

CABINET ITEM COVERING SHEET PROFORMA

AGENDA ITEM

REPORT TO CABINET

14 OCTOBER 2010

**REPORT OF CORPORATE
MANAGEMENT TEAM**

CABINET DECISION/KEY DECISION

Children and Young People – Lead Cabinet Member – Councillor McCoy

CAPITAL INVESTMENT STRATEGY FOR PRIMARY AND SECONDARY SCHOOL BUILDINGS

1. Summary

This report summarises the position facing Stockton Borough Council and its partners following the stopping of Stockton's Building Schools for the Future (BSF) programme and the anticipated suspension of the national Primary Capital Programme.

The results of the comprehensive spending review and the DfE review will impact on any proposed capital programme for schools developments in the borough. Although the present climate is uncertain, it is proposed that work should begin on a new investment strategy for school buildings so that the Council can respond quickly to any new funding opportunities that may arise to enable it to deliver the Campus Stockton vision.

This report proposes that a borough-wide strategy for capital investment in schools should be developed in consultation with partners, based on a re-assessment of the needs of our schools and the level of investment required to meet those needs. It would rank school premises development projects in order of priority and explore potential additional sources of funding. It would be developed in the context of a new corporate review of assets and facilities. Officers would aim to bring a draft report to Cabinet in February 2011.

The Council and its partners remain committed to the Campus Stockton vision of collaborative provision to offer new learning opportunities for our young people. Primary and secondary school buildings across the borough need investment to support that vision and to rectify defects in their condition, suitability or sufficiency.

2. Recommendations

Cabinet is asked to agree:

1. that a borough-wide strategy for capital investment in primary and secondary schools be developed in consultation with elected members, partners, schools, colleges and dioceses, taking account of the outcome of the government spending review, Free School applications and the Council's review of assets and facilities;
2. that the strategy should not include any further work on option D2 of the four options proposed for investigation to deal with the demands for pupil places in the South of the Borough

3. that a further report be brought to Cabinet, which we aim to do in February 2011, after the results of government reviews have clarified funding provision for Stockton's schools.

3. Reasons for the Recommendations/Decision(s)

A review of the Council's strategy for capital investment in primary and secondary schools is necessary after the stopping of Stockton's BSF programme and the anticipated suspension of the national Primary Capital Programme. New funding streams may become available after the autumn spending reviews, probably in reduced amounts and possibly against different policy criteria. Capital allocations from government will be reduced in future in any event because they are based on pupil numbers in schools maintained by the Council: those numbers will be reduced by the two independent Academies in the borough, and the possibility of Free Schools could reduce them further. It will be necessary to identify other sources of funding to support capital investment.

A new strategy for capital investment in schools will cover all schools in the borough including the three schools in the south of the borough not included in the BSF Wave 6 programme. In February 2010 Cabinet approved the investigation of four options aimed at dealing with the demand for pupil places on Ingleby Barwick. During those investigations, the potential of significant technical, legal and financial issues related to the D2 site (Preston Park) has been identified. These issues are of a nature that indicates the continued investigation of that option would be counter-productive. The other three options will require further consideration as part of this proposed strategy for capital investment.

4. Members' Interests

Members (including co-opted Members with voting rights) should consider whether they have a personal interest in the item as defined in the Council's code of conduct (**paragraph 8**) and, if so, declare the existence and nature of that interest in accordance with paragraph 9 of the code.

Where a Member regards him/herself as having a personal interest in the item, he/she must then consider whether that interest is one which a member of the public, with knowledge of the relevant facts, would reasonably regard as so significant that it is likely to prejudice the Member's judgement of the public interest (**paragraphs 10 and 11 of the code of conduct**).

A Member with a prejudicial interest in any matter must withdraw from the room where the meeting considering the business is being held -

- in a case where the Member is attending a meeting (including a meeting of a select committee) but only for the purpose of making representations, answering questions or giving evidence, provided the public are also allowed to attend the meeting for the same purpose whether under statutory right or otherwise, immediately after making representations, answering questions or giving evidence as the case may be;
- in any other case, whenever it becomes apparent that the business is being considered at the meeting;

and must not exercise executive functions in relation to the matter and not seek improperly to influence the decision about the matter (**paragraph 12 of the Code**).

Further to the above, it should be noted that any Member attending a meeting of Cabinet, Select Committee etc; whether or not they are a Member of the Cabinet or Select Committee concerned, must declare any personal interest which they have in the business being considered at the meeting (unless the interest arises solely from the Member's membership of, or position of control or management on any other

body to which the Member was appointed or nominated by the Council, or on any other body exercising functions of a public nature, when the interest only needs to be declared if and when the Member speaks on the matter), and if their interest is prejudicial, they must also leave the meeting room, subject to and in accordance with the provisions referred to above.

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RECOMMENDATIONS

Cabinet is asked to agree:

1. that a borough-wide strategy for capital investment in primary and secondary school buildings be developed in consultation with elected members, partners, schools, colleges and dioceses, taking account of the outcome of the government spending review, Free School applications and the Council's review of assets and facilities;
2. that the strategy should not include any further work on option D2 of the four options proposed for investigation to deal with the demands for pupil places in the South of the Borough
3. that a further report be brought to Cabinet, which we aim to do in February 2011, after the results of government reviews have clarified funding provision for Stockton's schools.

DETAIL

Background

1. A comprehensive spending review currently being carried out by government will determine the levels of capital funding to be allocated to each government department over the next three years. The result of that review is expected in October. In addition, the Department for Education (DfE) is carrying out its own review of all its capital funding programmes. The Department expects to announce near the end of the year how its capital allocation from the comprehensive spending review will be distributed. The Department has invited interested parties to contribute to its review by completing an online questionnaire known as the Call for Evidence. A response submitted on behalf of the Council is attached as **Appendix 1** to this report.
2. The Local Government Association (LGA) has prepared a further submission to government intended to demonstrate the current need for capital investment in school buildings. This is based on information collected from local authorities.
3. The Council has acknowledged the need for additional secondary school places for residents of Ingleby Barwick. In February 2010 Cabinet asked officers to investigate four options for achieving this. Those investigations have revealed potential technical and legal issues around the option to rebuild Egglecliffe School in Preston Park. It is therefore suggested that this option should no longer be pursued.

Current Position

4. The government has stopped the BSF programme in Stockton-on-Tees. A comprehensive spending review in October will determine the levels of capital funding to be allocated to each government department over the next three years. The Department for Education is carrying out a review of all its capital programmes, including the Primary Capital Programme, and expects to announce near the end of the year how it intends to distribute its capital allocation for the next spending review period.
5. The Council's BSF strategy, developed in partnership with schools and colleges, dioceses and other bodies, is based on the 'Campus Stockton' model of collaborative provision. This includes a personalised curriculum for every student and new ways of learning supported by investment in remodelled buildings and new technology. The Council and its partners remain committed to this vision, which is about much more than rectifying defects in school buildings. Nevertheless those building issues remain and in some schools are particularly severe. It is now necessary to develop a new capital investment strategy to address them.
6. The stopping of BSF was a great disappointment. However it will mean that there is no longer a requirement for a Local Education Partnership or for externally managed Facilities Management and ICT services. The work carried out so far has provided a robust knowledge base which will enable the Council to respond quickly to any new funding opportunities. Opportunities to integrate other services on school sites may be increased. We may now look at the needs of all our schools including those previously excluded by government from the BSF Wave 6 programme.
7. The Council's strategy for the Primary Capital Programme sets out criteria for determining priorities for investment in primary school buildings subject to continuing government investment. Some work has already been completed, and design work funded in the current year is continuing on other specific school projects. The Council's Strategy for Change for the Primary Capital Programme is available on the Council website.
8. Two Academies have now been established in the borough within predecessor school buildings. Academies are independent schools funded directly by government. They will be valued partners in Campus Stockton, but their buildings are not the responsibility of the Council. The Academy sponsors have been invited to bid for funding for new or refurbished

buildings, and government has announced that some capital allocations will be made after the spending review. At this time the level of funding is not known.

9. Two independent groups have made formal applications to the Secretary of State to establish a Free School in Ingleby Barwick. A Free School would be an additional secondary school, independent of the local authority and funded directly by government like the Academies. The Council has been asked to respond to one of those bids (see paragraph 17 below).
10. Five of the ten secondary schools and seventeen of the sixty primary schools in the borough are voluntary aided schools. A full list of the schools maintained by the Council is attached as **Appendix 2**. The buildings of voluntary aided schools are the property of the dioceses or trusts and are not the responsibility of the Council. The Council included these schools in borough-wide strategies for BSF and Primary Capital because those funding programmes each promised a single funding pot covering both categories of school. That is not normally the case with other schools funding programmes. (see paragraph 15 below)
11. The Council has begun a review of Council assets and facilities. The review includes school buildings, youth facilities, children's centres, community centres, libraries, sports and leisure centres. This review aims to analyse information relating to the condition of premises and the use made of their facilities, and to consider options for rationalisation, co-location or shared use as part of a new borough-wide facilities investment strategy. Any schools capital investment strategy should contribute to this corporate review.
12. Ministers have stated that capital funding will continue to be made available for school building projects in the future, but as yet there is no detailed information about the scale of future investment, the criteria for allocation or the manner of distribution. Early announcements from ministers have mentioned tackling the most serious condition issues in school buildings, allocating a greater proportion to primary schools, and supporting applications for Free Schools and Academies. Ministers have spoken of allocating increased amounts directly to schools. This could make it more challenging for the Council and its partners to implement a coherent model across the borough.
13. Various methods have been used in the past for distributing capital for school building projects. It is possible that government will continue the current system of allocating to each local authority capital sums calculated by a formula based on pupil numbers, with discretion to spend it on locally-determined priority projects. **Appendix 3** lists these allocations for the last three years. It seems likely that devolved capital grants direct to schools will continue. Government may reintroduce bidding programmes so that local authorities will compete for a share of a global sum. It may be that individual schools will be invited to bid directly to government for capital funds. We will need to wait for clarity until the end of the year after the review of capital programmes being carried out by the Department for Education.
14. One specific element of capital funding has been reduced by 50% in the current year. This is the Harnessing Technology Grant intended to support developments in the educational use of Information and Communications Technology (ICT). The original allocation to Stockton-on-Tees for 2010-11 was £717k, of which £225k was retained by the Authority for broadband services and learning platform development. The remaining £492k was devolved to schools. The loss of in-year funding is £358k. Savings of £70k from the central spend have been identified but as the majority of the grant is devolved to schools it has been necessary to pass on the remainder of the reduction (£288k) to schools. This loss of funding in the current year will limit the ability of schools to purchase new equipment, particularly laptops and mobile devices, to access high-quality digital learning resources, to replace older computers and to provide information to parents through the secure use of online reporting systems. In the long term, the future development of the broadband infrastructure to ensure that the necessary capacity and services are available to schools is

very much at risk. Any new capital investment strategy should include consideration of ICT infrastructure.

15. The majority of current government capital funding streams make separate allocations for community schools and voluntary aided schools, and it is not normally possible to transfer capital funding between projects at schools in different categories. We do not yet know whether any new capital funding allocated after the spending review will consist of separate or combined allocations for community and voluntary aided schools.
16. Conversely many of the current capital programmes (aside from BSF and Primary Capital) do not make separate allocations for primary schools and secondary schools. Whether that will continue is also uncertain at present.
17. The outcome of the Free School applications could have a considerable impact on the Council and on other schools. The Council has been invited by DfE to comment on the Free School application submitted by Barwick's Own 2nd Secondary School Ltd (BO2SS). The Council's response gives the view that the number of students resident in the three communities of Eaglescliffe, Ingleby Barwick and Yarm could not support four secondary schools of viable size. The establishment of a Free School on Ingleby Barwick might lead to the closure of an existing school and would therefore be contrary to the Council's objective of retaining a school in each community. The Council's response is attached to this report as **Appendix 4**. Also included in **Appendix 4** (with their permission) are letters submitted by the Diocese of York and by All Saints, Conyers and Egglecliffe schools.

Next steps

18. Primary and secondary schools in every area of the borough have pressing needs, whether in terms of building condition, suitability for the modern curriculum or sufficiency of school places to meet local demand. The sequence of projects planned for BSF was intended to form a coherent programme rather than a strict order of priority. It needed to conform to the national priorities for BSF – school standards and social deprivation – and it did not include the three schools in the south of the borough. The Council is now in a position to develop a strategy to identify a new priority order, taking account of the condition, suitability and sufficiency needs of the schools, the views of our partners and any new funding criteria announced by government after the spending reviews.
19. The Primary Capital Programme was different from BSF in that funding was to be spread over fourteen years rather than delivered in concentrated waves. The Primary Strategy for Change considered by Cabinet in February 2009 included agreed criteria for prioritising schools for investment and identified a small number of schools for investment in the first five years of the programme.
20. A new investment strategy should deal with all the schools across the borough. Prioritisation for investment should take account of:
 - schools with particularly severe condition and suitability issues
 - split-site schools
 - increasing numbers of pupils in primary schools
 - the distribution of school places across the Borough
 - opportunities to co-locate other services on school sites
 - opportunities to generate capital receipts from redundant sites.
21. It is important that this new strategy for capital investment is developed in consultation with elected members, partners, schools, colleges and the four dioceses and takes full account of the corporate review of assets and facilities. Subject to the completion by the Department for Education of its review of national funding programmes, officers expect to be able to bring a first draft of the strategy to Cabinet in February 2011.

Specific points related to schools that were not previously included in BSF wave 6

22. The Council has acknowledged that demand exists for a greater number of secondary school places in Ingleby Barwick. In February 2010 Cabinet asked officers to review options for the three secondary schools in the south of the borough: All Saints Church of England School in Ingleby Barwick, Conyers School in Yarm and Egglecliffe School. The aim was to find ways of increasing the supply of school places in Ingleby Barwick while minimising any negative impact on the other two schools. At that time it was assumed that a second wave of BSF funding would become available at some stage.
23. The four options for investigation were
- A1 –to rebuild Egglecliffe School with 1,050 places at Allen’s West, to refurbish Conyers School for 900 places and to enlarge All Saints to 900 places (as set out in the BSF Strategy for Change Part 1 agreed by Cabinet in February 2009 and subsequently approved by government);
 - A2 – as above but to rebuild Egglecliffe School on its present site;
 - C1 – to enlarge All Saints to 1,050 places with a corresponding reduction at Egglecliffe to 900 places;
 - D2 – as option A1 but to rebuild Egglecliffe School on a site in Preston Park.
24. D2, the Preston Park option, depended on government funding being made available for a footbridge linking the park to Ingleby Barwick, a prospect that seems highly unlikely in the present climate. During the feasibility work undertaken, the location of the proposed bridge also raised significant engineering issues. In addition to this, any additional traffic from a community school facility could not be accommodated without significant upgrading of the road network, which would not be in keeping with the current access or be acceptable onto a principal road such as the A135 Yarm Road. To locate a school within the area of the park would also require the re-location of the existing allotments. These matters pose significant legal, logistical and financial challenges and taken together with the envisaged technical difficulties have led to a view that option D2 should no longer be considered.
25. Possible variants of option C1 including a further increase in pupil numbers have been discussed in positive meetings with the Diocese of York. This, and options A1 and A2, will need further consideration within the proposed borough-wide strategy for capital investment in schools. A solution can be identified only when the funding streams have been clarified by government and DfE, and when the outcome of proposals to establish a Free School in Ingleby Barwick is known. It is proposed that further detailed work continue on these options and variables.

FINANCIAL IMPLICATIONS

26. There are no additional financial implications involved in developing an investment strategy. Work will be carried out by Council staff funded from existing budgets during the current financial year. Clearly there will be financial implications in implementing a new strategy. These will be reported when the strategy is brought to Cabinet.
27. There are potential financial implications in the application by an independent group to establish a Free School in Ingleby Barwick. These would depend on the response of government and at this stage cannot be quantified.

LEGAL IMPLICATIONS

28. No implications at this stage.

RISK ASSESSMENT

29. Developing an investment strategy for primary and secondary school buildings is categorised as low to medium risk. Existing management systems and daily routine activities are sufficient to control and reduce risk.

SUSTAINABLE COMMUNITY STRATEGY IMPLICATIONS

Economic Regeneration and Transport

30. Investment in school buildings would contribute positively to economic regeneration.

Safer Communities

31. No negative implications.

Children and Young People

32. Investment in school buildings would contribute to improving services for children and young people.

Health and Wellbeing

33. No negative implications.

Environment and Housing

34. No negative implications.

CORPORATE PARENTING

35. The Council's BSF and Primary Capital strategies include targets to raise educational achievement and improve life chances for all children and young people in the borough including those looked after by the Authority. A new investment strategy would retain those objectives.

EQUALITY IMPACT ASSESSMENT

36. The BSF and Primary Capital programmes have been subject to Equality Impact Assessments and have been judged to have a positive impact. Any firm proposal for change that might arise from a new investment strategy would be subject to a specific Equality Impact Assessment at that stage.

CONSULTATION INCLUDING WARD/COUNCILLORS

37. It is proposed that a new investment strategy will be developed in consultation with elected members, schools, colleges and the four dioceses. It will then be brought to Cabinet for approval before general consultation.

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Education related? Yes

Background Papers BSF Strategy for Change Parts 1 and 2; Primary Capital Programme Strategy for Change.

Ward(s) and Ward Councillors: not Ward-specific

Property This report proposes that a new investment strategy should be developed to address condition, suitability and sufficiency issues relating to schools buildings owned by the Council.

Response to the DfE Call for Evidence

What is the Call for Evidence?

The Department for Education (DfE) provides capital funding to schools, local authorities and dioceses to enable them to improve school buildings.

The Call for Evidence is a public consultation exercise intended to inform the development of a new capital investment policy within the DfE. It is not an invitation to bid for funding or to press the case for investment in particular schools. It is an opportunity for parents, pupils, teachers and school governors as well as local authorities and other interests (such as construction companies, academy sponsors or lobby groups) to contribute their views. As is common practice with DfE consultations, all submissions may be published.

The Call for Evidence consists of a short questionnaire. The questions and responses are given below after some background information on capital funding for schools under the previous government.

Background on capital funding for school buildings

One key development was Asset Management Plans (AMP). Introduced for education in 1999, the AMP compelled local authorities to undertake surveys of school buildings and record details of their condition, suitability (for the modern curriculum and for disabled access) and sufficiency (whether sufficient school places existed to meet demand from parents). The information in the AMP (which had to be submitted for government approval) enabled the Department for Education (as it is now) to put a strong case to the Treasury for increased capital funding for education in the regular spending reviews.

The process of allocating capital funding for school development projects evolved under the previous government. At first there was a competitive bidding process called New Deal for Schools (NDS). Local authorities and dioceses had to place their schools in order of priority for capital investment and submit a bid. Some were successful but many were not. Civil servants in the DfE struggled to cope with the number of bids. In an attempt to be fair to all authorities they ended up making a notional allocation to each authority based on its size. They applied this notional allocation to the bids from that authority and funded as far down the priority list as the money would allow. Soon this informal method became official. Instead of inviting bids the DfE simply allocated an amount to each authority based on pupil numbers and left it to the authority to determine its own priorities. This money was called NDS Modernisation. Other sums were allocated nominally for Basic Need (new school places in areas of population growth) and Access Initiative (to improve access for disabled people) but authorities were allowed discretion to pool these funds to address local priority needs.

The Labour government also introduced Devolved Formula Capital (DFC) which went directly to schools. Increasing amounts were given directly to schools to enable them to meet needs identified in their own AMPs. Every school received capital every year (albeit in small amounts for primary schools but in six figures for most secondaries). Statements from the coalition government have implied an intention to retain and increase DFC.

Separate allocations are made to dioceses for work at voluntary aided schools in a programme known as LCVAP (locally co-ordinated voluntary aided programme).

Details of the Call for Evidence questionnaire

The response form consists of seven questions. The following pages give the questions in bold type followed by the response on behalf of the Council that was submitted on 15th September 2010.

Q1) Please rank the following priorities in order of importance for building or refurbishing an educational establishment from 1 to 8 (with 1 being the most important).

- 1 It must provide an environment that ensures pupils are taught in an environment that is fit for purpose (see Q3 below);
- 2 It must, as a building, drive forward educational thinking and innovation;
- 3 It must be designed to be flexible, to allow for different teaching styles today and in the future;
- 4 It must be designed for use across the entire community;
- 5 It must provide an environment where the priority is sustainability and carbon reduction;
- 6 It should provide work both locally and nationally for the design and construction industry;
- 7 It must provide more school places than there are needs in the community in order to give greater choice to parents;
- 8 Other (Please describe) [limited to 25 words].
Each School needs to provide sufficient places and a suitable learning environment tailored to the specific needs of the local area.

Q2) What does a school place being "fit for purpose" mean for you? (please rank from 1- 10, with 1 being the most important). We have assumed that being "fit for purpose" includes a priority to be safe and to comply with health and safety standards (e.g. heating, ventilation, light, toilet facilities etc).

1. There is sufficient classroom space and equipment for daily teaching;
2. Spaces and adjacencies are organised well so that the flow of children and staff is smooth and can be easily supervised;
3. There is a state-of-the-art technology infrastructure in place;
4. There are facilities for assembly and social interaction as a school;
5. There are good sporting facilities;
6. There are rehearsal and performance spaces;
7. Kitchen facilities allow for on-site preparation of high quality food;
8. The building is generally in good decorative order and well maintained;
9. There is good provision for staff and administrative offices etc;
10. The building has a bespoke, cutting-edge design.

Comments:

Q3) Is there anything else that you think "fit for purpose" ought to include, and how important do you think this is relative to the list in Q3? (please limit your response to 250 words)

Fit for purpose should cover the condition, suitability and sufficiency of the school. This should be more than the quality of a single building or school place. Schools should relate to their communities and should be located close to the centre of the communities they serve. This supports the development of positive relationships with all groups of parents and carers as well as providing access and opportunity for wider adult and community education. It is also important that the range of schools in an area is collectively fit for the purpose of meeting the learning needs of all the young people in that area, something that no school can do in isolation. Schools need to be equipped to work collaboratively to ensure that every pupil has an equal opportunity to an appropriate curriculum and to achieve positive outcomes regardless of where they live.

Q4) Do you know of a specific example of a schools building project (or projects) that demonstrated good (or poor) value for money and why? (please limit your response to 750 words).

There has not been a replacement secondary school built within Stockton-on-Tees during the last 30 years so we cannot provide you with an example within the Authority which we perceive provides best value or not. However, during the course of the BSF procurement many schools were visited by the BSF team together with all the key stakeholders. A record was kept and an analysis produced of all such visits and the two highest scoring new school building projects were Freebrough School and Saltburn Learning Campus both within Redcar and Cleveland BC. Both projects demonstrated a high level of stakeholder involvement before and during the building process. The buildings were both separately procured through a design and build contract and still achieved a cost per square metre of approx £1300. If the buildings had been grouped and built by a single contractor, the efficiencies gained possibly could have reduced the cost per square metre lower than the £1300 stated. The quality of materials used at both schools was of a high standard and as such reduced any on going FM costs. Analysis on completion demonstrated that both schools meet the needs of the modern day curriculum by providing naturally lit and ventilated rooms, flexible and adaptable performance spaces and many diverse social spaces. They also met the requirements of the local community, by providing facilities like an integrated Youth Centre, co-located community library, drama and performance spaces. The spaces are of a high enough standard to host local amateur dramatic club performances and sports facilities to accommodate local clubs and teams events.

Q5) How do you think we should allocate capital for schools building in the future? (please limit your response to 500 words).

Councils have extensive information on condition, suitability and sufficiency of school buildings, and are able to prioritise the needs of individual schools and to target resources at the most urgent priorities. To some extent DfE policy supported this by reducing the amounts of capital allocated through bidding rounds and allocating significant amounts by formula. Allowing authorities discretion to combine funding streams such as basic need and modernisation has also been helpful. Allocating funding based on formula allocations almost entirely on pupil numbers, ignores the condition of each school or authority and the accumulative effect of ageing and deterioration across a school estate which has not seen a significant injection of capital funds to progress large building works over the last 30 years. An authority such as Stockton-on-Tees with older building stock has had to continue the "patch and mend" approach because formula allocations fell so far short of the amounts needed. The lack of substantial investment over time has meant strategic work such as school reorganisation to meet changing demographics has been extremely difficult.

Throughout this time devolved capital has been allocated to schools, again based on pupil numbers and regardless of need. The sums devolved to schools, particularly primary schools, were not sufficient to fund major works but in aggregate would have allowed local authorities to carry out some of the strategic work that is their responsibility. Even the larger sums afforded to secondary schools have not resulted in a comprehensive modernisation programme but a piecemeal pattern of improvement which is not always related to current demographics and housing stock.

It is important that capital funding should be available to allow schools to be enlarged or new schools established to meet rising demand from population growth. This is not the same as creating additional spaces to facilitate parental choice.

Future allocation policy should:

- reflect the age, condition, suitability and sufficiency of school buildings in each local authority area as demonstrated by the AMP;
- support authorities in their duty to plan strategically, e.g. be sufficient to allow authorities to reorganise provision to meet changing demographics;
- provide funding for the purchase of land for a school site where this is necessary

Q6) How do you think we should reduce the bureaucracy and simplify the processes associated with capital investment? (please limit your response to 500 words).

Local authorities carry duties to ensure sufficient school places, to monitor standards and to ensure reduced carbon emissions at all schools and as such we believe Capital funding should be allocated at the Authority level to allow prioritisation and benefits of scale to be achieved. Authorities have the data in Asset Management Plans to support prioritisation, and many have considerable experience in managing major construction contracts. BSF would have produced results more quickly and more cost-effectively if funding had been allocated directly to local authorities and dioceses and they had been allowed freedom to procure contracts.

DfE moved away from capital bidding programmes to formula allocations partly to reduce central and local bureaucracy. Preparing and submitting bids is inefficient if the national funding criteria do not match local priorities, and assessing those bids takes up a great deal of time for officials. There should not be a return to bidding programmes.

The Council believes that any methodology should incorporate the condition, suitability of buildings as well as the need to develop the school stock to ensure that they meet the needs of current and future community needs. There is also a need to consider investment to date through BSF and Primary Capital Programme to ensure there is equity in the support to Councils. Given all information available to Councils, a prioritised programme of major refurbishments / developments could be prepared by each Council (updated for each Comprehensive Spending Review) to inform allocation of resources to fund Major schemes. Thereafter Capital to fund smaller scale 'lifecyle costs could be allocated on a formula basis.

Q7) Do you have any additional thoughts that you would like to share with the review team, please add here (please limit your response to 250 words).

The Council maintains sixty primary, ten secondary and three special schools. Only twelve of these occupy buildings constructed during the last thirty years. Twenty-seven schools use buildings more than fifty years old. Very few of those buildings are fit for purpose. Capital allocations calculated by formula based on pupil numbers have not been sufficient to address their needs. The Council's Asset Management Plan indicates urgent condition needs to a total of almost £25m for primary and £29m for secondary schools. Stockton has not benefited from PFI and targeted capital fund investment to the same extent as other

authorities. Future allocations should recognise that not all local authorities are in the same position.

Whilst condition is a major aspect, the suitability of current buildings, given their age profile, is a significant consideration in the future education development in Stockton. Teaching spaces should be flexible with a mix of areas suitable for whole-class teaching, small group work and individual study. Dining and social spaces are essential but are lacking in some schools and some have no hall, indoor performance area or on site playing fields. All areas need to be equipped with robust ICT infrastructure and hardware, to allow and support a learning platform between schools.

Our schools and colleges are genuinely committed to collaborative working to offer a personalised curriculum of consistent quality for every student whichever school they attend. We need to ensure the allocation of funding for capital investment supports our ambition to make every school a good school.

Maintained schools in Stockton-on-Tees**Primary schools (60)***Community and controlled schools (43)*

The local authority owns the land and buildings of community schools. Voluntary controlled schools' buildings may be owned by a charitable or religious body.

Bader	Barley Fields	Bewley Infant
Bewley Junior	Billingham South	Bowesfield Lane
High Clarence	Oakdene	Pentland
Crooksbarrow	Durham Lane	Egglescliffe CE
Fairfield	Frederick Natrass	Harewood
Hartburn	Hardwick Green	Harrow Gate
Ingleby Mill	Junction Farm	Kirklevington
Layfield	Levendale	Mandale Mill
Mill Lane	Myton Park	Norton
Oxbridge Lane	Preston	Prior's Mill CE
Roseberry	Rosebrook	St John the Baptist CE
The Links	The Glebe	The Oak Tree
Thornaby CE	Tilery	Whinstone
Whitehouse	Wolviston	Village
Yarm		

Voluntary Aided schools (17)

The buildings of voluntary aided schools are owned by a diocese or trust. Their playing fields are normally the property of the local authority.

Christ the King RC	Holy Trinity Rosehill CE	Most Holy Rosary RC
St Bede's RC	St Cuthbert's RC	St Francis of Assisi CE
St Gregory's	St John the Evangelist RC	St Joseph's RC (Billingham)
St Joseph's RC (Norton)	St Mark's Elm Tree CE	St Mary's CE
St Paul's RC	St Patrick's RC (Stockton)	St Patrick's RC (Thornaby)
St Therese of Lisieux RC	William Cassidi CE	

Secondary schools (10)*Community schools (5)*

Bishopsgarth	Conyers	Egglescliffe
Grangefield	Northfield	

Voluntary Aided schools (5)

All Saints CE	Ian Ramsey CE	Our Lady & St Bede's RC
St Michael's RC	St Patrick's RC	

Key

CE = Church of England

RC = Roman Catholic

Funding delivered to local authorities

1. At present local authorities receive four capital funding streams each year to fund work at community schools. This includes primary, secondary and special schools. Figures quoted are the aggregate amounts allocated to Stockton-on-Tees over the three years from 2008-09 to 2010-11.
 - a) Basic Need – funding for new school places (i.e. school expansion) - £3.58m
 - b) Modernisation – for improvement work in school buildings - £5.78m
 - c) Access initiative – to enable schools to meet their obligations under the Disability Discrimination Act - £0.96m
 - d) Extended schools – to create suitable facilities for extended services - £0.84m.

Although amounts are allocated under these headings local authorities are permitted to pool basic need and modernisation funding together to meet local priorities.

Allocations are based on the number of pupils in community schools. The closure of three community schools and their replacement by two Academies would in any event bring about a significant reduction in allocations from 2011-12 onwards.

Funding delivered to dioceses for voluntary aided schools

2. A specific allocation known as LCVAP (Locally Co-ordinated Voluntary Aided Programme) is made exclusively for voluntary aided schools in the borough. The buildings of voluntary aided schools are the property of the diocese or a trust. Governing bodies of voluntary aided schools are required to contribute 10% of the cost of all capital works. The local authority generally owns the playing fields of voluntary aided schools.

LCVAP is a single sum encompassing basic need, modernisation and access initiative funding for primary and secondary voluntary aided schools. As with the local authority allocations these amounts may be combined. Priorities for expenditure are determined collectively by the four dioceses in a process co-ordinated by the local authority. The allocation from 2008-09 to 2010-11 was £3.7m.

Funding delivered via the local authority to schools

3. All schools currently receive Devolved Formula Capital (DFC) to be spent on priorities identified in the Asset Management Plan. Schools may save their formula capital for up to three years to fund larger projects. DFC for the last three years in Stockton-on-Tees was £8m in total for community schools and £2.9m for voluntary aided schools.



Stockton-on-Tees

BOROUGH COUNCIL

Jane Humphreys

Corporate Director Children, Education & Social Care

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Tel: (01642) 393939 • Fax: (01642) 527037

My Ref: JH/NS/JL/853
 Your Ref:
 Please ask for: Jane Humphreys
 Tel: 01642 527053
 Email: jane.humphreys@stockton.gov.uk

30 July 2010

Dear Mr Hole

FREE SCHOOLS PROPOSAL: BARWICK'S OWN 2nd SECONDARY SCHOOL Ltd

Thank you for your letter of 15th July 2010 requesting Stockton-on-Tees Borough Council's view on the initial proposal you have received from Barwick's Own 2nd Secondary School Ltd (BO2SS) to open a free school in Ingleby Barwick. We very much welcome the opportunity to take part in your consultation and to provide important local context. We have also, as suggested, shared the proposal document with the most affected local schools and with our diocesan partners in the existing Ingleby Barwick school and have collated their responses here.

We have attempted, as far as possible over the past 2 weeks, to gather a comprehensive local perspective on the proposal and have set out this evidence in the attached appendices:

Appendix 1 – Local context and circumstances

Appendix 2 – Stockton-on-Tees Borough Council detailed comments on the free school proposal – accepting the limitations of this being a Stage 1 outline proposal, it is perhaps understandably lacking in detail or clarity in some areas

Appendix 3 – Letters from all South of the Borough schools and York Diocesan Board of Education

In addition I thought it may be helpful if I highlighted some of the most important issues from the Council's perspective and provided a summary of the Council's views on the proposal:

- It is undoubtedly the case that the commitment, dedication and motivation of the parents, Councillors and residents responsible for the BO2SS proposal should be applauded. As a Council we share the aim of increasing the provision of secondary school places in Ingleby Barwick and we welcome the contribution of the many people in the Borough who are helping us tackle this tricky problem. We are sympathetic to the needs of the children living in Ingleby Barwick and will continue to work with everyone to find a solution to mitigate the accessibility of available secondary school places.
- However, it is also vital that we recognise that Ingleby Barwick is only part of the wider south of the borough community and when considering this proposal we have to consider the needs of the whole community. Approving this free school proposal would we believe result in the closure of an existing successful and popular school. We believe there are insufficient pupils within the area to make four schools viable. Furthermore it would concentrate 2 schools in the township of Ingleby Barwick whilst leaving one of the other two towns within the community without any secondary school provision. This outcome would be highly unpopular with many residents living

in the south of the borough and would not support our collaborative approach to ensuring learners are put first and schools are at the heart of our communities.

In addition to this over-riding problem there are also a number of issues which I feel should be highlighted:

- We are concerned that the educational aims and objectives covered on pages 7-9 of the proposal fail to address some of the criteria and expectations as set out in the letter from the Department for Education and the Independent School Standards. We fear the quality of education delivered may be compromised, adversely affecting pupil learning and outcomes. These concerns are set out in more detail in appendix 2 to this letter.
- I have attached letters expressing views provided by the local schools that will be most affected by this proposal and from the Diocese of York. You will see from these that they are very much concerned about the affect that a Free School sited in Ingleby Barwick will have upon the south of the borough community as a whole. As a Council we are struck by the unanimity of response from these important stakeholders.
- We have serious concerns about the proposal to offer sixth form places at the Free School. There are currently sufficient post 16 places offered throughout Campus Stockton to enable all Stockton Borough students to access sixth form provision if they wish to do so. Young people living in Ingleby Barwick currently have the option of attending Conyers Sixth Form, Egglecliffe Sixth Form or Stockton Riverside College which are all within four miles of Ingleby Barwick. Creating additional sixth form places would result in too many places across the borough. This would not represent good value for money and could put at risk the high quality provision that is currently available to all young people across the borough.
- The proposal indicates that should the Free School application be successful there would be a need to re-zone the established catchment areas in the south of the borough. Doing so would cause a great deal of upset and anxiety amongst the south of the borough communities.
- Parents of secondary school age children in Ingleby Barwick have access to the three highest performing schools in the borough and the driver for change is solely about the location of delivery and accessing it.

Taking into consideration all of the above points the Council feels that there is a need to explore alternative options to address the shortage of secondary school places in Ingleby Barwick and remains of the view that a more cost effective option than purchasing land and building for an entirely new school can be identified. We remain absolutely committed to ensuring that all the children of each community have access to the best possible educational provision. In doing so we are mindful of the needs of all three towns within this area of the borough, and seek to find a solution which provides opportunity for all.

If you require any further clarification or details of any of the processes we have mentioned in this letter please do not hesitate to contact me. I would welcome a meeting with you to discuss the matter further.

We will be briefing the BO2SS Group on the Council's position, as outlined in this letter, on 17 August but would appreciate if this response could be kept confidential until then.

Yours sincerely



Ms Jane Humphreys
Corporate Director
Children, Education & Social Care

Local context and circumstances

The May 2010 census identified that there are 2,875 young people requiring secondary school places within the south of the borough area. This number is not sufficient to justify four secondary schools of viable size without having a significant impact on other schools in the borough, particularly Conyers School in Yarm and the newly opened Academy in nearby Thornaby.

Three excellent secondary schools serve the communities in the south of Stockton Borough; All Saints School in Ingleby Barwick, Conyers School in Yarm and Egglecliffe School in Egglecliffe. The distance between Ingleby Barwick and each of these schools is small. Ingleby Barwick Township, from the boundary of Ingleby Barwick to Conyers School is 2.3 miles and from the boundary of Ingleby Barwick to Egglecliffe School is 3.6 miles, as indicated on the attached map. It is also important to recognise that each of the three schools is successful and popular. Standards are high with All Saints rated by OFSTED as a good school with excellent features; Conyers good with outstanding features and Egglecliffe outstanding. In addition 96 secondary age pupils in Ingleby Barwick also choose to attend Roman Catholic schools in the borough.

Stockton-on-Tees has a strong schools Partnership consisting of all of the borough's secondary schools, representatives from the two academies that will open this September and the borough's sixth form colleges. This Partnership is committed to the principle of co-operative and collaborative working under the umbrella of 'Campus Stockton.' Campus Stockton is based upon the following three principles; Putting the Learner First; Every School a Good School and Schools at the Heart of the Community. This strategic approach is supported by all Stockton's secondary schools' Head Teachers and Governing Bodies. In addition the schools partnership has a Change Management Group which has been meeting regularly since November 2008 to enable schools to work closely together in order to provide the best educational opportunities to all of the borough's young people through personalised learning specifically tailored to each young person's needs and aspirations.

It has long been recognised by the Council that the available pupil places to serve Ingleby Barwick within its own community are limited and that the community would benefit from an increase in pupil places. With this in mind the Council has been working proactively with partners since September 2008 to explore a range of options in order to develop proposals which would best suit the needs of the whole south of the borough community. One of the criteria for consideration during the development of those proposals was the fact that Stockton has a borough wide falling student roll. It was also recognised that each of the three neighbouring communities of Yarm, Egglecliffe and Ingleby Barwick would need to be served by secondary school provision and that the sizes of the schools in terms of pupil numbers would need to be viable. Condition and suitability of existing premises and availability of land were also key considerations.


It was also identified that to make available many more places within the Ingleby Barwick Township would have a detrimental effect upon numbers in the adjoining communities' schools which could result in the closure of one of those schools. The compromise to ensure each community is well served and to provide parents with more choice was to re-shape provision by increasing the size of the school in Ingleby Barwick, All Saints' VA Secondary School, from 600 to 900 places, reducing Egglecliffe Secondary School from 1175 to 1050 places with 250 sixth form places and reducing Conyers Secondary School from 1120 to 900 places with 200 sixth form places. Stockton's sixth form provision is well balanced across the borough with sufficient places currently being provided through Conyers and Egglecliffe sixth forms and Riverside College and Stockton Sixth Form College all of whom work collaboratively to make the borough-wide offer to students well balanced and comprehensive.

During consultation concerns were raised by some residents of Ingleby Barwick that the proposal to increase All Saints still did not provide sufficient places for all pupils resident in Ingleby Barwick to attend a school in the town. In response to this concern, the Council's Cabinet instructed a further feasibility study to be carried out to review the suggested options and identify any others. Numerous plots of land were investigated in the search for a suitable location for a site to locate a larger school for Ingleby Barwick. It was recognised that there are no plots of land of sufficient size within the

ownership of the Council to accommodate another secondary school in Ingleby Barwick. One potential plot of sufficient size has been identified. That plot lies in a green wedge area and is in private ownership. If it were possible to fund, negotiate the acquisition and obtain planning approval to develop that plot of land for a school, one of the other two communities' schools would have to close. It would not be feasible to accommodate four large secondary schools in the south of the borough area, there are insufficient pupils living within the south of the borough to make four large schools viable and concerns that any new small school would also have limited viability both financially and in terms of its ability to deliver a full curriculum.




Key To Sites


 Existing school site

South of the Borough Existing Secondary School Sites

Option Number	Location
1	All Saints CE Voluntary Aided School
2	Conyers School
3	Egglecliffe School

	Distance
Ingleby Barwick Boundary to Conyers:	2.3 miles
Ingleby Barwick Boundary to Egglecliffe:	3.6 miles
Conyers to Egglecliffe:	2.0 miles

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 **Stockton-on-Tees**
BOROUGH COUNCIL

Ref: G:\Apps\Mike Green\aa_mike\schools_utilities
bsf_potential_school_sites_july2010.mxd

Title:
**South of the Borough Existing
Secondary School Sites**

**Children, Education and Social Care
Corporate Director: Jane Humphreys.**

Head of Children and Young People's Strategy: P. Seller,
Municipal Buildings, Church Road,
Stockton on Tees, S18 1LD.
Telephone: (01642) 393939

Date: **July 2010.**

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Stockton-on-Tees Borough Council, 100023297, 2010.

Scale: **1:30,000**

Detailed Comments on BO2SS Free Schools Initial Proposal

It is acknowledged that the Stage 1 outline proposal is limited on detail and that these comments are intended to prompt detail and further enquiries. They are not intended to be critical.

Educational aims and objectives

The following observations have been drawn together based on a review of the initial proposal documentation by the Council's education specialists. Given the time available the work has necessarily taken the form of a desk-top review of the proposal and in many cases the comments would warrant further enquiries however they reflect the team's professional judgements using the information available. Page references to the initial proposal document have been provided to help with cross referencing of the comments to the proposal.

Flexible learning environment

The educational success of the proposal is predicated on 'a flexible learning environment leading to high levels of attainment' achieved through 'disruption of space'. (**pages 7- 8**). Whilst modern flexible and adaptable spaces can create a positive climate for learning; it is the strength of the underpinning curriculum model and effective teaching which are crucial for the delivery of quality education and learning.

Achievement

As proposed, the curriculum model has several flaws. Achievement is covered on **page 7**, by 'skills that will equip them for a future' and 'building on the fundamentals that every child can learn and will have the opportunity to succeed.'

The proposal does not demonstrate a clear understanding of the skills young people need for future success in further and higher education, training and in the workplace. The necessary skills are outlined in the Independent Schools Standards (page 3) and the new QCA curriculum and include;

- 'speaking and listening, literacy and numeracy skills.'
- functional skills of English, mathematics and ICT.

Secure acquisition of these skills, building on the literacy and numeracy achieved in the primary phase, is essential so that pupils can acquire the learning resilience to achieve appropriate qualifications at the end of Key Stage 4 particularly 5A*-C with English and mathematics. These skills are also recognised by teachers and employers as essential to acquiring knowledge in a broad range of subjects across the curriculum.

Assessment and tracking

The innovation discussed in this proposal on **pages 7-8** which is considered to be a challenge to 'traditional ideas' will not be implemented until 2013. Several schools across the Borough and both academies from September 2010 are already developing more flexible curriculum models which allow for pupils to progress when ready. The success of a more flexible 'stage not age approach to learning' which the proposal (page 8) states in terms of 'removing the artificial key stage boundaries of age and replacing them with a more flexible model' enabling pupils to take qualifications 'when they are ready to do so', depends on a secure assessment and tracking framework which is not included in the proposal. According to page 4, point 3 (d) of the Independent School Standards; independent schools must;

'show a good understanding of the prior attainment of pupils' and page 4, point 3 (g) requires independent schools to demonstrate that a framework is in place to;

'assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.'

There is no such assessment framework evident in this proposal.

Inclusion

Stockton Borough Council has a passionate commitment to inclusion based on the principle that 'No child is left behind'. This approach to inclusive learning means that we expect barriers to participation

and achievement to be removed so that no pupil is excluded from appropriate educational opportunities. Personalisation means valuing the uniqueness of each learner and maximising their learning by taking into account additional and special needs as their learning plans are put together. On page 7, the proposal mentions 'supporting the vulnerable' but does not demonstrate how equal opportunities will be approached or how the requirements of SEND pupils will be met. The expectation in the Independent School Standards p.3, point (e) is that a pupil with a statement will have their needs met and on p 4, point 5 that the education provided will enable them to make progress. The proposal does not convince us that this will be the case.

Spiritual, moral, social and cultural development

The proposal recognises 'emotional, spiritual, social and academic development' on **page 7** and includes 'respect, tolerance and civic responsibility where pupils learn to value those things that make each of us different' as part of the school's culture and ethos. However, we are not convinced that the depth and breadth of what is expected including the spiritual and cultural dimensions that will enable pupils to flourish has been fully understood or addressed.

Teaching methods

The Secretary of State's criteria are clear that the teaching methods that will be used should be detailed. This is not obvious in this proposal which only states on **page 8** that 'each member of the teaching staff will be supported to become outstanding'.

Where schools are developing a more innovative and flexible curriculum, the traditional role of the teacher is changing as the teaching of skills not knowledge becomes the focus for learning. Opportunities, experiences and environments where pupils can learn from others; peers, teachers, support staff and other adults need to be recognised and addressed and this is not the case in this proposal.

Focus on Business and Enterprise (**page 8**)

Thornaby Academy achieved funding agreement with the Department for Education in March 2010 and this includes acceptance of its specialism of Business and Enterprise. This is in line with the Council's strategic plan for school specialisms. Thornaby Academy is only 1.7 miles from Ingleby Barwick. Having two schools with the same specialism in such close proximity does not support diversity and choice for parents or young people.

Behaviour Management

The proposal describes a positive approach to 'celebrating and rewarding achievements and good behaviour' (**page 8**) but lacks a coherent approach to behaviour management in line with recent Steer proposals.

There is also a suggestion that there will be 'greater ownership of the learning environment by the learner'. In the context of behaviour, it is hard to understand what this means, and there is no indication included within the proposal of how it will be achieved.

Research about pedagogy

The suggestion that the school would become a melting pot of innovation (**page 9**) is not substantiated. If it were to happen, the proposal suggests this would not occur until 2015 or later. By that time, Thornaby Academy, which has Teesside University as the lead sponsor, will have well established research and pedagogical links with higher education improving teacher efficacy and adult learning.

Leadership and Management

The Secretary of State's criteria include the requirement for strong and effective leadership and a plan for recruiting staff with a financially viable business plan. In the submitted proposal neither of these criteria is evidenced.

Capacity Building (**page 8**)

The support of a high performing school with a national reputation is put forward as a possible means to building capacity but there is no indication of the support model that would be considered. The supporting school is 47miles away and building leadership capacity would involve travelling considerable distances on a regular basis. This would be costly, lack sustainability and impact and increase the carbon footprint for both institutions

Funding

It is hard to see how the 3 professional bodies (**page 11**) will be funded to develop this proposal further at a time of austerity and tight budgets.

Other comments:

Local Authority Support for the proposal

The BO2SS proposal includes an unsupported contention (**page 2**) that Stockton Borough Council welcomes the intention to set up a Free School. The idea of a Free School has never been discussed by the Council's Cabinet, nor has any public statement of support been made by the Leader or Chief Executive. The Chief Executive has certainly welcomed the development of ideas and options to assist identifying a deliverable solution. The Corporate Director for Children, Education and Social Care has met on occasion with ward councillors, but not on a weekly basis, and she has not been updated regularly on the development of the free school proposal.

Student numbers

At **page 5** the proposal states that Ingleby Barwick has 1,800 secondary age children. The January 2010 schools census recorded 1,439 students aged 11-16 living in Ingleby Barwick and attending schools maintained by Stockton Borough Council. This figure included 96 students who attended Roman Catholic schools in the borough.

Transportation of students

On **page 5** it also states that "1000+" students are transported by bus daily from Ingleby Barwick to two schools in other areas. The Council's Community Transport Service has contracted with coach companies to transport a total of 724 students from Ingleby Barwick; 558 to Conyers School (approximately 3km or 2 miles from Ingleby Barwick by road) and 166 to Eggescliffe School (about 5km or 3 miles away). These figures include students attending the sixth forms at those two schools. The cost of transporting students aged 11-16 from Ingleby Barwick to Conyers and Eggescliffe schools is an estimated £230,000 in the current school year. This cost is rather lower than the £350,000 per annum quoted on page 5 of the proposal form. This is because the figure quoted represents the **gross** cost of the contracts for coach transport to those two schools in the current academic year. It includes transport for some students who do not live in Thornaby, or in Ingleby Barwick, and who attend Conyers or Eggescliffe from other areas out of preference. The cost is reduced significantly by contributions from those students and others who do not qualify for free home to school transport (e. g. sixth form students and those whose home is within three miles of school and for whom a safe walking route is available).

The Free School proposal, if implemented, could remove at least 500 students from Conyers School, leading to the closure of this Good with Outstanding Features school. Should that closure take place the remaining 500 students from Conyers living in the Yarm community area would be required to travel into Ingleby Barwick if they chose to attend the Free School, or to Eggescliffe. If they chose Ingleby Barwick it would reverse the current pattern of travel. If they chose Eggescliffe it would increase the number of journeys through the already very congested Yarm High Street.

Number of school places in Ingleby Barwick

On **page 10** it is stated that, "Since 2005 Stockton Borough Council have made it clear that they have no plans to increase the numbers of secondary school places in Ingleby Barwick." This is not correct. The Strategy for Change documents approved by Partnerships for Schools in 2009 included a proposal to enlarge All Saints School in Ingleby Barwick from 600 to 900 places. In February 2010 the Council's Cabinet asked officers to review that proposal with a view to further increasing secondary places in or near Ingleby Barwick. That Cabinet decision is a matter of public record. At the Council's request, the governing body of All Saints agreed to increase its admission number from 120 to 140 from September 2010, increasing provision over five years by 100 places. The Council is actively exploring further options with partners to bring a resolution that would represent better value for money for public expenditure than the purchase of additional land and building an entirely new school, which is what the Free School proposal would require.

Sixth Form provision

At **page 15** it states that there is currently no sixth form provision for Ingleby Barwick. This is not correct. Students in Ingleby Barwick have access to sixth form provision at Conyers School (250 places) and at Egglecliffe School (300 places), as well as 2,000 post-16 places at Stockton Riverside College. All these facilities are located in the South of the Borough area within 4 miles of Ingleby Barwick centre. The January 2010 census recorded 170 sixth form students resident in Ingleby Barwick.

Evidence of Demand

Within the "Evidence of Demand" section of **page 15** it is stated that 5,000 signatures in support of a new school have been gathered. The petition stated that "Stockton Council is removing the free buses to Conyers and Egglecliffe from Ingleby Barwick in 2013." (document included on next page). Petitioners were asked whether in view of this threat they would prefer an additional school on Ingleby Barwick. This statement is not true, the Council has no plans to withdraw the free buses, indeed it has a statutory duty to provide transport and would not be in a position to withdraw it.

Potential sites

On **page 17** three potential (unidentified) sites are described, all in excess of "the 6 hectares needed" for a Free School of 900 pupils plus 300 sixth form students. Building Bulletin 98 recommends a site area of between 8.7 ha and 9.7 ha for a school of that size. As part of the review of options in the South of the Borough, Council officers looked at other possible sites around Ingleby Barwick and found only one of sufficient size. That site is located on green wedge land and is in private ownership. It is suggested within the BO2SS proposal that students would have to travel a maximum journey of 1.75 miles to two of the proposed sites. It is worthy of note that this is just 0.25 mile less than the current arrangements.



BO2SS

Barwick's Own 2nd Secondary School

BO2SS formally advises Stockton Borough Council and the Government of the UK that as a group of parents living on Ingleby Barwick, we intend to provide another secondary school of 900 places in or on the periphery of Ingleby Barwick.

This will:

- 1. Offer choice and diversity to the parents and children of Ingleby Barwick.*
- 2. Improve standards as it will offer all children in Ingleby Barwick the opportunity of an extended schools curriculum. This cannot possibly be enjoyed at present when 900 are educated outside Ingleby Barwick.*
- 3. Stop over 1,300 children being educated outside of their community against the preference of their parents. This as a result of the extension to All Saints School not being completed until 2016 at the earliest.*
- 4. Stockton Council is removing the free buses to Conyers and Eggescliffe from Ingleby Barwick in 2013.*

I / We the undersigned support BO2SS in it's aims to provide another secondary school ON Ingleby Barwick.

Conyers School

Learning for Success,
Maths & Computing; High Performing Specialist School
for Maths & Computing and Leadership

21 July 2010

Dear Mr Hole

Free Schools Proposal: Barwick's Own 2nd Secondary School Ltd

Response from Conyers School

We are pleased to have been given the opportunity to comment on the above proposal as it is extremely important to "... *work with local authorities (and neighbouring schools) to understand the local context.*" We fully support the government's "*quest to drive up standards*" and their commitment to "*closing the gap in educational achievement between those pupils from disadvantaged areas and those from wealthier backgrounds*"

We believe that there is strong and indisputable evidence to show that, when one considers the needs of all students across the wider area of South Stockton, this proposal would work against the quest to drive up standards.

In addition, taken across the borough as a whole, the proposal would work directly against the urgent need to drive up standards for those children from disadvantaged backgrounds by diverting scarce resources away from the pupils that most need them in order to supplement the already excellent educational provision and choice in place for families in one of the most affluent areas of the borough where all are owner-occupiers.

Secondary education in South Stockton

Pupils and parents who live in Ingleby Barwick are in the fortunate position of being able to choose between three very successful and popular schools when considering their education from 11-18. Between them, the 3 schools provide sufficient secondary places for all pupils of secondary age in Ingleby Barwick, Yarm, Eaglescliffe and the outlying villages.

- All Saints V.A School, an 11-16 school in Ingleby Barwick
- Conyers School, an 11-18 school in Yarm, a 5-minute bus ride from Ingleby Barwick
- Egglecliffe School, an 11-18 school in Eaglescliffe, a 10-minute bus ride from Ingleby Barwick.

An excellent bus service is provided by the local authority. Pupils and their parents from Ingleby Barwick show strong levels of satisfaction with each of the three schools: attainment is excellent; participation in extra curricular activities outside the normal school day is very high.

Headteacher: Louise Spellman ♦ Deputy Headteachers: John Downs, Martin Maggiore

Green Lane ♦ Yarm ♦ Stockton-on-Tees ♦ TS15 9ET

Email: conyers.school@stockton.gov.uk ♦ Website: www.conyers.stockton.sch.uk

Tel: 01642 783253 ♦ Fax: 01642 783834 ♦ Int Tel: #44

1642 78325

Conyers School - A High Performing Specialist School, specialising in Mathematics and Computing with a second specialism as a Leadership Partner School.

Founded in 1590, we have provided excellent education for the area, firstly as Yarm GS, and, since 1975, on our present site as Conyers School

- Currently rated good by Ofsted (2007) but with further evidence of increased quality in many areas, including educational standards of achievement since that date.
- Listed amongst the 471 highest performing schools in the country based on attainment in GCSE at 5+ A*-C (incl. E&M), in science and in modern languages.
- A long record of sustained high quality of sixth form education and progression to university.
- Excellent teaching quality and innovation e.g. 2 teachers were finalists for national awards this year.
- Outstanding sporting provision, including our Go Sport community programme, has seen high participation by all students, not least those from Ingleby Barwick, in a wide range of sports e.g. last year the school's football teams won the league and cup tournaments at every age group in Stockton.
- Strong leadership at all levels: headteacher, current national president of ASCL; senior leaders who lead development groups and training across the borough and beyond, working with the National College.
- Go Sport shortlisted for the TES national sports initiative in 2009 and our support staff and young leader development programme was the winner of TES national training initiative 2010.

With half our current student role living in Ingleby Barwick (600+), were this proposal to go through the provision **for our remaining students** would be severely damaged, with an inevitable reduction in the range of curricular opportunities 14-19 in order to remain efficient in financially difficult times. Indeed, the viability of even running a sixth form may be in question. Our parental surveys show us that, along with the points listed above, it is this range of curriculum opportunities at key stage 4 and in the sixth form which is so important to them. These same surveys show a high satisfaction with the school from all parents, particularly those who live in Ingleby Barwick.

Summary

- The proposal for a Free School in Ingleby Barwick will do nothing to improve standards of education and opportunity for any children in Ingleby Barwick as they are already very high but, in a wider context, it will be damaging to those young people from less favoured backgrounds in Stockton.
- The three successful and popular existing schools already present sufficient places and a good choice for parents in terms of type of school, specialisms and extra-curricular enrichment.
- Parents with children of secondary age from Ingleby Barwick are very happy with the education their children are receiving, both in terms of academic standards, where they achieve very well, and in terms of extra curricular opportunities where they participate fully at all ages.
- One might suggest that the only possible concern is the need for some students to make a short bus journey to school.

Yours sincerely,

John Morgan
Headteacher
Conyers School

Andrew Cuthbertson
Chair of Governors
Conyers School



Eggescliffe School

Urlay Nook Road, Eggescliffe,
Stockton-on-Tees, TS16 0LA

Tel: (01642) 352570 Fax: (01642) 352571

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E-mail: info@eggescliffe.org.uk

Headteacher: Mrs A Darnell BA, MA



arts college



Science

Proposal for a Free School at Ingleby Barwick – a response from Eggescliffe School.

The young people of Ingleby Barwick are well served by three excellent and successful secondary schools:-

- All Saints V.A. School (11-16)
- Conyers School (11-18)
- Eggescliffe School (11-18)

Conyers School requires a short five-minute bus ride for pupils and Eggescliffe School requires a slightly longer ten-minute bus ride. Pupils who live at Ingleby Barwick are not disadvantaged by having to come to school by bus.

256 students from Ingleby Barwick attend Eggescliffe School. Large numbers (155) participate in extra curricular activities including sport, dance, drama and music.

There is no evidence that parents of pupils from Ingleby Barwick are dissatisfied with the quality of education from each of the three schools listed above. Indeed at our 2010 induction evening (held in July) for parents of year 6 pupils the parents living in Ingleby Barwick made it quite clear that they had positively opted to send their child to Eggescliffe School. They do not consider the transport issue to be a problem. To have their child placed in an outstanding school was their main concern. They do not see a Free School as a viable alternative.

The high quality of the education provided by secondary schools in Stockton South has been recognised at both local and national levels.

Eggescliffe School – High Performing Specialist School since 2008

- Specialist School for first specialism - Performing Arts and second specialism - Science.
- Rated outstanding by Ofsted in 2004 and 2008. Named in the Chief Inspector's Report four consecutive times following outstanding inspection reports.
- 2009 GCSE League tables for 5+A*-C inc. Maths and English – Eggescliffe was the highest performing state school in the Tees Valley.
- 2009 A level results – 100% pass rate for the third consecutive year and 65% of students gained grades A/B. Again, the highest state school performer in the Tees Valley.
- Eggescliffe has a national reputation for Music. In 2010 the school orchestra and the school big band won outstanding performance awards at the National Festival of Music for Youth.
- Eggescliffe has had boys and girls teams in national hockey finals in the last three years. In 2008 Eggescliffe was named the "best sporting school in the Tees Valley".

Evidence is easy to find which demonstrates that Eggescliffe School is one of the highest achieving schools in the North of England. The Headteacher was awarded an OBE in recognition of this in the Queen's honours list in 2010. Consequently parents of pupils in Ingleby Barwick are pleased to send their children to Eggescliffe School. They consider themselves lucky to have such excellent schools so close to their community. The Office for the Schools Commissioner will not allow Eggescliffe to close because it is so successful.

Stockton L.A. has worked hard to ensure that there are sufficient school places for all young people in the borough. If 900 additional places were created by the establishment of a Free School at Ingleby Barwick there would be surplus places within Stockton borough. This would mean that one of the established schools in Stockton would have to close. It is inefficient to allow a Free School to be built if, as a result, an existing school closes.

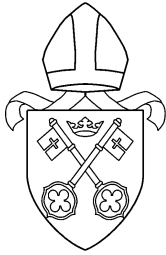
Conclusion

- The case for a Free School in Ingleby Barwick is predicated solely on the fact that children have to catch a bus to school.
- The three existing schools in Stockton South are all successful and high achieving.
- There is no evidence that parents are dissatisfied with any of the three schools. Quite the reverse – they are keen to gain places in these schools, as the admissions figures indicate.
- Pupils participate in all the varied extra curricular activities in large numbers. Having to catch a bus does not affect this.
- As the coalition government is seeking to reduce public expenditure it is inefficient to create 900 additional school places which would lead to closure of an existing school in another part of Stockton borough.

Above all, no child is disadvantaged by having to travel to school by bus. The children of Ingleby Barwick are receiving a first class education at Egglecliffe School. Consequently here is no justification for the building of a Free School at Ingleby Barwick.



Angela Darnell (Headteacher)
21/07/10



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Canon Dr Ann Lees

20 July 2010

Norman Hole
Local Improvement and Performance Group
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Dear Mr Hole

FREE SCHOOLS PROPOSAL: BARWICK'S OWN 2ND SECONDARY SCHOOL LTD

I have been asked by Stockton on Tees Borough Council to give the diocesan perspective on the above proposal as part of the local consultation process. As the provider of All Saints Voluntary Aided Church of England School, the first secondary school on the estate, the Diocese of York has a keen interest in how additional secondary provision might be made in the future. This response complements the school's own more detailed comments on the implications of the current proposal.

The provision of schools that offer an excellent, rounded and inclusive education in a Christian context is central to the church's commitment to serving young people, their families and communities. This commitment lay behind the partnership between the Diocese and Stockton Borough Council that led to the establishment of All Saints, in response to the legitimate aspirations of Ingleby Barwick residents for secondary provision and community facilities on the rapidly growing estate. The same commitment underlies our present determination to work collaboratively to ensure that we are at the heart of a solution that focuses on the educational needs of young people, meets the needs of Ingleby Barwick within the context of the Borough as a whole and is consistent with a sensible use of limited resources.

All Saints is now a well established school, which is highly regarded locally and achieves excellent outcomes for the young people it educates. Its high standards and inclusive, nurturing ethos is one that parents value and in which young people thrive. It is undeniably the case, however, that while a 600 place 11-16 school has strengths and was the best that was achievable when the school was planned in the 1990s, this is not the optimum size for a secondary school today and clearly does not fully meet local aspirations and needs. We therefore actively engaged in discussions with Stockton Borough Council aimed at expanding the school to a minimum of 900 places as part of the BSF process and readily agreed to an increase of the school's capacity to 700 as a step on the way to this.

With the discontinuation of the BSF programme and the introduction of the Free Schools initiative, the educational landscape has clearly changed radically, though our principles and commitment have not. We are therefore now actively involved in exploring options that will

lead to an expansion of All Saints so as to meet the reasonable aspirations of local residents and enhance provision of secondary places and community facilities on Ingleby Barwick. It is important that a solution is found that will ensure that this happens cost effectively and with due regard to the needs and aspirations of communities that fall outside the boundaries of the estate. It is equally important that the ability of the school to build on its substantial success to date is not put at risk through over-provision of secondary places on the estate and associated lack of resources to support its own development.

We are currently attempting to identify funding for the expansion of All Saints and looking at options for use of the existing site. We would also have the capacity to run additional provision on a separate site if that were to become the preferred option. The Diocese has a network of educational partnerships and substantial experience of offering high quality secondary provision: in addition to All Saints itself, we have two outstanding secondary schools in York, one 11-16 and one 11-18, and a rapidly improving old-style academy in East Hull, which will shortly be moving to its new building and offering 1350 11-16 places and 200 post-16 places. We are open to the possibility of some post-16 provision being delivered collaboratively at All Saints by existing providers, if that would be a sensible way of meeting local need and strengthening partnership with neighbouring schools.

I hope very much that all of the above will be considered as a decision is reached on the BO2SS proposal. It will be important to interrogate the figures on the need for places carefully, as well as to look at the transport costs of a solution that might entail more young people travelling onto the estate for their education. It will also be important to consider the implications for recruitment, and, above all, to focus on the outcomes for young people and the need to provide high quality education for the whole of the south Stockton community. All Saints, working in partnership with other schools, aspires to provide excellent education on Ingleby Barwick through whatever structures are eventually put in place.

We are keen to continue dialogue to achieve the best solution for south Stockton. Please do not hesitate to contact me if you need to clarify or explore our position further.

Yours sincerely



Canon Dr Ann Lees
Diocesan Director of Education

LETTER FROM ALL SAINTS SCHOOL

21st July 2010

Dear Mr Hole

Thank you for the opportunity afforded to All Saints School to respond to the proposal by Barwick's Own 2nd Secondary School Ltd to set up a free school within Ingleby Barwick.

All Saints is a relatively small 11-16 school by national secondary school standards with a NOR of 635 for September 2010. This NOR is set to rise by 20 per year to 700+ by 2014. We are a Church of England voluntary aided school, based in the centre of Ingleby Barwick, which opened in September 2003 as a new build PFI project with Stockton-on-Tees LA, the Diocese of York and Robertson Group. We are a high achieving school with a 70%+ 5 A*-C (Inc En and Ma) headline rate in the last two years and 80% 5 A*-C (Inc En and Ma) anticipated for this summer.

Parents and carers express high levels of satisfaction with the school and we are well thought of in the local community. Community use of our buildings is high; many of the local clubs and societies use the school as a resource for meetings, training and competition. Parents actively choose to send their children to the school because it has high standards of behaviour and educational outcomes. In both the OFSTED inspections since opening the school has been graded as 'good with outstanding features'. We are determined to ensure the school is rated as outstanding in the next inspection and have good and developing evidence that this will be the case. It is difficult to establish how oversubscribed we are as the admissions process drives families predominantly to consider only their catchment zone school for fear of not getting a place for their child in that school if they express preference for alternative schooling. We do experience a high level of in-year applications for places, this year approaching 30, which we are unable to support as each year group in school is oversubscribed.

There does appear to be a general expression of a desire for a greater number of secondary school places within Ingleby Barwick itself as whenever we have asked our parents, the majority say they chose our school because it was close to their home and within safe walking distance for their child and it seems clear that more parents would wish to have that opportunity for their children. That does not however mean there is an overwhelming desire for a new school, merely that more parents would welcome the opportunity to choose between schools, having a genuine choice of educational style and ethos.

Our preference, rather than a new build school, would be that All Saints itself is allowed to expand to satisfy any additional demand for places in Ingleby Barwick. It has been established that All Saints can expand to offer 900+ places on its existing site, with potential to increase that to 1200 given some additional build and a relatively small increase in land for sporting activities to take place on. This option would undoubtedly be considerably less expensive than purchasing land for a whole school and building that new school, whilst satisfying a considerable proportion of the desire amongst residents for additional capacity within Ingleby Barwick. It would also enable parents to enjoy real choice of three high quality and similar size schools in the area, Conyers, Egglecliffe and All Saints.

I have no doubt a number of parents would still wish their children to have their schooling in these other schools as they are both different to All Saints, specialism, curriculum opportunity

etc, and are both high achieving schools. This would mean three high achieving schools, comparable in size would be available to the parents of Ingleby Barwick children – a genuine choice and opportunity to be discerning in choice of school would be provided.

With no expansion of All Saints, and a new school built for 1200 students (including a sixth form) in the town, it is easy to see additional difficulties arising for students in our school. Firstly there would be surplus places in the area; when the total places available in Conyers, Eggescliffe, All Saints and any new school are combined they add up to considerably more than the number of secondary age children, current or future, within the Southern region of Stockton-on-Tees. Potential scenarios arising from this situation are considerable, but inevitably there will be surplus places and a necessary reduction in size, scope and variety of schooling, whether in the named schools or perhaps in other, more vulnerable schools in the area. It may even result in a school closure with consequential difficulties for parents within that community in gaining access to high quality local schooling. Existing students in the affected schools will experience the impact of reduced curriculum opportunity, personalisation, flexibility and even progression should the current high achieving schools experience difficulties in recruiting staff, reduction in NOR and difficulty in maintaining viable numbers for sixth form provision.

The position of All Saints, if it did not attract sufficient students each year, would become very difficult with an adverse impact on revenue and difficulty in maintaining high quality staffing and the extensive curriculum we enjoy (despite our relatively small size). With limited capital budgets little expansion of All Saints would be possible in the future. Indeed, with a Free School there would exist a built in funding differential – not a level playing field when the Free School attracts a higher rate of funding.

It is also certain that many of the new staff for the Free School would be taken, certainly in the initial years as the school built towards its capacity, from local schools including All Saints. Much of our success is driven through having and maintaining a stable, successful staff that is relatively young but gaining rapidly in experience. These staff may be attracted to a new school and, whilst contributing to its success, may in reality cause a dip in performance of the existing high performing schools, including All Saints.

The main issue though remains; whether to expand existing provision and provide parents with a real choice of three successful schools or to introduce a Free School into the locality with potential issues of choice and opportunity for parents and their children if the Free School were to cause the demise of another local school or reduction in scale and scope of existing schools in the area.

Yours sincerely

The Right Reverend Canon Martin Warner

Chair of Governors

Kevin Mann

Headteacher

