

NOTICE OF MEETING

CABINET MEMBER FOR EDUCATION

THURSDAY, 21 JULY 2016 AT 4.00 PM

CONFERENCE ROOM A - SECOND FLOOR, CIVIC OFFICES

Telephone enquiries to Lisa Gallacher 02392 834056

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CABINET MEMBER FOR EDUCATION

Councillor Neill Young (Conservative)

Group Spokespersons

Councillor Alicia Denny, UK Independence Party

Councillor John Ferrett, Labour

Councillor Suzy Horton, Liberal Democrat

(NB This Agenda should be retained for future reference with the minutes of this meeting.)

Please note that the agenda, minutes and non-exempt reports are available to view online on the Portsmouth City Council website: www.portsmouth.gov.uk

Deputations by members of the public may be made on any item where a decision is going to be taken. The request should be made in writing to the contact officer (above) by 12 noon of the working day before the meeting, and must include the purpose of the deputation (for example, for or against the recommendations). Email requests are accepted.

AGENDA

- 1 Apologies**
- 2 Declarations of interest**
- 3 Re-designation of Redwood Park School (Pages 1 - 16)**

Purpose of report

To update the Cabinet Member for Education on the outcome of the pre-statutory consultation, held between 5th - 20th July 2016, on the proposal to change the SEN designation of Redwood Park School, and to seek approval to proceed to a statutory consultation. This is in recognition of the increasingly complex profile of need of pupils attending the school.

RECOMMENDED: that the Cabinet Member for Education:

- (1) Note the outcome of the pre-statutory consultation.**
- (2) Delegate the power to the Deputy Director of Children's Services - Education, to proceed with the publication of the statutory proposal to re-designate Redwood Park School as a school for complex needs and autism (i.e. pupils with severe learning difficulties (SLD) or autistic spectrum condition (ASD)).**

4 Closure of Brambles Day Nursery School and replacement full day care provision at Goldsmith Infant School (Pages 17 - 34)

Purpose of report

This report sets out the outcome of the pre-statutory consultation undertaken between 6 June 2016 and 1 July 2016 on a proposal to close the Brambles Nursery and for Goldsmith Infant School to operate full day care provision comprising a 0 - 4 provision alongside the infant school.

RECOMMENDED that the Cabinet Member for Education:

- (1) Consider the responses set out in this report to the consultation undertaken.**
- (2) Authorise the Deputy Director of Children's Services - Education, to proceed to the representation stage, by publishing statutory proposals to close the Brambles Nursery School and for Goldsmith Infant School to operate full day care provision comprising 0-4 provision alongside the infant school.**
- (3) Support the renaming of the school to Bramble Infant School and Nursery.**

Agenda Item 3



Agenda item:

Decision maker Cabinet Member for Education

Subject: Re-designation of Redwood Park School

Date of meeting: 21 July 2016

Report from: Alison Jeffery
Director of Children's Services

Report by: Mike Stoneman
Deputy Director of Children's Services - Education

Wards affected: All Wards

Key decision (over £250k): No

1. Purpose of report

1.1 The purpose of this report is to update the Cabinet Member for Education on the outcome of the pre-statutory consultation, held between 5th and 20th July 2016, on the proposal to change the SEN designation of Redwood Park School, and to seek approval to proceed to a statutory consultation. This is in recognition of the increasingly complex profile of need of pupils attending the school.

2. Recommendation

2.1 **The Cabinet Member for Education is recommended to:**

- (i) **Note the outcome of the pre-statutory consultation**
- (ii) **Authorise the Deputy Director of Children's Services - Education, to proceed to the representation stage, by publishing statutory proposals to re-designate Redwood Park School as a school for complex needs and autism (i.e. pupils with severe learning difficulties (SLD) or autistic spectrum condition (ASD)).**

3. Background

3.1 Redwood Park is a special school which caters for up to 140 pupils aged 11 to 16 who have an Education Health Care Plan (EHCP) or statement of special education needs (SEN). The school is officially designated as a school for pupils with Moderate Learning Difficulties (MLD) and/or Speech, Language and Communication Needs (SLCN). The current cohort of pupils have a range of needs from MLD through to more complex needs and autism spectrum disorders (ASD). There are two specialist classes for students with

challenging ASD. A large proportion of current Redwood Park pupils previously attended Cliffdale Primary academy.

- 3.2 It is important to note that all pupils currently attending Redwood Park School will continue to be placed there so long as the school continues to meet their educational needs. This is irrespective of their category of need.
- 3.3 Special educational needs are defined as follows: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her' (SEN Code of Practice 2014).
- 3.4 Around 15-16% of children and young people have special educational needs and around 2-3% of children and young people have needs that require a higher level of support to access education than is 'ordinarily available'. For these children a statutory assessment resulting in the issuing by the local authority of an EHCP sets out the provision that they are entitled to receive to enable them to access the curriculum. Educational provision can be made for children with SEN within:
- mainstream schools and settings
 - specialist resourced provision attached to mainstream schools
 - special schools.
- 3.5 Pupils in special schools will have an EHCP (or statement of SEN). Children and young people with SEND in mainstream do not necessarily have an EHCP, but will have access to a level of support appropriate to their needs. Portsmouth currently maintains a higher percentage of pupils with EHPs or statements of SEN than the national average (3.1% compared to 2.8%). Portsmouth also has a higher percentage of pupils with an EHCP in specialist provision compared to the national average (49% compared to 40%). The prevalence of Severe Learning Difficulties (SLD), SLCN and ASD are growing while those identified as having Moderate Learning Difficulty (MLD) are falling.
- 3.6 There is a related proposal to change the category of need for Cliffdale Primary Academy which is being undertaken direct by Solent Academies Trust.

4. The consultation

- 4.1 Council Officers consulted widely from 5th to 20th July 2016. The consultation document attached at [Appendix 1](#) was distributed to all consultees as part of the pre-statutory consultation process and in line with statutory procedures published in the School Organisation Regulations 2013 and the statutory guidance in relation to making prescribed alterations that came into force in April 2016.
- 4.2 The responses received will be tabled at the Decision meeting on the 21st July, 2016.

5. Reasons for recommendations

- 5.1 Portsmouth mainstream schools are now better resourced to deliver inclusive practice and make provision for pupils with special educational needs and disabilities (SEND). Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching. Since 2009, all school SENCOs have been required to achieve accreditation at MA level and be recognised as senior leaders within their schools.
- 5.2 Pupils with SEND achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more than half of Portsmouth's pupils with statements or EHCPs are educated in special schools or resourced provision. A local culture has grown among professionals and parents of overreliance and expectation of pupils with identified SEND being placed in special schools. In recent years there has been an increase in the number of children with more complex SEN needs in the City and the needs of pupils attending Redwood Park School reflect this change.
- 5.3 The council is seeking to formally change the SEN designation of Redwood Park School. The School will continue to maintain specialist classes for students with challenging behaviour as a result of autism spectrum disorders. At the same time the council will seek to continue to develop a more inclusive mainstream education which will include pupils with MLD.
- 5.4 In order to support the move towards providing education for pupils with more complex needs the council has identified funding for some building works to provide additional accommodation at the school. Feasibility and design work is currently underway.

6. Equality impact assessment

- 6.1 A preliminary EIA has been completed. A full EIA is not required. The change of designation will not have a negative impact on any of the equality groups. The re-designation will improve access to schools for all equality groups, particularly with regard to those pupils who have learning difficulties and / or a disability.

7. Legal Services' Comments

- 7.1 Section 14 of the Education Act 1996 places a general duty on local authorities to ensure there are sufficient schools for providing primary and secondary school education for pupils with SEND. This includes the number of schools, their character and the equipment provided so that all pupils have the opportunity of appropriate education.
- 7.2 Section 315 of the Education Act 1996 requires LAs to keep the arrangements for SEN provision made by them under review.

- 7.3 A change in the type of special educational needs for which the school is organised to make provision for, is a prescribed alteration for a maintained special school which a local authority may propose and implement. The statutory process is set out in the Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) Regulations 2013.
- 7.4 There is no formal requirement for a statutory pre-publication consultation but the statutory guidance *'Making prescribed alterations to maintained schools'* April 2016, states that there is a strong expectation that schools and local authorities will consult interested parties in developing their proposal prior to publication. The process of consultation is a matter for the local authority but it must be fair and open and there is a duty on the local authority to act rationally and take into account all relevant considerations.
- 7.5 If the decision made is to proceed with the statutory process, the next stage will require formal publication of the proposal in accordance with the 2013 Regulations and there must be a 4 week period provided for persons to make representations. Following this, the decision maker must decide the proposal within 2 months of the end of the representation period.
- 7.6 When making decisions about proceeding with the proposals, the decision maker must have regard to the statutory *guidance for decision makers*. Decision makers should not simply take account of the numbers of persons expressing a view but should consider giving the greatest weight to those stakeholders who are likely to be most directly affected by the proposals; especially parents of children at the affected school. They should review the feedback from consultation, and decide whether any significant issues have been raised which have not previously been considered or addressed and whether there is any give good cause not to proceed.
- 7.7 Furthermore, the decision maker is reminded of the need for public authorities, as part of the decision making process, to think about the need to:
- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between people who share protected characteristics and those who do not
 - Foster good relations between people who share protected characteristics and those who do not.
- 7.8 The recommendations proposed in this report are within the Cabinet Member's powers, as defined by the City Council's constitution and may be delegated to the officer as proposed.

8. Finance comments

- 8.1 The funding for special schools and pupils with special educational needs is provided through the Dedicated Schools Grant (DSG) and governed by the Schools and Early Years Finance (England) regulations. The regulations set

out that the funding for special schools is based on £10,000 per place plus a "top-up" that reflects the level of need of each individual child.

- 8.2 For Portsmouth the top-up funding according to need is based on a banding system of A to H, with A being the highest need, each band has a specific level of funding attached. Currently the pupils attending the school receive funding at the lower end of the banding scale. The current average top up funding per pupil is a band H.
- 8.3 The report does not propose to increase either the number of places at Redwood Park School or the level of funding attached to each band of need.

8.4 It is expected that the change in status of the school will see an increase in cost charged to the DSG for top-up funding and this will phase in over a number of years. However these increases are expected to be offset by a reduction in the costs associated with placing High Needs pupils in expensive out of City provision. It is recognised that the decrease in out of city costs may take longer to materialise than the increase in "top-up" costs and provision will need to be included within future budgets.

Signed by: Alison Jeffery, Director of Children's Services

Appendices:

Appendix 1 - Consultation document

Appendix 2 - Preliminary Equality Impact Assessment

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

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Change in designation of Redwood Park School

Redwood Park is a special school which caters for up to 140 pupils aged 11 to 16 who have an education, health and care (EHC) plan (or statement of special educational need (SEN)).

The school is officially designated as a school for pupils with moderate learning difficulties (MLD) or speech, language and communication needs (SLCN). The current cohort of pupils at Redwood Park School has a range of needs from MLD through to complex needs and autism. There is a range of specialist provision for students with challenging autism and associated challenging behaviour.

A large proportion of current Redwood Park pupils previously attended Cliffdale Primary Academy.

The Proposal

It is proposed to change the SEN designation of Redwood Park School in recognition of the increasingly complex profile of need of pupils attending the school.

The school would be redesignated as a school for pupils with complex needs and Autism (i.e. pupils with severe learning difficulties (SLD) or autistic spectrum condition (ASD)).

Pupils currently attending Redwood Park School would continue to be placed there as long as the school continues to meet their educational needs irrespective of their category of need.

The school would continue to be funded for 140 places for pupils aged 11 to 16 (in school years 7 to 11).

Description of alteration and evidence of demand

Special educational needs are defined as follows: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special provision to be made for him or her'. SEN Code of Practice 2014.

Around 2-3% of children and young people require a higher level of support to access education than is 'ordinarily available'. For these children a statutory assessment resulting in the issuing by the local authority of an EHC plan sets out the provision that they are entitled to receive to enable them to access the curriculum.

Educational provision can be made for children with Special Educational Needs and Disabilities (SEND) in the following ways:

- within mainstream schools and settings,
- within specialist additionally resourced provision attached to mainstream schools,
- within special schools.

Pupils in special schools will have an EHC plan (or statement of SEN). Children and young people with SEND in mainstream do not necessarily have an EHC plan, but will have access to a level of support appropriate to their needs.

Portsmouth currently maintains a higher percentage of pupils with EHC plans (or statements of SEN) than the national average (3.1% compared to 2.8%). Portsmouth also has a higher percentage of pupils with an EHC plan in specialist provision than the national average (49% vs 40%).

The prevalence of SLD, SLCN and ASD are growing while traditional diagnoses of Moderate Learning Difficulty (MLD) are falling.

Portsmouth mainstream schools are better resourced and enabled than ever to deliver inclusive practice and make provision for pupils with SEND. Underpinning pedagogical approaches such as quality first teaching and the waves of SEN interventions are now well embedded in school culture to enable good teaching; since 2009, all school Special Educational Needs Co-ordinators (SENCOs) have been required to achieve accreditation at masters degree (MA) level and be recognised as senior leaders within their schools; Portsmouth's SEN funding formula (in line with Department for Education guidance) now makes resources available to schools in order to make up to the first £6,000 of 'ordinarily available' SEN Support; the local authority commissions specialist teaching advice to mainstream schools and academies from the city's maintained and academy special schools which offers a broad menu of specialist teaching advice and training.

Pupils with SEND achieve better outcomes, in general, when educated in mainstream schools alongside mainstream pupils¹. The converse is only true for pupils who require specialist provision because they have significant or complex needs. However, more than half of Portsmouth's pupils with statements are educated in special schools or resourced provision. A local culture has grown among professionals and parents of overreliance and expectation of pupils with identified SEND being placed in special schools.

In recent years there has been an increase in the number of children with more complex SEN needs in the City and the needs of pupils attending Redwood Park School reflect this change in demographic.

The school has specialist provision for pupils with complex ASD.

The LA is seeking to formally change the SEN designation of Redwood Park School. The School will continue to maintain specialist classes for students with challenging autism spectrum disorders.

At the same time the LA will continue to develop a more inclusive mainstream education which would include pupils with MLD to be educated in mainstream settings where appropriate.

In order to support the move towards providing education for pupils with more complex needs the LA has identified funding for some building works to provide some additional space. These works together with some adaptations to the existing

¹ Inclusive education and students without special educational needs: (Nienke M. Ruijs, Ineke Van der Veen & Thea T.D. Peetsma, 2010)

accommodation would also provide some smaller spaces for group or 1-2-1 sessions.

The effect on other schools within the area

Pupils with MLD where possible, would be educated in local secondary provision.

There is a related proposal to change the category of need for Cliffdale Primary Academy.

Timescale

If approved these changes would be implemented from 1st November 2016

The Process

A change of area of need for a special school would be a prescribed alteration and would require a statutory process.

The process is:-

- 1) Publication - 1 day
- 2) Representation (consultation) - 4 weeks
- 3) Determination (decision) - within 2 months of end of representation period
- 4) Implementation

Portsmouth City Council as commissioner of places for SEN and as the decision maker would make the final decision on whether to implement the proposal.

Before deciding whether to proceed to the formal statutory process The Council would like to hear the views of the parents and carers of pupils at the schools and other interested stakeholders.

How you can have your say?

You can comment on these proposals by completing the attached response form and returning the completed forms either to
the School Office,

or by post to: Janet Andrews, Education - Strategic Commissioning, Portsmouth City Council, Floor 2, Core 6, Civic Offices, Guildhall Square, Portsmouth, PO1 2EA.

or by email to: eandsc@portsmouthcc.gov.uk (please title your email Redwood Park Consultation)

The closing date for responses is 20th July 2016

Response Form

Consultation on a change in designation of Redwood Park School.

Name: _____

Address: _____

Address: _____

Postcode: _____

Please tick:

Parent Governor Staff Other (please state) _____

Do you support the proposal to change the designation of Redwood Park School?

YES

NO

Comments (please attach separate sheets of paper if necessary):

Signature: _____

Date

It is important that you sign and date this form.

Responses must be received by 20th July 2016

Please return Response Forms either to the School Office,

or by post to: Janet Andrews, Education - Strategic Commissioning, Portsmouth City Council, Floor 2, Core 6, Civic Offices, Guildhall Square, Portsmouth, PO1 2EA.

or by email to: eandsc@portsmouthcc.gov.uk (please title your email Redwood Park Consultation)

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Equality Impact Assessment

Preliminary assessment form v5 / 2013

www.portsmouth.gov.uk

The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

Director of Children services & education

**Function e.g. HR,
IS, carers:**

EDUCATION

Title of policy, service, function, project or strategy (new or old) :

Change to SEN designation of Redwood Park school

Type of policy, service, function, project or strategy:

- Existing
- New / proposed
- Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

To redesignate Redwood Park school to a school for pupils with severe learning difficulties (SLD) and autistic spectrum condition (ASD)

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

This proposal recognises the increased incidence of children with complex special educational needs (SEN) particularly SLD and ASD in the Portsmouth and increases the range of provision that can be educated in provision based in the City.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "negative" or "unclear" consider doing a full EIA

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy and maternity

Other excluded groups

If the answer is "no" or "unclear" consider doing a full EIA

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

yes

No

Q7 - How have you come to this decision?

Appropriate educational provision will continue to be provided for pupils with all special educational needs either within mainstream school or in a designated special school.
Pupils currently attending Redwood Park School will continue to be placed there (irrespective of their category of need) as long as the school can meet their needs.

If you have to complete a full EIA please contact the Equalities and diversity team if you require help
Tel: 023 9283 4789 or email:equalities@portsmouthcc.gov.uk

Q8 - Who was involved in the EIA?

Janet Andrews

This EIA has been approved by: Chris Williams

Contact number:

x8570

Date:

12/7/16

Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk



Decision maker:	Cabinet Member for Education
Subject:	Closure of Brambles Nursery School and replacement full day care provision at Goldsmith Infant School
Date:	21 July 2016
Report from:	Alison Jeffery, Director of Children's Services
Report by:	Mike Stoneman, Deputy Director for Children's Services - Education
Wards affected:	Central Southsea
Key decision:	No
Full Council decision:	No

1. Purpose of report

- 1.1 This report sets out the outcome of the pre-statutory consultation undertaken between 6 June 2016 and 1 July 2016 on a proposal to close the Brambles Nursery and for Goldsmith Infant School to operate full day care provision comprising a 0 - 4 provision alongside the infant school.

2. Recommendations

2.1 It is recommended that the Cabinet Member for Education:

- (i) Consider the responses set out in this report to the consultation undertaken
- (ii) Authorise the Deputy Director of Children's Services - Education, to proceed to the representation stage, by publishing statutory proposals to close the Brambles Nursery School and for Goldsmith Infant School to operate full day care provision comprising 0-4 provision alongside the infant school
- (iii) Support the renaming of the school to Bramble Infant School and Nursery.

3. Background

- 3.1 Since September 2012, the Brambles Nursery School and Goldsmith Infant School have formally operated as a hard federation under one single governing body and one senior leadership team but with separate budgets and legal identities.

- 3.2 The schools share one site and on completion of the building work that is currently in progress, will also share one building.
- 3.3 The school's Governing Body wish to further develop the relationship and benefits that have already been seen through the federation arrangements. These include:
- The benefits of cross phased leadership which have contributed to an upward trend in pupil attainment and progress
 - The sharing of staff expertise
 - The development of a rich curriculum that supports all children throughout the Early Years Foundation Stage
 - Sharing one agreed vision and set of values to continue to drive up standards and promote continuity and progression of practice
 - Continuing to build upon the access that pupils and their families have to both family learning and developing a range of inclusive services.
- 3.4 The proposal is to close The Brambles Nursery School (Maintained) and for Goldsmith Infant School to operate full day care comprising a 0 - 4 provision alongside the infant school from 1st April 2017. The proposed provision would therefore be the same size as the current organisation, maintaining one Governing Body and one Headteacher. All of the pupils attending the The Brambles Nursery School will automatically transfer to the roll of the Infant school and Nursery.
- 3.5 The Governing Body has also agreed that the school should have a new name to reflect the joining together and are intending to rename the school to Bramble Infant School and Nursery. There is a historic precedent as well as geographic reason for choosing this name as until 1966 Goldsmith Infant School was called Bramble Road Infant School and the school is geographically located on Bramble Road.

4. The consultation

- 4.1 Council officers consulted widely from 6th June to 1st July 2016. The consultation document attached at [Appendix 1](#) was distributed to all consultees as part of the pre-statutory consultation process and in line with guidance published in the School Organisation (Establishment and Discontinuance) (England) Regulations 2013 that came into force in April 2016.
- 4.2 Two open public consultation meetings were held at the school on 15th and 16th June 2016. Neither meeting was well attended with 1 and 0

parents attending the meetings respectively. The 1 person that attended was in support of the proposal.

- 4.3 The table below shows a summary of responses received during the consultation period. Only one responded was not in support of the proposals.

Total responses received	29
Number in support of the proposals	27
Number not in support of the proposals (reason unknown)	1
Number undecided/unknown	1

5. Reasons for the recommendation

- 5.1 With the coming together of the two buildings in Autumn 2016, this will provide a completely joined up provision, better supporting the developing offer to families with improved classroom space, improved circulation around the school site and shared facilities allowing for more teaching and resources to be shared across the school.
- 5.2 The day to day operation of managing one budget instead of three will improve financial and administrative duties leading to reduced bureaucracy.
- 5.3 There would be reduced inspection regimes with two Ofsted inspections instead of the current three and one financial audit instead of two.
- 5.4 There are currently 60% of pupils within the Nursery School that apply for a school place at the Infant School. Whilst parents will still have to follow Local Authority admission procedures for the Infant School, there will continue to be seamless provision on one site from 0 - 7 years old.
- 5.5 The responses to the consultation as shown in 4.3 above shows that the majority of responses support the proposals.

6. Equality impact assessment

- 6.1 A preliminary Equality Impact Assessment (EIA) has been completed. A full EIA is not required as the proposals do not have any impact upon a particular equalities group because there will be no change to the admissions arrangements for the school.

7. Legal Services' comments

- 7.1 A local authority has a duty contained in s.6 of the Childcare Act 2006 to secure sufficient childcare places for working parents for children aged 0 - 14 years.

- 7.2 The statutory process for the closing of a maintained nursery is set out in the Education and Inspections Act 2006 and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013. In accordance with these statutory provisions, the Local Authority is expected to consult in advance of making any decisions to publish statutory proposals to close a maintained nursery school. The process of consultation is a matter for the local authority but it must be fair and open and the local authority must have regard to the Secretary of State's statutory guidance on school closure consultations - '*Guidance for decision-makers*' and '*Opening and closing maintained schools - statutory guidance for proposers and decision-makers*' April 2016. A minimum 6 week consultation period is recommended.
- 7.3 In considering this report and the recommendations, the decision maker must be satisfied that adequate pre-statutory consultation has been carried out. The Cabinet Member must consider the views of those affected by the proposal or who have an interest in it. Decision makers should not simply take account of the numbers of persons expressing a view but should consider giving the greatest weight to those stakeholders who are likely to be most directly affected by the proposals - especially parents of children at the affected school. The Cabinet Member should review the feedback from the consultation, and decide whether any significant issues are raised which have not previously been considered or addressed and whether any give good cause not to proceed.
- 7.4 Furthermore, the decision maker is reminded of the need for public authorities, as part of the decision making process, to think about the need to:
- Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between people who share protected characteristics and those who do not
 - Foster good relations between people who share protected characteristics and those who do not.
- 7.5 If the local authority then decides to proceed with the proposal, it must publish statutory proposals under section 15 of the Education and Inspections Act 2006 and the prescribed information set out in the 2013 Regulations. This will allow 4 weeks for representations to be made by interested persons. The final decision will then be made by the local authority.

8. Finance comments

- 8.1 The funding for nursery schools and statutory free childcare provision of up to 15 hours per week for eligible 2, 3 and 4 year olds is provided through the Dedicated Schools Grant (DSG) and governed by the

Schools and Early Years Finance (England) regulations.

- 8.2 The closure of the The Brambles Nursery School will release funding to be used to support the 15 hours free childcare for 2, 3 and 4 year olds at the new childcare provision at Goldsmith Infant school. The final closing balance of the The Brambles Nursery School will be taken back centrally into the DSG.

Signed by: Alison Jeffery, Director of Children's Services

Appendices:

Appendix 1 - Consultation document

Appendix 2 - Preliminary Equality Impact Assessment (EIA)

Background list of documents: Section 100D of the Local Government Act 1972

The following documents disclose facts or matters, which have been relied upon to a material extent by the author in preparing this report:

Title of document	Location

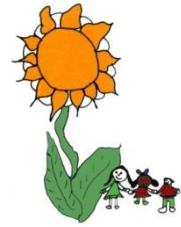
The recommendation(s) set out above were approved/ approved as amended/ deferred/ rejected by on

.....
Signed by:

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The Brambles Nursery School & Goldsmith Infant School



Dear Parent/Carer, Staff Member and other interested persons,

Consultation on the proposal to close Brambles Nursery School (Maintained) and open Full Day Care

Following discussions with the Governing Body of Brambles Nursery School and Goldsmith Infant School and after consideration of a range of options, it has been agreed that a consultation be undertaken to consider the following proposal.

The Proposal

The proposal is to close The Brambles Nursery School (Maintained) and for Goldsmith Infant School to operate Full Daycare comprising a 0 – 4 provision alongside the infant school. The ‘new’ Infant School and Nursery will provide 180 infant places and 148 FTE childcare places for 0 – 4 year olds. The proposed ‘new’ Infant School and Nursery would therefore be the same size as the current organisation, maintaining one Governing Body and one Headteacher.

All the pupils attending the two existing schools will automatically transfer to the roll of the ‘new’ Infant School and Nursery, which would operate on the current site of the existing schools.

This means that the two existing schools would close on **31st March 2017**, and the ‘new’ Infant School and Nursery would open on the **1st April 2017**.

At the point of federation in September 2012 the Governing Body agreed that the new organization would seek a new name to fully reflect our joining together. The time is now right to put this in place. So, alongside the closing of the Nursery School (Maintained) we are intending to rename ourselves **Bramble Infant School and Nursery**. There is an historic precedent as well as geographic reason for choosing this name. Until 1966 Goldsmith Infant School was called Bramble Road Infant School and obviously the school is geographically placed on Bramble Road and like many other local schools our name would again reflect our location.

Why close the Nursery School (Maintained) and open Full Daycare?

The Brambles Nursery School and Goldsmith Infant have ‘formally’ operated as a hard federation since September 2012 under one single governing body and one senior leadership team but with separate budgets and legal identities. The schools share one site and upon the completion of our current building project (Autumn 2016) will also share one building. The time is right for the schools to be officially formalised into one entity. Through this process we are proposing to dissolve the existing ‘stand-alone’ maintained nursery and create Full Daycare attached to the infant school.

The process will ensure the maximisation of the organisation’s growth and sustainability; it will further bring us together to deliver an enhanced and more cohesive service. This process will give a greater sense of unity to both children, parents, staff and the wider community.

Infant Tel: (023) 9282 8604

Nursery Tel: (023) 9281 5460 or (023) 9282 8606

Infant School Office - gisadmin@goldsmith.portsmouth.sch.uk

Infant Administration & Finance Officer: Mrs Christine Thomas

Nursery School Office - ccenquiries@brambles.portsmouth.sch.uk

Nursery Administration & Finance Officer: Mrs Sue Ashmore

www.goldsmithinfantschool.co.uk

Our Joint Vision ~ Better Together

In an ever-changing world our vision is to work with our community to develop our provision in a way that is flexible to meet its evolving needs:

- Working together to support children on their 0 – 7 journey and beyond
- Nurturing the growth and development of the whole child
- Ensuring excellent teaching and learning and truly effective interventions, removing all barriers to learning

With our children this means laying the foundations for them to:

- Become lifelong learners
- Develop the resilience, resources and reflectiveness they need to enable them to achieve the best they can
- Be confident and self-assured
- Be a good friend and have good friends
- Be aware of themselves; their values, strengths, feelings and choices
- Know they are valued
- Aspire to be themselves and discover the things that fulfil them
- See themselves as part of the community
- Understand how they affect others and are affected by them
- Take responsibility for themselves and their impact on others

With the parents and families of our children this means:

- Welcoming and valuing them
- Joining with them to support children to learn and develop
- Sharing the tools and information families need to enable their children to excel

Whilst both schools have already been working under a joint model of leadership and governance there are many reasons for taking this further step.

The Key Benefits of this Proposal will be:

- Enabling us to continue, consolidate and further develop the successes and benefits we have already seen from federating which include:
 - The benefits of cross phase leadership which have contributed to an upward trend in pupils' attainment and progress over the last few years.
 - The sharing of expertise from the infant school e.g. Early Years Teachers and the early identification of and support for pupils with additional educational needs.
 - The development of a rich curriculum that supports all children throughout the Early Years Foundation Stage.
 - Sharing one agreed vision and set of values to continue to drive up standards and promote continuity and progression of practice.
 - To continue to build upon the access pupils and their families have to both family learning and a developing range of Inclusion Services e.g. the support of our newly introduced Pastoral Support Manager.
- To make the whole organisation more sustainable for the future by:

- Supporting the recruitment and retention of staff. Our 0-7 provision would give staff greater opportunities to work cross-phase and provide a rich environment for professional development
- To enable the School Governing Body to make efficiencies in the running of the 'new' school, releasing more resources for staff and allowing more teaching and learning resources to be shared across the 'new' Infant School and Nursery.
- The day to day operation of managing one budget will improve financial and all administration duties which will lead to reduced bureaucracy with one single budget instead of 3.
- Reducing the burden or duplicated inspection regimes:
 - There would be one financial audit instead of two
 - There would be two OFSTED inspections instead of the current three (Childcare, Nursery School and Infant School)
- The coming together of the two buildings by the Autumn of 2016 when the building work ends will give us a new school fit for purpose and provide new opportunities which we can make best use of in a completely joined up organisation. For example:
 - Supporting our developing offers to families in our new Community Room
 - Improved classroom spaces, corridors to ease circulation around both school buildings, one large shared staffroom, a larger reception/office space, community room, library and dedicated Early Years outside area.
- Currently, approximately 60% of children within the Nursery School apply for a school place at the Infant School. Whilst parents would still have to follow Local Authority admission procedures for the Infant School we would be able to continue our already excellent transition processes for both children and their parents. For a large majority of children there will be seamless provision on one site from 0 – 7 years old.
- The Headteacher, Nursery Manager and Governing Body have been leading both schools under the hard federation arrangements and would continue to lead and manage the 'new' Infant School and Full Daycare.

We believe therefore that there are significant benefits that this proposal will bring to the whole school community.

What will the new Organisation look like to Parents and Children?

In effect, apart from the new building, outwardly very little will seem to have changed for parents and children but a lot will have changed behind the scenes which will put us in a much better position to improve and grow together over time.

In the background it means the two existing schools will officially close on one day and re-open as the 'new' Bramble Infant School and Nursery on the next. We will of course be talking to you about how to celebrate this new beginning once the consultation is over and we have more details about the precise timings.

What Happens Next?

We are consulting widely from **6th June 2016** to hear and collect your views. We will report these to Portsmouth City Council and to the Cabinet Member for Children and Education, who will assess these views and a number of other factors, and decide at a Council Committee (which is open to the public) whether to proceed to the next stage of consultation – this is the 'statutory' consultation and would involve the publication of a 'statutory' notice.

This notice will then be followed by a four-week period to allow comments or objections to be sent to Portsmouth City Council. At the end of this period, Portsmouth City Council will make a final decision.

If the proposals are approved, we will prepare for the closure of the Nursery School (Maintained) to make way for the 'new' Infant School and Nursery .

Target Timeline: Expected Key dates in the Decision Making Process

6th June 2016	Start of consultation period
1st July 2016	Consultation period ends
21st July 2016	Report sent to Portsmouth City Council Cabinet Member for Children and Education on the outcome of the consultation and the decision of the Governing Body. The Cabinet Member will carefully consider and review the responses to the consultation before deciding if the proposal should proceed to the next stage and the publication of a statutory notice
5th September 2016	If agreed, statutory notices are published
5th September - 3rd October 2016	Statutory consultation period (four weeks)
13th October 2016	Report sent to Portsmouth City Council Cabinet Member for Children and Education for a decision on the outcome of the statutory consultation
October 2016	Refer to School Adjudicator if required for final decision
1st April 2017	'new' Infant School and Full Daycare would open as Bramble Infant School and Nursery

How Can You Have Your Say?

We will be holding public drop in meetings where anyone who would like to discuss these proposals would be welcome to attend.

Everyone is welcome to attend at the times set out below. Please come along and ask us any questions you may have about what this means for the schools and the community.

You can also fill in the attached questionnaire, and return it to Portsmouth City Council at the address below, or return completed questionnaires to the school offices at either the Infant or Nursery Schools.

If you prefer, you can ring Portsmouth City Council on 023 9268 8570, and they will note your comments, or email the information to Chris.Williams@portsmouthcc.gov.uk

Meetings will be held as follows:

Public drop in meetings:

To be held in Brambles & Goldsmith Hall – on Wednesday 15th June 3.00pm – 4.00pm

To be held in Brambles & Goldsmith Hall – on Thursday 16th June 3.00pm – 4.00pm

Staff Meeting:

To be held in Brambles & Goldsmith Hall - Wednesday 8th June 6.15pm – 7.00pm

Thank you

Mrs Share D'All
Chair of Governors

Infant Tel: (023) 9282 8604

Nursery Tel: (023) 9281 5460 or (023) 9282 8606

Infant School Office - gisadmin@goldsmith.portsmouth.sch.uk

Infant Administration & Finance Officer: Mrs Christine Thomas

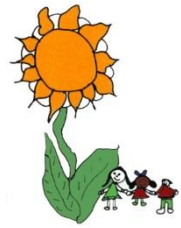
Nursery School Office - ccenquiries@brambles.portsmouth.sch.uk

Nursery Administration & Finance Officer: Mrs Sue Ashmore

www.goldsmithinfantschool.co.uk



The Brambles Nursery School & Goldsmith Infant School



Response Form

Pre-Statutory Consultation

Proposed closure of Brambles Nursery School (Maintained) and the opening of Full Day Care

Name: _____

Address: _____

Postcode: _____

Please tick:

Parent Governor Staff Other (please state) _____

Please state which school:

Infant Nursery

Do you support the proposal to close Brambles Nursery School (Maintained) and open Full Daycare

YES NO

Comments (please attach separate sheets of paper if necessary):

Signature: _____ Date _____

It is important that you sign and date this form.

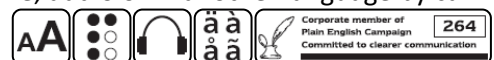
Responses must be received by Friday 1st July 2016.

Please return Response Forms either to the School Office, or by post to:

Chris Williams, Education-Strategic Commissioning, Portsmouth City Council, Floor 2, Core 1, Civic Offices, Guildhall Square, Portsmouth. PO1 2EA. Tel No: 023 9268 8570, or email Chris.Williams@portsmouthcc.gov.uk

The information you provide will be used for the analysis of responses received as part of the Pre-Statutory Consultation on the proposal to close Brambles Nursery School and open Full day care provision and for the purpose of compiling recommendations for Portsmouth City Council. Personal information will not be shared with any other sections of the Council.

You can get this Portsmouth City Council information in large print, Braille, audio or in another language by calling 9284 1717



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Equality Impact Assessment

Preliminary assessment form v5 / 2013

www.portsmouth.gov.uk

The preliminary impact assessment is a quick and easy screening process. It should:

- identify those policies, projects, services, functions or strategies which require a full EIA by looking at:
 - negative, positive or no impact on any of the equality groups
 - opportunity to promote equality for the equality groups
 - data / feedback
- prioritise if and when a full EIA should be completed
- justify reasons for why a full EIA is not going to be completed

Directorate:

Director of Children services & education

**Function e.g. HR,
IS, carers:**

EDUCATION

Title of policy, service, function, project or strategy (new or old) :

Closure of Brambles Nursery and replacement full day-care provision at Goldsmith Infant School

Type of policy, service, function, project or strategy:

- Existing
- New / proposed
- Changed

Q1 - What is the aim of your policy, service, function, project or strategy?

To close the Brambles nursery school and at the same time open a replacement day-care provision at Goldsmith Infant school (which shares the site).

Q2 - Who is this policy, service, function, project or strategy going to benefit or have a detrimental effect on and how?

The combined proposal will benefit the children that attend the new provision and their families by developing early years provision which has a rich curriculum which supports children throughout the early years foundation stage. The combined school and day-care provision will have one agreed shared vision and set of values to continue to drive up standards and promote continuity and progression. The provision will continue to build upon the access that pupils and their families have to both family learning and developing a range of inclusive services.

Q3 - Thinking about each group below, does, or could the policy, service, function, project or strategy have a negative impact on members of the equality groups below?

Group	Negative	Positive / no impact	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "negative" or "unclear" consider doing a full EIA

Q4 - Does, or could the policy, service, function, project or strategy help to promote equality for members of the equality groups?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pregnancy or maternity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other excluded groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If the answer is "no" or "unclear" consider doing a full EIA

Q5 - Do you have any feedback data from the equality groups that influences, affects or shapes this policy, service, function, project or strategy?

Group	Yes	No	Unclear
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Disability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transgender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Religion or belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pregnancy and maternity

Other excluded groups

If the answer is "no" or "unclear" consider doing a full EIA

Q6 - Using the assessments in questions 3, 4 and 5 should a full assessment be carried out on this policy, service, function or strategy?

yes

No

Q7 - How have you come to this decision?

Since September 2012 Goldsmith Infant school and Brambles Nursery have been operating under a federation arrangement where a single governing body and shared senior leadership team are in place. New day-care provision at Goldsmith Infant school will replace the provision available at the Brambles Nursery school and as nursery staff will move to the new provision and the two establishments have been operating under shared leadership there will be continuation of provision for the children and families affected.

A consultation was undertaken from 6th June to 1st July 2016. A consultation document was distributed to all consultees as part of the pre-statutory consultation process and in line with guidance published in the School Organisation (Establishment and Discontinuance) (England) Regulations 2013 that came into force in April 2016.

In addition to this, two open public consultation meetings were held at the school on 15th and 16th June 2016. Neither meeting was well attended with 1 and 0 parents attending the meetings respectively. The 1 person that attended was in support of the proposal.

The responses below are a summary of responses received during the consultation period. Only one response was not in support of the proposals, although no comment was made as to why.

Total responses received 29

Number in support of the proposals 27

Number not in support of the proposals (reason unknown) 1

Number undecided/unknown 1

Based on the response received and the limited change that the proposal will make to the operation of the school and that no group will be adversely affected, a full EIA has not been completed.

If you have to complete a full EIA please contact the Equalities and diversity team if you require help
Tel: 023 9283 4789 or email:equalities@portsmouthcc.gov.uk

Q8 - Who was involved in the EIA?

Janet Andrews

This EIA has been approved by: Chris Williams

Contact number: x8570

Date: 12/7/16

Please email a copy of your completed EIA to the Equality and diversity team. We will contact you with any comments or queries about your preliminary EIA.

Telephone: 023 9283 4789

Email: equalities@portsmouthcc.gov.uk

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