

Appendix 2

PROPOSALS FOR PRESCRIBED ALTERATIONS OTHER THAN FOUNDATION PROPOSALS: Information to be included in a complete proposal

Extract of Part 1 of Schedule 3 and Part 1 of Schedule 5 to The School Organisation (Prescribed Alterations to Maintained Schools)(England) Regulations 2007 (as amended):

In respect of a Governing Body Proposal: School and governing body's details

1. The name, address and category of the school for which the governing body are publishing the proposals.

Camerton Church School
Camerton
Bath
BA2 0PS
Local Authority (Bath & NE Somerset) maintained 4 - 11 Primary school

In respect of an LEA Proposal: School and local education authority details

1. The name, address and category of the school.

Implementation and any proposed stages for implementation

2. The date on which the proposals are planned to be implemented, and if they are to be implemented in stages, a description of what is planned for each stage, and the number of stages intended and the dates of each stage.

Proposal to incorporate the current Sunflower Pre-School as part of Camerton Church School: Foundation Stage Unit to start as from 1st October 2012

Objections and comments

3. A statement explaining the procedure for making representations, including —
 - (a) the date prescribed in accordance with paragraph 29 of Schedule 3 (GB proposals)/Schedule 5 (LA proposals) of The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), by which objections or comments should be sent to the local education authority; and
 - (b) the address of the authority to which objections or comments should be sent.

Any comments / objections to the proposal should be submitted in writing by midnight on 22nd August 2012, addressed to:

Schools Capital and Organisation Team,
Bath and North East Somerset Council,
Riverside,
Temple Street,
Keynsham,
Bristol, BS31 1LA
Schools_organisation@bathnes.gov.uk

Alteration description

4. A description of the proposed alteration and in the case of special school proposals, a description of the current special needs provision.

The governing body of Camerton Church School propose to incorporate Sunflower Pre-School as an integral part of the school, with the aim of ensuring quality Early Years provision for the Camerton community and beyond. The pre-School, currently managed by a third party, leases a temporary building on the school site, and the public perception may assume that it is part of the school now. We aim to build on the strong caring ethos of Camerton Church School and continue to raise achievement for all in the Camerton Community.

Under the Camerton 'umbrella' (and by association the hard federation with St Julian's, Wellow and Shoscombe Church Schools), we will be able to ensure children have access to a broad, balanced curriculum within a learning environment in which children can be healthy and stay safe. They would be taught by appropriately trained staff, with specialist advice, leadership and administrative support.

[Empty box]

School capacity

5.—(1) Where the alteration is an alteration falling within any of paragraphs 1 to 4, 8, 9 and 12-14 of Schedule 2 (GB proposals)/paragraphs 1-4, 7, 8, 18, 19 and 21 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), the proposals must also include —

- (a) details of the current capacity of the school and, where the proposals will alter the capacity of the school, the proposed capacity of the school after the alteration;

The current capacity of Camerton Church School is based on an admission number of 10. The Net capacity is 55. The capacity will be the same after the alteration - 55.

- (b) details of the current number of pupils admitted to the school in each relevant age group, and where this number is to change, the proposed number of pupils to be admitted in each relevant age group in the first school year in which the proposals will have been implemented;

The relevant age group is Reception and the Planned Admission Number for Reception is 10. The proposed number of pupils to be admitted into Reception in the first school year in which the proposals will have been implemented will be the same - 10
The Pre-School will have 20 places including 7 under 3s

- (c) where it is intended that proposals should be implemented in stages, the number of pupils to be admitted to the school in the first school year in which each stage will have been implemented;

- (d) where the number of pupils in any relevant age group is lower than the indicated admission number for that relevant age group a statement to this effect and details of the indicated admission number in question.

The relevant age group is Reception. The Indicated Admission Number is 7. The number of pupils on roll in Reception as at the January 2012 School Census was 8.

(2) Where the alteration is an alteration falling within any of paragraphs 1, 2, 9, 12 and 13 of Schedule 2 (GB proposals) /paragraphs 1, 2, 8, 18 and 19 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended), a statement of the number of pupils at the school at the time of the publication of the proposals.

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Implementation

6. Where the proposals relate to a foundation or voluntary controlled school a statement as to whether the proposals are to be implemented by the local education authority or by the governing body, and, if the proposals are to be implemented by both, a statement as to the extent to which they are to be implemented by each body.

Camerton Church School propose the change and have approached the diocese for their support.

Additional Site

7.(1) A statement as to whether any new or additional site will be required if proposals are implemented and if so the location of the site if the school is to occupy a split site.

There needs to be no changes to the site.

(2) Where proposals relate to a foundation or voluntary school a statement as to who will provide any additional site required, together with details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease.

Changes in boarding arrangements

8.—(1) Where the proposals are for the introduction or removal of boarding provision, or the alteration of existing boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

- (a) the number of pupils for whom it is intended that boarding provision will be made if the proposals are approved;

(b) the arrangements for safeguarding the welfare of children at the school;

(c) the current number of pupils for whom boarding provision can be made and a description of the boarding provision; and

(d) except where the proposals are to introduce boarding provision, a description of the existing boarding provision.

(2) Where the proposals are for the removal of boarding provisions or an alteration to reduce boarding provision such as is mentioned in paragraph 8 or 21 of Schedule 2 (GB proposals)/7 or 14 of Schedule 4 (LA proposals) to The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended) —

(a) the number of pupils for whom boarding provision will be removed if the proposals are approved; and

(b) a statement as to the use to which the former boarding accommodation will be put if the proposals are approved.

Transfer to new site

9. Where the proposals are to transfer a school to a new site the following information—

(a) the location of the proposed site (including details of whether the school is to occupy a single or split site), and including where appropriate the postal address;

(b) the distance between the proposed and current site;

(c) the reason for the choice of proposed site;

(d) the accessibility of the proposed site or sites;

(e) the proposed arrangements for transport of pupils to the school on its new site; and

(f) a statement about other sustainable transport alternatives where pupils are not using transport provided, and how car use in the school area will be discouraged.

Objectives

10. The objectives of the proposals.

Our objective is to integrate Sunflower Pre-School into Camerton Church School. Our mutually-agreed key aim is to ensure continued quality pre-school provision for the Camerton community.

We aim to build on the strong caring ethos of Camerton Church School and continue to raise achievement for all in the Camerton Community.

Under the Camerton 'umbrella' (and by association the hard federation with St Julian's, Wellow and Shoscombe Church School), we will be able to ensure children have access to a broad, balanced curriculum within a learning environment in which children can be healthy and stay safe. They would be taught by appropriately

trained staff, with specialist advice, leadership and administrative support.

Consultation

11. Evidence of the consultation before the proposals were published including—
- (a) a list of persons who were consulted;
 - (b) minutes of all public consultation meetings;
 - (c) the views of the persons consulted;
 - (d) a statement to the effect that all applicable statutory requirements in relation to the proposals to consult were complied with; and
 - (e) copies of all consultation documents and a statement on how these documents were made available.

1. Camerton Church School full governing body & staff
2. Sunflower Pre-School staff & management committee
3. BANES Strategic Capital Organisation (Fiona Randle) & Early Years (Philip Frankland) Teams
4. Diocese adviser - Suzanne McDonald
5. Families of all pupils on roll
6. MP - Jacob Rees-Mogg
7. Parish Council - Julie Biggs- **see attached**
8. Local schools - St. Mary's Timsbury, Peasedown St John
9. Community: Stay & Play; Radstock Children's Centre and Local child Minders via Family Information Service
10. Ward councillors- David Veale
11. Local child minders- one response **see attached**
12. Local pre- schools
13. Need minutes of GB meeting- **see attached**

All applicable statutory requirements in relation to the proposals to consult were complied with and we attach copies of the consultation documents which were made available through the school office and pre-school. Hard copies posted to consultees. Emails sent to other consultees. Link on the school website. People told about the meeting through distribution of consultation document.

Project costs

12. A statement of the estimated total capital cost of the proposals and the breakdown of the costs that are to be met by the governing body, the local education authority, and any other party.

None

13. A copy of confirmation from the Secretary of State, local education authority and the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

Age range

14. Where the proposals relate to a change in age range, the current age range for the school.

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Early years provision

15. Where the proposals are to alter the lower age limit of a mainstream school so that it provides for pupils aged between 2 and 5—

- (a) details of the early years provision, including the number of full-time and part-time pupils, the number and length of sessions in each week, and the services for disabled children that will be offered;

Initially, proposal for 20 pupils, five mornings / week, 8.00 - 1.00, to tie in with the school day, making it accessible to parents and also providing a much needed breakfast club. Lengthening the day to 1.00 will also afford preschool children the opportunity to take a hot school dinner. As market demands increase we may extend 2 sessions per week to 3.15pm to tie in with the end of the school day.

- (b) how the school will integrate the early years provision with childcare services and how the proposals are consistent with the integration of early years provision for childcare;

Currently Reception aged children are taught in a mixed phase class with their Year 1 peers. They follow the Early Years Foundation Stage Framework. The inclusion of the pre-school (which already has close links with the school) into one

Foundation Stage Unit operating under the leadership of a qualified, experienced Early Years specialist teacher will improve opportunities for children to access wider educational experiences, make appropriate progress and achieve their potential. They will work within the same guidelines and in a dedicated early years environment. Additionally one whole phase of transition will be eliminated.

Camerton benefits from excellent liaison and links with the LA, a host of outside agencies and support, as well as strong links with a wide range of educational networks.

- (c) evidence of parental demand for additional provision of early years provision;

Our proposed provision is not additional, rather a change of management.

Several parents (verbal comments) are delighted with the provision for breakfast. One has "booked" reception and 3 year old in for October. Others are pleased that the setting will provide for siblings working in the same room. Positive about the dedicated foundation stage will provide appropriate teacher led provision.

No written comments have been received.

- (d) assessment of capacity, quality and sustainability of provision in schools and in establishments other than schools who deliver the Early Years Foundation Stage within 3 miles of the school; and

On investigation of the local pre-school facilities, it is apparent that there is little capacity for pre-school children at Peasedown, Paulton and Timsbury. Timsbury do not have provision for under 3 year olds. Transport for this local community is difficult and so it is vital that this community has a dedicated pre-school facility especially for very young children with complex social needs. This facility will provide much needed support for the families.

- (e) reasons why such schools and establishments who have spare capacity cannot make provision for any forecast increase in the number of such provision.

Local schools do not have spare capacity and transport would be a deciding factor for the families.

Changes to sixth form provision

16. (a) Where the proposals are to alter the upper age limit of the school so that the school provides sixth form education or additional sixth form education, a statement of how the proposals will—

- (i) improve the educational or training achievements;
- (ii) increase participation in education or training; and
- (iii) expand the range of educational or training opportunities for 16-19 year olds in the area;

(b) A statement as to how the new places will fit within the 16-19 organisation in an area;

(c) Evidence —

- (i) of the local collaboration in drawing up the proposals; and
- (ii) that the proposals are likely to lead to higher standards and better progression at the school;

(d) The proposed number of sixth form places to be provided.

17. Where the proposals are to alter the upper age limit of the school so that the school ceases to provide sixth form education, a statement of the effect on the supply of 16-19 places in the area.

Special educational needs

18. Where the proposals are to establish or change provision for special educational needs—

- (a) a description of the proposed types of learning difficulties in respect of which education will be provided and, where provision for special educational needs already exists, the current type of provision;

- (b) any additional specialist features will be provided;

- (c) the proposed numbers of pupils for which the provision is to be made;

- (d) details of how the provision will be funded;

- (e) a statement as to whether the education will be provided for children with special educational needs who are not registered pupils at the school to which the proposals relate;

- (f) a statement as to whether the expenses of the provision will be met from the school's delegated budget;

- (g) the location of the provision if it is not to be established on the existing site of the school;

- (h) where the provision will replace existing educational provision for children with special educational needs, a statement as to how the local education authority believes that the new provision is likely to lead to improvement in the standard, quality and range of the educational provision for such children; and

- (i) the number of places reserved for children with special educational needs, and where this number is to change, the proposed number of such places.

19. Where the proposals are to discontinue provision for special educational needs—

- (a) details of alternative provision for pupils for whom the provision is currently made;

- (b) details of the number of pupils for whom provision is made that is recognised by the local education authority as reserved for children with special educational needs during each of the 4 school years preceding the current school year;

- (c) details of provision made outside the area of the local education authority for pupils whose needs will not be able to be met in the area of the authority as a result of the discontinuance of the provision; and

- (d) a statement as to how the proposer believes that the proposals are likely to lead to improvement in the standard, quality and range of the educational provision for such children.

20. Where the proposals will lead to alternative provision for children with special educational needs, as a result of the establishment, alteration or discontinuance of existing provision, the specific educational benefits that will flow from the proposals in terms of—

- (a) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the local education authority's Accessibility Strategy;
- (b) improved access to specialist staff, both educational and other professionals, including any external support and outreach services;
- (c) improved access to suitable accommodation; and
- (d) improved supply of suitable places.

Sex of pupils

21. Where the proposals are to make an alteration to provide that a school which was an establishment which admitted pupils of one sex only becomes an establishment which admits pupils of both sexes—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single sex-education in the area;

- (b) evidence of local demand for single-sex education; and

- (c) details of any transitional period which the body making the proposals wishes specified in a transitional exemption order (within the meaning of section 27 of the Sex Discrimination Act 1975).

22. Where the proposals are to make an alteration to a school to provide that a school which was an establishment which admitted pupils of both sexes becomes an establishment which admits pupils of one sex only—

- (a) details of the likely effect which the alteration will have on the balance of the provision of single-sex education in the area; and

[Empty box]

(b) evidence of local demand for single-sex education.

[Empty box]

Extended services

23. If the proposed alterations affect the provision of the school's extended services, details of the current extended services the school is offering and details of any proposed change as a result of the alterations.

[Empty box]

Need or demand for additional places

24. If the proposals involve adding places—

(a) a statement and supporting evidence of the need or demand for the particular places in the area;

(2) [Empty box]

(a) where the school has a religious character, a statement and supporting evidence of the demand in the area for education in accordance with the tenets of the religion or religious denomination;

[Empty box]

(b) where the school adheres to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question and any associated change to the admission arrangements for the school.

[Empty box]

25. If the proposals involve removing places—

(a) a statement and supporting evidence of the reasons for the removal, including an assessment of the impact on parental choice; and

[Empty box]

(b) a statement on the local capacity to accommodate displaced pupils.

Expansion of successful and popular schools

25A. (1) Proposals must include a statement of whether the proposer considers that the presumption for the expansion of successful and popular schools should apply, and where the governing body consider the presumption applies, evidence to support this.

(2) Sub-paragraph (1) applies to expansion proposals in respect of primary and secondary schools, (except for grammar schools), i.e. falling within:

(a) (for proposals published by the governing body) paragraph 1 of Part 1 to Schedule 2 or paragraph 12 of Part 2 to Schedule 2;

(b) (for proposals published by the LA) paragraph 1 of Part 1 to Schedule 4 or 18 of Part 4 to Schedule 4

of the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007 (as amended).