Consultation on the provision of primary education in the community of Clevedon

St Nicholas Chantry Primary School

June 2014
What are we consulting upon?

North Somerset Council is consulting upon the possible expansion of St Nicholas Chantry C of E Primary School from a 315 to a 420 place school formally with effect from 1 September 2015.

The Department for Education has agreed policies and protocols for considering whether a school should be enlarged and/or remodelled. There is a statutory process underpinning such a change and this consultation is part of that process.

This document aims to:
● explain why there is a proposal to enlarge and remodel St Nicholas Chantry School from its current capacity of 315 pupils to a capacity of 420 pupils
● inform pupils, parents, staff, governors and the wider school community what is proposed, and how it will affect the children of the school
● provide an opportunity for stakeholders to comment upon the proposals before a final decision is taken.

Information sharing events have been arranged for parents and the public. You are invited to the following events. Please attend the event most convenient for you:

2.15pm and 7.15pm on Wednesday 2 July 2014

This consultation document and a response form are also available on the council’s website at www.n-somerset.gov.uk/StNick2014

Background

Local authorities are under a statutory duty to ensure that there are sufficient school places in their area, promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child’s educational potential. They must also promote diversity and increase parental choice.

There is a growing demand for primary school places in the Clevedon area. Pupil forecasts tell us that demand for reception year places from September 2015 onwards is likely to exceed the number of reception year places available in the town. Unless additional school places are made available, it may be necessary to offer pupils places at schools outside the town. This goes against the council’s aspirations of, where possible, providing local school places for local children.

Whilst many councils resolve sufficiency deficits by temporary single year solutions, North Somerset has endeavoured to ensure that extra places are created on a long-term basis with additional capital resources that resolve both the class base and, where possible, other infrastructure needs for the school. The strategies, processes and protocols followed when making changes at schools are published in the council’s Education Provision in North Somerset Commissioning Strategy 2012 - 2015. In terms of primary school places, where possible schools will normally enable at least one form of school entry (30 places per year group and 210 places overall) or two forms of entry (60 places per year group and 420 places overall).

Increases in capacity should be considered at schools:
● with good or outstanding Ofsted outcomes
● where there is proven demand for places
● where the site can accommodate at least an extra 105 pupils from current published admission levels with the resulting increased buildings and resources
● where any building works will increase capacity but also enhance the current site and assist to resolve condition issues
● where the increase fits with the council’s strategic principles as outlined in its commissioning strategy.

St Nicholas Chantry Primary School fulfils these requirements.
How can I have my say?

We want to hear the views of the local community. We would therefore encourage you to complete this questionnaire (please tick as many as you feel would apply).

You can also respond online at www.n-somerset.gov.uk/StNick2014

About you: please tick all appropriate boxes:

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<th>Please tell us about your relationship with the school</th>
<th>Please tick</th>
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<td>Parent/Carer</td>
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<td>Other employee</td>
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<td>Governor</td>
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<td>Member of the community</td>
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<td>Other (please state)</td>
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Based on the information you have been given, do you agree with the proposals to enlarge St Nicholas Chantry Primary School from 1 September 2015 onwards?

☐ Yes  ☐ No  ☐ No view
If you wish to expand upon your responses and/or make additional comments, or if you have a child and he/she wishes to make any comments and/or observations on the proposals, then please use the space below.

Additional comments

If necessary, please continue on a separate sheet

Signed: ____________________________

Date: ______________________________

Monitoring to ensure fairness

To help us make sure we are reaching all members of the school community, we would be grateful if you would share the following personal information with us.

North Somerset Council wants to ensure everyone has fair access to its services. We realise that the school community consists of a wide and diverse range of people and we want to ensure that everyone is able to respond to consultations.

In order to achieve this aim we must have accurate information about the people who we consult with. The information we collect will be kept confidential and will only be used to review our services to you. If you would like to know more about the information collected on this form please contact the School Organisation Team on 01275 884 727 or email school.organisation@n-somerset.gov.uk.

Thank you for your co-operation.

Council documents can be made available in large print, audio, easy read and other formats. Documents on our website can also be emailed to you as plain text files.

Help is also available for people who require council information in languages other than English.

For more information contact:
01275 884 727
or school.organisation@n-somerset.gov.uk
Ethnic origin

What is your ethnicity? Tick only one box (see notes overleaf)

White
☐ British
☐ Irish
☐ other
If other please specify
☐ Prefer not to say

Black or Black British
☐ Caribbean
☐ African
☐ Other Black
If other please specify
☐ Prefer not to say

Mixed
☐ White and Black Caribbean
☐ White and Black African
☐ White and Asian
☐ Other Mixed
If other please specify
☐ Prefer not to say

Chinese or other ethnic group
☐ Chinese
☐ Other
If other, please specify
☐ Prefer not to say

Asian or Asian British
☐ Indian
☐ Pakistani
☐ Bangladeshi
☐ Other Asian
If other please specify
☐ Prefer not to say

Disability (see notes overleaf)
Do you consider yourself to be a disabled person?
☐ Yes
☐ No
☐ Prefer not to say

If you are a disabled person, what is the nature of your disability?
☐ Physical ☐ Mental
☐ Learning ☐ Sensory
☐ Prefer not to say

Accessibility
If you attended one of the information sharing events, did you experience any difficulties in accessing the building the event was held in?
☐ Yes
☐ No
☐ Prefer not to say

Similarly, did you experience any disability related difficulties during the event?
☐ Yes
☐ No
☐ Prefer not to say
Notes for guidance

Ethnic origin

The form lists a number of ethnic groups. Please put a tick against the one you feel you belong to. If the group you belong to is not listed, tick ‘other’ and provide details in the space on the form.

Disability

Defining a disabled person: A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. People who have had a disability within this definition are protected from discrimination even if they have since recovered.

Impairment: this includes physical, mental impairments and sensory impairments, such as those affecting sight or hearing. The term ‘mental impairment’ is intended to cover a wide range of impairments including what are often known as learning disabilities.

Substantial adverse effect: is something which is more than a minor or trivial effect. The requirement that an effect must be substantial reflects the general understanding of disability as a limitation going beyond the normal differences in ability which might exist among people.

Long-term effect of an impairment is one which has lasted at least 12 months, or where the total period for which it lasts is likely to be at least 12 months, or which is likely to last for the rest of the life of the person affected.

Normal day-to-day activities: are those activities which are carried out by most people on a fairly regular and frequent basis. The term is not intended to include activities which are normal only for a particular person or group of people, such as playing a musical instrument, or a sport, to a professional standard or performing a skilled or specialised task at work.

The test of whether an impairment affects normal day-to-day activities is whether it affects one of the broad categories listed:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight (excluding people who wear spectacles)
- memory or ability to concentrate, learn or understand, or
- perception of the risk of physical danger.

Severe disfigurement: is included, without any need to demonstrate that the impairment has a substantial adverse effect on their ability to carry out normal day-to-day activities.

Progressive illness: anyone who has HIV infection, cancer or multiple sclerosis is automatically treated as disabled under the Act.

Please return your completed questionnaire by 4pm, Friday 11 July either directly to St Nicholas Chantry School, or to:

School Organisation Manager
People and Communities
North Somerset Council
Town Hall
Weston-super-Mare BS23 1UJ

Tel: 01275 884 727
Fax: 01275 884 168
e-mail: school.organisation@n-somerset.gov.uk
The council’s Proposal

To meet increased demand from September 2015 onwards and to try and ensure that local pupils have a local school place, it is proposed to increase the numbers of pupils attending St Nicholas Chantry from 45 to 60 pupils per year group (315 to 420 places overall) with effect from September 2015.

What other options have been considered?

When looking at the options for expansion of other schools in Clevedon within the timescale of having new places available from September 2015 and in line with our published Commissioning Strategy, in our opinion St Nicholas Chantry best meets the needs of the town.

A number of other solutions have been considered including the relocation of one school and expansion of other sites. The outcome of these reviews is that the changes either do not fit with national or local expansion expectations or they cannot be delivered within the timescale and funding available.

What will happen on the school site?

St Nicholas Chantry currently has 12 class bases and supporting accommodation. To help accommodate the additional pupils the council is proposing to expand the school by adding 4 classrooms at the back of the school. This will replace 2 smaller existing classrooms (which will be used for other pupil/school activities) and give the school a net gain of 2 classrooms (14 in total). In addition, we will be remodelling internal spaces to provide a larger staff room and some additional toilets.

Will additional places be made available to pupils?

It is intended that the school grows incrementally from September 2015. This means that up to 60 Reception Year places will be offered from September 2015 and each year after that.
How will the community resolve the issue of the increase in school traffic?

All schools experience some issues with traffic on and around the school site at the start and end of the school day and we are aware of the concerns of parents and residents. Increasing the numbers of places available at the school will increase the numbers of pupils requiring access to the site.

The latest travel survey for St Nicholas Chantry shows that 50% of pupils walk to school, 22% car share their journey to school and 24% are driven alone by their parent/carer to school. Whilst the school’s promotion of car sharing is the 3rd best within the district, too many local pupils are still being transported to school by unsustainable transport methods.

A Traffic Assessment was undertaken in April 2014. The assessment took into account the flow of traffic to the school and factored in changes to this to account for different seasons and weather conditions. The findings showed that the proposed school expansion might result in an additional 6 cars arriving to drop off and collect children for each additional 15 pupils that could attend the school. This may increase incrementally each year so that by the time the school had up to 420 pupils, an additional 42 cars may want access to the site over the 30 minutes at the start and end of the school day.

Even though this relatively modest year on year increase in traffic should be able to be addressed within the school’s travel plan, it is accepted there is no easy solution to this issue. The only way to resolve many of the issues experienced by parents and residents is to encourage those who can use more sustainable forms of travel to school to do so.

The council will help to establish and co-ordinate a ‘Transport to School’ Group which we hope will consist of parents and local residents. Together this group will explore the potential to reduce congestion, traffic speeds and improve the safety of the school environment through effective traffic management measures. Such measures could include:

- controlled parking
- waiting restrictions
- speed limits
- residents only parking
- clearly defined pick-up/drop-off zones
- active management of traffic.

We will engage with the community through this and the planning process to gather and work to mitigate transport issues.

Whilst the council wants to promote and provide local school places, parents/carers need to commit to respecting the school’s neighbours and to using sustainable methods to access school when they can. A failure to obtain planning permission to build new accommodation because too many children rely on the car for their journey to school is a real risk to the implementation of the changes proposed.

What happens next?

- This document forms a part of the consultation process and is aimed at staff, parents/carers, pupils, and governors of both schools and any other interested parties.
- After the consultation period officers, governors, school and community, and your elected representatives will consider the responses.