	33.3%	6		100.0%	5	20.0%	80.0%	
Scotts	6	6	83.3%	16.7%	6	66.7%	33.3%	6	33.3%	66.7%	6	16.7%	83.3%	
Squirrels Heath	10	9	88.9%	11.1%	9	100.0%		9	66.7%	33.3%	8	75.0%	25.0%	
St Albans	1	1	100.0%		1		100.0%	1		100.0%	1		100.0%	
St Edward's	9	7	100.0%		7	100.0%		6	66.7%	33.3%	6	50.0%	50.0%	
St Joseph's	2	2	100.0%		2	100.0%		2	100.0%		1	100.0%		
St Mary's	5	3	100.0%		3	66.7%	33.3%	4	25.0%	75.0%	4	25.0%	75.0%	
St Patrick's	2	2	100.0%		2	100.0%		2	50.0%	50.0%	2	100.0%		
St Ursula's	6	6	100.0%		6	83.3%	16.7%	6	66.7%	33.3%	5	60.0%	40.0%	
Suttons	3	3	100.0%		3	100.0%		3	100.0%		3	66.7%	33.3%	
The James Oglethorpe	1	0			0			0			0			
The Manor	12	5	60.0%	40.0%	5	80.0%	20.0%	5	40.0%	60.0%	5	40.0%	60.0%	
The RJ Mitchell	4	4	50.0%	50.0%	4	100.0%		4	50.0%	50.0%	3	33.3%	66.7%	
Towers	9	8	87.5%	12.5%	8	100.0%		8	87.5%	12.5%	7	71.4%	28.6%	
Upminster	10	4	75.0%	25.0%	5	80.0%	20.0%	5	60.0%	40.0%	5	60.0%	40.0%	
Whybridge	2	2	100.0%		2	100.0%		2	100.0%		2	100.0%		
Wykeham	3	3	100.0%		3	100.0%		2	100.0%		2	50.0%	50.0%	
	474				389			387			375			364

TABLE E2

ANALYSIS BY SCHOOL, QUESTIONS B1 - B4

% figure is the % agree/disagree of the respondees connected with that school who responded to that question

school connection	Total connected with school	B1			B2			B3			B4		
		Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree
no school	16	9	77.8%	22.2%	8	87.5%	25.0%	9	44.4%	55.6%	9	66.7%	22.2%
Ardleigh Green	9	8	87.5%	12.5%	8	87.5%	12.5%	7	71.4%	28.6%	8	87.5%	12.5%
Ayloff	125	9	77.8%	22.2%	8	100.0%		4	100.0%		5	100.0%	
Benhurst	2	0			0			0			0		
Branfil	14	2	50.0%	50.0%	5	80.0%	20.0%	3	33.3%	66.7%	5	100.0%	
Broadford	8	7	85.7%	14.3%	7	100.0%		7	100.0%		7	100.0%	
Brookside	4	3	100.0%		3	33.3%	66.7%	3	33.3%	66.7%	3	33.3%	66.7%
Clockhouse	4	3	100.0%		3	100.0%	0.0%	3	100.0%		3	100.0%	
Corbets Tey	3	2	100.0%		3	100.0%	0.0%	3	100.0%		2	100.0%	
Crowlands	5	5	80.0%	20.0%	5	80.0%	20.0%	5	60.0%	40.0%	5	100.0%	
Crownfield	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Dunningford	91	12	66.7%	33.3%	13	76.9%	23.1%	12	50.0%	50.0%	11	90.9%	9.1%
Edwin Lambert	16	16	62.5%	37.5%	16	50.0%	50.0%	16	31.3%	68.8%	10	70.0%	30.0%
Engayne	6	3	100.0%		3	100.0%		3	66.7%	33.3%	3	100.0%	
Gidea Park	10	8	87.5%	12.5%	9	77.8%	22.2%	5	100.0%		7	85.7%	14.3%
Hacton	3	1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Harold Court	7	5	80.0%	20.0%	5	60.0%	40.0%	4	75.0%	25.0%	5	60.0%	40.0%
Harold Wood	5	2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Hilldene	5	5	100.0%		5	100.0%		5	100.0%		5	100.0%	
Ingrebourne	9	2	50.0%	50.0%	2	50.0%	50.0%	1		100.0%	1		100.0%
La Salette	1	1	100.0%		1	100.0%		0			1	100.0%	
Langtons	4	3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Mawney	2	2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Mead	3	3	100.0%		3	66.7%	33.3%	3		100.0%	3	66.7%	33.3%
Nelmes	4	4	75.0%	25.0%	4	100.0%		3	100.0%		4	100.0%	
Parklands	12	11	81.8%	18.2%	11	100.0%		10	70.0%	30.0%	11	100.0%	
Parsonage Farm	4	1	100.0%		2	50.0%	50.0%	2	100.0%		2	100.0%	
Pinewood	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Pyrgo Priory	3	2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Rainham Village	3	3	100.0%		3	100.0%		2	100.0%		2	100.0%	
Rise Park	1	1	100.0%		1	100.0%		0			1	100.0%	
Sacred Heart	1	1		100.0%	1	100.0%		1		100.0%	1	100.0%	
Scargill	6	1		100.0%	1	100.0%		1	100.0%		1	100.0%	
Scotts	6	5	80.0%	20.0%	5	60.0%	40.0%	4		100.0%	4	50.0%	50.0%
Squirrels Heath	10	10	80.0%	20.0%	9	88.9%	11.1%	10	80.0%	20.0%	10	70.0%	30.0%
St Albans	1	0			0			0			0		
St Edward's	9	9	77.8%	22.2%	9	88.9%	11.1%	8	62.5%	37.5%	9	88.9%	11.1%
St Joseph's	2	1	100.0%		2	100.0%		1	100.0%		1	100.0%	
St Mary's	5	3	66.7%	33.3%	4	100.0%		2	50.0%	50.0%	3	66.7%	33.3%
St Patrick's	2	1	100.0%		1	100.0%		1		100.0%	1	100.0%	
St Ursula's	6	6	83.3%	16.7%	6	100.0%		5	60.0%	40.0%	6	100.0%	
Suttons	3	3	100.0%		3	100.0%		3	100.0%		3	100.0%	
The James Oglethorpe	1	0			0			0			0		
The Manor	12	12	75.0%	25.0%	12	50.0%	50.0%	12	16.7%	83.3%	10	60.0%	40.0%
The RJ Mitchell	4	3	100.0%		4	75.0%	25.0%	3	66.7%	33.3%	3	66.7%	33.3%
Towers	9	8	100.0%		8	100.0%		7	100.0%		8	100.0%	
Upminster	10	5	60.0%	40.0%	6	83.3%	16.7%	5	60.0%	40.0%	6	100.0%	
Whybridge	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Wykeham	3	2	100.0%		2	100.0%		2	100.0%		2	100.0%	
	474	206			214			188			194		

TABLE E3

ANALYSIS BY SCHOOL, QUESTIONS C1 - C3 AND D1 - D2

% figure is the % agree/disagree of the respondees connected with that school who responded to that question

school connection	Total	C1			C2			C3			D1			D2		
		Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree
no school	16	9	88.9%	11.1%	8	12.5%	87.5%	9	33.3%	66.7%	7	100.0%		8	50.0%	50.0%
Ardleigh Green	9	8	87.5%	12.5%	7	85.7%	14.3%	7	85.7%	14.3%	8	87.5%	12.5%	7	71.4%	28.6%
Ayloff	125	6	83.3%	16.7%	4	75.0%	25.0%	4	75.0%	25.0%	5	100.0%		4	100.0%	
Benhurst	2	0			0			0			0			0		
Branfil	14	2	100.0%		2		100.0%	2		100.0%	3	66.7%	33.3%	3	66.7%	33.3%
Broadford	8	8	100.0%		8	75.0%	25.0%	8	75.0%	25.0%	7	100.0%		7	71.4%	28.6%
Brookside	4	3	100.0%		4	25.0%	75.0%	4	25.0%	75.0%	3	100.0%		3	100.0%	
Clockhouse	4	3	100.0%		2	50.0%	50.0%	2	50.0%	50.0%	3	100.0%		4	75.0%	25.0%
Corbets Tey	3	2	100.0%		2	50.0%	50.0%	2	50.0%	50.0%	2	100.0%		2	100.0%	
Crowlands	5	3	100.0%		2		100.0%	3		100.0%	3	100.0%		3	100.0%	
Crownfield	2	1	100.0%		1		100.0%	1	100.0%		2	100.0%		2	100.0%	
Dunningford	91	9	100.0%		7	42.9%	57.1%	8	50.0%	50.0%	9	100.0%		9	77.8%	22.2%
Edwin Lambert	16	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%
Engayne	6	3	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	3	66.7%	33.3%	3	66.7%	33.3%
Gidea Park	10	2	50.0%	50.0%	2		100.0%	2		100.0%	2	100.0%		2	50.0%	50.0%
Hacton	3	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	100.0%
Harold Court	7	6	66.7%	33.3%	5	80.0%	20.0%	6	66.7%	33.3%	5	80.0%	20.0%	5	100.0%	
Harold Wood	5	5	80.0%	20.0%	4	50.0%	50.0%	4	50.0%	50.0%	2	100.0%		2	100.0%	
Hilldene	5	5	100.0%		5	60.0%	40.0%	5	100.0%		5	100.0%		5	100.0%	
Ingrebourne	9	7	14.3%	85.7%	9		100.0%	8		100.0%	1		100.0%	1		100.0%
La Salette	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Langtons	4	3	100.0%		1	100.0%		1		100.0%	3	100.0%		1	100.0%	
Mawney	2	2	100.0%		2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Mead	3	3	100.0%		3	33.3%	66.7%	3	33.3%	66.7%	3	66.7%	33.3%	3	33.3%	66.7%
Nelmes	4	4	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	4	100.0%		4	75.0%	25.0%
Parklands	12	10	90.0%	10.0%	10	60.0%	40.0%	10	60.0%	40.0%	12	75.0%	25.0%	11	45.5%	54.5%
Parsonage Farm	4	2	100.0%		2	50.0%	50.0%	2	50.0%	50.0%	2	100.0%		2	100.0%	
Pinewood	1	1	100.0%		1	100.0%		1	100.0%		1		100.0%	1		100.0%
Pyrgo Priory	3	3	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	2	100.0%		2	100.0%	
Rainham Village	3	3	100.0%		3	100.0%		2	100.0%		3	100.0%		3	66.7%	33.3%
Rise Park	1	0			0			0			1	100.0%		1		100.0%
Sacred Heart	1	0			1		100.0%	1		100.0%	0		100.0%	1		100.0%
Scargill	6	1	100.0%		1		100.0%	1		100.0%	1	100.0%		1		100.0%
Scotts	6	2	50.0%	50.0%	3		100.0%	3		100.0%	3	100.0%		4	75.0%	25.0%
Squirrels Heath	10	9	88.9%	11.1%	9	44.4%	55.6%	9	55.6%	44.4%	9	77.8%	22.2%	9	66.7%	33.3%
St Albans	1	0			0			0			0			0		
St Edward's	9	7	100.0%		7	42.9%	57.1%	7	42.9%	57.1%	7	100.0%		7	85.7%	14.3%
St Joseph's	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
St Mary's	5	3	66.7%	33.3%	4	50.0%	50.0%	4	50.0%	50.0%	3	66.7%	33.3%	3	66.7%	33.3%
St Patrick's	2	1	100.0%		1	0.0%	100.0%	1	0.0%	100.0%	1	100.0%		1	100.0%	
St Ursula's	6	6	100.0%		6	33.3%	66.7%	6	33.3%	66.7%	6	100.0%		5	80.0%	20.0%
Suttons	3	3	100.0%		3	100.0%		3	66.7%	33.3%	3	100.0%		3	100.0%	
The James Oglethorpe	1	0			0			0			0			0		
The Manor	12	5	80.0%	20.0%	5	40.0%	60.0%	5	40.0%	60.0%	5	60.0%	40.0%	5	40.0%	60.0%
The RJ Mitchell	4	3	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	3	100.0%		3	100.0%	
Towers	9	8	100.0%		8	75.0%	25.0%	8	87.5%	12.5%	8	100.0%		8	87.5%	12.5%
Upminster	10	5	80.0%	20.0%	5	40.0%	60.0%	5	20.0%	80.0%	5	80.0%	20.0%	5	60.0%	40.0%
Whybridge	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Wykeham	3	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
	474	173			166			168			164			162		

TABLE E4

ANALYSIS BY SCHOOL, QUESTIONS E1 - E2

% figure is the % agree/disagree of the respondents connected with that school who responded to that question

school connection	Total	E1			E2		
		Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree
no school	16	6	100.0%		6	100.0%	
Ardleigh Green	9	9	88.9%	11.1%	8	87.5%	12.5%
Ayloff	125	7	100.0%		7	100.0%	
Benhurst	2	0			0		
Branfil	14	6	83.3%	16.7%	6	83.3%	16.7%
Broadford	8	7	71.4%	28.6%	7	71.4%	28.6%
Brookside	4	3	100.0%		3	100.0%	
Clockhouse	4	3	100.0%		3	100.0%	
Corbets Tey	3	3	100.0%		3	100.0%	
Crowlands	5	3	100.0%		3	100.0%	
Crownfield	2	1	100.0%		1	100.0%	
Dunningford	91	9	100.0%		9	100.0%	
Edwin Lambert	16	2	50.0%	50.0%	2	50.0%	50.0%
Engayne	6	3	100.0%		3	100.0%	
Gidea Park	10	2	100.0%		2	100.0%	
Hacton	3	1	100.0%		1	100.0%	
Harold Court	7	5	80.0%	20.0%	5	100.0%	
Harold Wood	5	2	100.0%		2	100.0%	
Hilldene	5	5	100.0%		5	100.0%	
Ingrebourne	9	2	100.0%		2	100.0%	
La Salette	1	1	100.0%		1	100.0%	
Langtons	4	4	100.0%		4	100.0%	
Mawney	2	2	100.0%		2	100.0%	
Mead	3	3	66.7%	33.3%	3	66.7%	33.3%
Nelmes	4	4	75.0%	25.0%	4	75.0%	25.0%
Parklands	12	10	90.0%	10.0%	10	70.0%	30.0%
Parsonage Farm	4	2	50.0%	50.0%	2	50.0%	50.0%
Pinewood	1	1	100.0%		1	100.0%	
Pyrgo Priory	3	2	100.0%		2	100.0%	
Rainham Village	3	3	100.0%		3	100.0%	
Rise Park	1	1	100.0%		1	100.0%	
Sacred Heart	1	1	100.0%		1	100.0%	
Scargill	6	2	100.0%		2	100.0%	
Scotts	6	5	80.0%	20.0%	5	80.0%	20.0%
Squirrels Heath	10	9	88.9%	11.1%	9	88.9%	11.1%
St Albans	1	1	100.0%		1	100.0%	
St Edward's	9	7	85.7%	14.3%	7	100.0%	
St Joseph's	2	1	100.0%		1	100.0%	
St Mary's	5	4	75.0%	25.0%	4	100.0%	
St Patrick's	2	1	100.0%		1	100.0%	
St Ursula's	6	6	83.3%	16.7%	6	100.0%	
Suttons	3	3	100.0%		3	100.0%	
The James Oglethorpe	1	0			0		
The Manor	12	5	80.0%	20.0%	5	60.0%	40.0%
The RJ Mitchell	4	4	75.0%	25.0%	4	75.0%	25.0%
Towers	9	9	77.8%	22.2%	9	88.9%	11.1%
Upminster	10	5	100.0%		5	100.0%	
Whybridge	2	1	100.0%		1	100.0%	
Wykeham	3	1	100.0%		2	100.0%	
	474						
		177			177		

TABLE E5

ANALYSIS BY SCHOOL, QUESTIONS F1 -F5

% figure is the % agree/disagree of the respondees connected with that school who responded to that question

school connection	Total	F1			F2			F3			F4			F5		
		Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree	Total responding to this question	% agree	% disagree
no school	16	7	100.0%		7	71.4%	28.6%	6	100.0%		6	66.7%	33.3%	7	71.4%	28.6%
Ardleigh Green	9	8	62.5%	37.5%	8	87.5%	12.5%	8	87.5%	12.5%	8	75.0%	25.0%	8	75.0%	25.0%
Ayloff	125	4	100.0%		4	100.0%		4	100.0%		4	100.0%		5	100.0%	
Benhurst	2	0			0			0			0			0		
Branfil	14	12	50.0%	50.0%	13	61.5%	38.5%	10	80.0%	20.0%	14	57.1%	42.9%	10	50.0%	50.0%
Broadford	8	7	100.0%		7	100.0%		7	100.0%		7	85.7%	14.3%	7	71.4%	28.6%
Brookside	4	3	100.0%		3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Clockhouse	4	3	100.0%		3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Corbets Tey	3	2	100.0%		2	100.0%		2	100.0%		3	66.7%	33.3%	3	66.7%	33.3%
Crowlands	5	3	66.7%	33.3%	3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Crownfield	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Dunningford	91	9	77.8%	22.2%	10	70.0%	30.0%	9	88.9%	11.1%	9	77.8%	22.2%	9	77.8%	22.2%
Edwin Lambert	16	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%	2	50.0%	50.0%
Engayne	6	6	83.3%	16.7%	6	66.7%	33.3%	4	100.0%		6	66.7%	33.3%	6	66.7%	33.3%
Gidea Park	10	2	100.0%		2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Hacton	3	2	50.0%	50.0%	2	50.0%	50.0%	3	0.0%	100.0%	2	50.0%	50.0%	2	50.0%	50.0%
Harold Court	7	4	100.0%		4	100.0%		4	100.0%		5	100.0%		5	100.0%	
Harold Wood	5	2	100.0%		2	100.0%		2	100.0%		2	100.0%		2	50.0%	50.0%
Hilldene	5	5	100.0%		5	100.0%		5	100.0%		5	100.0%		5	100.0%	
Ingrebourne	9	2	100.0%		1	100.0%		2	50.0%	50.0%	1		100.0%	1	0.0%	100.0%
La Salette	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Langtons	4	3	100.0%		3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Mawney	2	2	100.0%		2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Mead	3	3	100.0%		3	66.7%	33.3%	3	66.7%	33.3%	3	66.7%	33.3%	3	66.7%	33.3%
Nelmes	4	4	100.0%		4	75.0%	25.0%	4	75.0%	25.0%	4	75.0%	25.0%	4	75.0%	25.0%
Parklands	12	10	90.0%	10.0%	10	70.0%	30.0%	10	80.0%	20.0%	10	80.0%	20.0%	10	80.0%	20.0%
Parsonage Farm	4	2	50.0%	50.0%	2	100.0%		2	100.0%		1		100.0%	2	50.0%	50.0%
Pinewood	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Pyrgo Priory	3	2	100.0%		2	100.0%		2	100.0%		2	100.0%		2	100.0%	
Rainham Village	3	3	100.0%		3	100.0%		3	100.0%		3	66.7%	33.3%	3	66.7%	33.3%
Rise Park	1	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Sacred Heart	1	1		100.0%	0			1	100.0%		1		100.0%	1		100.0%
Scargill	6	1		100.0%	1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Scotts	6	5	100.0%	0.0%	5	100.0%		5	100.0%		5	80.0%	20.0%	5	80.0%	20.0%
Squirrels Heath	10	8	87.5%	12.5%	8	75.0%	25.0%	8	87.5%	12.5%	9	88.9%	11.1%	9	77.8%	22.2%
St Albans	1	0			0			0			0			0		
St Edward's	9	7	100.0%		7	100.0%		6	100.0%		7	100.0%		7	100.0%	
St Joseph's	2	2	100.0%		1	100.0%		2	100.0%		2	100.0%		2	50.0%	50.0%
St Mary's	5	3	33.3%	66.7%	2	100.0%		2	100.0%		2	50.0%	50.0%	2	50.0%	50.0%
St Patrick's	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
St Ursula's	6	6	100.0%		6	66.7%	33.3%	6	100.0%		5	100.0%		6	100.0%	
Suttons	3	3	100.0%		3	100.0%		3	100.0%		3	100.0%		3	100.0%	
The James Oglethorpe	1	0			0			0			0			0		
The Manor	12	6	83.3%	16.7%	6	83.3%	16.7%	5	60.0%	40.0%	6	66.7%	33.3%	5	60.0%	40.0%
The RJ Mitchell	4	3	100.0%		3	100.0%		3	100.0%		3	100.0%		3	100.0%	
Towers	9	8	100.0%		8	100.0%		8	100.0%		8	100.0%		8	100.0%	
Upminster	10	10	70.0%	30.0%	10	80.0%	20.0%	9	88.9%	11.1%	9	77.8%	22.2%	10	70.0%	30.0%
Whybridge	2	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	
Wykeham	3	1	100.0%		1	100.0%		1	100.0%		1	100.0%		1	100.0%	

474

182

180

174

181

181

TABLE F1

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP

QUESTIONS A1 - A4

% agree and disagree figures shows the % of the total responses to that question within that relationship group, broken down by relationship

Relationship	A1				A2				A3				A4			
	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree
No relationship	0		0													
0	0		0		0		0		0		0		0		0	
School governor (Infant)	4	1.0%			4	1.0%			4	1.1%			3	0.8%		
School governor (Junior)	2	0.5%			1	0.3%	1	0.3%	1	0.3%	1	0.3%			1	0.3%
School governor (Primary)	21	5.4%	2	0.5%	22	5.7%			19	5.1%	4	1.1%	16	4.4%	5	1.4%
School governor (Special)	1	0.3%					1	0.3%			1	0.3%			1	0.3%
% of governors	28	93.3%	2	6.7%	27	93.1%	2	6.9%	24	80.0%	6	20.0%	19	73.1%	7	26.9%
Member of school staff (Infant)	1	0.3%			1	0.3%			1	0.3%	1	0.3%	1	0.3%	1	0.3%
Member of school staff (Junior)	4	1.0%			4	1.0%			1	0.3%	2	0.5%	1	0.3%	2	0.5%
Member of school staff (Primary)	17	4.4%	2	0.5%	17	4.4%	2	0.5%	11	2.9%	8	2.1%	3	0.8%	15	4.1%
% of staff	22	91.7%	2	8.3%	22	91.7%	2	8.3%	13	54.2%	11	45.8%	5	21.7%	18	78.3%
Member of the community	13	3.3%			13	3.4%			12	3.2%	1	0.3%	4	1.1%	10	2.7%
% of members of the public	13	100.0%			13	100.0%			12	92.3%	1	7.7%	4	28.6%	10	71.4%
Pupil (Infant)	1	0.3%			1	0.3%			1	0.3%					1	0.3%
Pupil (Junior)	5	1.3%			5	1.3%			5	1.3%					5	1.4%
Pupil (Primary)	6	1.5%			6	1.6%	2	0.5%	6	1.6%		0.0%			6	1.6%
Pupil (Special)	0	0.0%														
% of pupils	12	100.0%	0	0.0%	12	85.7%	2	14.3%	12	100.0%	0	0.0%			12	100.0%
Parent/carer (pre-school)	28	7.2%	2	0.5%	27	7.0%	3	0.8%	18	4.8%	8	2.1%	13	3.6%	13	3.6%
Parent/carer (Infant)	96	24.7%	6	1.5%	95	24.5%	8	2.1%	62	16.5%	33	8.8%	33	9.1%	59	16.2%
Parent/carer (Junior)	57	14.7%	9	2.3%	56	14.5%	8	2.1%	36	9.6%	28	7.5%	15	4.1%	47	12.9%
Parent/carer (Primary)	95	24.4%	16	4.1%	97	25.1%	14	3.6%	78	20.8%	32	8.5%	19	5.2%	89	24.5%
Parent/carer (Special)	1	0.3%			1	0.3%			1	0.3%			1	0.3%		
% of parent/carers	277	89.4%	33	10.6%	276	89.3%	33	10.7%	195	65.9%	101	34.1%	81	28.0%	208	72.0%
total	352		37		350		37		256		119		109		255	

A1: Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in the **South Hornchurch/Elm Park** area?

A2: Do you agree that at the same time as removing some surplus places the Council should begin to invest in modernising the remaining school provision?

A3: Do you agree with the merger of **Dunningford and Ayloff** schools?

A4: Do you support the location of all current pupils from both schools on the **Dunningford** site whilst the new school is being built following which the school would move permanently to the present **Ayloff** site?

TABLE F2

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP

QUESTIONS B1 - B4

% agree and disagree figures shows the % of the total responses to that question within that relationship group, broken down by relationship

Relationship	B1				B2				B3				B4			
	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree
0	0		0		0		0		0		0		0		0	
School governor (Infant)	3	1.5%	1	0.5%	4	1.9%			3	1.6%			4	2.1%		
School governor (Junior)	1	0.5%			1	0.5%			1	0.5%			1	0.5%		
School governor (Primary)	21	10.2%	1	0.5%	21	9.8%	2	0.9%	17	9.0%	4	2.1%	20	10.3%	2	1.0%
School governor (Special)			1		1						1	0.5%	1			
% of governors	25	89.3%	3	10.7%	27	93.1%	2	6.9%	21	80.8%	5	19.2%	26	92.9%	2	7.1%
Member of school staff (Infant)	2	1.0%	1	0.5%	2	0.9%			2	1.1%	1	0.5%	1	0.5%	2	1.0%
Member of school staff (Junior)	2	1.0%			2	0.9%			1	0.5%			2	1.0%		
Member of school staff (Primary)	8	3.9%	2	1.0%	7	3.3%	3	1.4%	5	2.7%	5	2.7%	8	4.1%	2	1.0%
% of staff	12	80.0%	3	20.0%	11	78.6%	3	21.4%	8	57.1%	6	42.9%	11	73.3%	4	26.7%
Member of the community	2	1.0%			2	0.9%	0		2	1.1%			2	1.0%		
% of members of the public	2	100.0%	0		2	100.0%	0	0.0%	2	100.0%			2	100.0%		
Pupil (Infant)																
Pupil (Junior)																
Pupil (Primary)																
Pupil (Special)																
% of pupils	0		0													
Parent/carer (pre-school)	18	8.7%	7	3.4%	24	11.2%	1	0.5%	15	8.0%	6	3.2%	22	11.3%	2	1.0%
Parent/carer (Infant)	45	21.8%	11	5.3%	47	22.0%	13	6.1%	30	16.0%	24	12.8%	46	23.7%	11	5.7%
Parent/carer (Junior)	32	15.5%	8	3.9%	35	16.4%	7	3.3%	24	12.8%	12	6.4%	31	16.0%	4	2.1%
Parent/carer (Primary)	32	15.5%	7	3.4%	31	14.5%	10	4.7%	22	11.7%	12	6.4%	29	14.9%	3	1.5%
Parent/carer (Special)	1	0.5%			1	0.5%			1	0.5%			1	0.5%		
% of parent/carers	128	79.5%	33	20.5%	138	81.7%	31	18.3%	92	63.0%	54	37.0%	129	86.6%	20	13.4%
total	167		39		178		36		123		65		168		26	

B1: Do you agree with the Councils assessment that there is no need to make any significant change to the overall school capacity in this locality?

B2: Do you agree that it is sensible to create schools 2FE schools where there is the demand for places?

B3: Do you agree with the merger of **Edwin Lambert and The Manor** to form a new 2FE school?

B4: Do you support the expansion of **Gidea Park** from a 1.5FE school to a 2FE school?

TABLE F3

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP

% agree and disagree figures shows the % of the total responses to that question within that relationship group, broken down by relationship

Relationship	C1				C2				C3				D1				D2			
	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree
O	1	0.6%	0		0		0		0		0		0		0		0		0	
School governor (Infant)					3	1.8%	1	0.6%	3	1.8%	1	0.6%	4	2.4%			3	1.9%		
School governor (Junior)	4	2.3%									1	0.6%	1	0.6%						
School governor (Primary)	1	0.6%			15	9.1%	5	3.0%	15	8.9%	5	3.0%	18	11.0%	2	1.2%	15	9.3%	5	3.1%
School governor (Special)	19	11.0%	1	0.6%			1				1	0.6%							1	0.6%
% of governors	24	96.0%	1	4.0%	18	72.0%	7	28.0%	18	69.2%	8	30.8%	23	92.0%	2	8.0%	18	75.0%	6	25.0%
Member of school staff (Infant)	2				1	0.6%	1	0.6%	1	0.6%	1	0.6%	2	1.2%			1	0.6%	1	0.6%
Member of school staff (Junior)	2	1.2%			1	0.6%			1	0.6%			2	1.2%			1	0.6%		
Member of school staff (Primary)	7	4.0%			6	3.6%	1	0.6%	6	3.6%	1	0.6%	8	4.9%			5	3.1%	4	2.5%
% of staff	11	100.0%			8	80.0%	2	20.0%	8	80.0%	2	20.0%	12	100.0%			7	58.3%	5	41.7%
Member of the community	1	0.6%	1		1	0.6%	1	0.6%	1	0.6%	1	0.6%	1	0.6%			1	0.6%		
% of members of the public	1	100.0%			1	50.0%	1	50.0%	1	50.0%	1	50.0%	1	100.0%			1	100.0%	0	0.0%
Pupil (Infant)			1	0.6%			1	0.6%			1	0.6%								
Pupil (Junior)			1	0.6%			1	0.6%			1	0.6%								
Pupil (Primary)				0.0%																
Pupil (Special)	1		1				2	1.2%			2	1.2%								
% of pupils	1	25.0%	3	75.0%			4	100.0%	0	0.0%	4	100.0%								
Parent/carer (pre-school)	16	9.2%	3	1.7%	8	4.8%	9	5.5%	8	4.8%	9	5.4%	15	9.1%	2	1.2%	13	8.0%	4	2.5%
Parent/carer (Infant)	44	25.4%	4	2.3%	19	11.5%	26	15.8%	21	12.5%	25	14.9%	43	26.2%	5	3.0%	38	23.5%	11	6.8%
Parent/carer (Junior)	31	17.9%	4	2.3%	15	9.1%	20	12.1%	16	9.5%	20	11.9%	29	17.7%	5	3.0%	20	12.3%	13	8.0%
Parent/carer (Primary)	23	13.3%	5	2.9%	14	8.5%	12	7.3%	15	8.9%	11	6.5%	23	14.0%	3	1.8%	20	12.3%	5	3.1%
Parent/carer (Special)	1	0.6%		0.0%	1	0.6%			1	0.6%			1	0.6%			1	0.6%		
% of parent/carers	115	87.8%	16	12.2%	57	46.0%	67	54.0%	61	48.4%	65	51.6%	111	88.1%	15	11.9%	92	73.6%	33	26.4%
total	153		20		84		81		88		80		147		17		118		44	

C1: Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in this locality area?

C2: Do you agree with the Councils assessment of the future of **Ingrebourne** School and therefore its closure?

C3: Do you agree that from September 2008 all existing Ingrebourne pupils are transferred to take up unfilled places in other schools through a process managed by the Council?

D1: Do you agree that the Council should plan to achieve a better match between the supply of and demand for school places in this locality area?

D2: Do you agree that the Admission Number at **Pinewood** School should be reduced from 45 to 30?

TABLE F4

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP

QUESTIONS E1 - E2 AND F1 - F2

% agree and disagree figures shows the % of the total responses to that question within that relationship group, broken down by relationship

Relationship	E1				E2				F1				F2			
	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree
O	1	0.6%	0		1	0.6%	0		0		0		0		0	
School governor (Infant)	3	1.7%	2	1.1%	4	2.3%	1	0.6%	4	2.2%	1	0.5%	4	2.2%	1	0.6%
School governor (Junior)	1	0.6%	1	0.6%	1	0.6%	1	0.6%	2	1.1%			1	0.6%	1	0.6%
School governor (Primary)	18	10.2%	2	1.1%	18	10.2%	2	1.1%	19	10.4%	1	0.5%	18	10.0%	2	1.1%
School governor (Special)	1	0.6%		0.0%	1	0.6%					1	0.5%				
% of governors	23	82.1%	5	17.9%	24	85.7%	4	14.3%	25	89.3%	3	10.7%	23	85.2%	4	14.8%
Member of school staff (Infant)	2				2	1.1%			1	0.5%	1	0.5%	2	1.1%		
Member of school staff (Junior)	3	1.7%			3	1.7%			1	0.5%	1	0.5%	2	1.1%		
Member of school staff (Primary)	7	4.0%	1	0.6%	8	4.5%			7	3.8%			9	5.0%		
% of staff	12	92.3%	1	7.7%	13	100.0%			9	81.8%	2	18.2%	13	100.0%		
Member of the community	1	0.6%			1	0.6%			1	0.5%			1	0.6%		
% of members of the public	1	100.0%			1	100.0%			1	100.0%			1	100.0%		
Pupil (Infant)																
Pupil (Junior)																
Pupil (Primary)																
Pupil (Special)																
% of pupils																
Parent/carer (pre-school)	17	9.6%	1	0.6%	16	9.0%	2	1.1%	15	8.2%	2	1.1%	14	7.8%	3	1.7%
Parent/carer (Infant)	46	26.0%	4	2.3%	45	25.4%	4	2.3%	49	26.9%	5	2.7%	42	23.3%	11	6.1%
Parent/carer (Junior)	31	17.5%	6	3.4%	32	18.1%	5	2.8%	32	17.6%	8	4.4%	38	21.1%	3	1.7%
Parent/carer (Primary)	26	14.7%	2	1.1%	27	15.3%	2	1.1%	24	13.2%	6	3.3%	22	12.2%	5	2.8%
Parent/carer (Special)	1	0.6%			1	0.6%			1	0.5%			1	0.6%		
% of parent/carers	121	90.3%	13	9.7%	121	90.3%	13	9.7%	121	85.2%	21	14.8%	117	84.2%	22	15.8%
total	158		19		160		17		156		26		154		26	

E1: Do you agree with the assessment that there is a need to increase school places in the **Hornchurch** locality?

E2: Do you agree with the expansion of **Nelmes** to a 2 FE school?

F1: Do you agree with the Councils assessment that there is no need to make any significant change to the overall school capacity in this locality?

F2: Do you agree that adjustments should be made to admission numbers to create schools that admit pupils in multiples of 30 to match expected class sizes?

TABLE F5

CONSULTATION RESPONSES ANALYSED BY RELATIONSHIP

Relationship	F3				F4				F5			
	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree	agree	% agree	disagree	% disagree
0	0		0		0		0		0		0	
School governor (Infant)	4	2.3%	1	0.6%	4	2.2%	1	0.6%	4	2.2%	1	0.6%
School governor (Junior)	1	0.6%			1	0.6%	1	0.6%	1	0.6%		
School governor (Primary)	19	11.0%	1	0.6%	18	9.9%	1	0.6%	18	9.9%	2	1.1%
School governor (Special)	1						1	0.6%			1	0.6%
% of governors	25	92.6%	2	7.4%	23	85.2%	4	14.8%	23	85.2%	4	14.8%
Member of school staff (Infant)	2	1.2%			1	0.6%	1	0.6%	1	0.6%	1	0.6%
Member of school staff (Junior)	2	1.2%			2	1.1%			3	1.7%		
Member of school staff (Primary)	7	4.0%			8	4.4%			7	3.9%		
% of staff	11	100.0%			11	91.7%	1	8.3%	11	91.7%	1	8.3%
Member of the community	1	0.6%			1	0.6%					1	0.6%
% of members of the public	1	100.0%			1	100.0%					1	100.0%
Pupil (Infant)												
Pupil (Junior)												
Pupil (Primary)												
Pupil (Special)												
% of pupils												
Parent/carer (pre-school)	14	8.1%	4	2.3%	13	7.2%	4	2.2%	13	7.2%	4	2.2%
Parent/carer (Infant)	47	27.2%	4	2.3%	45	24.9%	8	4.4%	44	24.3%	11	6.1%
Parent/carer (Junior)	34	19.7%	4	2.3%	34	18.8%	6	3.3%	31	17.1%	7	3.9%
Parent/carer (Primary)	23	13.3%	3	1.7%	20	11.0%	10	5.5%	21	11.6%	9	5.0%
Parent/carer (Special)	1	0.6%			1	0.6%			1	0.6%		
% of parent/carers	119	88.8%	15	11.2%	113	80.1%	28	19.9%	110	78.0%	31	22.0%
total	156		17		148		33		144		37	

F3: Do you agree with the expansion of **Hacton** School to a 2 FE [60 place per year] school?

F4: Do you agree with the reduction of **Branfil Junior** School admission number from 68 to 60 to create a 2 FE school?

F5: Do you agree with the reduction of **Upminster Junior** School admission number from 97 to 90 to create a 3 form entry school?

Building New Primary Schools - Planned Timeline, Costs and Funding						
Expenditure: -	2007/08	2008/09	2009/10	2010/11	2011/12 onwards	Total
	£000	£000	£000	£000	£000	£000
Edwin Lambert/Manor						
New Build (phasing 1%,4% 5%, 60%, 30%)	89	356	445	5,340	2,670	8,900
Edwin Lambert/Manor Total	89	356	445	5,340	2,670	8,900
Ayloff/Dunningford						
Expand Dunningford to accommodate Ayloff pupils		500				500
Demolition of Ayloff		257				257
New Build (phasing 5%, 5%, 60%, 30%) - On Ayloff Site	445	445	5,340	2,670		8,900
Ayloff/Dunningford Total	445	1,202	5,340	2,670	0	9,657
Gidea Park						
Expansion		700	400			1,100
Gidea Park Total	0	700	400	0	0	1,100
Benhurst Capital Improvements					313	313
Total Expenditure	534	2,258	6,185	8,010	2,983	19,970

Funding Plan:	2007/08	2008/09	2009/10	2010/11	2011/12 onwards	Total
	£000	£000	£000	£000	£000	£000
Funding:						
Developer Contributions (Section 106)		(250)	(250)	(250)	(250)	(1,000)
Devolved Formula Capital for above schools		(180)	(180)	(120)	(40)	(520)
Gobions Receipts	(1,500)				1,500	0
Primary Capital Programme - Grant funded			(1,000)	(1,000)	2,000	0
Primary Capital Programme - LBH funded		(212)	(788)	(1,000)	2,000	0
Schools Modernisation	(534)	(116)				(650)
	(2,034)	(758)	(2,218)	(2,370)	5,210	(2,170)
Income:						
Sale of School Sites (net of disposal costs)					(17,800)	(17,800)
	0	0	0	0	(17,800)	(17,800)
Total Funding and Income:	(2,034)	(758)	(2,218)	(2,370)	(12,590)	(19,970)

Net Funding Gap	(1,500)	1,500	3,967	5,640	(9,607)	0
Cumulative Funding Gap	(1,500)	0	3,967	9,607	0	
Funded by:						
Borrowing			(4,000)	(5,600)	9,600	0
Revenue Cost of Capital Borrowing			400	960		1,360

Assumptions/Notes to Capital Model:**General**

Cost of new build includes fees, contingency and ICT in schools - based on what other authorities have spent recently. Detailed work now needed by Quantity Surveyors.

The assumption is that once capital receipts are received in 2011/12 onwards they will be used to both repay the principal borrowed (£9.6m) and reinstate the primary capital programme (£5.5m) for the advanced funding provided.

The proposals for meeting the revenue cost of capital borrowing are set out in section 8.5 of the main report.

Edwin Lambert/Manor:

The new merged school will be in operation from September 2009.

The figures for the new build include 15% specifically for furniture & equipment and ICT infrastructure.

It is expected that the new building will be completed for use from 2011/12. The work is set to run one year behind the Ayloff/Dunningford project to allow for the receipts from the sale of the Dunningford site to aid in the capital funding.

Vacant possession of both the Manor and Edwin Lambert sites is therefore expected to be available from 2011/12.

Ayloff/Dunningford:

The expansion of Dunningford will be completed so it can accommodate Ayloff pupil's from Sept 2009.

The Ayloff site is therefore expected to be ready for demolition from Summer 2009.

It is expected that the new building will be completed for use from 2010/11.

The figures for the new build include 15% specifically for furniture & equipment and ICT infrastructure.

Vacant possession of the Dunningford site is therefore expected from 2010/11.

Gidea Park

Expanded buildings to be available from 2009/10

