

**TO: EXECUTIVE**  
**DATE: 23 JUNE 2015**

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**BINFIELD LEARNING VILLAGE – APPOINTMENT OF SCHOOL SPONSOR  
(Director, Children, Young People and Learning)**

**1 PURPOSE OF DECISION**

- 1.1 To agree the process for appointing a sponsor for the proposed all-through Binfield Learning Village as an Academy school.

**2 RECOMMENDATIONS**

- 2.1 **To agree the School Sponsor Appointment Plan to identify a preferred sponsor for the Binfield Learning Village Academy School, as attached at Appendix 1.**
- 2.2 **To agree to notify the DfE of the Council’s intention to seek an Academy sponsor**
- 2.3 **To agree the appointment application evaluation criteria, as attached at Appendix 3.**

**3 REASONS FOR RECOMMENDATIONS**

- 3.1 Local authorities (LA) have a duty to provide sufficient school places to meet needs in their area. The Council has identified significant areas of new housing that are scheduled to be built in the period to 2025. The provision of a new primary, secondary and special all-through school at Binfield Learning Village is an important part of the overall future provision in the Borough.
- 3.2 The Education Act 2011 changed the arrangements for establishing new schools and introduced Section 6A (the academy/free school presumption) to the Education and Inspections Act 2006. Where a LA thinks there is a need for a new school in its area it must seek proposals to establish an academy school.
- 3.3 Given the pressures on school places and the design and construction period, the timely appointment of a provider is necessary to start the process at the current time.
- 3.4 In June 2013, the Executive agreed:
- a) the methodology to be used to endorse potential providers, thereby ensuring that any providers will be equipped to deliver good and outstanding provision.
  - b) that a standing Education Review Group be established with an independent Chair, the Executive Member for Children, Young People and Learning, the Chair of the Children, Young People & Learning Overview and Scrutiny Panel, one other Councillor representative from the opposition party, the Director of Children, Young People & Learning or their representative, two school representatives (a headteacher and Chair of Governors) and a parent governor.
  - c) the criteria which potential providers should meet if they wish to be commissioned to run a school in the borough.

- 3.5 The scope, timetable, funding model and the procurement plan for the Binfield Learning Village was approved by the Executive in October 2014. Mace has been appointed as the design and build contractor under the IESE framework.

#### **4 ALTERNATIVE OPTIONS CONSIDERED**

- 4.1 The option of expanding an existing school was considered but this is not viable as the resulting school would be too big to run effectively.
- 4.2 The Education and Inspections Act 2006 gives statutory force to the presumption that all new schools will be academies. The Council will follow the requirements of the Act and statutory guidance issued by the Secretary of State so that a suitable provider is appointed including so far as may be possible consideration of existing schools.

#### **5 SUPPORTING INFORMATION**

- 5.1 The Executive have agreed (June 2013) the procedures for assessing applications for the establishment of a new school. A methodology was agreed to endorse potential providers, thereby ensuring that any providers will be equipped to deliver good and outstanding provision. The procedures included setting up an Education Review Group In order to ensure that the Council can assess all proposals received and submit comments to the Secretary of State.
- 5.2 The Binfield Learning Village programme is a priority for Bracknell Forest Council. The programme will deliver statutory school places required in the Borough alongside meeting the need for new housing and the associated community facilities.
- 5.3 The Council is aiming to deliver a 7FE secondary school with post-16 provision, a 2FE primary school with a 52 place nursery, provision for children with special educational needs (SEN) and community provision from September 2017 to support the planned growth in the Borough.
- 5.4 The process to be followed is prescribed by the DfE and the DfE make the final decision of sponsor taking into account the Council's recommendation. The DfE will ultimately contract with the sponsor for the education provision at Binfield Learning Village. The Council is the DfE's agent in the process.
- 5.5 The DfE have indicated that there are insufficient suitable sponsors so they are looking to LAs to develop interest and suitable sponsors. Therefore, to enable the DfE to make a decision, the Council will develop the interest of possible suitable Academy providers, publish the specification and seek expressions of interest from potential providers, assess and score their proposals, undertake due diligence and make a recommendation to the Secretary of State who will make the final decision.
- 5.6 The School Sponsor Appointment Plan is attached in Appendix 1.
- 5.7 The timeline is attached in Appendix 2. The current timetable has limited contingency. The programme also has several external dependencies, which could negatively impact the programme delivery.
- 5.8 Evaluation of applications will be undertaken against a set of criteria under the broad headings, as agreed by the Executive in 2013:
- Meeting demand for provision

- The proposed ethos of the school
- Ability to achieve high standards of education
- A clear commitment and strategy for ensuring inclusion of all
- The organisation's track record in delivering education in the relevant phase
- The organisation's capacity to deliver a new school

It was agreed that the above criteria would receive equal weighting.

- 5.9 The recommended detailed criteria against which scoring will be completed are attached in Appendix 3. The main headings of the criteria remain the same as agreed by the Executive in June 2013. Further sub-criteria have been added and as a result the weightings have been revised. As previously agreed, the criteria will be scored on a three point scale: 'fully met', 'partially met' and 'not met'.
- 5.10 In addition to the criteria, other commitments may also be sought e.g. land deal requirements.

## **6 CONSULTATION**

### Principal Groups Consulted

- 6.1 The DfE statutory process will be followed. The DfE expect local views to be reflected in the specification. A consultation plan will be developed to inform this requirement.

### Method of Consultation

- 6.2 Summary reports and discussions.

### Representations Received

- 6.3 Comments will be included in the appointment specification.

## **7 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS**

### Borough Solicitor

- 7.1 The Borough Solicitor has commented on a number of occasions on the relevant statutory requirements, and his advice and comments are now reflected in this report and the appointment plan referred to.

### Borough Treasurer

- 7.2 The Borough Treasurer is satisfied that no significant financial implications arise from agreeing the Appointment Plan. A strategy for funding the construction and fit out of the school has previously been approved with on-going revenue funding falling on the Dedicated Schools Grant, which is outside the council's funding responsibilities and will be determined by the funding policy agreed by the Schools Forum.

### Equalities Impact Assessment

- 7.3 Attached in Annex B of the School Sponsor Appointment Plan.

### Strategic Risk Management Issues

- 7.4 The main risks identified are:

Table 1: Strategic Risk Management Issues

ISSUE		RISK	COMMENT
1	Cost Risk	Gap in revenue funding in the initial years following the school's opening.	Scenario modelling can raise awareness and minimise risk
2	Cost Risk	Extra costs could emerge since we are dependent upon the DfE.	Need to maintain effective liaison with DfE
3	Programme Risk	Not meeting timescales will jeopardise implementation.	Need to continually pay strict attention to timescales and maintain effective liaison with DfE
4	Sponsor Risk	DfE not appointing the sponsor recommended by the Council.	Need effective liaison with DfE and provide robust recommendations to the DfE
5	Sponsor Risk	Successfully delivering the school if the sponsor does not engage with the Council.	Need to establish good relationships and effective communications with the sponsor appointed.

A comprehensive list of risks is shown in Annex A of the Sponsor Appointment Plan.

#### Background Papers

- a. Papers on Binfield Learning Village:
  - Business Case
  - Programme Plan
  - Programme Status Reports
  - Risk & Issue Register
  - Project Initiation Document
  - Procurement Plan
  - Communications Plan
  - Terms of Reference, Community Reference Group
  - Draft plans
  - Executive Report (21 October 2014 and 10 February 2015)
- b. Executive report, 11 June 2013, 'Procedures for assessing applications for the establishment of a new school in Bracknell Forest'

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## Appendix 1:

**School Sponsor Appointment Plan**

**Document Status:** Draft  
**Revision:** 7  
**Date:** May 2015  
**Prepared By:** Graham Symonds

**Circulation List:**

	<b>Project Team/ Management:</b>	
	David Watkins	Chief Officer: Strategy, Resources and Early Intervention
	Graham Symonds	School Sufficiency and Commissioning Manager
	Rajesh Sinha	Programme Manager, Binfield Learning Village at Blue Mountain
For comments	<b>Finance / Procurement / Legal</b>	
	Geoff Reynolds	Head of Procurement
	Simon Heard	Borough Solicitor
	Paul Clark	Group Accountant CYPL
	Calvin Orr	Chief Technical Accountant
For comments	<b>Other</b>	
	Janette Karklins	Director of Children, Young People and Learning
	Christine McInnes	Chief Officer: Learning & Achievement
	Chris Salt	School Adviser
	Amanda Wilton	Head of Targeted Services
	<b>For Approval:</b>	
	CMT	Programme Board

**Sign Off: Executive**

<b>Name</b>	<b>Signature</b>	<b>Date</b>
Executive		

## Table of Contents

1. Background
2. Terms of Reference
3. Value for Money
4. Timescales
5. Financial Breakdown
6. Appointment method
7. Risk Management
8. Sustainability
9. Equality
10. Contract Award
11. Project Organisation
12. Advice Received from Other Officers
13. Change Control

### Annexes

1. Risk Log
2. Equalities Impact Assessment

## **1. BACKGROUND**

The Binfield Learning Village programme is a priority for Bracknell Forest Council. The programme will deliver statutory school places required in the Borough alongside meeting the need for new housing and the associated community facilities.

The Council is aiming to deliver a 7FE secondary school with post-16 provision, a dedicated Special Educational Needs Resource Unit, a 2FE primary school with a nursery and community provision from September 2017 to support the planned growth in the Borough.

The Education Act 2011 changed the arrangements for establishing new schools and introduced Section 6A (the academy/free school presumption) to the Education and Inspections Act 2006. Where a local authority (LA) thinks there is a need for a new school in its area it must seek proposals to establish an academy school.

## **2. TERMS OF REFERENCE**

### **2.1. Reason for Requirement**

LAs have a duty to provide sufficient school places to meet needs in their area.

The Council has identified significant areas of new housing that are scheduled to be built in the period to 2025. These bring the implication of a need for further school places and the Council continues to work with developers to have these places provided through the development process.

The provision of a new primary, secondary and special all-through school at Binfield Learning Village is an important part of the overall future provision in the Borough

### **2.2. Objectives**

To identify a preferred sponsor of the Academy School for the proposed Binfield Learning Village.

### **2.3. Project Scope**

To seek an Academy sponsor based on promoting the opportunity to potential providers, making an assessment of applications, undertaking due diligence and making a recommendation to the DfE.

### **2.4. Project Constraints/Assumptions**

- The DfE provide the basis of the process that must be followed and will make the final decision on the appointment of the provider.
- On receiving details of interested providers and the Council's recommendation, the time taken by the DfE to make a decision is out of the Council's control.
- The DfE reserves the right to appoint a sponsor of their own choice.
- On appointment, the provider will then work with the Council and DfE to open the school as per the agreed timetable.
- Due to the complexity in procuring the site and adhering to a hybrid planning approach, the timescales for appointment of a school provider will not align to the planning application process for the new school buildings. It means that the school provider will not have an opportunity to influence the design and build process.



- Providers will express an interest to operate and manage the school. If no provider is appointed there are subsequent stages to the DfE process.
- It should be noted that the period when providers will be sought includes the 6 week school summer holiday period. Additional time has been added to the process after the school holiday period.

## 2.5. Dependencies

### 2.5.1 Resources

The project team will consist of the following individuals who will be available throughout the process.

- Janette Karklins – Director of Children, Young People and Learning
- David Watkins: Chief Officer, Strategy, Resources and Early Intervention
- Rajesh Sinha – Programme Manager, Binfield Learning Village at Blue Mountain
- Graham Symonds – School Sufficiency & Commissioning Manager
- Chris Taylor – Head of Education Capital and Property
- Chris Salt – School Adviser
- Amanda Wilton – Head of Targeted Services (including SEN)

### 2.5.2 Funding

**Capital:** The Council is responsible for providing the site and meeting all associated capital costs. The Executive has approved (October 2014) a funding strategy for the construction of the new school.

**Revenue:** Pre-opening start-up costs and post-opening funding required to address diseconomies of scale until the school reaches full capacity will need to be met through the DfE Dedicated Schools Grant that is allocated to fund schools. Scenario modelling will be carried out in 2015 to identify challenges and likely costs. Funds will be allocated in accordance with policies approved by the Schools Forum.

## 3. VALUE FOR MONEY

There is a requirement to appoint a sponsor (via DfE) that will best meet the outcomes and expectations required by the Council. Prospective providers will be required to demonstrate how they will achieve the quality and service expectations of the Council.

## 4. TIMESCALES

### 4.1 Indicative project plan

The following timetable is proposed for the application process and implementation of the Binfield Learning Village:

1	Draft documents for the Executive	May 2015
2	Notify DfE of intentions	By 30 June 2015

3	Develop the interest of possible, suitable providers	By end of July 2015
4	Confirm Education Review Group and first meeting held	By end of June 2015
5	Seek Academy provider	3 August to 30 October 2015
6	Liaison with DfE, scoring of proposals, undertake due diligence on providers, meetings of Education Review Group, and seek approvals on the recommendation by Executive.	2 November to 31 December 2015
7	Send DfE the assessment of proposals and await decision by DfE	15 January 2016 to Mid/End March 2016 (approx. 8 weeks)
8	Scenario funding for school operational funding	June to September 2015
9	Planning permission by	February/March 2016
10	Sponsor appointed by DfE	March 2016
11	Sponsor consults on funding agreement	2016/17
12	Build and implementation	Build starts: approx. Mar/April 2016 School opens: Sept 2017

#### **4.2 Forecast Sponsor Start Date**

March 2016 (Timeframe dependent on DfE) for appointment of the sponsor.

The Funding Agreement is expected to be agreed between the sponsor and DfE, following consultation, before the school opens.

#### **4.3 Contract Term**

A permanent appointment will be made by the DfE.

### **5. FINANCIAL BREAKDOWN**

#### **5.1. Forecast cost breakdown**

Actual costs of running the school will be dependent on decisions taken by the new Academy School.

In terms of funds to be received, these will mainly be determined by the Bracknell Forest Funding Formula for Schools, the mechanism used to fund all Bracknell Forest schools. It is approved by the Schools Forum and Executive Member for Children, Young People and Learning and also used to calculate core funding for Academy schools.

## **6. APPOINTMENT METHOD**

### **6.1. Process and methods**

An Education Review Group will be convened to understand the performance record of any potential sponsor, to scrutinise their track record and approach and most importantly to be confident that the sponsoring organisation will be able to deliver the good and outstanding schools the Council expects. The Review Group would agree responses to the Secretary of State in relation to questions raised in relation to the suitability of potential sponsors.

The Education Review Group would comprise: an independent Chair, the Executive Member for Children, Young People and Learning, the Chair of the Overview and Scrutiny Panel for CYP&L, one other Councillor representative from the opposition party, the Director: CYP&L or their representative, two school representatives (a headteacher and Chair of Governors) and a parent governor. The Review Group would meet as and when required with sufficient notice for all Review Group members to attend. Meetings would be convened by the Director: CYP&L.

Specialist advice and support would be sought from officers from across the Council.

A specification will be prepared and promoted to Academy Sponsors on the DfE list and in a targeted way. The process will run from 3 August 2015. Interested providers will be asked to complete a response

### **6.2. Evaluation**

Applications will be evaluated against criteria listed in Appendix 3.

## **7. RISK MANAGEMENT**

### **7.1. Risks and Mitigation Options**

The risk log is attached as Annex A.

### **7.2. Contingency Plans – Business Continuity**

In the event that the application exercise is not successful, a statutory competition can be held with the Secretary of States' consent. Academy, free school, foundation, voluntary controlled and voluntary aided proposals can be submitted in the competition. If an academy or free school proposal is entered, and deemed suitable, the competition ends and the proposer works with the DfE to progress the proposal. Otherwise the competition continues and the local authority can determine which maintained school proposal wins.

If a competition is needed, the school design and build process will continue throughout the process.

## **8. EQUALITY**

### **8.1. Equality Impact Assessment (EIA)**

An EIA is separately attached as Annex B.

### **8.2. Equalities Monitoring**

The provider will be expected to monitor equalities aspects of their provision and to contribute to local partnership outcomes.

## **9. CONTRACT AWARD**

The Secretary of State at the DfE will appoint the provider. The Council has to inform unsuccessful applicants.

## **10. PROJECT ORGANISATION**

### **10.1. Project Sponsors**

Chief Executive / Director of Children, Young People and Learning

### **10.2. Project Director**

David Watkins - Chief Officer: Strategy, Resources and Early Intervention

### **10.3. Project Manager**

Rajesh Sinha – Programme Manager

### **10.4. Project Team and workstream leads**

Graham Symonds – School Sufficiency and Commissioning Manager

Chris Taylor – Head Of Education Capital and Property

Chris Salt – School Adviser

Mandy Wilton – Head of Targeted Services

### **10.5. Contract Manager**

There is no ongoing contractual relationship between the provider and Council.

## **11. ADVICE RECEIVED FROM OTHER OFFICERS**

### **11.1. Finance Comments**

**Provided By: Calvin Orr and Paul Clark**

Included within the body of the report.

### **11.2. Procurement Comments**

**Provided By: Geoff Reynolds**

Legal advice is clear that this is not a procurement regulated by Public Contract Regulations. However, the approach defined is consistent with good procurement practice.

### **11.3. Legal Comments**

**Provided By: Simon Heard**

The Borough Solicitor's advice and earlier comments are reflected in the drafting of this plan

## **12. CHANGE CONTROL**

If any major changes are required to this document it will be re-issued as a revision for approval. No additional work will be undertaken without approval by the CMT Programme Board.

Annex A											
RISK LOG: APPOINTMENT OF SCHOOL SPONSOR											
ID No	Raised by	Date Raised	Description	Risk type	Potential scale of impact	Potential likelihood	Unadjusted Impact	Confidence in data or assumption	Preventative / Mitigating actions	Owned by	Status
1	GS	Mar-15	Not meeting project plan timescales would jeopardise the implementation of the new school.	Timing / Implementation	High	Medium	Medium	Medium	Strict attention will be given to project plan timescales. Strong liaison with DfE so that they are aware of our timings and the need for them to decide on a provider within the required timescales.	GS/RS	Open
2	GS	Mar-15	If a sponsor is not appointed by the end of November 2015, impact on opening time in Sept 2017	Timing / Implementation	Medium	High	Medium	Medium	Make DfE aware of requirements and discuss any mitigating possibilities with them. These could include: * The Council setting admission arrangements on behalf of a future provider and consulting pending their appointment * Seeking an exception to consult later than the statutory timescale.	GS	Open
3	GS	Mar-15	Changes in Government policy post-election regarding academies and/or free schools may lead to delays.	Timing	High	Low	Medium	Medium	Continue to liaise with DfE and take their advice.	GS/RS	Open
4	PC	Apr-15	DfE may not appoint the sponsor we recommend.	Implementation	High	Low	Medium	High	Continue to liaise with DfE and take their advice.	GS/RS	Open
5	PC	Apr-15	If the sponsor does not properly engage with the Council then implication for opening in Sept 2017.	Implementation	Medium	Medium	Medium	Medium	Establish good relationship with appointed sponsor. Council meeting its obligations promptly Effective communication of background and Council's aspirations.	GS/RS	Open

6	PC	Apr-15	Possible gap in revenue funding in the initial years of the school opening if working assumptions are inaccurate	Cost	Medium	Medium	Medium	Medium	Scenario modelling of alternative ways in which the school might grow in size following opening	PC	Open
7	PC	Apr-15	Extra costs could emerge as the Council is dependent on the DfE.	Cost	Medium	Medium	Medium	Medium	Continue to liaise with DfE and take their advice.	PC	Open
8	GS	Mar-15	A suitable provider is not identified and/or appointed.	Timing / Implementation	High	Medium	Medium	Medium	Have discussions with possible providers about academy opportunity. Second stage procedures can start, but delay in process.	GS/RS	Open

## Annex B: Equalities Screening Record Form

<b>Date of Screening: 3 October 2014</b>		<b>Directorate: CYPL</b>		<b>Section: School Sufficiency and Commissioning</b>																																
<b>1. Activity to be assessed</b>		To commission Binfield Learning Village (BLV) to respond to pressure on school places from new house building and demographic change.																																		
<b>2. What is the activity?</b>		<input type="checkbox"/> Policy/strategy <input type="checkbox"/> Function/procedure <input checked="" type="checkbox"/> Project <input type="checkbox"/> Review <input checked="" type="checkbox"/> Service <input type="checkbox"/> Organisational change																																		
<b>3. Is it a new or existing activity?</b>		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing																																		
<b>4. Officer responsible for the screening</b>		Graham Symonds																																		
<b>5. Who are the members of the screening team?</b>		Rajesh Sinha																																		
<b>6. What is the purpose of the activity?</b>		To select and appoint an Academy provider to run the all-through school including SEN provision at the Binfield Learning Village (BLV).																																		
<b>7. Who is the activity designed to benefit/target?</b>		Nursery and primary aged children in the Binfield area Secondary aged children in North Bracknell Parents, adults, residents and business across Bracknell. SEN??																																		
<b>Protected Characteristics</b>		<b>Please tick</b>	<b>Is there an impact?</b>	<b>What evidence do you have to support this?</b>																																
<b>8. Disability Equality</b>		Y	N	<p><b>Providers</b></p> <p>The principle need is to provide additional mainstream school places. Organisations currently providing special education would be welcome to put their names forward, but on the understanding that the requirement is for mainstream education with integrated SEN.</p> <p><b>Type of school</b></p> <p>The Council's policy is to accommodate disabled children in mainstream schools wherever possible. BLV design will comply with the Equality Act 2010.</p>	<p>Historically 2.8% of children have special educational needs and need some form of specialist provision in a mainstream or special school.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Children from Bracknell Forest attending Bracknell Forest schools and early years settings</th> <th>Children from elsewhere attending Bracknell Forest schools and early years settings</th> <th>Totals</th> <th>Children from Bracknell Forest attending schools elsewhere</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>452</td> <td>57</td> <td>509</td> <td>166</td> </tr> <tr> <td>2011</td> <td>453</td> <td>58</td> <td>511</td> <td>197</td> </tr> <tr> <td>2012</td> <td>484</td> <td>52</td> <td>536</td> <td>192</td> </tr> <tr> <td>2013</td> <td>491</td> <td>54</td> <td>545</td> <td>199</td> </tr> <tr> <td>2014</td> <td>474</td> <td>52</td> <td>526</td> <td>201</td> </tr> </tbody> </table>		Year	Children from Bracknell Forest attending Bracknell Forest schools and early years settings	Children from elsewhere attending Bracknell Forest schools and early years settings	Totals	Children from Bracknell Forest attending schools elsewhere	2010	452	57	509	166	2011	453	58	511	197	2012	484	52	536	192	2013	491	54	545	199	2014	474	52	526	201
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			<p>Detailed planning is undertaken to accommodate future increased numbers on children with special needs and resourced provision at BLV should be seen in this context.</p> <p>The Learning Village will be available to all sections of the community.</p>	<p>The graph shows the percentage of pupils with a Statement of SEN in mainstream schools in Bracknell Forest from 2010 to 2014. The Y-axis represents the percentage, ranging from 1 to 3. The X-axis represents the years. Two data series are shown: % Statemented Primary Pupils (blue line with diamond markers) and % Statemented Secondary Pupils (red line with square markers). The primary percentage starts at approximately 1.7% in 2010, dips to 1.7% in 2011, rises to 1.8% in 2012, peaks at 1.9% in 2013, and ends at 1.6% in 2014. The secondary percentage starts at approximately 2.5% in 2010, dips to 2.5% in 2011, rises to 2.6% in 2012, peaks at 2.7% in 2013, and ends at 2.6% in 2014.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% Statemented Primary Pupils</th> <th>% Statemented Secondary Pupils</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>1.7</td> <td>2.5</td> </tr> <tr> <td>2011</td> <td>1.7</td> <td>2.5</td> </tr> <tr> <td>2012</td> <td>1.8</td> <td>2.6</td> </tr> <tr> <td>2013</td> <td>1.9</td> <td>2.7</td> </tr> <tr> <td>2014</td> <td>1.6</td> <td>2.6</td> </tr> </tbody> </table>	Year	% Statemented Primary Pupils	% Statemented Secondary Pupils	2010	1.7	2.5	2011	1.7	2.5	2012	1.8	2.6	2013	1.9	2.7	2014	1.6	2.6
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2012	1.8	2.6																				
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2014	1.6	2.6																				
<b>9. Racial equality</b>	Y	N	<p><b>Providers</b> Not applicable</p> <p><b>Type of school</b> BLV will be open to children of all races. School policies and practice will ensure equality.</p> <p>The Learning Village will be available to all sections of the community.</p>	<p>The proportion of minority ethnic pupils has risen steadily in the last 10 years, from 9.9% in 2004 to 18.7% in 2014. Full details are available at: <a href="http://boris.bracknell-forest.gov.uk/ethnicity-january-2014.pdf">http://boris.bracknell-forest.gov.uk/ethnicity-january-2014.pdf</a></p>																		
<b>10. Gender equality</b>	Y	N	<p>The need is to construct additional places in mixed schools that cater for boys and girls.</p> <p><b>Providers</b> Organisations currently providing single sex education would be welcome to put their names forward, but on the understanding that the requirement is for a mixed school.</p> <p><b>Type of school</b> BLV will be open to children of both genders, with appropriate facilities where necessary. School policies and practice will ensure equality and respect for example in terms of changing for PE.</p> <p>The Learning Village will be available to all sections of the community.</p>	<p>School rolls approximately comprise the same proportion of boys and girls (50%)</p>																		



11. Sexual orientation equality	¥	N	<p><b>Providers</b> Not applicable</p> <p><b>Type of school</b> The Learning Village will be available to all sections of the community</p>	
12. Gender re-assignment	¥	N	<p><b>Providers</b> Not applicable</p> <p><b>Type of school</b> The Learning Village will be available to all sections of the community</p>	
13. Age equality	¥	N	<p>Additional places are required for both primary and secondary phases.</p> <p><b>Providers</b> Organisations currently providing for a single phase of education would be welcome to put their names forward to provide places for the same or both phases of education.</p> <p>Pre-school places will be provided in appropriate numbers and locations.</p> <p>The Learning Village will be available to all sections of the community.</p>	Full details are available in the 'School Places Plan 2014-2019'

<p><b>14. Religion and belief equality</b></p>	<p>Y</p>	<p>N</p>	<p>The need is to provide additional places to serve the needs of communities of all religions, no religion and all faiths.</p> <p><b>Providers</b> Organisations currently providing faith-based education would be welcome to put their names forward, but on the understanding that the requirement is for the education of all children.</p> <p><b>Type of school</b> Diocesan schools or Academy Trusts would be welcome to provide additional places. School policies and practice will ensure equality and respect. The Learning Village will be available to all sections of the community.</p>	<table border="1"> <thead> <tr> <th colspan="3">Total Pupils in Bracknell Forest Schools By Religion/Belief (as at 28/08/13)</th> </tr> <tr> <th></th> <th>Number</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Baptist</td> <td>2</td> <td>0.0%</td> </tr> <tr> <td>Methodist</td> <td>11</td> <td>0.1%</td> </tr> <tr> <td>Jewish</td> <td>21</td> <td>0.1%</td> </tr> <tr> <td>Jehovah</td> <td>34</td> <td>0.2%</td> </tr> <tr> <td>Sikh</td> <td>74</td> <td>0.5%</td> </tr> <tr> <td>Anglican</td> <td>77</td> <td>0.5%</td> </tr> <tr> <td>Buddhist</td> <td>109</td> <td>0.7%</td> </tr> <tr> <td>Muslim</td> <td>267</td> <td>1.7%</td> </tr> <tr> <td>Refused</td> <td>287</td> <td>1.8%</td> </tr> <tr> <td>Other</td> <td>297</td> <td>1.9%</td> </tr> <tr> <td>Hindu</td> <td>328</td> <td>2.1%</td> </tr> <tr> <td>Roman Catholic</td> <td>676</td> <td>4.3%</td> </tr> <tr> <td>No Religion</td> <td>4,738</td> <td>30.4%</td> </tr> <tr> <td>Christian</td> <td>8,687</td> <td>55.7%</td> </tr> <tr> <td><b>Total Pupils</b></td> <td><b>15608</b></td> <td><b>100.0%</b></td> </tr> <tr> <td colspan="3"><i>Source: Bracknell Forest schools' ONE system</i></td> </tr> </tbody> </table>	Total Pupils in Bracknell Forest Schools By Religion/Belief (as at 28/08/13)				Number	%	Baptist	2	0.0%	Methodist	11	0.1%	Jewish	21	0.1%	Jehovah	34	0.2%	Sikh	74	0.5%	Anglican	77	0.5%	Buddhist	109	0.7%	Muslim	267	1.7%	Refused	287	1.8%	Other	297	1.9%	Hindu	328	2.1%	Roman Catholic	676	4.3%	No Religion	4,738	30.4%	Christian	8,687	55.7%	<b>Total Pupils</b>	<b>15608</b>	<b>100.0%</b>	<i>Source: Bracknell Forest schools' ONE system</i>		
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<p><b>17. Please give details of any other potential impacts on any other group (e.g. those on lower incomes/carers/ex-offenders) and on promoting good community relations.</b></p>	<p>Schools will be accessible to children from throughout society.</p>																																																									
<p><b>18. If an adverse/negative impact has been identified can it be justified on grounds of promoting equality of opportunity for one group or for any other reason?</b></p>	<p>No negative impacts are identified.</p>																																																									

<b>19. If there is any difference in the impact of the activity when considered for each of the equality groups listed in 8 – 14 above; how significant is the difference in terms of its nature and the number of people likely to be affected?</b>	There are no significant differences.		
<b>20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?</b>	✘	<b>N</b>	Please explain for each equality group
<b>21. What further information or data is required to better understand the impact? Where and how can that information be obtained?</b>	No further information is required		
<b>22. On the basis of sections 7 – 17 above is a full impact assessment required?</b>	✘	<b>N</b>	Additional places are to be provided for all children from throughout the community. School policies will ensure equality and respect.
<b>23. If a full impact assessment is not required; what actions will you take to reduce or remove any potential differential/adverse impact, to further promote equality of opportunity through this activity or to obtain further information or data? Please complete the action plan in full, adding more rows as needed.</b>			
<b>Action</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Milestone/Success Criteria</b>
The process to seek providers to be open and transparent	May to September 2015	<i>Graham Symonds</i>	<i>Processes seen to be open.</i>
Promote the opportunity to potential providers and engage effectively with them	May to August 2015	<i>Graham Symonds</i>	<i>Good quality responses are received.</i>
<b>24. Which service, business or work plan will these actions be included in?</b>	<i>Programme Plans for implementation of BLV, overseen by the CMT.</i>		
<b>25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?</b>	<i>Please list</i>		
<b>26. Chief Officers signature.</b>	<i>Signature: David Watkins</i>		<i>Date: 14/4/15</i>





### **Appendix 3: Appointment application evaluation criteria**

- A. Meeting demand for provision* 20%
1. A commitment that the proposed education model would support an open admissions policy that allows local schools for local people.
  2. Meeting the needs of the local diverse community.
- B. The proposed ethos of the school* 25%
3. Vision, pedagogy, ethos and capability to promote high standards, innovate and drive system change.
  4. A track record of collaborative and partnership working with the local council and a commitment to work with Bracknell Forest Council in order to maintain an appropriate focus on Borough wide priorities.
  5. Work collaboratively in our local partnership of schools that may or may not be academies.
- C. Ability to achieve high standards of education* 30%
6. A proven track record of high standards and school improvement.
  7. Appropriate staffing arrangements to ensure high quality teaching and learning from qualified staff.
- D. A clear commitment and strategy for ensuring inclusion of all* 10%
8. Inclusive practice and fair access to the school for all pupils as governed by the Admission Code of Practice and the Authority's Fair Access Protocols.
  9. Community access and use of facilities through agreed extended opening and lettings policy which encourages community use and sets costs are comparative with other local schools
  10. A commitment to the Bracknell Forest Safeguarding Children Board (LSCB), the application of tried and tested methods to keep pupils safe and assure high standards of pupil inclusion – supporting children of all abilities and needs, behaviour, discipline and welfare.
- E. The organisation's capacity to deliver a new school* 10%
11. Management structure and approach to relationships with schools: governance, delegations, accountability and allocations of responsibilities.
  12. Maintaining an open dialogue with the Council regarding the school's performance and alert the local authority of any issues causing concern in order that they may be addressed.
  13. Securing best VFM, maintaining financial viability and a willingness to purchase services from the Council.
- F. The organisation's track record in delivering education in the relevant phase* 5%
14. Size and rate of growth of provider; local infrastructure to support proposal.
  15. Capacity to take on new projects; experience of managing change.
  16. Type and size of existing academies.