

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

Enter the information required in the expandable boxes below.

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 Middlesbrough Trustee
50a The Avenue, Linthorpe, Middlesbrough, TS5 6QT

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

These proposals are **not** being submitted on a joint basis.

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 proposed school will be a Voluntary Aided 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 of Middlesbrough Trustee and the schools in question have engaged in a lengthy consultation process with all relevant parties and meet the conditions set out in the Regulations. The amalgamation proposal follows on naturally from the federation of the two schools. The federation consultation document may be seen in Appendix A. The instrument of Government for the federation may be seen in Appendix B. Proposals were initially brought forward and fully consulted upon as part of the Local Authority's agreed Primary Capacity Strategy (Appendix C, D) which has its own stringent consultation requirements. Some elements of the consultation (specifically with the Early Years and Childcare Service) have been undertaken on the basis of adhoc discussions with members of the team and local providers as and when required.

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.

Copies of consultation documents can be found in various Appendices, attached. The content of these appendices is summarised in the *Index of Appendices* document, also attached.

In summary, the Diocese of Middlesbrough Trustee have consulted:

City of York Local Authority – director of Education (Appendix E)

City of York Council Early Years and Childcare service

Headteacher of both Primary Schools (Appendix F)

Governing bodies of both Primary Schools (Appendix G)

Local MPs (Appendix J)

Parish Council (Appendix J)

All parish priests, chairs of governors and headteachers of all York Catholic schools (Appendix H)

Parents and neighbours of the proposed new school (Appendix J)

See feedback from consultation meetings (Appendix K)

See response to feedback (Appendix L)

Pupils of both Primary Schools (Appendix M)

The documents were available at the consultation meetings and documents are available on a special web-site designed purely for the amalgamation. Newsletters have been sent to parents via pupils.

Objectives

6. The objectives of the proposal.

The main reasons for amalgamating the two schools are:

- i) Falling pupil numbers
- ii) The high cost of maintenance and repair of an aging building
- iii) Outdated buildings – unsuitable for the modern curriculum
- iv) Difficulty in attracting headteachers to 2 small schools

Extended Services

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

It is proposed that the following services will be provided on the new school site :

- Out of school provision - breakfast club, after school club and holiday club
- Community facilities – during evenings, weekends and during school holidays. This will include football pitch, multi use games area, changing facilities, main hall, activity hall, music/drama space, library, resource area.

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) The new school will provide for 420 pupils aged 4-11.
- (b) the lower age limit will be 4. The upper age limit will be 11.
- (c) –
- (d) The new school will contain preschool facilities to accommodate 52 nursery pupils (FTE)
- (e) –
- (f) The admission number of the school will be 60 pupils per year group and 52 for the nursery
- (g) the new school will admit both boys and girls.

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.

See Appendix N

We recognise the unique presence of Christ in each individual. We provide a secure and supportive environment where the gifts of all are nurtured, enabling us to live a fully human life, reaching out to the wider community in loving care and respect, inspired by the wisdom of Christ's teaching.

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 school will be a Roman Catholic school. The trustees will request that the Secretary of State designate the school as such.

Area or community that school serves

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

The new school will serve the Roman Catholic Church parishes of Our Lady's and English Martyrs', but does have pupils from all areas of York

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 Governing Body will be the admissions authority for the new school.

English Martyrs' VA Primary School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its Trust deed and instrument of government and seeks at all times to be a witness to Jesus Christ.

Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the over-subscription criteria listed below. All applicants are required to declare their positive support for the aims and ethos of the school.

The Governing Body has responsibility for admissions to this school and intends to admit 30 pupils to Reception in any academic year.

Over-Subscription Criteria

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority:

- 1) "Looked after" children from Catholic families
- 2) Catholic children living within the parish boundaries of English Martyrs' Church
- 3) Catholic children living outside of the parish boundaries of English Martyrs' Churches
- 4) Other "looked after" children
- 5) Catechumens and members of an Eastern Christian Church
- 6) Christians of other denominations whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a minister of religion

7) Children of other faiths whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a religious leader

8) Any other applicants

Where the offer of places to all the applicants in any of the categories listed above would lead to over-subscription the following provisions will be applied:

The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category.

The Governing Body may increase the priority of an application within a category where evidence is provided at the time of application of an exceptional social, medical or pastoral need of the child which can be most appropriately be met at this school.

Tie Break

Where the offer of places to all the applicants in any of the sub-categories listed above would still lead to over-subscription, the places up to the admission number will be offered to those living nearest the school.

Pupils with a Statement of Special Educational Needs

The admission of pupils with a Statement of Special Educational Needs is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of Statements by the pupil's home Local Education Authority. Details of this separate procedure are set out in the Special Educational Needs Code of Practice.

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 Catholic Education census shows that the demand for Catholic places in the amalgamated school averages 80% (Appendix O)

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.

- a. It is proposed that there will be:

Foundation Stage 1 (3 and 4 year olds) - 52 part time pupils

Offer 15 hrs per week over 5 sessions. Sessions are 2.5 hrs long and can be taken flexibly over a week, i.e. morning or afternoons or full days as demand allows. There will be no more than 26 pupils in any one session.

There will be two members of staff covering each session, 1 qualified teacher and 1 NNEB trained teaching assistant.

Foundation Stage 2 (5 year olds) - 60 places. Pupils who are 5 years old in the Autumn term (1 September – 31 December) will be full time, pupils 5 years old from 1 January to 31 August will be part time (Half days) from 1 September and fulltime from 1 January.

There will be two members of staff covering each session, 1 qualified teacher and 1 trained teaching assistant.

The school will make provision for disabled pupils in line with their statement of educational needs or as required through the portage system/health and educational

professionals. There are disabled facilities including disabled toilet and hygiene facilities, disabled access, provision and resources, health plan, statement of educational needs or Individual Education Plan as required. Pupils with Special Educational Needs will have priority within the Admissions Policy (See attached Admissions Policy which has gone to consultation)

Admissions number and admissions policy for September 2011 has been consulted on through the LA Admissions Department. Requested admission for 52 place nursery unit and 60 place reception class.

- b. The school will follow the Practice Guidance for the Early Years Foundation Stage May 2008. The school will engage with and comply with the Extended School legislation. The school intends to provide out of hours wrap-around care from 8.00 am to 6.00 pm on the school site. The school has the capacity to provide accommodation, resources and staffing at relevant levels either in partnership with other providers or by itself. We will consult with present after-school clubs in the area to see how this will be delivered.

The school will work with the Local Authority and External Agencies to work in partnership in delivering childcare services. We will work with and be members of the Early Years Westbank Partnership. The school has been designed to provide accommodation in the way of meeting/consultation rooms for external agencies and childcare services within the school day and out of hours.

- c. We know that there is demand for early-years provision for the new school. Presently there is a 26 place nursery unit which is full and has a waiting list. Our Lady's RC Primary has all 30 places taken up for September 2010. Currently all places are taken up in the reception class. English Martyrs' has all 30 places taken up for September 2010 with a waiting list of 11 pupils. Currently all places are taken in the reception class.

The Local Authority's pupil projection shows that the all 60 admission places for September 2010 will be taken up. There is a shortage of early years/reception places in the Holgate/Acomb area which the new school will serve.

- d. Our Lady's RC Primary is a provider of Early-Years provision for Nursery and Reception age pupils – 26 Nursery (Foundation Stage 1) places 15 hrs per week and 30 place reception unit (Foundation Stage 2). The reception class is an early admissions class where pupils can start part time or full time at the beginning of the academic year in the year of their 5th birthday.

English Martyrs' RC Primary School provides a 30 place reception unit (Foundation Stage 2). The reception class is an early admissions class where pupils can start part time or full time at the beginning of the academic year in the year of their 5th birthday.

- e. The Early Years Unit is design to give Families access to a quality early-years provision within a Catholic setting supporting families in bringing up their children in the Catholic faith. The early-years unit will be a high quality provision and will enable pupils to have a smooth transition from nursery to Key Stage 1. It will also make it easier for families to send their children to extended school provision and to school on the same school site, creating for families a one-stop-shop.

The Local Authority has reliable data on the forecasted increase in numbers of pupils who require an early years/reception place.

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 amalgamation, in moving from two sites to one, will improve several aspects of curriculum delivery and social development of local children. The new buildings will enable an extended curriculum provision and community use.

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.

We believe that everyone is created as a child of God. As a Christian community we try to live like Jesus and invite the Holy Spirit to guide us to:

- Be kind and help each other
- Use our special gifts to the very best of our ability
- Celebrate God in everyone and everything

Be healthy and stay safe:

- We will have an agreed, established and consistent school routines from entry to Y6, foster a safe environment in which there is consistent positive reinforcement of good behaviour from all staff members.
- Pupils and teachers/adults discuss and agree safe practices and rules including an agreed Child Protection Policy and Safeguarding Policy
- The Head Teacher is the named teacher responsible for child protection, there is also a named governor for child protection and SEN.
- The school will have a designated teacher for looked after children.
- The schools will hold an updated Single Central Register
- Training has been undertaken for safer recruitment
- All staff employed at the school are List 99 or Enhanced CRB checked, including agency staff.
- The staff will be regularly updated on the conditions and response to symptoms displayed by children with Health Care Plans.
- The school will have an Internet Policy to safeguard the welfare of the children.
- The school will work effectively with vulnerable groups, such as looked after children:
- Close working links exist with external agencies responsible for aspects of child health, safety and welfare e.g. community police officer, school nurse, school doctor, local fire service, drugs education team, visiting clergy etc.
- The school has regular contact with the school nurse who provides individual health interviews for parents and sex education talks for the older juniors.
- The school has had no exclusions since the last Ofsted Inspection but has policies and procedures in place reflecting the new requirements.
- Attendance is regularly monitored and early intervention is made and holidays in term time are actively discouraged.
- An effective programme is in place for the induction of new entrants to our school and especially for the Reception children (Foundation Stage File).
- School liaises with local high schools to ensure a smooth transition for Year 6 pupils.
- The Behaviour Policy encourages self discipline and as a Catholic school seeks early

reconciliation as its ultimate goal.

- We will ensure that learners feel secure both when contributing to the learning process and when sharing concerns and confidences with adults.
- The school will achieve the Healthy Schools Award (Both schools currently hold the award) and comply with all Safeguarding and Child Protection legislation and guidance
- Children will be able to discuss, debate, present issues relating to healthy schools and write up their experiences. Activities are arranged to develop these skills:
 - Healthy Schools Week,
 - Visits to the Stockbridge Centre (Y4/5/6 Growing food technology) to encourage pupils to eat healthy and adopting. They also will sell the produce for charity
 - Work in the curriculum around health eating
 - Achievement Assemblies and Celebrations focus on celebrating pupil success in taking part in healthy activities and sport such as dance
 - Promote a high uptake of school meals and of pupils having healthy snacks which will be available at break
 - Sex and Personal Relationships education
 - School Travel Plan to promote walking and cycling to school
 - Cycle Training
 - Swimming Lessons
 - Drug education awareness
 - Involvement in Ebor Sports Partnership

Enjoy and achieve:

- The School will place a high importance on pupils' development of their basic skills. (Both schools already have Basic Skills Award). Skills are developed through a range of activities to support learners:
 - Cultural activities include participation in Live Arts Week which allows the children to experience a range of musical, artistic and dramatic events.
 - We will be well placed to meet the Government's "Cultural Offer" of five hours artistic activity.
 - Host visiting theatre companies and peripatetic music tutors add to the good variety of cultural opportunities available at the school.
- Where pupils slip behind additional teaching and teaching assistant support will be given
- The school will give "One to One" support to those who are vulnerable of not achieving their predicted level
- Presently a large majority of pupils achieve higher levels
- Academic performance of pupils will be closely monitored and tracked to enable quick response intervention when difficulties arise and support is needed, from own class teacher, from in-house support teachers for KS1 and KS2 pupils or from outside agencies, with associated parental approvals

Achieve economic well-being

- In Year 6 the children will be involved in a Mini-enterprise and Young Enterprise projects which provides them with a small amount of money with which to set up group projects.
- The children will be expected to plan their projects, manage their finances, make budgeting decisions and hopefully make a profit.
- The School Council also have the ability to affect and influence the school's budget- for example requesting equipment to support playground games.
- Pupils will plan, organise, make posters, write letters and fliers, present assemblies in order to run activities to raise money for charity.

Community Cohesion

20. The following information relating to the proposals:

- a) how the school will promote and contribute to community cohesion;

- b) how the school will increase inclusion and equality of access for all social groups and
- c) how the school will collaborate with other schools

The school will have a distinct Catholic Ethos which is developed in partnership with home, school, Our Lady's and English Martyrs' Parishes and the wider community.

- Our mission statement reflects the religious character of the school.
 - We have very strong links with the local parishes and the local parish communities involving social and curricular benefits for the school.
 - The school enjoys very high status in the Parishes and with parents, being invited to attend Mass at schools and to be involved in other activities and celebrations.
- (a) To promote and contribute to community cohesion the school will.
- Have an active School Council, the children will be encouraged to raise issues of importance to their 'school life' and the local community which will be prioritised and acted upon
 - In order for the children to become more confident and proficient at expressing their views and feelings, Circle Time will be delivered providing opportunities for learners to develop emotional literacy.
 - Pupils will be involved in school, local, national and global campaigns and supporting charities such as Cafod, St. Leonard's Hospice and SNAPPY
- (b) How the school will increase inclusion and equality of access for all social groups
- The school will have a DDA Policy
 - The school will provide an inclusive curriculum to meet needs of all learners e.g. IEPs for any child at SA
 - The school will have a Special Needs Co-ordinator on the Senior Leadership Team
 - The school will have an access plan to ensure that there is an equality of access for all social groups and users
 - The school facilities will be open for extended and community use
 - The school has an Admissions Policy that has been consulted on in line with legislation and the Admissions Code and gives preference to those with a Statement of Special Educational Needs
 - There is an effective curriculum and other plans in place to ensure that the needs of all learners are met which include:
 - The curriculum is broad and balanced in that all subjects of the NC and RE are covered.
 - There are schemes of work that cover all National Curriculum NC subjects.
 - The school embraces the Renewed Primary Framework for Literacy and Numeracy. This is used selectively to meet the needs of learners.
 - Personalised learning to meet needs of Learning Disabilities and Difficulties (LDD) and Able, Gifted and Talented (AGT)
 - Appropriate differentiation in planning to meet the differing abilities of pupils
 - The school will proactively work with other agencies such as:
 - Speech and Language Specialist involved in assessing, teaching and setting up of programmes with statement pupils
 - Hearing Impaired Specialist involved in assessing, teaching and setting up of programmes with a pupil with a statement
 - Family and Children Services (Social Services) and Education Welfare Officer involved with traveller pupils and vulnerable pupils (i.e. absence)
 - English as an Additional Language support to support new Polish pupils entering school to speak English so that they can access the curriculum
- (c) The school will collaborate with other schools on a range of activities that will include:
- All Saints Family and feeder schools:
 - Transition from Y6 to Y7
 - Chaplaincy and pastoral support for pupils
 - Sport, dance and music to promote the delivery of the 5hr cultural offer
 - Modern foreign languages in primary school

- Placement for students
 - Ebor Sports Partnership which will contribute 2hr offer of quality physical education
 - The school has the capacity to support Leadership development, mentoring for NPQH, Newly Appointed Head teachers, NCSL Models of Leadership
 - Student placement for QTS
 - West Bank Early Years Partnership
 - Extended school providers

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.

- (a) The new school will be built on the site of the existing English Martyrs' RC Primary School on Hamilton Drive, York
- (b) the school will be on a single site
- (c) Main vehicular access to the site will be from Hamilton Drive.

- (d) The site of the school will continue to be held freehold by the Local Authority and the Diocese of Middlesbrough. The existing buildings on the site are unfit for purpose and will be demolished.
- (e) see (d)
- (f) The existing buildings will be demolished because they are unsuitable
- (g) there will be no additional costs incurred as the site is already under Local Authority and Diocesan ownership.

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.

The proposals are to be implemented from 1 September 2011. It is expected that some work will continue until December 2011, meaning full use of the external playing fields will be restricted until this date.

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.

The estimated capital cost of the proposals is £5,675,000.

The breakdown of funding is as follows :

Funding breakdown	
Primary Capital Grant	3,000,000
LA formula capital	1,000,000
Prudential borrowing against future savings	600,000
Schools Access Initiative	50,000
Devolved Formula Capital (school contribution)	25,000
LCVAP	700,000
Proceeds of Land Sale	300,000
	5,675,000

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).

Minute 2.1 of the attached minutes of the Project Board Meeting No.1 30 April 2009 confirms the funding to be allocated to the project and the Primary Capital Strategy confirmation (Appendix D)

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

The sale of the land of Our Lady's RC Primary School will part fund the proposal

Travel

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

A School Framework Travel Plan has been produced and submitted as part of the planning application process, and work on a new Travel Plan for the new school is underway. A transport assessment has been completed and submitted as part of the planning application, which details highway improvement measures to mitigate traffic problems. The new school will be committed to encouraging sustainable transport and reducing car usage and encouraging parents to reconsider practices and behaviour.

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 new school curriculum will meet the requirements contained in section 78 of the Education Act 2002.

Voluntary aided schools

31. In addition, where the school is to be a voluntary aided school:

- a) details of the Trust on which the site is to be held; and
- b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

- a) See appendix Q
- b) 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:

- a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;
- b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or
- c) 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:

- a) the name of the foundation where known;
- b) the rationale for the foundation and the particular ethos that it will bring to the school;
- c) the details of membership of the foundation, including the names of the members;
- d) the entitlement to appoint charity trustees and the number of trustees to be appointed;
- e) the proposed constitution of the governing body;
- f) details of the foundation's charitable objects;
- g) 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;
- h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met;
- i) 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
- j) 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.

The school will not have any dedicated specialist provision reserved for children with special educational needs.

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

The curriculum is structured to include the needs of those with any disability and allows for full access to the curriculum and involvement with social and community activities.

The building is designed to allow for easy independent movement of all individuals throughout the site:

- Spaces exist for use by para-professionals such as the educational psychologist or social workers.
- A number of conveniently placed specialised toilet areas.
- Dedicated disabled parking close to entrances.

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

- 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 Middlesbrough Trustees have 58 schools across 7 Local Authorities. There are previous Diocesan representatives who attend CES meetings and are involved with the local authorities in preparing strategic documentation for BSF and PCP.

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 was submitted on 13 April 2010 and it is anticipated that the Decision will be made on 20 July 2010

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

The proposed new school building meets all the requirements detailed in the Education (School Premises) Regulations 1999.

List of Appendices

Appendix	Refers to Section No	Detail
A	4	Proposed Federation of the Governing Bodies of Our Lady's Catholic Primary School and
B	4	Instrument of Government of Federated School
C	4	Primary Capital Strategy Submission
D	4	Primary Capital Strategy Notification
E	5	14/4/2005 Memo from Diocesan Financial Secretary to the Bishop of Middlesbrough. 15/4/2005 Memo from Diocesan Director of Education to the Bishop of Middlesbrough
F	5	11/10/2005 Letter from Headteacher to the Diocesan Financial Secretary
G	5	30/1/2006 Letter from Chair of Governing Body to Diocesan Financial Secretary
H	5	11/12/2008 Agenda for the meeting of Parish Priests, Chairs of Governors and Headteachers
J	5	28/9/2009 30/9/2009 Register of persons attending the public consultation events
K	5	Feedback from the consultation meetings
L	5	Response to the feedback generated from the public consultation meetings
M	5	Evidence of consultation with the pupils
N	9	Diocesan Schools Vision Statement
O	14	Catholic Education Census 2003 to 2008 inclusive
P	26	Minutes of the project board meeting No 1 (30/4/2009)
Q	31	Diocesan Trust Deed