

Information required to be included in section 10 and 11 Complete Proposals to establish a mainstream school outside of a competition.

Extract of Part 1 of Schedule 3 to The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2007 (as amended):

Contact Details

1. The name of the proposer or proposers and a contact address.

Diocese of Carlisle, Church House, West Walls Carlisle, CA3 8UE

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

The proposal is being submitted independently but is linked to proposals for the closure of St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School.

Category

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school or a community school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

The school to be established will be a Voluntary Aided Church of England Primary School.

Consultation

4. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals have been complied with.

The Diocese and the governing bodies of the schools of St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School developed linked proposals and undertook appropriate consultations during September, October and November 2012. The consultations complied with all the applicable statutory requirements to consult in relation to the proposals.

5. Evidence of the consultation before the proposals were published including —

- a) a list of persons and/or parties who were consulted;
- b) minutes of all public consultation meetings;
- c) the views of the persons consulted; and
- d) copies of all consultation documents and a statement of how these were made available.

Consultation Document is available on both schools and Carlisle Diocesan web sites

<http://st-marys-school.org.uk>

www.windermere.cumbria.sch.uk

http://www.carlisle-diocese.org.uk/uploads/1348/Amalgamation_Consultation_Windermere-pdf.html

Amalgamation questionnaire responses

Questionnaires were

- sent by hand to all parents via the children
- given to staff and governors by hand
- delivered by hand to local churches, Tourist Information Centres, doctors surgeries and the library (Windermere)
- emailed to all local heads
- emailed to Windermere Town Council clerk
- posted to Department for Education
- posted to Diocese of Lancaster
- posted to South Lakeland District Council
- posted to the local MP for Westmorland and Lonsdale, Tim Farron
- emailed to chairs of Primary Heads Association and Cumbria Association of Secondary Heads
- posted (or a few emailed) to Cumbria County Council members with relevant posts in Children's Services and other areas
- posted to all trades union leaders

In addition to those sent to parents, staff and governors, 40 questionnaires were posted, approximately 15 hand-delivered and approximately 12 emailed.

Total number of responses was 83 (66 parents/carers, 7 staff, 3 staff and parent, 3 staff and governor and 4 others)

Question 1 BECOMING ONE PRIMARY SCHOOL

81 agreed, 1 didn't know, 1 disagreed (respondent felt the transition from juniors to infants is a beneficial experience in helping the children when they move to senior school.)

Question 2 CLOSING BOTH SCHOOLS TO FORM A NEW SCHOOL

61 agreed, 14 didn't know, 7 disagreed, 1 unmarked

Of those who disagreed 5 were parents of Junior School children and the other 2 had children at both schools. 2 appeared to have a misunderstanding of what closure meant (disruption to children / lack of space in other schools), 1 wished to keep status quo and 4 made no comment.

36 respondents made comments (Some simply in support of the amalgamation)

Some of the substantive comments made (with number making them in brackets)

- Easier transition from infant to junior (9)
- Staff terms and conditions should remain unchanged (1)
- Upper and Lower school differentiation requested (1)
- Need for a central office, central access and 1 staff room (2)
- Would uniforms change? Could existing uniform be used? (2)
- Need for staff to be fully on board (1)
- Would infants get hot school dinners? (2)
- Would both Churches still play a part? (1)
- Need for holiday and school events to be co-ordinated (4)
- Need for a smooth transition from 2 schools to 1 (1)
- Need to ensure effective joining rather than co-existing (1)
- Good for continuity and progression (3)
- A good time for change(1)
- It would give more financial stability (1)
- Makes good economical sense (2)
- Rites of passage need to be kept (1)

Consultation with children

The proposals have been discussed with pupils, in class, in assembly time and at the school council; their responses have been very positive.

Windermere C of E Junior School and St Mary's C of E Nursery & Infant School
Amalgamation Consultation Meeting 17th October 2012.

Rev James Richards opening the meeting at 7pm introducing Judith Gore (Head Teacher, St Mary's Church of England Nursery and Infant School and Executive Head Teacher, Windermere Church of England School), Mr Michael Mill (Diocesan Director of Education) and Governors from both schools, and welcomed staff, parents and Dr David Selby (from the Lakes School).

Judith Gore outlined the proposals as outlined in the School Amalgamation Consultation document.

Michael Mill outlined the reasons for amalgamation including funding, inspections, staff recruitment and pupil numbers. He noted that the Junior and Infant schools are very good schools, and are in a position of strength to create a new school with secure leadership. He also stated that the Diocese was delighted to support both schools in the coming months.

Jane Hibbitt (Vice Chair of Governors, St Mary's Church of England Nursery and Infant School) reported on the 23 replies from the Infants school, all of these replies agreed with amalgamation.

Fiona Moore (Chair of Governors, Windermere Church of England Junior School) reported on the 44 replies from the Junior school, 43 of these being in agreement.

Rev Richards opened the floor to questions.

1. What arrangements would there be for children to use playgrounds? Both playgrounds to be used the same or would they be mixed.
2. Concern was raised over the age difference and influence on younger children if playtimes were shared.
3. What is the time scale for staff to know about their job security. Judith Gore was able to answer that with the present pupil numbers that all staff would be required in the new school.
4. Unison has contacted its members regarding the amalgamation. Judith Gore reported that this was part of the legal process, as the Governors had informed all unions.
5. Would there be a single point of entry and reception? A question was raised about the size of the hall and that it would not fit all the pupils in. Judith Gore is consulting with Sue Emery (of the Carlisle Diocese) regarding the safety and practicality of the new school regarding a single point entry, staff room large enough for all staff, and a covered secured walkway between both sites. Judith Gore also noted that it was an advantage to have two halls.
6. Are there any other schools that we could ask for support and advice regarding the amalgamation process. Michael Mill stated that there were. Judith Gore noted that she has been in contact with the heads of two schools and they have both been very positive regarding the amalgamation.
7. What if pupil numbers are more than the PAN of 60? Judith Gore advised there was an appeals process set out in the admission code of practice that applies to all schools.
8. Is there any room for slippage for the projected date of 1st September 2013. Michael Mill reported that he was confident that this would not happen as it is the Local Authority's timescale that we are working to.
9. What is the name of the new school going to be? (And who would decide on a name). As a community we have close links with both churches.
10. What will the size of the governing body be? Judith Gore reported that it is likely to be the same size as is required now. It would be the Diocese who would decide terms of governance. Advice will be taken from Cumbria Governor Services.

Rev Richards thanked everyone for attending and closed the meeting at 8pm

Objectives

6. The objectives of the proposal.

The objective of the proposal is to open a new 5-11 Voluntary Aided Primary School for 420 pupils plus a nursery of 52 full time equivalent, 3 and 4 year olds. The school will open on the same site and in the same buildings as the 2 predecessor schools, St Mary's Church of England Nursery and Infant and Windermere Church of England Junior schools.

Extended Services

7. Information on the extended services which it is envisaged will be provided on the site of the school.

The new school will continue to provide the extended services currently provided by St Mary's Church of England Nursery and Infant and Windermere Church of England Junior schools.

Pupil numbers and admissions

8. Information on —

- a) the number of pupil places the school should provide;
- b) the upper and lower age limits of the school;
- c) where it is intended that it should provide sixth form education, the number of pupils for whom it is intended that such education should be provided;
- d) where it is intended that it should provide nursery education, the number of pupils for whom it is intended that such education should be provided;
- e) where it is intended that the school should provide for boarding pupils, the number of pupils for whom it is intended such facilities should be provided;
- f) the number of pupils to be admitted to the school in each relevant age group in the first school year in which the proposals will be implemented or, where it is intended that the proposals should be implemented in stages, the number of pupils to be admitted to the proposed school in each stage that the proposals will be implemented;
- g) whether it is proposed that the school should admit pupils of both sexes or boys or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

- a) 420
- b) 3-11
- c) n/a
- d) up to 104 –52 full time equivalent
- e) n/a
- f) 60
- g) proposed to admit pupils of both sexes

Ethos/Religious Character

9. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

The new school will be a Church of England Primary School providing high quality education with a Christian foundation serving the whole community. Personal well-being and spiritual

development will be at the heart of every aspect of this school.

10. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

The proposed school will have a Church of England religious character and it is confirmed that the proposer intends to ask the Secretary of State to designate the school as a school with such a religious character.

Area or community that school serves

11. The area or particular community or communities which the new school is expected to serve.

The school will serve the same Windermere catchment area as the predecessor schools i.e. the area from Tower Wood in the south, Troutbeck Valley to Kirkstone in the north and Ings to the east.

Admission Arrangements

12. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character —

- a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and
- b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The Admission arrangements will be in accordance with Carlisle Diocesan policy and the Admissions Code of Practice.

All children will be admitted unless there are more applicants than places in which case the Governors will make allocations using the following criteria. These are listed in order of priority.

1. **Children who are in Public Care.** A child in public care is defined as a child who is looked after by the Local Authority within the meaning of section 22 of the Children's Act 1989. This includes looked after children who have been adopted or have become subject to a residence or special guardianship order. (A letter is required from a social worker confirming that this is the case)
2. Children whose statement of special educational needs names the school or who have physical and/or medical needs and would be disadvantaged by travelling to another school. Written evidence from an appropriate professional (e.g. Doctor) would be required for the Governors to consider admission in this category.
3. Children living within the catchment area who are attending our Nursery
4. Children living within the catchment area having a brother or sister attending our school at the time of their admission giving priority, if necessary, to those children with the youngest siblings. Brothers and sisters are those living at the same address including step, adopted and foster children.
5. Children living within the catchment area with a parent who attends at least twice a month, a church in membership of Churches Together in Britain or the Evangelical Alliance. Attendance may be at more than one church but should be for at least two years prior to the *application* date.
6. **Children living within the catchment area.**
7. Children living outside the catchment area who are attending our Nursery
8. Children living outside the catchment area having brothers and sisters attending our

School at the time of their admission giving priority, if necessary, to those children with the youngest siblings. Brothers and sisters are those living at the same address including step, adopted and foster children

9. Children living outside the catchment area with a parent who attends on a regular basis, i.e. at least twice a month, a church in membership of Churches Together in Britain or the Evangelical Alliance. Attendance may be at more than one church but should be for at least two years prior to the application date.

10. **Children living outside the catchment area.**

Grammar schools

13. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

n/a

Schools with a religious character or particular educational philosophy – parental demand

14. Where the school is —

- a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or
- b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

The new school will replace the existing Voluntary Aided Church of England Infant and Junior schools. There are other schools in the area including a community primary and a Catholic primary that parents could chose. This proposal aims to replicate the historic demand for places at this type of school.

Sixth Form Education

15. Where it is proposed that the school will provide sixth form education, how the proposals will —

- a) improve the educational or training achievements;
- b) increase participation in education or training; and
- c) expand the range of educational or training opportunities, for 16-19 year olds in the area.

n/a

Early Years Provision

16. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided —

- a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- c) evidence of parental demand for additional provision of early years provision;

- d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

The proposals replicate the current provision and thus satisfy the demand that exists in the predecessor school St Mary's Church of England Nursery and Infant School. The proposal does not include any increase in the provision from that which currently exists.

- Up to 104 pupils, the same number of places as currently provided on the site
- Children can have up to 15 hours provision each week
- The nursery is organised into 10 equal sessions of 2.5 hours
- Wraparound childcare for children aged 2 and above is available on site

Specialisms

17. Whether the school will have any specialisms on implementation and whether the promoter intends to apply to the Secretary of State for the school to be a specialist school from implementation.

n/a

Effects on Standards and Contributions to School Improvement

18. Information and supporting evidence on:

- a) how the school will contribute to enhancing the diversity and quality of education in the area; and
- b) how the school will help to raise the standard of education in the area and contribute to school improvement.

The Governing Bodies are committed to a provision, now and for the future that best meets the needs of children in the schools and in the area. Creating a single primary school from the separate infant and junior schools will benefit children by enhancing provision in the area. St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School both provide a good quality education. However a full range primary school has the following advantages:

- A seamless transition from Key Stage 1 (Infants) to Key Stage 2 (Juniors)
- Greater opportunities for curriculum continuity and development
- Greater opportunities for professional development of staff
- Greater flexibility with a combined budget to deploy staff and curriculum resources effectively
- Greater opportunities for staff recruitment

The range of teaching and leadership opportunities in the new primary school are likely to attract aspiring head teachers in the future.

Both existing schools have achieved good standards (OFSTED, Raise OnLine).

The quality of staff transferring to the new school will ensure that the new school has the capacity to maintain high standards and to secure sustained improvement.

19. Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

The new school will meet the needs of every child by providing an education and care that enables children to achieve the following:

Be Healthy

School, parents, carers and families promote healthy choices.
Children enjoy physical, mental, emotional and spiritual health.
Children live healthy lifestyles.

Stay Safe

School is a secure, safe and stable environment.
Children are protected and kept safe from neglect, maltreatment, violence and sexual exploitation. Measures are taken to protect children from accidental injury. Children are safe from bullying, discrimination, crime and anti-social behaviour.

Enjoy and Achieve

Children get the most out of life and are able to develop skills for the adult world. School, parents, carers and families support learning. Children are ready for nursery and/or school. Children enjoy attending school and learning. The curriculum is broad, rich, relevant and stimulating. Children achieve high standards. Children achieve personal and social development and enjoy recreation.

The building and grounds are stimulating and fit for purpose.

Make a Positive Contribution

School, parents, carers and families promote positive behaviour. School draws upon and makes a positive contribution to the community and the environment. Children demonstrate positive behaviour. Children develop positive relationships and choose not to bully or discriminate. Children develop self-confidence and successfully deal with significant life changes and challenges. Children develop enterprising behaviour. Children understand the Christian Foundations and feel a sense of belonging.

Achieve economic wellbeing

Parents, carers and families are supported to be economically active.
The school will be an extended school.
Children have an understanding of the jobs people do.
Children can apply skills, knowledge and understanding and use them for life.
Children achieve their full potential.

Community Cohesion

20. The following information relating to the proposals —
- how the school will promote and contribute to community cohesion;
 - how the school will increase inclusion and equality of access for all social groups; and
 - how the school will collaborate with other schools, and in relation to secondary school proposals how the new school will collaborate with colleges and training providers.

The school will promote and contribute to community cohesion by building upon the good practice already established in both St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School.

The staff and Governors have a good understanding of the school community and its place in and relationship with the local community as well as the broader community of Great Britain and of the wider World

The new school will serve children from different backgrounds including EAL pupils and those who live in outlying rural communities. The school ethos statement will be promoted and understood by all, building upon the established ethos currently demonstrated explicitly, throughout both existing schools in the good relationships enjoyed by children, parents, staff and Governors.

Understanding and celebrating diversity, inclusion and equality will be embedded in our school curriculum and will impact upon pupils' awareness of themselves as members of the school, local, national and international communities. Diversity will be recognised and celebrated by identifying similarities, differences and shared values through the SEALs curriculum. Pupils will be encouraged to join in a variety of activities and to question and

explore difference. The new school will promote the principles of equal opportunities. The new school will work collaboratively with the other local schools in the Windermere consortium, the South Lakes Rural Partnership group of schools, the Diocesan Board of Education and the Local Authority. The staff has a wealth of skills and contribute widely to system leadership across the South Lakeland area.

Single sex or co-educational school

21. Where the school is to admit pupils of a single sex —
- a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and
 - b) A statement giving details of the likely effect the alteration will have on the balance of provision of single sex education in the area.

n/a

Location

22. A statement about —
- a) the location of the site (including, where appropriate, the postal address or addresses if the school is to occupy a split site);
 - b) whether the school will occupy a single or split site;
 - c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);
 - d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;
 - e) 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 including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;
 - f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and
 - g) the estimated costs of providing the site and a statement about how the costs will be met.

The new school will be located in the same buildings as St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School, Prince's Road, Windermere, LA23 2DD.

Additional building work is planned to link the school buildings internally and to have a single point of entrance.

The accessibility of the site remains unchanged.

The ownership and tenure of the site is as now (Carlisle Diocese Board of Education and Windermere Endowed Schools Foundation)

St Mary's Church of England Nursery and Infant School and Windermere Church of England Junior School will close to enable the new primary school to open.

There will be costs in improving the new school building. Governors are seeking support through the Diocese to access LCVAP funding for 2013/14.

Implementation

23. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

24. Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the LA or by the proposers, and if the proposals are to be implemented by both,
- a) a statement as to the extent that they are to be implemented by each body, and
 - b) a statement as to the extent to which the capital costs of implementation are to be met by each body.

n/a

Project Costs

25. A statement of the estimated capital cost of the proposals and the extent to which the costs are to be met by the proposers and/or the LA.

Plans are currently being drawn up subject to approval by the Diocese. These will incur costs in improving the new school building but are not required to enable the proposal to proceed. Governors are seeking support through the Diocese to access LCVAP funding for 2013/14.

26. A copy of a confirmation from the Secretary of State or LA or 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).

n/a

27. Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

Governor contribution to a successful LCVAP bid would be met through school budget and/or fund raising.

Travel

28. The proposed arrangements for travel of pupils to the school.

There are no changes to current travel arrangements.

Federation

29. Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

n/a

Curriculum

30. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The curriculum will meet all statutory requirements for EYFS, Key Stage 1 and Key Stage 2. The aim of the new school will be to provide a rich, broad and balanced education within a caring and stimulating Christian environment serving the whole community. To create an environment in which learners are encouraged to fulfil their potential and make a positive

contribution to their society.

Voluntary aided schools

31. In addition, where the school is to be a voluntary aided school —
- details of the Trust on which the site is to be held; and
 - confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

The governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

Staff

32. Not applicable – removed by amending Regulations.

Foundation Schools

33. Where the school is to be a foundation school, confirmation as to whether the new school —
- will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;
 - will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
 - will not fall within sub-paragraph (a) or (b).

n/a

34. Where the school is to be a foundation school which has a foundation:
- the name of the foundation where known;
 - the rationale for the foundation and the particular ethos that it will bring to the school;
 - the details of membership of the foundation, including the names of the members;
 - the entitlement to appoint charity trustees and the number of trustees to be appointed;
 - the proposed constitution of the governing body;
 - details of the foundation's charitable objects;
 - where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002;
 - a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met;
 - a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and
 - a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

n/a

Special educational needs

35. Information as to whether the school will have provision that is

recognised by the LA as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

n/a

36. Details of the proposed policy of the school relating to the education of pupils with special educational needs.

The new school will have a Special Educational Needs Policy based on the guidance given in the DfE Special Needs Code of Practice. A Governor will have special responsibility for this aspect and work closely with the new school SENCOs.

The aims will be to:

- Recognise the individual needs of all pupils and give them equal opportunity to achieve their maximum potential
- Ensure that all children have equal access to a broad and balanced curriculum that is suitable and relevant to their learning needs
- Support, where appropriate, the principle that children with special educational needs are educated alongside their peers

These aims will be achieved through a partnership of teacher, child and parent in an atmosphere of negotiation and equal ethos that celebrates and communicates each step of success.

37. Where the school will replace existing educational provision that would be recognised by the LA as reserved for children with special educational needs:

This section not applicable

- a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and/or range of educational provision for these children;
- b) details of the specific educational benefits that will flow from the proposals in terms of —
 - i) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy;
 - ii) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
 - iii) improved access to suitable accommodation; and
 - iv) improved supply of suitable places.

n/a

Relevant experience of proposers

38. Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

The Diocese of Carlisle supports 105 schools in Cumbria. It supports schools in the development of their distinctive ethos and curriculum and supports the appointment of senior staff. The diocese is responsible for appointing and training foundation governors at its schools who provide strategic leadership to schools and monitor the improvement of standards. The majority of governors will be appointed by the Diocese.

Planning permission

39. Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, a statement as to

whether planning permission has been obtained and, if it has not been obtained, details of when it is anticipated that it will be obtained.

Planning permission will be sought at the appropriate time but is not required to enable the proposal to be implemented.

Independent schools entering the maintained sector

40. A statement that the requirements of section 11 (3) are met.

n/a

41. A statement as to whether the premises will meet the requirements of the Education (School Premises) Regulations 1999 and, if not:

a) details of how the premises are deficient; and

n/a

b) details of how it is intended to remedy the deficiency.

n/a