

MAYOR AND CABINET		
Report Title	Measures to increase the provision of places in mainstream primary schools	
Key Decision	Yes	Item No.
Ward	Forest Hill/ All	
Contributors	Executive Director of Children and Young People Head of Resources (Children and Young People) Head of Law	
Class	Part 1	Date: 18 January 2012

1. Purpose of report

- 1.1 This report requests the Mayor's agreement to proposals to increase the supply of permanent places in mainstream primary schools in 2012 and to his agreement to move to stakeholder consultation on two further proposals with the potential to add places in 2013.
- 1.2 A further report will be brought in February 2012 outlining two further opportunities where there will be further discussions with governors during early January
- 1.3 The report also describes why it will be necessary to extend the current Framework agreement for the procurement of the buildings and ancillary works required to enlarge schools on either a permanent or temporary basis

2. Recommendations

- 2.1 That the Mayor notes the responses to the statutory notices for the enlargement of Kelvin Grove Primary School and the establishment of a 16 place SEN Resource base at Kelvin Grove Primary School received during the representation period.
- 2.2 That the Mayor agrees that the following enlargements should be taken forward to increase permanently the supply of primary school places from September 2012:
 - Expand Kelvin Grove Primary School from 2 to 3 forms of entry.
 - Establish a 16 place SEN resource base at Kelvin Grove Primary School.
- 2.3 That the Mayor agrees that the following projects should be taken forward to consultation in order to increase permanently the supply of primary school places from September 2013:

- Subject to agreement from the governing body and subsequent consultation for implementation in 2013, extend provision at Prendergast Ladywell Fields College so that it becomes an all-age school offering 2 forms of entry in the primary phase whilst retaining its current 8 forms of secondary entry.
- Subject to agreement from the governing body and subsequent consultation for implementation in 2013, establish 2 permanent forms of entry on the site of the Mornington Centre as an enlargement of Torridon Junior School , initially with 2 Reception “bulge” classes in 2013 with admissions to either site based on home to school distance to the nearest site .

- 2.4 That the Mayor notes the measures taken to ensure that sufficient places are available to meet the projected demand for Reception places in 2012 .
- 2.5 That the Mayor agrees that an OJEU notice should be published to invite contractors to tender for a further Framework agreement for the provision of modular buildings , ancillary building works and internal re-modeling works.

3. Background

3.1 *School expansion*

- 3.1.1 The Mayor and Cabinet have received a number of reports detailing the pressure on Primary School places and the measures taken to increase supply. The following table summarises the additional places that have been opened since 2008:

Year	Places opened
2008/09	60 (2FE)
2009/10	255 (8.5FE)
2010/11	555 (18.5 FE)
2011/12	564 (19 FE)

- 3.1.2 These places have been added as temporary increases (“bulge” classes). The allocation of £12.7m to meet Basic Need in 2011/12 has meant that the authority has been able to launch a programme to increase the supply of places on a permanent basis, particularly using sites such as Kilmorie Primary School and Kelvin Grove where existing Council-owned buildings can be re-commissioned.
- 3.1.3 Projections are reviewed at least annually as the information on live births, applications to schools and the uptake of places across each year becomes available.
- 3.1.4 The most recent update (August 2011) indicates that the demand for places will remain high and measures continue to be required to increase the supply of places through a mixture of permanent and temporary enlargements tailored to meet the needs of each area. Figures are set out in the following table.

	Reception Places	Reception Demand	Y1	Y2	Y3	Y4	Y5	Y6
2011/12	3152	3663	3568	3301	3074	2939	2767	2634
2012/13	3302	3914	3668	3575	3291	3056	2927	2765
2013/14	3302	3783	3936	3691	3581	3288	3060	2943
2014/15	3302	4026	3816	3970	3708	3587	3302	3087
2015/16	3302	4029	4062	3854	3989	3717	3602	3331

*shading denotes demand in excess of supply of permanent places

3.2 Additional Requirement – Borough Wide

	Additional Requirement
2011/12	541 (18 forms of entry)
2012/13	612 (20.4 forms of entry)
2013/14	481 (16 forms of entry)
2014/15	724 (24 forms of entry)
2015/16	727 (24 forms of entry)

3.2.1 The following table sets out the schools which have opened additional temporary classes

School	2008/09	2009/10	2010/11	2011/12
Adamsrill		√	√	√
Christ Church			√	
Dalmain		√	√	√
Fairlawn			√	
Horniman				√
Kelvin Grove			√	√
Kilmorrie		√	√	√
Perrymount			√	
Rathfern				√
St William of York				
Brindishe Lee			√	
John Ball		√		√
Lee Manor			√	
Ashmead			√	
Brockley	√			
Edmund Waller			√	
Gordonbrock				√
Holbeach	√			
John Stainer		√		
Lucas Vale				√
Myatt Garden				√
Turnham				√
Athelney			√	√
Baring			√	
Coopers Lane				√
Forster Park		√	√	
Rushey Green			√	√

Sandhurst		√	√	√
Torridon			√	
Deptford Prk		√	√	
Grinling Gibbons				√
Kender			√	√
St Josephs				√
Good Shepherd				√
Launcelot			√	
Rangefield				√

3.3 Additional Requirement – Forest Hill & Sydenham

3.3.1 Primary Place Planning Locality 1 (Forest Hill & Sydenham) shows a continuing increase in the numbers of young children in the population.

Births September 1 st 2000 to August 31 st 2001	912
Births September 1 st 2008 to August 31 st 2009	1,228
Births September 1 st 2009 to August 31 st 2010	1,297
Increase 2000/01 to 2009/10	42%
Increase 2008/09 to 2009/10	6%

3.3.2 It is anticipated that this will translate into the following demand for places in the area:

Reception	Projection	Additional Requirement
2012/13	943	135 (4.5FE)
2013/14	932	124 (4 FE)
2014/15	984	176 (6FE)
2015/16	987	179 (6FE)

3.3.3 Kilmorie Primary School will be enlarged from 1.5 FE to 3 FE in 2012, and the Governing Body of Dalmain have agreed to enlarge from 1.5 to 2.0. Additional provision will need to be secured to meet the anticipated demand.

3.3.4 The Governing Body of Kelvin Grove Primary school agreed to open temporary additional classes in 2010/11 and 2011/12. The closure of the neighbouring Kirkdale Centre offers the opportunity to expand the school on a permanent basis.

3.4 SEN resource base development

3.4.1 On 3 October 2007, the Mayor received a report on the public consultation for the Lewisham programme 'Strengthening Specialist Provision' (SSP). This identified a range of proposals aimed at improving the educational experience of pupils with Special Educational Needs (SEN) by increasing opportunities for them to be educated locally and in mainstream schools where possible and in line with parental preference.

- 3.4.2 One of the key objectives of the programme is to develop a range of SEN resource bases in mainstream schools. The development of an ASD resource base at Kelvin Grove Primary School will contribute towards achieving this objective.
- 3.4.3 The proposal for Kelvin Grove Primary School is to develop a resource base with sixteen places for children of primary school age with a statement of SEN and a diagnosis of ASD. The first intake is proposed for September 2012 for up to four pupils, and the number of places would increase gradually by approximately four places per academic year.
- 3.4.4 An internal review of the SSP programme, designed to monitor progress and set new targets, found that the local authority's policy of developing resource bases in mainstream schools is resulting in positive outcomes for children with special educational needs. This review was undertaken in March 2011 and was undertaken with input and feedback from local authority and health teams. In particular, the programme is delivering an enhanced range of local specialist provision, increased opportunities for mainstream inclusion and strengthened support, in particular for statemented children with Autistic Spectrum Disorder (ASD).

4. Policy context

- 4.1 The proposals within this report are consistent with *'Shaping Our Future: Lewisham's Sustainable Community Strategy'* and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding *young people's achievement and involvement*, including *inspiring and supporting young people to achieve their potential*, the *protection of children and young people* and *ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community*
- 4.2 The Local Authority has a duty to ensure the provision of sufficient places for pupils of statutory age and, within financial constraints, accommodation that is both suitable and in good condition.
- 4.3 In aiming to improve on the provision of facilities for primary education in Lewisham which are appropriate for the 21st century, the implementation of a successful primary places strategy will contribute to the delivery of the corporate priority *Young people's achievement and involvement: raising educational attainment and improving facilities for young people through partnership working..*
- 4.4 It supports the delivery of Lewisham's *Children & Young People's Plan* (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing reducing the achievement gap between our most disadvantaged pupils and their peers. It also articulates the objective of improving outcomes for children with identified SEN and disabilities by ensuring that their needs are met.
- 4.5 The Government's SEN Green Paper contains many important elements for the LA to respond to over the coming months and years. Of particular

relevance for this report is the focus on ensuring that there is a range of educational settings available to meet the needs of all children with SEN and a clear local offer is understood by parents and families living in Lewisham. The proposal to develop an SEN resource base at Kelvin Grove Primary School is in line with this focus.

5 Results of the consultation to expand Kelvin Grove Primary School from 2 forms of entry to 3.

5.1. Consultation Process

Having received Mayor & Cabinet approval on 13th July 2011 to proceed with consultation, the Local Authority developed the proposal for a formal consultation and in line with DfE school organisation guidance. The consultation took place over a five week period between 5th September and 7th October 2011.

5.1.1 The following stakeholder groups received copies of the consultation documents:

- Staff and governors at Kelvin Grove Primary School
- Parents of pupils at Kelvin Grove Primary School

5.1.2 The following stakeholder groups were notified of the proposal by letter

- Neighbouring authorities of Greenwich, Southwark and Bromley
- Headteachers and Chairs of Governors of local schools
- Councillors
- Lewisham's Members of Parliament
- Diocesan bodies
- Trade Union representatives

5.1.3 The following stakeholder meetings were held:

- Parents of children attending Kelvin Grove Primary school (14th & 20th September 2011)
- Kelvin Grove governors; (12th February)
- Kelvin Grove staff; (14th September 2011)
- The School Council (20th September 2011)
- Staff unions

5.2 Publication

5.2.1 Having received Mayor & Cabinet approval (October 26th 2011), the Statutory Notice was published in the Lewisham edition of the *Mercury* on November 16th. It was also placed on the Lewisham web-site and displayed in the school and around the perimeter of the school site.

5.3 Representation

5.3.1 The representation period for the enlargement of a school is 4 weeks. The representation period for this proposal ran until December 14th. In that time no responses were received .

5.4 An Equality Impact Assessment of the enlargement of Kelvin Primary school is attached as Appendix 9 .

5.5 Work has continued with the Governing Body of the school to develop the feasibility study for the expansion of the accommodation. The Governing Body is fully supportive of the proposals both for enlargement and for the development of the site.

5.6 It is recommended that the Mayor agrees the proposal to enlarge Kelvin Grove Primary School from 2 FE to 3FE with effect from September 2012. Guidance on the factors to be taken into account when making this decision are attached at Appendix 1.

6 Results of the consultation to establish a 16 place resource base for pupils on the Autistic Spectrum at Kelvin Grove Primary School.

6.1. Consultation Process

6.1.1 Having received Mayor & Cabinet approval on 13th July 2011 to proceed with consultation, the Local Authority developed the proposal for a formal consultation and in line with DfE school organisation guidance. The consultation took place over a five week period between 5th September and 7th October 2011.

6.1.2 The following stakeholder groups received copies of the consultation documents:

- Staff and governors at Kelvin Grove Primary School
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- Kelvin Grove staff; (14th September 2011)
- The School Council (20th September 2011)
- Staff unions

6.2 Publication

6.2.1 Following the decision of the Mayor, and in accordance with section 19(1) of the Education and Inspections Act 2006, a statutory notice for the prescribed alteration to Kelvin Grove Primary School was published on 16 November 2011. Details of how to obtain a full copy of the proposal were also provided and the proposal was published on the council website.

6.3 Representation

6.3.1 This was followed by a six week statutory representation period (16 November 2011 to 28 December 2011) during which time anyone could comment on or object to the proposal.

6.3.2 No comments were received during this period

6.4 It is recommended that the Mayor agrees the proposal to establish a resource base at Kelvin Grove Primary School with effect from September 2012. Guidance on the factors to be taken into account when making this decision are attached at Appendix 1.

7 Proposal to extend provision at Prendergast Ladywell Fields College so that it becomes an all-age school offering 2 forms of entry in the primary phase whilst retaining its current 8 forms of secondary entry

7.1 This was last considered by Mayor & Cabinet at the meeting held April 20th 2011, when it was agreed that the project should be put on hold for subsequent review pending the receipt of information about future capital funding from 2012.

7.2 Whilst the funding announced to date is still short of the amount needed to meet projected future demand in full, officers are confident that sufficient will be available to deliver 2 forms of primary phase entry at Prendergast Ladywell Fields College from September 2013.

7.3 The proposal will extend the diversity of schools available to parents by establishing an all-age school to serve the Lewisham and Brockley population. It will also extend the influence of the Leathersellers Federation of schools,.

7.4 Prendergast Ladywell Fields College is located in Primary Place Planning Locality 3 (Lewisham, Brockley & Telegraph Hill).

7.5 The number of births to families living in this area have risen over the decade.

Births

Births September 1 st 2000 to August 31 st 2001	877
Births September 1 st 2008 to August 31 st 2009	1083
Births September 1 st 2009 to August 31 st 2010	1181
Increase 2000/01 to 2009/10	34%
Increase 2008/09 to 2009/10	9%

7.6 As a consequence, demand for school places has risen. The borough can expect further demand as proposed housing developments in the area are completed.

Demand for Reception

Reception	High	Additional
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	Projection	Requirement
2012/13	810	105 (3.5FE)
2013/14	809	104 (3.5FE)
2014/15	883	178 (6 FE)
2015/16	888	183 (6 FE)

- 7.7 There are currently 15 Primary schools in this area, including Prendergast Vale. 8 schools are 1 Form of Entry and 4 of these are Voluntary Aided schools on constrained sites. 5 are two forms of entry and 2 offer three forms of entry. Occupancy at Key Stage 1 is just above the borough level of 97%. Some schools are oversubscribed at KS1 through admission after appeal.
- 7.8 One and a half forms of entry have been added locally through the expansion of Gordonbrock & Brockley Primary schools. The borough is developing feasibility studies for the expansion of 2 further primary schools which have the potential to add a further 2 forms of entry subject to the availability of capital funding. The proposal to add a further 2 forms of entry for Primary age pupils through lowering the age of entry to Prendergast Ladywell Fields College will make a valuable contribution to meeting projected demand within the area
- 7.9 A feasibility study and design proposal have been undertaken. Prendergast Ladywell Fields College was built through a Private Finance Initiative, therefore the feasibility & design have been discussed with the Special Purposes Vehicle (SPV) to ensure that they are compatible with the Private Finance contract. The accommodation will be located on retained estate. It will link at one point to the secondary phase building and there will need to be links into services/utilities.
- 7.10 The proposal has been discussed with the Governors of the Leathersellers Federation of Schools who welcome the proposal subject to further development of the revenue budget model and security with regard to capital funding.
- 7.11 It is now timely to launch a stakeholder consultation with the aim of including the places in the 2013 Admissions booklet. A further report on the outcomes of the consultation will be brought to Mayor & Cabinet on April 18th 2012.
- 8 Proposal to establish 2 permanent forms of entry on the site of the Mornington Centre as an enlargement of Torrison Junior School ,**
- 8.1 It was agreed by the meeting of the Mayor & Cabinet held July 13th 2011 that the Executive Director, Children & Young People should continue to work to identify a high-performing school to enlarge through opening 2 forms of entry on the site of the Mornington Centre.
- 8.2 At a full Governing Meeting held December 7th 2011, subject to satisfaction about the Revenue budget being offered to support the new provision, the Governing Body of Torrison Junior School unanimously agreed the following resolution:

That the governing body of Torridon Junior School agree in principle to the progression of the scheme to expand Torridon Junior School to the Mornington Centre as an all age Primary School. The school and governing body welcome this exciting and unique opportunity to manage one school on two sites serving two communities.

- 8.3 Discussions have continued with the school and agreement has been reached on a financial package to support the transition period and the opening of 2 forms of entry on the Mornington Centre site from September 2013.
- 8.4 Torridon Junior School was last inspected by Ofsted In April 2009. They found that "Torridon Junior is a good school. It provides a good quality of education and level of care for its pupils". The report commented that "The leadership and management of the school are good. The headteacher and staff work very well as a team and share the common aim of providing the very best for pupils." Subsequent monitoring by the Local Authority School Improvement Team confirms that the school continues to offer a high quality of education to its pupils.
- 8.5 The Admissions criteria will be consulted on as part of the stakeholder consultation and will offer two points for measurement. Children who do not qualify for entry on the grounds of Looked After Children, Sibling or Medical Reasons will be offered a place at the site closest to their home address.
- 8.6 The Mornington Centre is currently occupied by the Primary phase of Prendergast Vale. The school should move to its new buildings in Autumn 2012. This will enable some of the more disruptive work to commission the building as permanent Primary accommodation to be completed before new provision is opened in September 2013.
- 8.7 The Mayor's agreement is requested to launch further consultation with a wide range of stakeholders, including the school community and residents of New Cross. A further report will be brought to the April 18th 2012 meeting of Mayor & Cabinet which will present the outcome of those consultations.

9 Measures taken to ensure that sufficient places are available to meet the projected demand for Reception places in 2012 .

- 9.1 The current projections indicate that the borough will need an estimated 3,820 Reception places to meet demand in September 2012. The first indication of actual demand will be available after the closing date for on-time applications (January 15th 2012). It is likely that approximately 200 applications will be received after this date from families who are unfamiliar with the process or who are newly arrived in the borough.
- 9.2 The permanent expansions of Brockley, Gordonbrock, Kilmorie, Kender & Dalmain Primary Schools and Sandhurst Infant & Junior Schools means that the borough will have 3,304 places. If approved, the expansion of Kelvin Grove Primary will increase that total to 3,334. This leaves a shortfall of 486 places, or 16.5 forms of entry for September 2012.

- 9.3 A high proportion of that provision has been secured and the Local Authority is grateful to those Governing Bodies who have again agreed to expand their intake.
- 9.4 Forty five places will be available in September 2012 by admitting bulge classes to schools where feasibility studies are in hand to expand the schools permanently with a target date of 2013. The permanent expansions are subject to further discussions with the Governing Bodies & Southwark Diocesan Board of Education and also subject to sufficient capital funding being available. The next announcement on additional Basic Need is expected before the end of this financial year 2011/12. Discussions will continue during the Spring term and the outcome will be reported to Mayor & Cabinet in April 2012.

10 Requirement to retender the current Framework agreement

- 10.1 In 2010 Mayor & Cabinet gave approval to establish a Modular Buildings and Ancillary Building works Framework for delivery of the Primary Places Programme 2011-14 for Bulge classes. Since that time further information has been received about the levels of capital funding which will be available. Revised projections now suggest that rather than dropping within 10 years, pupil numbers will increase further after 2014 and will remain high. The Framework has proved successful, being used by Lewisham and 4 other London Boroughs. Costs of both procurement and build have been driven down and savings achieved by intelligent packaging of works, also on a like for like design basis. The modular construction technology used by Lewisham is at least 50% more cost effective to deliver than traditional construction built schools, whilst still achieving excellent sustainability and environmental targets.
- 10.2 The original OJEU financial threshold will have been reached in September 2012. Therefore in order to continue effective procurement of the permanent expansions and additional classes required this report seeks Mayor & Cabinet approval to procure a further framework to meet this demand.
- 10.3 The framework agreement will cover the provision of modular educational buildings and ancillary building works. Contractors on the framework agreement will provide a mixture of building works and ancillary services as part of the Primary Places Programme (2012 -16). These services pertain to the provision of Modular buildings, ancillary building works and internal remodelling where required in Primary Schools
- 10.4 Officers propose to establish a framework agreement with a minimum of 4 suitable contractors to provide the modular buildings and ancillary works required. An OJEU notice will be published for a Framework Agreement for a period of 4years to run from October 2012 to October 2016.
- 10.5 In order to establish the framework, a restricted OJEU process will be followed. A prequalification questionnaire (PQQ) will be sent out and assessed to shortlist potential contractors. Once short listing has been completed, tender documents will be sent to short listed contractors to bid against.

- 10.6 The PQQ will establish suitable contractors to be shortlisted for tender utilising a quality based assessment. Further quality criteria and commercial criteria will be utilised at tender stage to select the final contractors. These contractors will be appointed to the framework under an appropriate contract.
- 10.7 The proposed works could be procured on an individual project by project basis, with separate individual tenders being issued to prospective suppliers for each school. This would require separate tender documents to be prepared for each project and separate contracts for each project. This would be time consuming for those involved in the procurement of the works (including the associated expense) in addition to the loss of potential buying power generated by aggregating the projects together as a single contract.
- 10.8 Given the similar nature of the proposed works at the various schools, together with the volume involved, the procurement of these works lends itself to the adoption of a framework agreement with one or more suppliers to provide the works. This will enable the Council to call off under the framework agreement for individual pieces of work. Officers will be able to call off either by going direct to one supplier under the framework agreement or by undertaking a mini tender.
- 10.9 In addition contracting authorities that act as Central Purchasing Bodies may set up and advertise framework agreements on behalf of other contracting authorities. Where the EU rules have been followed by such Central Purchasing Bodies, other contracting authorities may use the framework agreements as required so long as they have been covered in the OJEU notice.
- 10.10 This is particularly relevant as LB Lewisham have been approached by other London Authorities who want to 'roll out' and share this framework with Lewisham taking the lead role

10.11 **Establishing the Framework**

- 10.11.1 In order for the framework to commence at the beginning of September 2012, we would propose that the following programme and key dates are adopted:.

Publish OJEU Notice	2nd February 2012
Period for requesting PQQs (32 days)	5th March 2012
Evaluation of PQQs	26th March 2012
Approval of Shortlist	11th April 2012
Issue Invitation to Tender	24th April 2012
Tender Period (35 days)	29th May 2012
Tender assessment	29th June 2012

Contract Award M&C (Contracts)	11th July 2012
Inform tenderers	12th July 2012
Standstill (Alcatel) Period (10 days)	24th July 2012
Contract Start	1st October 2012

10.12 This proposed timescale is indicative. Account will be taken of the Authority's executive and scrutiny processes. However officers are confident that the target date can be achieved.

11. Financial implications

Capital Finance Implications

11.1.1 Approximately £6.5m will be carried over from 2011-12 Basic Need allocation of £12.6m announced on 13th December 2010

11.1.2 In July 2011 the Government announced that a further £500m would be allocated nationally to meet the demand for pupil places. In November 2011 the borough was notified of an allocation of £12.8m.

11.1.3 On December 13th 2011 the DfE announced capital allocations for 2012/13. Lewisham received £12.657m for Basic Need and £5.404m for capital maintenance.

11.1.4 A further £600m is to be allocated to authorities facing school place pressures. Amounts are expected to be announced before the end of the financial year.

11.2 Available Capital Resources

On the basis of known Government announcements the total basic needs allocation available to 31 March 2013 is £31.955 million including £6.5 million of the 2011-12 allocation not yet applied. The estimated cost of the projects to deliver additional places for September 2012 is £17.2million including the estimated costs of the Kelvin Grove project leaving a balance of £14.755 million towards September 2013 needs. However it is estimated that the costs of meeting the demand for places in September 2013 may exceed £26million.

11.3 The projects at Torridon New Cross and Ladywell Fields proposed for consultation would become commitments against those resources available for September 2013 needs if supported in consultation. The costs have been assumed in the estimate of £26 million. When determining the September 2013 projects the authority should have details of any allocation made as part of the January 2012 additional basic need allocation.

11.4 Framework Agreement

11.4.1 The current Modular and Ancillary Building works Framework has proved a success for both Lewisham and other joining Boroughs. The Framework has allowed delivery of 18 schemes, both individual and packaged works. The tendered framework rates have been used to obtain best value and all costs are validated by an appointed Quantity Surveyor. Economies of scale have been achieved on the procurement of these schemes, by obtaining favourable rates that better the original Government Contracts works framework. Further savings have been made on procurement by packaging the works in a smarter way. It is anticipated that savings of approximately £175,000 will be achieved this year on the original estimates for Employers Agents/Quantity Surveyors fees . This coming year the construction cost estimates are £14,052,698.00 and the proposed Employers Agents/Quantity Surveyors fees are £375,000.00 or 3.0% of construction value. Last year the construction costs were £5,766,671.61 and the Employers Agents/Quantity Surveyors fees were £112,199.12 or 2.0% of construction value, these works were also packaged to achieve economies of scale and best value.

11.4.2 The equivalent costs under the GC works Framework for the services of similar roles would have been significantly higher at 4.90% , the lowest tendered rate by a consultant for a project of over £3m

11.4.3 We are currently achieving cost per m² of around £1,400 compared with £2,800 for traditional construction and the £2,500 suggested by DfE as a construction cost guideline. Against this background it is appropriate that a new framework is procured to continue and build on this good practice. It will also provide a sound basis for securing further reductions in the cost per m²

11.5 Revenue Finance Implications

11.5.1 The additional revenue costs for the expansion of Kelvin Grove Primary School from 2fe to 3fe will be funded from the Dedicated Schools Grant as part of the school's formula budget allocation. Similarly the revenue costs of the new resource base will be funded through the school's formula budget allocation. Finance will be allocated to the school progressively as the provision is developed. As a consequence there will be no additional burden on the revenue resources of the Council's General Fund.

11.5.2 ASD Resource Base Revenue costs, mainly for staffing and resources will be identified and built into the LA's school funding scheme. All revenue costs will be met from the Dedicated Schools grant.

11.5.3 The initial and continuing revenue costs of the projects at Torridon New Cross and Ladywell Fields would be met from the Dedicated Schools Grant with no costs falling upon the general fund resources of the Council.

12. Legal implications

- 12.1 The Human Rights Act 1998 safeguards the rights of children in the Borough to educational provision, which the Council is empowered to provide in accordance with its duties under domestic legislation.
- 12.2 Section 14 of the Education Act 1996 places a general duty on local authorities to ensure that there are sufficient schools to provide primary and secondary school education, and requires them, in particular, to have regard to the need to ensure that special educational provision is made for pupils with special educational needs. Section 315 of the Education Act 1996 requires local authorities to keep their arrangements for special educational needs provision under review. The local authority is not itself obliged to provide all the schools required, but to secure that they are available.
- 12.3 In exercising its responsibilities under section 14 of the Education Act 1996 a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice. Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents/ carers' wishes, so far as that is compatible with the provision of efficient education and training, and the avoidance of unreasonable public expenditure.
- 12.4 The Education and Inspections Act 2006 places requirements on local authorities to make their significant strategic decisions concerning the number and variety of school places in their localities against two overriding criteria:
- to secure schools likely to maximise student potential and achievement;
 - to secure diversity and choice in the range of school places on offer.
- 12.5 Section 19 of the Education and Inspections Act 2006 provides that where a local authority or the governing body of a maintained school proposes to make a prescribed alteration to a maintained school and it is permitted to make that alteration, it must publish proposals. The Education and Inspections Act 2006 gives local authorities the responsibility for determining school organisation proposals in the first instance.
- 12.6 As set out in this report, in reaching a decision on the expansion of Kelvin Grove Primary School from 2 to 3 forms of entry and to establish a 16 place resource base, the Mayor must have regard to statutory guidance prepared by the Secretary of State. The relevant section of the Guidance is Appendix 1 to this report. In deciding whether to agree the recommendations in this report, the Mayor must be satisfied that to do so is a reasonable exercise of his discretion on a consideration of all relevant matters and disregarding irrelevant considerations and must not reach a decision which no reasonable authority could arrive at.
- 12.7 The Mayor, before making any decision regarding prescribed alterations of a school, must ensure that capital funding is in place, interested parties have been consulted, the statutory notice is published and there has been compliance with the required period for representations.
- 12.8 Departmental guidance requires that when proposals are developed for re-organising or altering SEN provision Local Authorities or proposers will need to

show how they will improve standards, quality and/or range of education provided for children with Special Education Needs.

- 12.9 If the local authority fails to decide proposals within two months of the end of the representation period the local authority must forward proposals, and any received representations (i.e. not withdrawn in writing), to the schools adjudicator for decision within one week of the end of the two month period.
- 12.10 The Equality Act 2010 (the Act) brings together all previous equality legislation in England, Scotland and Wales. The Act includes a new public sector equality duty (the equality duty or the duty), replacing the separate duties relating to race, disability and gender equality. The duty came into force on 6 April 2011. The new duty covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 12.11 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 12.12 As was the case for the original separate duties, the new duty continues to be a “have regard duty”, and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 12.13 The Equality and Human Rights Commission issued guides in January 2011 providing an overview of the new equality duty, including the general equality duty, the specific duties and who they apply to. The guides cover what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guides were based on the then draft specific duties so are no longer fully up-to-date, although regard may still be had to them until the revised guides are produced. The guides do not have legal standing unlike the statutory Code of Practice on the public sector equality duty, However, that Code is not due to be published until later in 2011. The guides can be found at:
<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/new-public-sector-equality-duty-guidance/>

Procurement and Contractual Arrangements.

- 12.14 Paragraph 10 sets out the need to establish a new Framework as the estimated value of contracts to be called off under the existing Framework is expected to exceed that advertised in OJEU when the Framework was tendered. Although it is not always necessary to undertake a fresh procurement simply because the original estimate of the value of the contract

has been exceeded, if the increase is such as to affect competition, then it is prudent for both legal and commercial reasons to undertake a fresh exercise to ensure that the prices remain competitive.

- 12.15 Framework Agreements cannot exceed 4 years in term under EU law although an individual contract called off from a Framework can extend beyond the original term of the framework provided it too does not exceed 4 years.
- 12.16 Paragraph 11 of this Report explains how Framework Agreements work. The terms and conditions of the Framework Agreement must not be altered when bidders from the Framework Panel are called off for individual projects. The mini tenders enable Panel members to bid competitively improving upon their prices but the terms and conditions of the Agreement should remain the same apart from any minor amendments required to fit the project specific needs. However, such amendments should not affect the commercial balance of risk as set out in the Framework Agreement.
- 12.17 In making decisions the Mayor must have regard to all relevant considerations disregarding all irrelevant considerations and must not reach a decision which no reasonable authority could arrive at.

13. Crime and disorder

- 13.1 There are no direct implications arising from this report.

14. Equalities

- 14.1 This report supports the delivery of the Council's Equalities programme by ensuring that all children whose parents/carers require a place in a Lewisham school will be able to access one.
- 14.2 Recent research indicates that greater progress can often be made by pupils with SEN if they have access to specialist teaching in a resourced unit within mainstream provision. This proposal seeks to increase opportunities for pupils with SEN to access mainstream provision.
- 14.3 An Equalities Impact Assessment (EIA) has been completed for the SSP programme and approved by the corporate equalities board.
- 14.4 In common with all aspects of education in Lewisham, close equalities monitoring is undertaken in relation to children with SEN. As the proposal is developed following consultation, the impact on equalities will be actively considered, and highlighted issues responded to.
- 14.5 The proposal in this report supports the achievement of the LA's goals as set out in its Access Plan. It will assist significantly in the improved access to the curriculum for children with disabilities.

15. Environmental implications

- 15.1 There are no direct implications arising from this report, although consideration will be given to the environmental impact of the building works as part of any future tender process used for the project. The design and specification of the resource base will be sympathetic to environmental issues and contractors will be expected to give a statement on their environmental policy.
- 15.2 Every effort will be made to enhance rather than detract from school environments in the solutions to providing additional primary places.

16. Risk assessment

- 16.1 A decision to consult on the projects at Prendergast Ladywell Fields College and Torridon New Cross needs to be taken now if the projects are to deliver on time. However the projects will deliver in the financial year 2013/14. At this stage there is funding of £16.5m of the £27.6m potential commitments (of which the two projects form part) in that financial year. That is based upon the fact that no capital allocations have yet been made for 2013/14 by central government. The probability is that across the additional allocation for 2012/13 and an allocation for 2013/14 the commitments will balance with resources but this will not be known until December 2012. At that point there would be time to review the projects for September 2013 and to produce a balanced programme to meet the resources available. This might mean that insufficient places would be made available for predicted demand.
- 16.2 If the Mayor and Cabinet agree to the proposals for the ASD Resource Base, but not the proposed expansion of Kelvin Grove to three forms of entry, it may no longer be viable to continue with plans to develop the Kirkdale site. In order to ensure that both proposals are considered alongside one another, approval timescales have been planned with the Pupil Places Team to ensure that reports are submitted to the same Mayor and Cabinet agendas.
- 16.3 If broader consultation does not take place in Spring Term 2012, there will be risks to the target dates to lower the age of entry to Prendergast Ladywell Fields and to enlarge Torridon Junior School by 2 forms of entry for entry in 2013.
- 16.4 Procurement of the buildings in support of the additional places required beyond 2012 will be less effective if it is not possible to meet the timeline to relet the Framework agreement. This will create a financial risk for the Authority because of the increased cost of procuring projects individually and the loss of "buying power".

17 Conclusions

17.1 School expansion

- 17.1 On the basis of the positive responses to the consultation on the enlargement of Kelvin Grove Primary school it is recommended that the Mayor agrees that the school should be enlarged from 2 forms of entry to 3 with effect from September 2012 .

17.2 The report describes the progress made on options to increase permanently the supply of primary school places to meet the changing demographic profile of the borough. The overall response has been that there is a general recognition that the borough is changing and that additional permanent places must be secured . There is however a concern that this should be managed without jeopardising current provision. The Council recognises this and will work to ensure that specific issues raised by the school community are addressed in planning for new provision. These proposals have the potential to increase permanently the supply of school places by 1 form of entry in 2012 and by 4 forms of entry in 2013.

17.3 The future demand for places is kept under constant close review. Based on weighted average projections by the end of the decade the Council will need to add at least 18 forms of entry to its Primary provision. Demand is projected to fluctuate across areas. Therefore provision should be made through a mix of permanent and temporary enlargements.

17.4 It is recommended that the Mayor agree

- to extend provision at Prendergast Ladywell Fields College so that it becomes an all-age school offering 2 forms of entry in the primary phase whilst retaining its current 8 forms of secondary entry.
And to
- to establish 2 permanent forms of entry on the site of the Mornington Centre as an enlargement of Torridon Junior School, initially with 2 Reception “bulge” classes in 2013 with admissions to either site based on home to school distance to the nearest site

17.5 **Resource base development**

17.5.1 On the basis of the positive responses to the consultation on the ASD resource base, the ability of the LA to support the school both financially and educationally in the introduction of the resource base, and the staff and governors support of the scheme, it is recommended that the Mayor agrees to the development of an ASD resource base at Kelvin Grove Primary School.

17.6 The proposal to develop an ASD resource base at Kelvin Grove Primary School supports the objectives of the Lewisham programme, ‘Strengthening Specialist Provision’, which aims to improve the outcomes of pupils with special educational needs by increasing opportunities for them to be educated locally and in mainstream provision where possible.

18 **Originators**

18.1 Margaret Brightman, Pupil Places Manager, 3rd Floor, Laurence House, 1, Catford Road, SE6 4RU, Tel: 0208 314 8034, Email: Margaret.brightman@lewisham.gov.uk.

18.2 Kerry Hookway, Project Manager, Strengthening Specialist Provision Programme, 3rd Floor, Laurence House, 1 Catford Road, SE6 4RU, Tel: 020 8314 8482, Email: kerry.hookway@lewisham.gov.uk.

18.3 Mike Miles, Senior Project Manager 3rd Floor, Laurence House, 1, Catford Road, SE6 4RU, Tel: 0208 314 7017, Email: mike.miles@lewisham.gov.uk.

19 Appendices

19.1 Appendix 1 Factors to be considered by decision makers

19.2 Appendix 2 Expansion consultation leaflet

19.3 Appendix 3 Full responses to expansion consultation

19.4 Appendix 4 Response from the Kelvin Grove Primary School governing body

19.5 Appendix 5 Proposed Statutory Change Notice for the school expansion

19.6 Appendix 6 Kelvin Grove Primary School resource base consultation document (long and website version). Note: A shorter version of the consultation was only produced and is available on request.

19.7 Appendix 7 Full written responses to the resource base consultation

19.8 Proposed Statutory Change Notice for the ASD resource base.

19.9 Equalities Impact Assessment

If there are any queries on this report, please contact Chris Threlfall, Head of Education Development on extension 49971

APPENDIX 1

Factors to be considered by decision makers making changes to a maintained mainstream school

These decisions are taken in accordance with the requirements of Part 2 of Schedule 5 to the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (SI:2007 No.1289) (as amended) and the Mayor must have regard to the Secretary of State's guidance in reaching a decision on the current proposal. The relevant guidance is provided in Appendix 3 of this report. Before reaching a decision the Mayor must be satisfied that the requirements have been complied with and that regard has been paid to considerations listed.

- 1 Comprehensive information** – The Mayor must be certain that all the information required is available to make a decision on the proposal.

Commentary: All the information, as specified in the Secretary of State's guidance, is contained in this report and the appendices attached.

- 2 Does the published notice comply with statutory requirements?**

Commentary: The statutory notice complies with The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended by The School Organisation and Governance (Amendments) (England)) Regulations 2007

- 3 Has the statutory consultation been carried out prior to the publication of the notice?** The Mayor must be satisfied that the consultation meets statutory requirements. If the requirements have not been met, the Mayor may judge the proposals to be invalid and should consider whether he can decide the proposals. Alternatively the Mayor may take into account the sufficiency and quality of the consultation as part of his overall judgement of the proposals as a whole.

Commentary: Statutory consultation was planned and delivered in accordance with DCSF guidance, The Education and Inspections Act 2006 (EIA 2006) and The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended). Full details of the consultation process are contained in the proposal included in this report as Appendix 2. Copies of consultation documents were sent to stakeholders specified in the DCSF statutory guidance. The statutory consultation allowed respondents adequate time in which to respond to the consultation document.

- 3 Decision on the quality of the Consultation** - The guidance states that, 'If the requirements have not been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.'

Commentary: The consultation process was planned and delivered by Council officers in line with the Council's own guidelines on consultation and

in accordance with DfE guidance, “the Education and Inspections Act 2006 (EIA 2006)” and “The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (Amended).”

The process has enabled the Mayor and Cabinet to consider the views of all stakeholders, both for and against aspects of the proposal, in the widest and most transparent manner. All care was taken to ensure no one was omitted from the process. The analysis of the consultation enabled the Mayor and Cabinet to understand the views of the different groups affected by the proposal.

5 Are the proposals related to other published proposals? The Mayor must decide the related proposals together

There are no related proposals

6 Standards – The Mayor must be satisfied that the proposal for a change will contribute to raising local standards of provision, and will lead to improved attainment for children and boost opportunities for young people. He should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Commentary *An Ofsted inspection of Kelvin Grove took place in December 2010. It judged Kelvin Grove to be a good school. “It is very successful in ensuring that pupils do well, both academically and personally”. The Local Authority is confident that the school’s Governing Body will ensure that the school plans effectively for an increased number of so that standards are not jeopardized and the school continues to make progress*

As identified in the Mayor and Cabinet report of 3 October 2007, there is a lack of choice in the borough’s educational provision for children with SEN. A range of proposals were identified to improve the educational experience and choice for pupils with SEN. One of the main proposals was the development of SEN resource bases in mainstream schools. The development of an ASD resource base at Kelvin Grove Primary School will assist in the achievement of this.

The main benefits of resource bases are:

- *They encourage a positive understanding of difference in the school community;*
- *They encourage staff to develop knowledge and best practice in a particular area and to share that with the whole school, including the children;*
- *They give children with SEN more opportunity to work and develop socially within a mainstream school;*
- *They increase the range of education provided so that children who need a mixture of specialist provision and mainstream experience can regularly have access to both.*

Specialist training in educating and supporting children with ASD will be provided to staff working in the resource base.

- 7 Diversity** – The Mayor should consider how the proposed changes will contribute to local diversity, in particular the range of schools in the area and how they will impact on the aspirations of parents and help raise local standards and narrow attainment gaps.

Commentary: *Enlarging the provision at Kelvin Grove Primary School will ensure that there are range of sizes of schools in the locality. The proposal builds on local experience and nationally recognised good practice of establishing specialist resource bases in mainstream schools. The resource base will provide an alternative to attendance at a separate special school, offering additional choice to parents of children with ASD. Children with ASD will be able to link into the activities and learning of mainstream classes as appropriate..*

- 6 ‘Every Child Matters’** – The Mayor should consider how the proposals will help every child and young person achieve their potential in accordance with ‘Every Child Matters’ principles.

Commentary: *The proposal will ensure that children are able to access a school place which will help them achieve their potential Experience shows that opportunities for children with SEN, to work and develop socially within a mainstream school, can help them stay safe, enjoy their learning, and achieve well. A report by Ofsted found that mainstream schools with specialist resource bases were particularly good at supporting the social, personal and educational needs of children with specific learning difficulties (‘Inclusion: does it matter where pupils are taught?’, Ofsted: 2006). Additionally, children in resource bases can learn about how barriers to their participation in society can be overcome, enhancing their potential for achieving long-term economic well-being in mainstream society. There is also evidence that children without SEN can benefit from having a specialist resource base in their school. All the children will benefit from the extra knowledge and skills gained through the resource base, as well as developing their personal and social skills, and learning about difference and the world around them.*

- 7. Equal Opportunity Issues** - The Mayor should consider whether there are any sex, race, or disability discrimination issues that arise from the changes being proposed. Similarly there needs to be a commitment to provide access to a range of opportunities which reflects the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

Commentary: *The proposals in this report support the achievement of the LA’s goals as set out in its Access Plan. It will assist significantly in achieving improved access to the curriculum for children with SEN, and increase their ability to participate in their local community. Equalities are considered in full in section 11. An EIA has been conducted with regard to this proposal and is attached to this report at Appendix 9*

- 8 Community Cohesion and Race Equality** - When considering proposals to close a school the Decision Maker should consider the impact of the proposals on community cohesion. This will need to be considered on a case

by case basis, taking account of the community served by the school and the views of different sections within the community.

Commentary: *The admissions criteria will remain as at present, and therefore there will be no detrimental effect on community cohesion. See the Equalities Impact Assessment at Appendix 9*

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

Commentary *There has been a significant demand for additional places in the area as a result of new developments and an increased birth rate. Projections taking into account the age profile of the population and proposed future development locally indicate that this level of demand will be sustained for the next decade. There is no significant surplus capacity in local schools.*

- 10** **Travel and accessibility for all** – The Mayor should be satisfied that accessibility planning has been properly taken into account.

The resource base will be fully accessible to all, in line with the LA's long term accessibility strategy. See section 7.12.5 for further details. Specifically designed for children with SEN, the resource base will increase their ability to participate in their local community, as well as potentially reducing the distance they need to travel to school. Transport will be provided where necessary in line with the LA's transport policy. A mini-bus drop off point has been included in the design, reducing the need for individual taxis' in line with the LA's duty to promote the use of sustainable travel and transport to school. The impact on travel will be kept under review through the School's Travel plan

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

Commentary *The school does not have a religious character.*

- 12** **Provision for displaced pupils/surplus places**

Commentary: *There are no displaced pupils as a result of this proposal*

- 13.** **Funding for proposal** – The Mayor should be satisfied that any capital required to implement the proposals will be available.

Capital funding is available and is detailed in paragraph 12. Revenue funding will come from the DSG, and is also included in paragraph 12

- 14 Views of interested parties** - The Decision Maker should consider the views of all those affected by the proposals or who have an interest in them including statutory objections and comments submitted during the representation period. The Decision Maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the Decision Maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

*Commentary: Views expressed during the consultation have been taken into account, and concerns have been addressed
No views were received during the period of the statutory public notice*

15 Specific considerations regarding SEN provision which form the “SEN Improvement Test”

- 15.1 Parental preference** - The Mayor should consider whether the proposal takes account of parental preferences for particular styles of provision or education settings.

Commentary: The 3 October 2007 Mayor and Cabinet report identified a lack of choice in the borough’s educational provision for children with SEN, with choice largely restricted to mainstream or special schools. The development of specialist resource bases within mainstream schools will increase parental choice. The largely positive responses received by parents to the consultation for Kelvin Grove Primary School resource base indicate that parents would appreciate having the option of a specialist resource base within a mainstream setting for their child.

- 15.2 Range of provision** - The Mayor should consider whether the proposal increases the offer of a range of provision to respond to the needs of individual children and young people, taking account of collaborative arrangements (including between special and mainstream), extended school and Children’s Centre provision; regional centres (of expertise) and regional and sub-regional provision; out of LA day and residential special provision.

Commentary: The new provision, being in a mainstream school, will fit into the LA’s collaborative arrangements, increasing opportunities within the school’s collaborative group to respond to the individual needs of children. It will also link with other local specialist provision, including therapy and outreach services. As detailed above, specialist resource bases in mainstream schools increase the range of educational provision available for children in Lewisham with SEN. 3

- 15.3 Consistency with the LA’s Children and Young People’s Plan** – The Mayor should consider whether the proposal is in line with the LA’s CYP plan.

Commentary: *The proposal actively contributes to several elements of the CYP plan, including Priority BH6: 'Promote mental and emotional well-being', Priority EA2: 'Close the attainment gap between underachieving groups and their peers', and Priority EA5: 'Meet the needs of pupils with SEN and disabilities'.*

- 15.4 **Providing a broad and balanced curriculum in a healthy and safe environment** - The Mayor should consider whether the proposal ensures a broad and balanced curriculum, including the National Curriculum, within a learning environment in which children can be healthy and stay safe.

Commentary: *The resource base will provide a structured learning environment, a modified curriculum, and behaviour support for children with ASD, without being isolated from the rest of the school. Specialist facilities will include a sensory room for curriculum and therapy use and a dedicated outdoor area for replication of the curriculum in an outdoor environment. Depending on their level of need, children in the resource base will also take part in some or all of the activities of the mainstream school, with additional support, and individual or small group work as appropriate.*

- 15.5 **Supporting the LA's accessibility strategy and promoting equality of opportunity for disabled people** - *The Mayor should consider whether the proposal is in line with the LA's accessibility strategy.*

Commentary: *This proposal reflects the LA's long-term accessibility strategy which was further defined by the overall 'Strengthening Specialist Provision' programme. It will assist significantly in achieving improved access to the curriculum for children with SEN, demonstrably promoting equality of opportunity.*

- 15.6 **Promoting access to appropriately trained staff** - The Mayor should consider whether the proposal provides access to appropriately trained staff and access to specialist support and advice.

Commentary: *Specialist training will be provided for staff at the school in supporting the needs of children with ASD, building on the experience the school already has in working with children with SEN. A training plan is being developed with the school, the Communication and Interaction Team and Therapies Team which will include strands for teachers and support staff across the school to ensure that all the staff are fully supported in their roles. Further in-depth training will be provided for staff working within the resource base itself and support from the Communication and Interaction Team will continue beyond the initial implementation of the resource base.*

Kelvin Grove Primary School
Options for the future
Tell us your views

What is this leaflet about?

In order to meet the huge increase in demand for Reception places, which is predicted to continue to at least the end of the decade, the Local Authority wishes to consult on how it can best increase the supply of permanent primary school places across the borough.

As part of this, we are considering whether existing schools can be enlarged to offer additional places. Kelvin Grove Primary School has been identified as a possible site and we want to hear your views on a proposal to increase the school's admissions number so that it can admit more children each year.

This leaflet explains:

- why we need to increase the number of primary school places across the borough
- how your school might help meet this demand
- what will happen next after this consultation

It is important to us to gain the views of pupils, parents/carers, governors, school staff, pupils, the local community and other interested parties about this proposal. There is a form at the back of this leaflet for you to fill in and return to share your thoughts. Your feedback will help us to shape possible developments at Kelvin Grove Primary School.

Completed forms need to be returned by **October 7th 2011**

e-copies of this form are available on the Kelvin Grove School Website

To return the form:

- Email to: kelvingroveconsultation@lewisham.gov.uk
- Send to: Suzette Nicol, Executive Director's Office, 3rd Floor, Laurence House, Catford Road, London, SE6 4RU
- Leave it in the box provided in Kelvin Grove Primary School reception

1

You can also call Suzette Nicol on 0208 314 9974 if you have any questions or comments.



The Proposal

The Mayor has asked us to look at the feasibility of expanding Kelvin Grove Primary School from its current 2 forms of entry to 3 forms of entry. This would mean that from September 2012 the maximum number of children in Reception would rise from 60 to 90. The school offered 30 additional places in 2010 and will do so again in 2011 so some year groups are already 3 forms of entry. Eventually all age groups would have a maximum of 90 children and the maximum number of the children in the school, (excluding the Nursery) would grow to 630.

Why do we need additional places in Lewisham primary schools?

The number of births in Lewisham has increased by over 30% since 2000/2001. This has been a consistent trend and means that we need to provide more permanent school places. We know too that major planned housing regeneration schemes will attract new people into the borough and a proportion of them are likely to be families with children. We estimate that we need to add about 540 permanent school places across the borough and these need to be concentrated in the areas where we expect to see population increases.

We will be able to provide many of these places through enlarging existing schools where there is sufficient room on the site to add new classrooms and the other areas that a school needs. This might be through adding new classrooms or by modifying existing buildings.

We will be monitoring our projections very carefully to ensure that - as far as possible - we get the right number of places in the right locations.

We want to be able to educate as many as possible of our young people close to their homes in Lewisham. We also know that with increasing numbers of young people in the population we need to increase the opportunities for many young people with special educational needs to be educated close to home.

Why enlarge this school?

The population in Forest Hill and Sydenham is increasing. There has been a 35% increase over the last decade from 919 births in 1998/99 to 1,228 in 2008/09. Our projections, which include information on planned housing developments, indicate that there will be a sustained demand for additional places in schools in the area until beyond the end of the decade.

In order to meet local demand, and avoid expecting children to travel long distances, we need to add 135 places (4.5 forms of entry) as permanent expansions in the area as well as some additional temporary expansions to cover the years of peak demand (children entering school from 2012 to 2014. We would like Kelvin Grove Primary School to offer 30 additional places (1 additional form of entry).

How could the school increase its size?

The Mayor has agreed that the nearby Kirkdale Centre should close as an Adult Education centre. The building has a long history of delivering education in Sydenham. English Heritage are currently considering listing it as having special architectural interest and history. Maintaining it as a school would be in keeping with the ideas of the founders of the centre. If the decision is taken to expand Kelvin Grove, the building will be re-modelled inside to create Key Stage 2 classrooms and other facilities. The programme includes proposals to re-configure parts of the existing school such as the Dining Room so that it is big enough to cope with more children

Will the education of the children already in the school be compromised?

There is no reason why expansion of the school should compromise the education of children already in the school. The challenge of needing rapidly to expand existing schools has meant that other Councils have looked at whether there is a relationship between school size and school effectiveness.

Lewisham has many successful schools of all sizes and also has effective local networks which spread expertise throughout the borough.

Educational Research repeatedly finds that school leadership, ethos and the quality of teaching and learning are the key factors which influence school effectiveness. The Local Authority is aware of the challenge that it is setting schools being considered for expansion and will tailor the support that it is able to give to ensure that they are not disadvantaged.

What funding will the school receive for the additional pupils?

The Local Authority will fund the costs of the building works required and will equip the new classes as they open from 2012.

In addition to the set-up costs, the school will be funded for each child who joins the school.

How do I find out more?

September 14th: Margaret Brightman will be at the school gate in the afternoon if you would like to ask questions

September 19th: We will run a drop-in session in the school from 2.00pm to 6.00pm

What will happen next after this consultation?

We will report back to Mayor & Cabinet at the end of October, and the Mayor will make a decision on whether to proceed to the next stage of consultation which is the publication of a Statutory Notice. The final decision would be taken in January before the offers of 2012 Reception places are made.

Feedback form

It is important to the local authority and the school to hear your views on this proposal. Please fill in the form below to share your thoughts with us. You can also call Suzette Nicol at Lewisham Council (020 8314 9974) if you have any questions or comments.

To return the form:

- Email to: kelvingroveconsultation@lewisham.gov.uk

Send to: Suzette Nicol, Executive Director's Office, 3rd Floor, Laurence House Catford Road, London, SE6 4RU

- Leave it in the box provided in Kelvin Grove Primary School reception

e-copies of this form are available on the Kelvin Grove Primary School Website

The deadline for returning the form is October 7th 2011

Your views

Do you support the permanent expansion of the school from 2 to 3 forms of entry? [Please tick one box]

YES

NO

UNSURE

Please indicate the reasons for your views

Please could you provide us with some information about yourself overleaf...

Your details

I am representing an organisation in making this response (*please tick and specify*)

Name of organisation:

How would you best describe yourself in relation to this consultation? (*please tick one*)

Parent/carer Governor School staff Pupil Member of local community

Other (*please specify*):.....

Equalities monitoring is the collection of information which helps services ensure that they are providing a fair and inclusive service. The information that is provided on this form will remain strictly confidential in accordance with the Data Protection Act. If you are unhappy about answering a particular question you do not have to.

Are you male or female? Male Female

Please select your age group

Under 18 18-24 25-29 30-34 35-39 40-44

45-49 50-54 55-59 60-64 65+

To which of these groups do you consider you belong?

White - British

White - Irish

Any other White background, *please state*:

Mixed - White & Black Caribbean

Mixed - White & Black African

Mixed - White & Asian

Any other Mixed background, *please state*:.....

Asian or Asian British - Indian

Asian or Asian British - Pakistani

Asian or Asian British - Bangladeshi

Any other Asian background, *please state*:.....

Black or Black British - Caribbean

Black or Black British - African

Any other Black background, *please state*:.....

Chinese

Other ethnic group, *please state*:.....

Thank you for taking the time to read this leaflet. We look forward to hearing from you.

If you have difficulty understanding this document in English please call the number below.

Për të marrë informacion mbi këtë dokument, ju lutemi telefononi numrin e mëposhtëm. Albanian

Pour plus d'informations sur ce document, veuillez appeler le numéro ci-dessous. French

更多有关本文件的信息，请拨打如下电话。Mandarin

Sidii aad u hesho macluumaad ku saabsan dokumentigaan fadlan soo wac lambarka hoos ku qoran. Somali

இப் பத்திரத்திலுள்ள தகவல் தேவையானால் தயவுசெய்து கீழேயுள்ள எண்ணில் தொடர்புகொள்ளவும். Tamil

Bu doküman hakkında bilgi için lütfen aşağıdaki numarayı arayınız. Turkish

Để biết thêm thông tin về tài liệu này, quý vị hãy gọi số điện thoại sau. Vietnamese

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Appendix 3

Response to consultation to expand Kelvin Grove Primary School from 2 FE to 3FE

COMMENTS	
	In Favour
1.	More children will get a place closer to home. The number of children in the area and the amount of primary school places are not equal
2.	I agree with the decision of the school being expanded as I found very hard getting my son into school at the beginning. I also have another young child awaiting school placement and having a larger school mean his chances will be greater. On one down side effect I do believe it will have a large effect in the wrong way on our children's education, meaning less staff to teach
3.	I support the enlargement of the school because it will be nice to have a school at neighbourhood that will meet the demand of all the parents that wants their children to be educated locally
4.	I believe that it is a good proposal because it allows more children within the local community the opportunity to attend school. I highly rate Kelvin Grove school, and have continued to hold pride knowing that all of my children have attended this Primary school. My two eldest daughters,(now aged 18 and 22 years) also speak highly of this school. My youngest daughter (aged 10 years) also attends Kelvin Grove at present and enjoys, looks forward in attending school daily . These experiences should be given to others to experience. I hope the proposal is agreed and takes place.
5.	It is important that all have schools close to home. I know people in class of my son that have to do kilometres to come to school every morning
6.	Kelvin Grove is a good school and this will allow more children to attend There is the possibility of more physical space for the school to support the expansion
7.	It will help provide opportunity for many children
8.	As a parent with four children (3 of which are in school and one that is about to start) I know how hard it is to find a placement for your child and so I therefore believe that permanent expansion would highly benefit us all as a community and will most definitely benefit our children.
9.	This will improve the social status of the school within Lewisham Council. This will also allow children in and around the area to attend the school which they would otherwise have not because the school is not able to take a large number of pupils due to its size
10	Yes, we need expansion. Because of other children that they are still joining the school there will be a space for them as well.
11	Kelvin Grove as far as I know is a very good school. I have seen a lot of improvement in my child and her cousin. Staffs are very friendly and helpful and I really think this expansion is a very good idea for the school to have 2 to 3 forms of entry. As I would like my younger one to attend the primary section once the place is available to her. As a parent I am looking forward to this expansion as soon as possible. Thank you
12	I think this is a good idea to expand the school so parents will not need to wait longer (or travel far) bring children at local school. I am really happy to see that Kelvin Grove school will have more class and more space for our children to receive their education. Also Reception class will have more space for children started in September or will be able to take more children in class in September 2012.
13	Since I came into the Sydenham area in 2002, my children attended Kelvin Grove. From 2003 all my 4 children have and still attend the school and my last child is in year 5. The support and close relationship our family have formed with the school far precedes any other. Having the

	school extended will boost the community of having such an excellent school expanded so others can benefit from the wonderful teaching and service they provide for our children.
14	Overcrowded classes
15	Education is needed plus more jobs if people need these things and it can be provided with no distortion of what all ready stands then why not. My daughter's comment 5 year old answer to, how would you feel if your school got bigger with more children in your class and school? "Happy, Great I will like that"
	Against
16	1) Present assembly hall too small for the existing 2 forms of entry during functions so there will be a problem for 3 forms of entry 2) Also children already queue for the existing toilet facilities. Should 3 forms of entry [be] permitted, are you increasing the toilet facilities in the present building to cater for when the 3 forms of entry come together for things such as dining, whole assembly etc 3) This will affect performance as well as increase behaviour problems which is already an issue - distruction [sic] of lessons in class 4) This will surely compromise children's education. There is no way you can say that school size, re-modelling or reconfiguring the school will not affect effectiveness or quality of teaching / education our children are entitled to.
17	I do not agree with a permanent expansion to Kelvin Grove. I already believe that staff and resources at the school are already stretched enough as it is. Although more children means that they bring more funds, the funds cover the new children, it is not more funds for the children attending the school, meaning it is not extra money going into the school. The reason additional places are needed is because Sure Start centres have been closing down and the number of children born in the UK at the moment are going up because of the way the British benefit system works. Most children in the Lewisham borough are being born by foreign parents looking for free education. I myself work with small children in the Lewisham borough and see the effects this has on not only schools and nurserys but on the housing. If parents worked for a living they could afford to send their children into private and day nurserys, like I did with my children. Lewisham could set up a home schooling web-site so parents who have the luxury of sitting at home during the day could teach their own children. Kelvin Grove teachers, children and parents do a lot of fund-raising to help pay for things for the school , and the children achieve well. If more children are admitted to the school I think the existing children may suffer, but then that's my opinion
18	I believe it will compromise my childs education as it will surely stretch the teaching staff and funds further
	Unsure
19	Whilst I understand and appreciate the argument for a 3 form of entry, I believe that the warm and intimate nature of Kelvin Grove school will be diluted as a result of too many pupils.
20	Yes, on the one hand more spaces are needed and therefore more should be provided. My daughter was in Reception last year and maybe wouldn't of gotten a space had you not taken an extra class but I want to make sure as more students are taken in that they still get the support that they need and that they don't get forgotten by lack of support because teachers don't have time having said that so far I have been very happy

Appendix 4

Response from Kelvin Grove Governing Body to the proposal to extend the school to a three form entry using the Kirkdale Centre

The Governing Body of Kelvin Grove strongly supports the proposal to expand the school to a three form entry utilising the Kirkdale Centre on the understanding that the London Borough of Lewisham will fully fund the set up costs and building works. We are confident that we have a strong and committed team in place to make this work. The proposal is also strongly supported by our parents and carers, staff and the school council.

Kelvin Grove has, over the past two years, responded to the need to provide extra school places for the increasing number of children in the borough. Temporary classrooms have been built and extra classes have been provided. These additional children will need accommodation as they progress through the school. The Kirkdale Centre, which is situated next door to Kelvin Grove, provides an ideal opportunity for the school to expand. It is an historic building which, rather than falling into disrepair, can be used for the greater good of the community. As with any old building, arrangements will have to be made for it compliant with legislative requirements for accessibility.

Our comments below relate to some specific areas:

Our ambitions for the school

Kelvin Grove has ambitions for the personal and academic success of pupils with the support of parents. Governors were pleased that this was recognised in the most recent Ofsted report (January 2010) where it states: "An exceptional strength of the school is the care, guidance and support it provides for its pupils, described by a parent as 'second to none'" and "The school promotes community cohesion well, with the governing body playing an important role. It has reached out extremely well to its own community in many ways."

The extra space will enable the school to meet the diverse needs of our community better. Some 30 languages are spoken in school. Albanian is the widest spoken language and the school has hosted a Saturday morning school for parents for a number of years. There could be scope to extend this to other families and interested groups.

The expansion of the school together with the inclusion of the Resource Centre will enhance the skills of the staff to address all the pupils' needs and their abilities across the diverse school community. This will, we believe, lead to a better understanding of each other between the children accessing the Resource Base and mainstream pupils.

We are also excited about the school having guardianship of such an historic building. There will be numerous opportunities to use its history as part of the children's learning and to strengthen links with the local community. In addition, there is also scope to host a resource for local history accessible to pupils, parents and the community.

The space in the art room could also be utilised by local artists who would be invited into the school to work with the children as artists in residence exploring art, architecture and photography.

What the school community will look like

The school, in terms of pupil demographics and pupil attainment, should reflect the community in which it operates. Kelvin Grove is already catering for several children with varying degrees of special needs so the establishment of a resource centre will only seek to formalise what Kelvin Grove is already doing.

The catchment area of the school has expanded by the inclusion of the bulge classes. The intake of new pupils has added to the diversity of the school population and is proving popular with prospective parents.

The opportunities there will be to reconfigure accommodation and outdoor learning area

Kelvin Grove already has four venues – the nursery, reception (two new bulge classrooms), the children's centre and the main school. There is also a large and well established community garden behind the children's centre and the main school. Bringing the Kirkdale Centre into the Kelvin Grove complex will unite the site and provide better access to the garden which is used by the children and a large number of parents.

Upper Key Stage 2 children will use the new space. This will be an important part of their personal development as moving to a new location will be a step towards the changes they will make at the end of year 6. They will have the opportunity to design

a garden area for their use as pupils have in other areas of the school. There will also be space to provide secure accommodation for bikes so that the older pupils, if they so wish, can cycle to school. They will also be part of the process of deciding on a name for the new building.

The extra space and increased pupils numbers will also present logistical challenges. The school will ensure that ways are found to integrate everyone and stay as one school, for example, through cross phase assemblies.

As a result of expanding the school the existing play space must be enhanced.

There is an option to convert the current car park into a playground for the Kirkdale building. This space will be needed as an additional outdoor area for PE to ensure the school has the capacity to provide the curriculum requirement of two hours a week.

The catchment area of the school has expanded by the inclusion of the bulge classes. The intake of new pupils has added to the diversity of the school population and created a balance that new and prospective parents find appealing.

Kelvin Grove will benefit significantly as premises earmarked for the resource base will undergo an upgrade which will not only benefit the special needs pupils but also Kelvin Grove mainstream as they too will be able to utilise the new facilities.

The additional space, particularly until the first classes move in, could be offered as a venue for course or events such as twilight professional development training.

The local community

The area served by Kelvin Grove is gradually expanding with its catchment area. The school already has strong links with existing parents and looks forward to working with a broader range. We are particularly excited about using the history of the building to develop links with our diverse local communities in some of the areas described above.

The school will eventually have responsibility for the education of almost 700 children from pre-school to eleven. This will make the school a major landmark in the community and Governors look forward to creating further opportunities for working with local groups and organisations for the betterment of our young people.

The Governing Body of Kelvin Grove
5 October 2011



Appendix 5

Proposal to enlarge Kelvin Grove Primary School

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Lewisham intends to make a prescribed alteration to Kelvin Grove Primary School (Community) Kirkdale SE26 6BB from 01 September 2012.

Following a period of consultation, the Local Authority proposes to enlarge Kelvin Grove Primary School so that 90 pupils will be admitted each year to Reception. The proposal is in response to the increased demand for pupil places in the area.

The school will grow incrementally with 90 pupils admitted to Reception in each year. The school opened additional classes in 2010 and 2011. It will therefore reach full capacity by 2016.

The current capacity of the school is 411 and the proposed capacity will be 630. The current number of pupils registered at the school is 445. The current admission number for the school is 60 and the proposed admission number will be 90.

The additional accommodation required will be provided through the conversion of the Kirkdale Centre which is immediately adjacent to the current school site. The building has recently been awarded a Grade Two Listed status by English Heritage. The proposals to convert the building have taken this into account and the Local Authority will work closely with English Heritage.

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from: Margaret Brightman (Pupil Place Manager) 3rd Floor Laurence House 1, Catford Road London SE6 4RU 020 8314 8034

Within four weeks from the date of publication of these proposals, any person may object to or make comments on the proposal by sending them to Margaret Brightman (Pupil Place Manager) 3rd Floor Laurence House 1, Catford Road London SE6 4RU 020 8314 8034.

Signed: FRANKIE SULKE

Publication Date November 16th 2011



Tell us your views

Consultation on the development of a resource base at Kelvin Grove Primary School for children with Autism Spectrum Disorder (ASD)

Lewisham Council is improving the education support available to children with special educational needs in Lewisham. As part of this, we are developing specialist resource bases for children with special educational needs in a number of Lewisham's primary and secondary schools. Kelvin Grove Primary School has been identified as a possible site for one of these resource bases, and we want to hear your views on this proposal.

What is this leaflet for?

This leaflet will explain what a specialist resource base is and why they are being developed, before outlining plans for a resource base at Kelvin Grove Primary School. It is important to us to gain the views of parents/carers, pupils, governors, school staff and other interested parties about this proposal. There is a form at the back of this leaflet for you to fill in and return to share your thoughts. Your feedback will help us to shape possible developments at Kelvin Grove Primary School.

Completed forms need to be returned by **30 September 2011**.

To return the form:

- Leave it in the box provided in Kelvin Grove Primary School's reception area
- Email to: kelvingroveSENconsultation@lewisham.go.uk
- Send to: Kerry Hookway, Strengthening Specialist Provision Programme, 3rd Floor, Laurence House, Catford, London, SE6 4RU

You can also call if you have any questions or comments:

- Kerry Hookway, Strengthening Specialist Provision Project Manager, on 020 8314 8482

What is a resource base?

A resource base is a specialist facility within a mainstream school to support children with special educational needs who may need extra support to access mainstream classes. It is an alternative to a separate special school or to a child being supported by a Learning Support Assistant within a mainstream school. Kelvin Grove resource base would be specifically for children with a statement of special educational need and a diagnosis of Autistic Spectrum Disorder (ASD).

Depending on their level of need, children using the resource base would also take part in some or all of the activities of the mainstream school. The resource base would provide a structured learning environment, a modified curriculum and behavioural support, without being isolated from the rest of the school.

A resource base usually involves the construction of a new teaching area or the adaption of a space that already exists within the school. It would be supplied with additional staff and specialist material and equipment. Staff would receive extra training and assistance to support the needs of children using the resource base.

Why have a resource base?

There is currently a high number of children in Lewisham with special educational needs who are placed at schools outside the borough, or who are educated in special schools within the borough. Choice is largely restricted to mainstream or special schools.

Because of this, the local authority wants to increase the range of specialist education provision in the borough. This will give parents more choice about the type of provision available for their child and will mean that fewer children would have to travel outside the borough to go to school. Resource bases in mainstream schools will help to achieve this.

The main benefits of resource bases are:

- They can encourage a positive understanding of variation in the school community;
- They can encourage staff to develop knowledge and best practice in a particular area of special educational needs and to share that with the whole school;
- They give children with special educational needs more opportunity to work and develop socially with their peers in the mainstream;
- They increase the range of education provided so that children who need a mixture of specialist provision and mainstream experience can have access to both.

What is Autism Spectrum Disorder (ASD)?

Autism is sometimes referred to as 'Autism Spectrum Disorder', 'Autism Spectrum Condition' or 'ASD'. The word 'spectrum' is used because, while all people with autism share three main areas of difficulty, social communication, social interaction and social imagination, their condition will affect them in very different ways. Some are able to live relatively 'everyday' lives; others will require a lifetime of specialist support. People with autism can often have other learning disabilities but everyone with the condition shares a difficulty in making sense of the world (The National Autistic Society).

The proposal

Establish a resource base at Kelvin Grove Primary School which would have 16 places for children of primary-school age with Autism Spectrum Disorder (ASD). The number of places would increase from 4 to 16 children, going up by approximately 4 each year. We would plan for the first intake to be in September 2012.

Who would use the resource base?

Not all children with an Autism Spectrum Disorder need to be educated in a special school or a resource base. Children currently in the school who may have ASD won't automatically have a place in the resource base.

It is likely that the resource base at Kelvin Grove Primary School would cater for children whose statement of special educational need indicates that they would benefit from the environment, resources and teaching methods available in the resource base. Places would be allocated in the same way as they are for special schools, through discussion between parents, the local authority 'Special Educational Need Provision and Placement Panel' and the school.

Would the resource base be part of the school?

The resource base would be part of Kelvin Grove Primary School - it would be located in a specialist facility within the school, utilising currently under-used space. No existing teaching or play areas would be lost.

Children using the resource base would take part in the activities and learning of the mainstream classes alongside the support they receive from the resource base. However, the resource base would provide a calming and supportive environment away from the main activities of the school to provide additional support when needed for children with ASD.

Why don't all children with ASD go to a special school?

The most important factor in determining the best outcomes for children with special educational needs is not the type but the quality of the education they receive.

A recent report by Ofsted found that mainstream schools with specialist resource bases were particularly good at supporting the social, personal and educational needs of children with specific learning difficulties ('Inclusion: does it matter where pupils are taught?', Ofsted: 2006).

One of the reasons for this is that it gives children with special educational needs the opportunity to work alongside their peers in the mainstream school. Another reason is that parents often prefer their children to attend school in their local community rather than having to travel further away.

There is also evidence that children without special educational needs benefit from having a specialist resource base in their school. All the children in the school will benefit from the extra knowledge and skills gained by the school through the resource base. It will also help them develop their personal and social skills, and learn about difference and the world around them.

What training and support will staff receive to support the children in the resource base?

The resource base would build on the experience that staff already have in working with children with special educational needs. Specialist training in educating and supporting children with ASD will be given to staff who work with the children in the resource base and in the rest of the school. Additional staff will be recruited so that learning in the resource base will not reduce staff available elsewhere.

What benefits would the resource base bring to children in the school who don't have ASD?

The additional specialist knowledge and skills gained by the school through the resource base will bring benefits to other pupils, both with and without special educational needs. There is evidence that having a resource base in their school can help children develop their personal and social skills, and learn about difference and the world around them.

How would a resource base be paid for?

The resource base would be paid for by the local authority. This would include funding for adapting current school space, as well as revenue (ongoing) costs, such as staffing the resource base, training and equipment.

Funding for the resource base will be calculated separately to funding for the rest of the school. There will not be less funding given to the rest of the school because of the resource base.

If you have difficulty understanding this document in English please call the number below.	Sidii aad u hesho macluumaad ku saabsan dokumentigaan faqlan soo wac lambarka hoos ku qoran.	Somali
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Feedback form

It is important to the local authority and the school to hear your views on this proposal. Please fill in the form below to share your thoughts with us.

Completed forms need to be returned by 30 September 2011

To return the form:

- Leave it in the box provided in Kelvin Grove Primary School's reception area
- Email to: kelvingroveSENconsultation@lewisham.gov.uk
- Send to: Kerry Hookway, Strengthening Specialist Provision Programme, 3rd Floor, Laurence House, Catford, London, SE6 4RU

Your views

What do you think the benefits would be of having a resource base for children with Autism Spectrum Disorder at Kelvin Grove Primary School?

Do you have any concerns about having a resource base at the school?

Do you agree with the proposal to set up a resource base at the school?

Do you have any other comments about this proposal?

Please could you provide us with some information about yourself...

Your details

How would you best describe yourself in relation to this consultation? *(please tick one)*

Parent/carer Governor School staff Pupil Member of local community

Other *(please specify)*:.....

I am representing an organisation in making this response *(please tick and specify)*

Name of organisation:
.....

Equalities monitoring is the collection of information which helps Lewisham Council ensure that they are providing a fair and inclusive service. We need to know who our customers are to check that everyone in the borough is accessing the services they are entitled to, and that nobody is discriminated against unlawfully.

Any information provided by you will be treated **confidentially** and in accordance with the Data Protection Act. All questions are voluntary and you do not have to answer them. However, by answering the questions you will help us to ensure that our services are fair and accessible to all.

How would you describe yourself?

Age	<input type="checkbox"/> Under 18
	<input type="checkbox"/> 18-65
	<input type="checkbox"/> Over 65

	<input type="checkbox"/> Prefer not to say
--	--

Ethnicity	<input type="checkbox"/> White British background
	<input type="checkbox"/> Other White background
	<input type="checkbox"/> Black and minority ethnic background
	<input type="checkbox"/> Prefer not to say

Disability Are you disabled?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Prefer not to say

Gender	<input type="checkbox"/> Male
	<input type="checkbox"/> Female
	<input type="checkbox"/> Prefer not to say

Transgender	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Prefer not to say

Thank you for taking the time to read this leaflet. We look forward to hearing from you.

Appendix 7

Written responses to the resource base consultation.

COMMENTS	
	In Favour
1.	ASD children experience a mainstream school. Other classes experience mixing with children with ASD.
2.	I feel it is very important for children with 'ASD' to have a fair chance at having a good education and for the families to feel supported in assisting their children's learning. Also, to help teach others about 'ASD' in order to break stereotypes or educate others about 'ASD' in order for people and children to understand more about it.
3.	My 4 year old daughter has autism and fortunately had the statement and is going to a special school, but I also know that many children do not have the statement and therefore can not attend a special school but these children have to find the best trained staff to work with them. This is a benefit for them, for staff and for the other children non Autistic. I'll be very happy if this will be.
4.	It would benefit a lot of children that are leaving the borough to get educated somewhere else. The children that are having to find specialist schools, I think it would boost their confidence in learning. I have concerns – will it interfere with the learning of other children? How will it affect their confidence in learning?
5.	It will be very good for all who attend the school. As long as the level of work at the school don't change or affect children already going.
6.	Resource base for children with ASD will be immensely helpful and will go a long way in giving these children the special support they need.
7.	As far as I am concerned it could only better the school, in my opinion every school should have a resource base for children with learning difficulties. Every child should be able to learn and adapt in a setting that can cater to all their individual needs, and feel cared for, and be happy in their surroundings. I don't have any concerns, I think it is a much needed resource for Kelvin Grove. The school do as much as they can for the children with learning difficulties, but with new teachers with the proper training and resources the children can achieve the right learning goals, I also think that it is a lovely idea that the children can go to a main stream school and mingle with the other children, not only is it good for the children with learning difficulties, but for the other children to learn that all children are different but still very special as individuals. It's a great idea, and Kelvin Grove would be a perfect school for a resource base. Both the teachers and children are very caring and thoughtful. Every parent should have a choice of where their children could go to school, and if Kelvin Grove could take on children with disabilities and give them the same opportunity as every other child, it could only better the school.
8.	A greater awareness from the children regarding ASD. I do not want to see children sent to 'special school', mainstream is better for everyone (children, parents, staff).
9.	The resource base would be (in my opinion) very beneficial for all of those children with learning difficulties and require special needs, attention, extra support. It being introduced would promote the awareness of those needing SEN support. I like the idea of it being an alternative of separate schools. Not only will the individual children benefit, but it extends to parents/carers and families knowing of this availability. Brilliant proposal, well done!
10.	I agree but with caution. 1. A resource base and a specialist teacher will be good for children with ASD as they can benefit from education because their way of teaching and learning is a bit different from children without ASD. 2. It will be fair on children without ASD as they will have lessons with less behaviour problems from ASD. My only concern is how many of such children are enrolled in each class as well as the whole school figure permitted to enroll. On the whole,

	<p>is there a limit to the number of children with ASD that the school is allowed to admit? The higher the number, the more behaviour problems leading to less quality of education for all. My concern is that children without ASD do not know that ASD is characterized with behaviour problems. They may turn to copy certain behaviour from children with ASD knowingly or unknowingly. Unfortunately, they can not be told that such children have disabilities. So we got to be careful how they are included, their number in the whole school, staff ability to have knowledge in ASD and be able to handle appropriately such children to minimize disruption so all can benefit.</p>
11.	<p>It will attract everybody to the school. It is a good initiative.</p>
12.	<p>The benefits of having a resource base for children with ASD would be mainly, the children with ASD getting the right kind of help and attention to help them to succeed and excel academically to receive the best grades of their ability. A resource base at eth school would be highly beneficial.</p>
13.	<p>It would open up the choice for parents of children with ASD as to where they can send their children. If it is separate, specially built space that does not encroach on the schools resources then I have no concerns. I think it is an interesting proposal for children with ASD to be able to continue their education at mainstream schools so that they get to interact with others who do not share their conditions. I am wondering how the result of the proposal to increase Kelvin Grove School from a 2 form to 3 form entry would impact the proposal for the ASD resource base. Are the two proposals intrinsically linked – I'm guessing yes as without the extra space of the adult education centre then this would probably never have come up.</p>
14	<p>I think it is important to have special support for special needs. If my daughter had special needs I would feel relieved and grateful if the school had resources in place. I think it's a great idea. My only concern would be that non special needs kids would get less attention and the school taking on too much – with 3 entry level classes and so on I would want to make sure there is enough staff so that every child has a chance to shine and doesn't get lost or forgotten in the shuffle.</p>
15	<p>We need expansion because of the other children that they are still joining the school, there will be space for them as well.</p>
16.	<p>Give more opportunities for children who suffer from ASD a chance to learn. Get more children with ASD to meet others with the same problem. Could be helpful for parents also. Get the pupils to mix with the ASD sufferers so they can learn to except them and to know they aren't 'weird' or 'scary'. Concern that some of the pupils of the school may not accept the ASD students? I think it's a good use of the space that has been left and think it will benefit the ASD pupils as well as the rest of the school.</p>
17.	<p>I am in favour of children with special needs being integrated into mainstream schools where appropriate and I think making ASD provision at Kelvin Grove will be beneficial in terms of the development of the children with ASD and of the understanding of the condition by other children at the school.</p> <p>Resource bases sited locally mean less distance to travel for the children concerned, of course, and I understand will entail less expenditure than having to make out of Borough provision. No concerns, provided all costs will be met by Lewisham. As a governor of Kelvin Grove I would not want there to be a detrimental financial effect on the rest of the school.</p> <p>I agree with the proposals wholeheartedly. I think the closure of the Adult Education Centre has provided an ideal opportunity for this to happen.</p>
	<p>Against</p>
18.	<p>Kelvin Grove would benefit from more recognition in Lewisham and London. It would bring more technical equipment and boost improvement in the play areas. I have concerns – this could potentially reduce the amount of time and commitment towards non-SEN children in the school. The SEN kids would automatically gain unequalled priority leaving the rest of the children working not at their optimum level. It may also lead to a school life of us and them</p>

	between the children. I think the school should go through some kind of ballot system before its approval.
19.	There are no benefits at all for my child. I have concerns about the behaviour of the ASD children and the ability of the teaching staff to handle any situations of violent or abusive behaviour. Funds and staff hours are stretched to much as it is.
20.	I agree with the proposal, but no with Autism Spectrum Disorder at this (5-6) children's age. I don't like it now.
.	Unsure
21.	I'm not sure what the benefits will be although parents with children who have ASD would be able to express what benefits this would have for them. I have concerns because I do not have complete knowledge of ASD and do not know what impact this may have on my child at school. I can only be honest that I feel this way (have my personal concerns) until I research more about these SEN. Please consider all views and concerns before making a final decision.

Appendix 8

Statutory Notice for Prescribed Alterations

Kelvin Grove Primary School - A new resource base for children with Autistic Spectrum Disorder (ASD).

Notice is given in accordance with section 19(1) of the Education and Inspections Act 2006 that London Borough of Lewisham intends to make a prescribed alteration to Kelvin Grove Primary School, Kirkdale, Sydenham, SE26 6BB.

The proposed alteration involves the refurbishment of part of the adjacent Kirkdale Centre to create a specialist resource base for up to 16 pupils with a statement of Autistic Spectrum Disorder (ASD) to enable them to learn alongside peers within a mainstream setting.

Completion of the building work is planned for August 2012, with the resource base opening in September 2012, for approximately 4 children initially. The number of places will increase gradually each year up to a total of 16.

The proposed full refurbishment to the Kirkdale Centre would include the specialist facilities required for the resource base on part of the ground floor. The remaining space within the building would provide space required for the proposed school expansion from two to three forms of entry. A separate Notice is to be published regarding this proposal.

It is intended that the school will make provision for the following type(s) of special educational needs:

- Autistic Spectrum Disorder (ASD)

This Notice is an extract from the complete proposal. Copies of the complete proposal can be obtained from Kerry Hookway at the address below.

Within six weeks from the date of publication of this proposal, that is by noon on 19 December 2011, any person may object to or make comments on the proposal by sending them to: Kerry Hookway, Project Manager, Strengthening Specialist Provision, Special Educational Needs, Directorate for Children & Young People, 3rd Floor, Laurence House, Catford, London, SE6 4RU

Signed: Frankie Sulke
Executive Director for Children & Young People

London Borough of Lewisham
Publication date: 8 November 2011



Appendix 9

Proposal to enlarge Kelvin Grove Primary School from 2FE to 3FE

Equalities Impact Assessment
January 2012

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1. Introduction

This impact assessment was undertaken using the methodology and approach set out in Lewisham's Equalities Impact Assessment (EIA) toolkit. Every new service or one undergoing organisational change or review requires the undertaking of such an assessment to ensure that the proposals address equalities and that implementation meets both the aspirations set out in the Council's equalities policies AND statutory requirements.

This assessment has considered the content of the proposals and analysed whether these are likely to have a positive or negative impact on different groups within the local community. Having made this assessment it sets out the action to be taken to prevent direct and indirect discrimination and positively promote positive and harmonious community relations.

2. Management of the EIA

This assessment was undertaken by the Children and Young People's Pupil Place Manager. The methodology used for this EIA has been to:

- Collate and analyse relevant data in relation to the proposal
- Review relevant consultations undertaken on the proposal that relate to equalities
- Present a draft EIA to the Directorate Management Team of the Children & Young People's directorate for recommendation of changes

3. Identification of aims and objectives

The overall aim of the proposal is to increase the supply of primary places serving the Forest Hill and Sydenham communities through the enlargement of Kelvin Grove Primary School from 2 FE to 3FE

The key elements to the proposal are to:

- ❖ Make permanent the temporary arrangements whereby Kelvin Grove Primary school has admitted an additional 30 Reception pupils since 2010
- ❖ Through incorporation of the Kirkdale Centre enlarge the school to 3 forms of entry and offer a 16 place ASD Resource base

The objectives of the proposal are that :

- Kelvin Grove Primary School would become an outstanding school serving the local community

- The planned Year R admission number will be 90 pupils as from September 2012 and the school will build incrementally to 3 forms of entry over the next 5 years.
- A Resource Base providing 16 places for Primary age pupils on the Autistic spectrum will be established as part of Kelvin Grove Primary school

4. Scope / focus of the EIA and assessment of relevance

The main aim of this EIA is to determine the answer to the following two questions:

Does the proposed enlargement of Kelvin Grove Primary School discriminate against or adversely impact on individuals or groups learning or working in the school, or who are living, working or learning in the local community?

Can the proposed enlargement be delivered in a way that further promotes equal opportunities?

4.1. Assessment of the proposal

Below is an initial assessment of the proposal that looks at the potential impact and relevance on the six equality strands: gender, race, disability, age, sexual orientation, and religion and belief systems.

Equalities category	Equalities legislation	Assessment of POTENTIAL impact – positive AND negative High, Medium, Low, Nil	Reason for this assessment
Gender	Sex Discrimination Act (SDA) 1975 Equal Pay Act 1970 Equality Act 2006 / 2010	Low	<p>The SDA prohibits sex discrimination against individuals in the areas of employment, education and the provisions of goods, facilities and services in the disposal or management of premises. The Equality Act gives local authorities and schools duties to promote gender equality as employers and as providers of services.</p> <p>The proposed enlargement ensures that due consideration to men/boys as well as to women /girls in terms of their educational and employment needs will be retained within the new arrangements</p> <p>Additional staff who will be required as the school enlarges will be employed on agreed Local Authority terms and conditions.</p>
Race	Race Relations Act 1976 Race Relations (Amendment) Act 2000 Equality Act 2010	High (positive)	<p>The Race Relations Act 1976 makes it unlawful to treat a person less favourably than others on racial grounds; it also provides protection from race discrimination in employment, education, training, housing and the provision of goods, facilities and services.</p> <p>The RRAA 2000 places local authorities and schools under a general duty to publish a Race Equality Scheme setting out how the organisation will plan to (1) eliminate race discrimination (2) promote equality of opportunity and (3)</p>

			<p>promote good race relations between people of different racial groups.</p> <p>Lewisham's population is ethnically diverse and this is reflected in Forest Hill. One of the main aims of the proposal is to ensure that there are sufficient places for children in local schools which will develop greater understanding amongst the local community</p>
Disability	Disability Discrimination Act 1995 / 2005 Equality Act 2010	Medium (positive)	<p>The DDA 1995 places a duty on service providers and employers not to treat disabled people less favourably, to implement reasonable adjustments and to amend their policies and practices. The Disability Equality Duty (part of the DDA 2005) placed a duty on public authorities (and schools) to promote equal opportunities for disabled people.</p> <p>The re-modelling of the building will include measures to ensure that people with a disability have reasonable access throughout.</p>
Age	Employment Equality (Age) Regulations 2006 Equality Act 2010	High (positive)	<p>The Regulations make it unlawful to discriminate directly or indirectly on the grounds of a person's age: the regulations have a wide impact on other areas of employment law including unfair dismissal and redundancy provisions.</p> <p>The proposed merger will have no impact upon employment practises relating to age: There will be no redundancies or reduction in number of posts as a result of the proposed enlargement. Additional staff, both teaching and non-teaching will be required.</p>
Sexual Orientation	Employment equality (Sexual orientation) Regulations 2003 Equality Act 2006 / 2010	Low	<p>The Employment Equality Regulations 2003 make it unlawful to discriminate directly or indirectly or to harass an employee on the grounds of their sexual orientation. The Equality Act</p>

			<p>makes it unlawful to discriminate on the grounds of sexual orientation in the provision of goods, services, education, the use and disposal of premises and the exercise of public functions.</p> <p>The proposal will not result in any change in provision and support to staff and pupils who are LGBT.</p>
Religion and belief	<p>Employment Equality (Religion or belief) Regulations 2003 Equality Act 2006 / 2010 Racial and Religious Hatred Act 2006</p>	Low	<p>The Employment Equality Regulations 2004 make it unlawful to discriminate directly or indirectly or to harass an employee on the grounds of their religion or belief. The Equality Act makes it unlawful to discriminate on the grounds of religion or belief in the provision of goods, facilities and services, education, the use or disposal of premises, and the exercise of public functions.</p> <p>Kelvin Grove Primary School meets these requirements and will continue to do so.</p>
Socio-economic		High (positive)	<p>Kelvin Grove Primary School is located in Forest Hill ward. Data from 2007 shows that 22 Super output areas fall within the top 10%-20% of the most deprived areas within England. The proposal to expand Kelvin Grove will enable more local children to access a high quality education without excessive travel. This will support their parents work and/or education and ultimately support their own economic well-being.</p>

5. Relevant data and research

Kelvin Grove Primary School

Kelvin Grove Primary school is located in the south-west of the borough in Kirkdale SE26 6BB

An Ofsted inspection of Kelvin Grove took place in December 2010. It judged Kelvin Grove to be a good school. "It is very successful in ensuring that pupils do well, both academically and personally". The report listed the following key improvement objectives:

- Improve the proportion of pupils attaining Level 5 in writing so that it is at least in line with the national average by July 2011 by:
 - Giving pupils more opportunities to write at length
 - Involving pupils more fully in understanding how they can improve their written work
- Accelerate pupils' progress in reading and writing in Key Stage 1 by teaching letters and sounds in a more systematic way
- Build on the excellent links with parents to improve attendance further

The school has developed an Action Plan in response to the Ofsted recommendations.

5.1. Local demographic data

Kelvin Grove Primary School is situated in Forest Hill. Although there are some pockets of deprivation, the demographic profile of the area suggests that the area is relatively prosperous. Average annual earnings (£33,854) are slightly above the average for Lewisham (£28,865) and life expectancy at birth (76 years) is the average for Lewisham. The proportion of employed (52.8%) and self-employed (10.4%) people is higher than for Lewisham as a whole and there is a higher percentage of people whose educational qualifications are level 4 or higher (35.2%)

a) Forest Hill – ethnicity

The most recent data on the numbers of people from different ethnic groups in Forest Hill is from the national census in 2001. ¹

	Ward %	Lewisham %	London %
White	70.5%	65.9%	71.2%

¹ Forest Hill Ward Profile

Black or Black British	19.2%	23.4%	10.9%
Mixed	4.6%	4.2%	3.2%
Asian or Asian British	3.2%	3.8%	12.2%
Chinese or other ethnic group	2.5%	2.7%	2.7%

The ethnicity profile of the neighbouring wards of Sydenham and Perry Vale reflect a similar overall ethnicity profile but with a slightly higher proportion of white people, and slightly fewer Black or Black British.

b) Forest Hill – Religion and Belief

The 2001 Census recorded the following information:

	Ward %	Lewisham %	London %
Christian	59.2.0%	61.2%	58.2%
Buddhist	0.8%	1.1%	0.8%
Hindu	1.4%	1.7%	4.1%
Jewish	0.5%	0.3%	2.1%
Muslim	4.5%	4.6%	8.5%
Sikh	0.1%	0.2%	1.5%
Other Religions	0.6%	0.5%	0.5%
No Religion	22.1%	20.4%	15.8%
Not Stated	10.8.%	10.1%	8.7%

Neighbouring wards reflect a similar profile.

5.2. Kelvin Grove Primary School and local primary schools data

a) Kelvin Grove Primary School

Kelvin Grove Primary School is a two form entry community primary school. The school has admitted an additional 30 pupils each year since 2010 as part of the Local Authority's response to the increased demand for places in the area. It also has a nursery with places for up to 100 children to attend part-time and there is also Surestart provision on site.

Kelvin Grove

	Number of applicants	Distance of last child offered
2007/08	106	1212m
2008/09	116	2195m
2009/10	142	839m
2010/11	172	641 (for published admission number)

As a Community School, Kelvin Grove Primary School's criteria for admissions are those of all Lewisham community schools. Where oversubscribed, priority is given in the following order to:

- 1) Children in public care
- 2) Children with exceptional acute medical or social need
- 3) Siblings
- 4) Children living closest to the school

The school has a balanced roll in terms of gender (figures from school roll Spring 2011):

Male	Female	Total
259	227	486

In the Ofsted Inspection of Kelvin Grove School in December 2010 it was noted that the percentage of pupils eligible for free school meals was high at 34%, more than twice the national average compared to a Lewisham primary school average of 25% and a national average of 17%.

The Ofsted report also noted the following: "Most pupils are from minority ethnic backgrounds the largest of which are Eastern European, African and Caribbean"

Recent data on the ethnic categorisation of Kelvin Grove pupils (see chart below) reflects the comments from the Ofsted report and shows a considerable change from the local demographic data from the 2001 Census.

Ethnic categorisation of Primary School pupils Kelvin Grove and all Lewisham – Spring 2011²

Category	Kelvin Grove School %	All Lewisham primaries %
Black and minority ethnic total	72	75
White British	17	25
Gypsy Roma Traveller	0	0.1
Total White³	28.6	34.6
Black Caribbean	23	16.2
African	17	15
Somali	2.6	1.6
Other Black African	14	13.3
Other black	7	7.9
Total Black	47	39.1
Asian	6	6.9

² LBL Children and Young People Performance Unit - 2010

³ Total White category includes: British, Irish, Gypsy/Roma, White Other, Turkish / Cypriot and White European

Mixed Race	12	13.3
Other	2	4.1
Unclassified	4	2.3

b) Other local primary schools.

There are nine other Lewisham primary schools within a one-mile radius of Kelvin Grove School. They include the following
Non-denominational community schools: Eliot Bank, Perrymount, Horniman Adamsrill, Gordonbrock *Haseltine*,
Church of England Voluntary Aided: Holy Trinity, St Bartholomews, Christ Church St Michael's

The pattern of applications has been changing over the last 18 months. Statistics on on-time applications received in February of each year show that applications locally have increased.

EXTRACT FROM LEWISHAM PRIMARY SCHOOL APPLICATIONS 2009/10 to 2010/11⁴					
School	Places available	1st	2nd	Total (1 – 4)	
Kelvin Grove	45	37	42	164	2010-11 on time applications
	45	37	35	143	2009-10 on time applications
Eliot Bank	60	137	70	317	2010-11 on time applications
	60	114	80	274	2009-10 on time applications
Holy Trinity	30	17	36	96	2010-11 on time applications
	30	11	23	82	2009-10 on time applications
St Bartholomews	45	41	20	124	2010-11 on time applications
				162	2009-10 on time applications
Christ Church	30	29	15	76	2010-11 on time applications
	30	22	19	61	2009-10 on time applications
Perrymount	28	39	34	128	2010-11 on time applications
	28	42	34	120	2009-10 on time applications
Horniman	30	33	82	191	2010-11 on time applications
	30	37	75	177	2009-10 on time applications
St Michael's	30	43	43	154	2010-11 on time applications
	30	28	39	119	2009-10 on time applications
Adamsrill	60	67	51	192	2010-11 on time applications
	60	49	17	127	2009-10 on time applications
Gordonbrock	75	64	34	203	2010-11 on time applications
				190	2009-10 on time applications

⁴ Lewisham CYP Admissions Team

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The January 2011 School Roll figures show that places have been taken up:

	Places	January 2011 roll	2010 1 st & Total applications
Kelvin Grove	60 +30 additional	88	62 (165)
Eliot Bank	60	60	137 (317)
Holy Trinity	30	30	17 (92)
St Bartholomews	45	45	49 (162)
Christ Church	30 +30 additional	58	29 (76)
Perrymount	28 +28 additional	55	39 (128)
Horniman	30	30	33 (191)
St Michael's	30	30	43 (154)
Adamsrill	60 +30 additional	88	67 (192)
Gordonbrock	75	75	66(190)

Places offered and accepted for Reception 2011 are as follows:

	Places	December 2011 roll
Kelvin Grove	60 +30 additional	89
Eliot Bank	60	60
Holy Trinity	30	30
St Bartholomew's	45	43
Christ Church	30	30
Perrymount	28	28
Horniman	30 +30 additional	55
St Michael's	30	30
Adamsrill	60 +30 additional	89
Gordonbrock	75+15 additional	80

The figures demonstrate the pressures on places in the area

The Ofsted report on Kelvin Grove noted that the percentage of pupils with learning difficulties and/or disabilities is high

Children with Special Educational Needs – Spring 2011				
School	Non-statemented %	School Action %	School Action Plus %	Statemented %
Kelvin Grove	85.6%	6.2%	2.3%	2.3%
Eliot Bank	79.6%	5.1%	14.7%	0.6%
Holy Trinity	78.3%	8%	13.7%	0%
St Bartholomew's	78.6%	16.7%	4.1%	0.7%
Christ Church	76.5%	15.6%	6.2%	1.6%
Perrymount	83.5%	5.3%	6.8%	4.5%
Horniman	82.8%	4.9%	10.3%	2%

St Michael's	65.6%	28.2%	4.6%	1.5%
Adamsrill	91.9%	4.8%	3%	0.2%
Gordonbrock	72.4%	13.8%	13.3%	0.5%

6. Consultation

Following an initial proposal from the Local Authority, the Governors at Kelvin Grove School agreed to take forward in principle the proposal to enlarge the school to 3FE and this was included in the report on Primary Provision taken to Mayor & Cabinet on July 13th 2011.

A public consultation exercise was carried out in September and October 2011 about the proposal to enlarge Kelvin Grove Primary School and to establish a resource base. This was published on the Lewisham Council website along with an on-line opportunity to complete the consultation response form.

Details of the proposals and invitations to respond were sent to :

Parents / carers and pupils at Kelvin Grove School
 Headteachers and all staff
 Trades Unions in Lewisham
 All MPs for London Borough of Lewisham
 All Councillors in Lewisham
 Local dioceses for Church of England and Roman Catholic faiths
 Neighbouring local authorities – Bromley and Southwark
 All schools within a one mile radius of Kelvin Grove School

The consultation document was made available on request in a number of formats including Braille, large print and British Sign Language. A translation and interpretation service was also made available via Pearl Linguistics.

The following stakeholder meetings were held:

- Parents of children attending Kelvin Grove Primary school (14th & 20th September 2011)
- Kelvin Grove governors; (12th February)
- Kelvin Grove staff; (14th September 2011)
- The School Council (20th September 2011)

Numbers of responses by category: School Enlargement

Category of Respondent	Numbers	For	Against	Not sure/ Mixed
Parent/Carer	21	16	3	2
Staff	0	0	0	0
TOTAL	21	16	3	2

For / Against numbers and percentages

All the written responses received were from parents/carers. Of these 76.5% were in favour of the enlargement of the school, 9.5% not sure/mixed and 14% against.

Numbers of responses by category : Resource Base

Category of Respondent	Numbers	For	Against	Not sure/ Mixed
Parent/Carer	18	13	3	2
Governors	1	1	0	0
Member of local community	1	1	0	0
Local organisation	1	1	0	0
TOTAL	21	16	3	2

For / Against numbers and percentages

All the written responses received were from parents/carers. Overall 76% were in favour of the establishment of a ASD Resource base, 9.5% not sure/mixed and 14% against.

- **Consultation outcomes**
 - **School expansion: Summary of responses**
 - **Governing Body meeting**
 - The Governing Body has considered the proposal and supports the proposed enlargement of the school.
 -
 - **School Council meeting**
 - The School Council discussed the proposal and questioned officers at a meeting on September 19th, An assembly had previously been held to explain the proposed changes to the pupils. The School Council agreed that more children should have the opportunity to attend Kelvin Grove as it is a good school. They were concerned about the playground becoming crowded and the possibility of older children bumping into younger, smaller children. They suggested different play times as a solution. They were also concerned that children crossing

from one building to another might get wet. They suggested that there should be a link between the Kirkdale Centre and the present school buildings.

- **Staff meeting**

- Staff welcomed the proposal to enlarge the school through the use of the Kirkdale centre. They recognised that there would be a gradual cultural shift as the school grew but felt that this could also offer opportunities. The Senior Leadership Team has shared the proposals for the development of the site and staff were well informed about the plans.

- **Parents' meetings**

- Parents were offered two opportunities to discuss the proposal. A meeting was held after school on September 14th and officers were available at the school gates on September 19th. Five parents attended the meeting and a further
- 16 parents responded at the school gates and in the playground on the afternoon. All except two people had only positive responses to the proposals, with two people raising more general concerns about the school. The two people mentioned also thought the proposals could be positive, if concerns were addressed first.

- At the meetings, no specific objections were raised to the proposals to expand the school to three forms of entry. Comments included:

- I understand the population is growing. Kelvin Grove is really popular and is a really good school, so if it gets bigger more children can attend!
- Kelvin Grove is a good school to expand because of its geographical location. Because neighbouring boroughs are also in the catchment area it means parents who live in other boroughs have a better chance of getting a good local school place for their child.
- The school has done a great job with my child since he came, so I think it is a good school to expand.

- **Summative analysis of written responses**

- **In favour**

- Most responses in favour mentioned the pressure on school places and the opportunity to meet the needs of the local community. They felt that it was an endorsement of the quality of education provided by the school. Many parents had sent all of their children to Kelvin Grove and were confident in recommending the school to other parents.

- **Against**

- Parents who were against the proposal cited the pressure on the infrastructure of the school. They were also concerned about the

potential impact on behaviour and that staff would be over-stretched.

- **Unsure**
 - One parent commented that whilst understanding the argument for a 3 form of entry school, they were concerned about losing “the warm and intimate nature” of the current 2 form of entry school. The main concern from parents who are unsure is that the needs of some children may go un-noticed.
- These issues have been considered by the Local Authority in the report submitted to Mayor and Cabinet dated 26.10.2011 where each concern has been addressed.

7. Assessment of impact and outcomes and reducing any adverse impact

Following the scoping of the assessment and identification of potential areas for discrimination, analysis of data, research and specific consultation, this assessment must check whether, in any of the areas identified:

- there is unlawful discrimination
- there is an adverse impact on one or more equality categories
- the service fails to promote equality of access or opportunity
- some equality categories are, or may be, excluded from service benefits
- some equality categories are disadvantaged

The overall assessment is that the proposal does not have any adverse impact upon any equality categories and that it will result in an improved educational resource accessible to pupils in Forest Hill and Sydenham.

The demand for places means that it is unlikely that the proposal will have a potential adverse on other local schools. Local population projections for the Forest Hill & Sydenham area indicate that a reduction in demand for other local schools is unlikely to occur as numbers of births in the area show an increasing trend. There has been a significant increase between 2006/2007 and 2007/2008 projections suggest that demand for places will increase., Demand will be highest levels in 2012/13 but demand is not expected to reduce during this decade.

Nevertheless it is recommended that the local authority continues to monitor numbers of applications and admissions at all local schools and particularly notes any significant changes. There appear to be no other equalities implications relating to this concern.

Implications for Kelvin Grove Primary School staff

A majority of Members of Staff responding supported the proposal. There will be no change to terms and conditions of employment and more staff will be required as a result of the enlargement.

8. Action Plan

The recommended actions below were identified during the assessment ; implementation of the Action Plan will be co-ordinated and monitored by the LBL Children & Young People’s Education Development division.

Issue	Equality Category	Recommendation / Action
Impact of proposal upon admissions to other local primary schools	All	LA to monitor admissions to schools within local area and note any significant changes further attention

9. Formal agreement

The completed Equalities Impact Assessment will be signed off by Lewisham’s Mayor and Cabinet; the directorate representative for equalities in LBL Children & Young People’s directorate will also take the EIA to the Corporate Equalities Board for consideration of key findings.

10. Publication of results

A summary of this EIA will be published on Lewisham Council’s website and the full assessment will be available on request.

11. Monitoring

The achievement of changes, amendments and recommendations arising from the Equalities Impact Assessment will be monitored through the Education Development Service Plan.