A consultation proposal to expand Park Spring Primary School from September 2017

To expand Park Spring Primary School from a capacity of 315 to 420 pupils and to increase the admission limit in reception from 45 to 60 pupils from September 2017.

This consultation document tells you the reasons for our proposals and explains the decision making process.

For your views to be taken into account, please respond by 4 p.m. on Friday 3 July 2015
1. Background

The Education Act 1996 places a duty on local authorities to ensure there are sufficient school places for all children living in its area. The local authority is also required to promote choice and diversity. This means that Leeds City Council must ensure there are sufficient school places for all children living in Leeds and that there is a range of options available to parents.

2. How has this proposal been developed?

Stakeholder event
A stakeholder consultation event was held in January 2015. Almost 100 invitations were sent out. Invitees included the head teacher and a governor from each of the primary and secondary schools in the area, parent representatives from each school, ward members, council officers from Planning and Highways and representatives from the Church of England and Catholic diocesan education boards.

The event was organised to allow for discussion amongst small groups of stakeholders. Data about birth rates, housing with planning permission, and parental preference for schools was made available. Stakeholders were invited to discuss and debate the options to increase primary school places in the area. Although the focus was on primary provision, the event also provided the opportunity to discuss the need for Free Early Education places for eligible 2 and 3-4 year olds to ensure the plans didn’t conflict.

Outcome of the event
The general consensus was that one additional form of entry was required across the Pudsey/Swinnow area to help manage the on-going pressure on school places experienced by local families. A number of options were identified through discussion for further consideration, and these were posted on an online forum for consultation. Parents were sent letters with a link to the consultation, for their feedback on the options.

On-line Forum
For three weeks during February the online forum was available for any interested parties to give their views on the options that emerged from the stakeholder event. Twenty four comments were posted in response to the wide variety of options. Following the closure of the forum, Children’s Services considered all the options identified, all the views expressed, the available data including local demographics and preference patterns of families, and the physical deliverability of build solutions including traffic and highways considerations, in order to establish a preferred option for the whole area.

Although the proposed expansion at Park Spring only offers an additional 15 places and the location of the school, on the periphery of the Pudsey/Swinnow planning area doesn’t directly address pressure on places in central Pudsey, this proposed expansion could form part of a solution. Park Spring has successfully taken additional temporary cohorts in 2014 and will do so again in 2015 and has thereby relieved pressure in the east of this planning area. Further work is being carried out to determine how further additional places can be created within the
Pudsey area. Spreading the required one form of entry across two Pudsey/Swinnow schools could be an effective way to manage pressure across a large residential area.

3. What is proposed?

The proposal is to expand Park Spring Primary School from a capacity of 315 to 420 pupils, and increase the admission number from 45 to 60 in reception from September 2017, creating 15 additional places.

The increase would only apply to reception classes from September 2017. The school would grow incrementally, from the lower year groups. It would therefore take seven years for the school to reach its full capacity.

4. Further information on the proposal

Why are more places required?

Additional permanent primary school places are required because the projected numbers of children requiring school places in the Pudsey/Swinnow area is consistently higher than the number of places so there are insufficient reception places available for local families.

In the graph above, the solid line shows the projected number of children requiring school places in Pudsey/Swinnow according to the year they are due to start school. The dotted line shows the admission limit of the schools in the area and takes account of the 15 additional places at St Joseph’s from September 2015 onwards and temporary additional places at Park Spring in 2014 and 2015. There is a gap between the projected number of children and the number of available places.
Reasons for proposing the expansion of Park Spring Primary School

Park Spring Primary School is a good school, with land available on the school site to accommodate expansion. There are no major concerns about planning issues at this site, although a detailed design would need to be developed. Whilst an accommodation solution has not yet been determined, initial work suggests that a number of options are possible. The governing body supports consultation on the proposal in order to meet the needs of the local community.

Park Spring Primary School accepted a temporary increase of 15 to its admission number in 2014 and will do so again in 2015 to meet the demand for local school places.

5. Frequently asked questions

When creating more school places, what information is taken into account?

When developing proposals, the following are considered:

- local birth and housing data, to identify whereabouts in the city the extra places are needed;
- which school buildings and sites have the physical capacity to be expanded;
- the availability of other council owned land and whether any of this land could contribute to the provision of places; and
- the impact that expanding one school might have on other schools in the area
- any proposals for Free Schools that we are aware of.

Where does the birth and 0-5’s data come from?

This data comes from the NHS and is supplied annually from hospital and GP records. This information allows us to map the location of all children aged between 0 and 5 years, living in Leeds. This data is monitored against previous years’ data. It is used to highlight areas of the city where birth rates are increasing and better understand the pattern of demand for school places.

How is the impact of new housing taken into account?

Where new housing is proposed, developers are asked to make a financial contribution or provide land for education provision when they build developments of over 50 family houses. It is assumed that 100 family houses would generate 25 primary aged children, 3-4 per year group. There is some new housing in the area and the demand for school places from these developments has been factored in to this proposal.

Why are some spare or surplus places required?

Additional places are required to ensure that the admissions system can operate effectively and offer some degree of parental preference and also so that school places are readily available locally for children moving into the area.
Does an increase in school places mean that class sizes would be bigger?

Primary schools are organised around classes of 30 children per teacher, and these proposals would not change that. Current Infant Class Size Regulations state that infant classes (reception, year 1 and year 2) must have no more than 30 pupils in a class with one qualified teacher. Therefore, extra accommodation would have to be provided and more staff would be recruited to manage the additional pupils.

Why are we not proposing a new school?

A new school is not proposed because options are available to increase existing school provision in the area. If a new school is proposed, a vacant Leeds City Council site or an alternative site would need to be purchased on which to build the new school. The Council would fund the school build but would have to seek an academy sponsor to run the school. A new school carries more risk during the set up phase than the expansion of an existing school.

Would the existing accommodation be increased to manage the increase in pupil numbers?

Accommodation requirements would be agreed in consultation with the school leadership team and governing body as part of the expansion process. Funding would be focussed on ensuring the required number of classroom teaching spaces are put in place.

How would road safety issues be addressed?

In addition to the school expansion proposal, any building work would be subject to the normal planning permission process, and the Highways Department is a statutory consultee on all Planning Applications. Planning approval requires officers from Highways to formally comment on all applications. Measures identified by the highways department as a requirement for approval, would be incorporated in the scheme of works.

How would loss of green space be addressed?

Development on green space would be considered in consultation with Planning and Sport England as part of the Planning process. Measures identified as a requirement for approval would be incorporated into the scheme of works.

How will the need for secondary places be addressed?

The need for additional secondary places will also need to be addressed as the increase in the number of children attending primary schools move through to secondary school. The Local Authority will be bringing forward proposals to create additional secondary school places in the near future.
Will stakeholders be able to see the plans for the additional accommodation?

Yes, drop in sessions have been arranged where initial design work will be available. These are however very much an outline of what could be delivered, to demonstrate that it is possible to create the additional accommodation on site. They are not final design solutions. The detailed design of any additional school buildings would be subject to a statutory planning process.

Would the building work cause disruption to the school and pupils?

It is not always possible to do all building work during school holidays, although as far as possible any works that are likely to be very noisy or disruptive would be carried out whilst pupils and staff are away. Any building work carried out while the school is open would be completely segregated from the pupils and staff to ensure safety, and disruption to teaching and learning would be minimised. The contractors we would be using are very experienced in working around existing and operational schools.

6. How do stakeholders put their views forward?

Stakeholders may choose to attend one of the drop-in sessions. Notes are not taken of such sessions; they provide an opportunity to ask questions of officers on an informal basis and to learn more about the proposed plans.

<table>
<thead>
<tr>
<th>Venue</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Park Spring Primary School (School Hall)</td>
<td>Tuesday 16 June 2015</td>
<td>8.30 a.m. to 10.00 a.m.</td>
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<td></td>
<td>Thursday 18 June 2015</td>
<td>2.30 p.m. to 4.00 p.m.</td>
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<td></td>
<td>Thursday 18 June 2015</td>
<td>5.30 p.m. to 7.00 p.m.</td>
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Responses can be made in the following ways;

- Complete a Consultation Response Form (provided in this booklet and available at the drop-in sessions) and:
  - Hand it in during a Drop-In event at Park Spring Primary School
  - Leave it with the School Office on or before 4 pm on 3rd July 2015
  - Email it to educ.school.organisation@leeds.gov.uk
  - Post it to Leeds City Council, PO Box 837, Capacity Planning and Sufficiency Team, Leeds, LS1 9PZ

- Post a response on the Leeds City Council Wordpress site (discussion forum) http://leedsschoolplaceplanning.wordpress.com/

- Use the Talking Point online survey at www.leeds.gov.uk.

This booklet, along with information on the progress of the proposal, is available at http://www.leeds.gov.uk/residents/Pages/Currentconsultation.aspx
7. What are the next steps of this process

<table>
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<tr>
<th>Date</th>
<th>Key event</th>
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<tbody>
<tr>
<td>8 June 2015</td>
<td>Four week consultation phase begins. An opportunity to submit views/responses and attend meetings.</td>
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<tr>
<td>3 July 2015</td>
<td>Consultation ends</td>
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<tr>
<td>September 2015</td>
<td>The earliest date a report could be sent to Executive Board for them to decide whether the proposals can proceed to statutory notice period</td>
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<tr>
<td>October 2015</td>
<td>The earliest date that Statutory notices can be published (if approval is given) followed by a four weeks representation period</td>
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<tr>
<td>December 2015</td>
<td>The earliest date that a report would be sent to Executive Board for them to make their final decision on the proposal</td>
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<tr>
<td>September 2017</td>
<td>The date when additional primary places would be available if the proposals were approved</td>
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8. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Executive Board</td>
<td>The decision making body of Leeds City Council, formed by the Leader of the Council and nine other executive Members. Representatives of all political parties attend the Executive Board.</td>
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<tr>
<td>Form of entry (FE)</td>
<td>Primary schools are organised around classes of 30 pupils. A one form of entry school has seven year groups of 30 pupils; a two form of entry school has seven year groups of 60 pupils each.</td>
</tr>
<tr>
<td>Reception class</td>
<td>This is the first year group for children starting primary school in the year they will reach 5 years old.</td>
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<tr>
<td>Statutory notice period or statutory notice</td>
<td>A period of time required by law to inform the public that the local authority is proposing to do or change something. The statutory notice is published with the proposal details, and invites comments. It follows a period of consultation like this one.</td>
</tr>
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</table>
If you do not speak English and need help in understanding this booklet, please telephone 0113 2475793 and state the name of your language. We will then put you on hold while we contact an interpreter. We can assist with any language and there is no charge for interpretation. If any of the information is required in large print/braille/ audio tape/CD please contact us.

Arabic:
إن كنت لا تتحدث باللغة الإنجليزية وتحتاج لمساعدة لفهم هذا المستند؛ الرجاء الاتصال بالهاتف على الرقم أعلاه، وذكر اسم لغتك. حينئذ، سوف نطلب منك أن تنتظر حتى نتصل بمترجم.

Bengali:
যদি আপনি ইংরেজিতে কথা বলতে না পারেন এবং এই দলিলটি বুঝতে পারার জন্য সাহায্যের দরকার হয়, তাহলে ধারা করুন নিচের নম্বরের কোন কর্মকর্তা আপনার ভাষার নাম বলবে। আমার তখন আপনাকে লাইনে থাকতে বলে কোন দোভাষী (ইন্টারপ্রিটার) সাথে যোগাযোগ করবে।

Cantonese:
如你不懂說英語而需要協助以明白本文件，請致電下列電話號碼並說明你的母語。我們將會請你稍候以聯絡口譯員。

Farsi:
اگر شما به زبان انگلیسی صحبت نمی‌کنید و برای فهمیدن این مدرک نیاز به کمک دارید، لطفاً به شماره زیر تماس بگیرید. ما سپس از شما خواهیم خواست که تلفن را نگه‌دارید تا با مترجم تماس بگیریم.

Hindi:
यदि आप इंग्लिश नहीं बोलते हैं और इस दस्तावेज को समझने में आपको मदद चाहिए, तो कृपया नीचे दिए गए नंबर पर फोन करें और अपनी भाषा का नाम बोलें। उसके बाद जब तक हम किसी इंटरप्रिटर (इंटरप्रिट) से संपर्क करेंगे, हम आपको होल्ड पर रखेंगे।

Punjabi:


Kurdish:
كرد زمانى لینگیلیزی نازانیت و بپرسنت به هاواکاریه نه تتهیپشتنی نه بهله‌نامه‌باد، تکایه تامل فون بگ وماره‌که خواردو به و زمانی ناخانتنی خوت بلي. چیمیش تو رادگرین لمسر تامل‌دنکه‌ن له ومرکزیکی زمانت بو دایمی دعکین.
Jestliže nemluvíte anglicky a potřebujete, aby vám někdo pomohl vysvětlit tento dokument, prosím zavolejte na níže uvedené číslo a uvěďte svůj jazyk. Potom vás požádáme, abyste nepokládal(-a) telefon a mezitím zkontaktujeme tlumočníka.

French:
Si vous ne parlez pas anglais et que vous avez besoin d'aide pour comprendre ce document, veuillez téléphoner au numéro ci-dessous et indiquez votre langue. Nous vous demanderons d'attendre pendant que nous contactons un(e) interprète.

Polish:
Jeżeli nie mówią Państwo po angielsku i potrzebują pomocy w zrozumieniu tego dokumentu, prosimy zadzwonić pod poniższy numer telefonu. Po podaniu nazwy swojego ojczystego języka prosimy poczekać – w tym czasie będziemy kontaktować się z tłumaczem.

Slovak:
Ak nehovoríte anglicky a potrebujete, aby vám niekto pomohol vysvetliť tento dokument, prosím zavolajte na nižšie uvedené číslo a uvedte svoj jazyk. Potom vás požiadame, aby ste nepokladali telefon a medzitým skontaktujeme tlmočníka.

Somali:
Haddii aadan af Ingiriiska ku hadlin una baahan tahay in fahamka dokumentiigan laguugu caawimo, fadlan soo wac lambarka telefoonka hoose oo magaca sheeg luqaddaadag. Ka dib baan kugu oran doonaa sug inta aan turjumaan la xiriireyno.
Expansion of Park Spring Primary School - Consultation
Response Form

When you have completed your form you can:

➢ Hand it in during our Drop-In event at Park Spring School
➢ Leave it with the School Office on or before 4 pm on 3 July 2015
➢ email to educ.school.organisation@leeds.gov.uk or send it to Leeds City Council, PO Box 837, Capacity Planning and Sufficiency Team, Leeds, LS1 9PZ.

Please tell us who you are: ☑

☐ Parent of a child at Park Spring Primary School ☐ Councillor (Elected Member)
☐ School Governor ☐ Local resident
☐ Member of staff at Park Spring Primary School ☐ Other

Do you agree with the proposed expansion of Park Spring Primary School (from 45 places to 60 places from September 2017)?

☐ Yes I agree ☐ No I don’t agree

Your comments (please use a separate sheet if needed):
3. Was the information given to you in this consultation useful?

☐ Yes it was useful  ☐ No it was not useful

If there are any improvements that you think we could make to the consultation process please use this space to write them down.

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Data Protection Act 1998

Under the terms of the Data Protection Act 1998 we must inform you of the following.

Leeds City Council is seeking your views to help inform the decision on this proposal. Your personal information will be used only for this purpose, and may be shared with other agencies who are involved in the consultation, however only to address any issues you raise. If you do not wish to provide personal details your views will still be considered, but we will not be able to acknowledge your response personally.