

**TO: EXECUTIVE
17 NOVEMBER 2015**

**APPOINTMENT OF A SCHOOL PROVIDER FOR AMEN CORNER NORTH
Director of Children, Young People and Learning**

1 PURPOSE OF DECISION

- 1.1 To confirm the process and timeline for the appointment of a school sponsor for the proposed new primary school to the north of Amen Corner.

2 RECOMMENDATIONS

- 2.1 **To endorse the School Sponsor Appointment Plan for the new school to the north of Amen Corner.**
- 2.2 **To note the updated timeline for the appointment of a school provider for the new school at Amen Corner North (Annex 1).**

3 REASONS FOR RECOMMENDATIONS

- 3.1 In order for the scheme to progress, Executive endorsement is required.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 Not applicable. The Executive is best placed to make the decision on providers to recommend to the Regional Schools Commissioner.

5 SUPPORTING INFORMATION

- 5.1 The process for identifying a sponsor for a new school in the Borough is, in broad terms, for the Council to advertise the opportunity, for potential sponsors to make their proposals, which are scored and evaluated by the Council before a recommendation is made to the Regional Schools Commissioner (RSC) of the preferred provider. The RSC will make the final decision, taking into account the Council's preference.
- 5.2 It should be noted that detailed arrangements in relation to the appointment process overall are recommended for revision in a separate paper to the Executive on 17 November 2015. The Executive should also note that the responsibility for making decisions on sponsors to be appointed has changed from the Secretary of State to the Regional Schools Commissioner.
- 5.3 The exercise to seek a sponsor for Amen Corner North will now run concurrently with the exercise for the Binfield Learning Village. The updated timeline is attached as Annex 1. The Executive should note that the timelines are based on the house build trajectories expected at the current time. These are outside the Council's control and timings may subsequently be affected, in particular regarding implementation and opening dates.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 Although the decision whether to enter into Academy arrangements with a sponsor rests formally with the Regional Schools Commissioner, he may consult with the local authority and be informed by its views when considering proposals made.

Borough Treasurer

- 6.2 The Borough Treasurer is satisfied that no significant financial implications arise from the proposals set out in the supporting information.

Equalities Impact Assessment (EIA)

- 6.3 An EIA is attached as Annex 2.

Strategic Risk Management Issues

- 6.4 The main risks identified are:

Table 1: Key strategic Risk Management Issues

ISSUE		RISK	COMMENT
1	Programme Risk	Not meeting timescales will jeopardise implementation.	<ul style="list-style-type: none"> • Need to continually pay strict attention to timescales and maintain effective liaison with RSC/DfE. • Simplify processes where possible. • Increase contingency in the process.
2	Cost Risk	Gap in revenue funding in the initial years following the school's opening.	<ul style="list-style-type: none"> • Scenario modelling can raise awareness and minimise risk
3	Cost Risk	Extra costs could emerge since we are dependent upon the DfE.	<ul style="list-style-type: none"> • Need to maintain effective liaison with DfE/RSC
4	Sponsor Risk	RSC not appointing the sponsor recommended by the Council.	<ul style="list-style-type: none"> • Need effective liaison with RSC and provide robust recommendations to the RSC
5	Sponsor Risk	Successfully delivering the school if the sponsor does not engage with the Council.	<ul style="list-style-type: none"> • Need to establish good relationships and effective communications with the sponsor appointed.

Background Papers

- Executive report, 11 June 2013, 'Procedures for assessing applications for the establishment of a new school in Bracknell Forest'

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- Department for Education, 'The free school presumption; Departmental advice for local authorities and new school proposers', July 2015

Contacts

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Annex 1: Timeline to seek a provider for Amen Corner North

It is important to note that the timeline is based on the house build trajectories expected at the current time. These are outside the Council's control and timings may subsequently be affected, in particular regarding implementation and opening dates.

1	Publication of Invitation to submit an expression of interest	Fri 9 October
2	Notify DfE/Regional Schools Commissioner (RSC) of intentions	9 October 2015
3	Initial meeting of Education Review Group	Late November 2015
4	Closing date	30 November 2015 (mid-day)
5	Liaison with RSC/DfE, scoring of proposals, meetings with providers, undertake due diligence and meetings of DMT and Education Review Group.	1 December to mid Feb 2016
6	Executive processes to agree providers to recommend to the RSC	Mid Feb to early March 2016
7	Executive meeting	8 March 2016
8	Send RSC the assessments of proposals and await decision by RSC	March 2016 to May 2016 (approx. 8 weeks)
9	Sponsors appointed by RSC.	May 2016
10	Work with the RSC, DfE, Council and partners on the delivery of the school	From May/June 2016
11	Sponsors consult on funding agreement	2016/17
12	New school opens as an Academy/Free School	Sept 2017

Annex 2: Equalities Impact Assessment – Amen Corner North

Date of Screening: 3 July 2015		Directorate: CYPL		Section: School Sufficiency and Commissioning																																	
1. Activity to be assessed		To commission a school at Amen Corner (North) to respond to pressure on school places from new house building and demographic change.																																			
2. What is the activity?		<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																																			
3. Is it a new or existing activity?		<input checked="" type="checkbox"/> New <input type="checkbox"/> Existing																																			
4. Officer responsible for the screening		Graham Symonds																																			
5. Who are the members of the screening team?																																					
6. What is the purpose of the activity?		To select and appoint an Academy provider to run the school at Amen Corner North (ACN). For the purposes of this screening the tasks of building the new school and supporting the governing body in getting it operational will be the subject of separate screenings.																																			
7. Who is the activity designed to benefit/target?		Nursery and primary aged children in the Binfield area Secondary aged children in North Bracknell Parents, adults and residents across Bracknell.																																			
Protected Characteristics		Please tick		Is there an impact?		What evidence do you have to support this?																															
8. Disability Equality		Y <input checked="" type="checkbox"/>		Providers The principal 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. Type of school The Council's policy is to accommodate disabled children in mainstream schools wherever possible. ACN will be fully accessible for disabled children. Detailed planning is undertaken to accommodate future increased numbers of children with special needs. The school will be available to all sections of the community outside school hours.		Historically 2.8% of children have special educational needs and need some form of specialist provision in a mainstream or special school. <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>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 1.75% in 2010, dips to 1.7% in 2011, rises to 1.85% in 2012, peaks at 1.95% in 2013, and falls to 1.6% in 2014. The secondary percentage starts at 2.55% in 2010, dips to 2.5% in 2011, rises to 2.55% in 2012, peaks at 2.65% in 2013, and falls to 2.55% in 2014.</p> <table border="1"> <caption>Percentage of Pupils with Statement of SEN in Mainstream Schools in Bracknell Forest</caption> <thead> <tr> <th>Year</th> <th>% Statemented Primary Pupils</th> <th>% Statemented Secondary Pupils</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>1.75</td> <td>2.55</td> </tr> <tr> <td>2011</td> <td>1.70</td> <td>2.50</td> </tr> <tr> <td>2012</td> <td>1.85</td> <td>2.55</td> </tr> <tr> <td>2013</td> <td>1.95</td> <td>2.65</td> </tr> <tr> <td>2014</td> <td>1.60</td> <td>2.55</td> </tr> </tbody> </table>	Year	% Statemented Primary Pupils	% Statemented Secondary Pupils	2010	1.75	2.55	2011	1.70	2.50	2012	1.85	2.55	2013	1.95	2.65	2014	1.60	2.55
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9. Racial equality	Y	N	<p>Providers Not applicable</p> <p>Type of school ACN will be open to children of all races. School policies and practice will ensure equality. The school 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: http://boris.bracknell-forest.gov.uk/ethnicity-january-2014.pdf</p>																		
10. Gender equality	Y	N	<p>The need is to construct additional places in mixed schools that cater for boys and girls.</p> <p>Providers 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>Type of school ACN 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. The school 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>Providers Not applicable</p> <p>Type of school</p>																			

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12. Gender re-assignment	Y	N	<p>Providers Not applicable</p> <p>Type of school The school will be available to all sections of the community</p>																																																				
13. Age equality	Y	N	<p>The school will provide additional required places are for both primary aged children.</p> <p>Providers 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>The school will be available to all sections of the community.</p>	Full details are available in the 'School Places Plan 2014-2019'																																																			
14. Religion and belief equality	Y	N	<p>The need is to provide additional places to serve the needs of communities of all religions, no religion and all faiths.</p> <p>Providers 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>Type of school Diocesan schools or Academy Trusts would be welcome to provide additional places. School policies and practice will ensure equality and respect.</p> <p>The school will be available to all sections of the community.</p>	<table border="1"> <thead> <tr> <th colspan="3" style="text-align: center;">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>Total Pupils</td><td>15608</td><td>100.0%</td></tr> </tbody> </table> <p style="text-align: center;"><i>Source: Bracknell Forest schools' ONE system</i></p>	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%	Total Pupils	15608	100.0%
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15. Pregnancy and maternity equality	Y	N	<p>Providers Not applicable</p> <p>Type of school</p>																																																				

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16. Marriage and civil partnership equality	∓	N	Providers Not applicable Type of school The school will be available to all sections of the community	
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.	Schools will be accessible to children from throughout society.			
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?	No negative impacts are identified.			
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?	There are no significant differences.			
20. Could the impact constitute unlawful discrimination in relation to any of the Equality Duties?	∓	N	Please explain for each equality group	
21. What further information or data is required to better understand the impact? Where and how can that information be obtained?	No further information is required			
22. On the basis of sections 7 – 17 above is a full impact assessment required?	∓	N	Additional places are to be provided for all children from throughout society. School policies will ensure equality and respect.	
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.				
Action	Timescale	Person Responsible	Milestone/Success Criteria	
The process to seek providers to be open and transparent	October 2015 to March 2016	Graham Symonds	Processes seen to be open.	

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Promote the opportunity to potential providers and engage effectively with them	October 2015 to March 2016	Graham Symonds	Good quality responses are received.
24. Which service, business or work plan will these actions be included in?	Programme Plans for the implementation of ACN, overseen by the CYPL DMT.		
25. Please list the current actions undertaken to advance equality or examples of good practice identified as part of the screening?	Please list		
26. Chief Officer's signature.	Signature: <i>David Watkins</i>		Date: 27/7/15