

# CABINET AGENDA



**Monday, 13 October 2008**

**at 9.00 am**

**in the Council Chamber,  
Civic Centre, Hartlepool**

MEMBERS: CABINET:

The Mayor, Stuart Drummond

Councillors Hall, Hargreaves, Hill, Jackson, Payne, and Tumilty

**1. APOLOGIES FOR ABSENCE**

**2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

**3. MINUTES**

To receive the Record of Decision in respect of the meeting held on 29 September 2008 (*previously circulated*)

**4. BUDGET AND POLICY FRAMEWORK**

- 4.1 Hartlepool Local Plan Saved Policies – *Director of Regeneration and Planning Services*
- 4.2 Budget and Policy Framework 2009/2010–2011/12 – Initial Consultation Proposals – *Corporate Management Team*

**5. KEY DECISIONS**

- 5.1 Tees Valley Growth Point Status – Programme of Development – *Director of Regeneration and Planning Services*
- 5.2 Primary Capital Programme – *Director of Children's Services*

**6. OTHER ITEMS REQUIRING DECISION**

- 6.1 Joint Strategic Needs Assessment (JSNA) – *Director of Adult and Community Services*

**7. ITEMS FOR DISCUSSION**

No items

**8. ITEMS FOR INFORMATION**

- 8.1 Analysis of Best Value Performance Indicators 2007/2008 – *Assistant Chief Executive*

**9. REPORTS FROM OVERVIEW OF SCRUTINY FORUMS**

No items

# CABINET

13 October 2008



**Report of:** Director of Children's Services

**Subject:** Primary Capital Programme

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## SUMMARY

### 1. PURPOSE OF REPORT

To inform members of the outcomes of the second stage of consultation in preparation for the Primary Capital Programme.

To seek approval to prepare a third stage of consultation.

### 2. SUMMARY OF CONTENTS

This report provides a summary of the outcomes of the second stage consultation process in preparation for the Primary Capital Programme and outlines the suggested scope of a third stage of consultation.

### 3. RELEVANCE TO CABINET

The Primary Capital Programme will have a significant impact on the future provision of education in Hartlepool.

### 4. TYPE OF DECISION

Key Decision both test 1 and test 2 apply.

### 5. DECISION(S) REQUIRED

Cabinet is requested to:

- a) note the outcomes of the second stage of consultation in preparation for the Primary Capital Programme;
- b) consider recommendations from the Schools Transformation Project Board in relation to:
  - 1) Area One
  - 2) Area Two
  - 3) Area Three
  - 4) Area Four
  - 5) Early Years in Area Four

6) Priorities for early investment

- c) authorise the Schools Transformation Project Board to prepare a third stage of consultation, focusing on the outcomes of those recommendations in (b) above that are approved;
- d) authorise the Schools Transformation Project Team to undertake further work on long term pupil number projections, enabling the Schools Transformation Project Board to formulate recommendations on the possible adjustment of the size of some schools to meet future pupil place demand.

**Report of: Director of Children's Services**

**Subject: Primary Capital Programme**

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## **1. PURPOSE OF REPORT**

To inform members of the outcomes of the second stage of consultation in preparation for the Primary Capital Programme.

To seek approval to prepare a third stage of consultation.

## **2. BACKGROUND**

In his 2005 Budget statement the Prime Minister (then Chancellor) set out his plans for long-term strategic capital investment in primary schools through a Primary Capital Programme (PCP).

On 10<sup>th</sup> October 2007 initial PCP allocations were notified to authorities. These allocations are intended to cover the current three year Comprehensive Spending Review period. Hartlepool's allocation is:

- 2009/10: £3 million
- 2010/11: £5.4 million

Government intends that PCP will be a fourteen year programme. Information available to date suggests that Hartlepool's total allocations for PCP, over the entire PCP programme, will be in excess of £36 million. By joining up other capital sources available for primary school investment, as recommended by government, it is expected that capital spending on Hartlepool's primary schools during the fourteen year programme period could exceed £50 million.

On 25<sup>th</sup> October 2007 the Department for Children Schools and Families (DCSF) provided initial information in respect of its requirements of local authorities in relation to PCP. All authorities were expected to submit a locally agreed Primary Strategy for Change by 16 June 2008. Detailed guidance on the scope and content of the Primary Strategy for Change was published in December 2007. Hartlepool's Primary Strategy for Change was submitted on time.

## **3. STAGE ONE CONSULTATION**

On 26<sup>th</sup> November 2007 Cabinet authorised a first stage of consultation in preparation for the Primary Capital Programme. The aims of the first round of consultation were to share information on the Primary Capital Programme with as wide an audience as possible and to collect views on possible ways forward. The Authority did not formulate any options or proposals as part of

the Stage One process and agreed that this would happen as part of further rounds of consultation, depending on the outcomes of Stage One.

Consultation began on 11<sup>th</sup> February 2008 and closed on 21<sup>st</sup> March 2008. Stage One consultation focused on seven key issues:

- i) Vision;
- ii) Extended Services;
- iii) Priorities;
- iv) Removal of surplus places;
- v) Options on use of spare capacity;
- vi) Future consultations;
- vii) Other general comments.

A range of views was expressed by those who responded to Stage One consultation. These views were analysed and reported to Project Board and Cabinet. The outcome of Stage One consultation was approval to undertake a second stage of consultation.

#### **4. THE STAGE TWO CONSULTATION PROCESS**

Stage Two consultation took place in June and July 2008. Stage Two focused on ensuring that primary education in Hartlepool is transformed through Primary Capital Programme investment while meeting key government challenges in relation to:

- Addressing standards of performance in English and maths;
- Removal of excess surplus places;
- Rebuilding or taking out of use schools in the worst condition;
- Prioritising areas of deprivation.

Stage Two consultation documents provided a range of options for the future organisation of primary schools in Hartlepool. An overall surplus place target of 7% was established. Options produced in Stage Two consultation documents indicated a number of different ways in which school places in each of four areas of the town could be reorganised so that the target number of places to be provided could be achieved. 63 meetings were organised, including three meetings at each of the schools potentially most affected by one or more of the options:

- Meeting for teaching and support staff;
- Meeting for governing body;
- Meeting for parents and public.

## 5. OUTCOMES OF STAGE TWO CONSULTATION

63 meetings were attended by more than 1,400 people and there were approximately 1,600 written responses, including:

- Pro-forma responses;
- E-mails;
- SMS text messages;
- Letters;
- Collective responses;
- Others.

A summary of the main issues raised at meetings and in responses is presented on an area by area basis in the sections of this report that follow. A more detailed analysis of meeting outcomes and individual responses, along with the full text of collective responses, can be found in **Appendix 1**.

## 6. ANALYSIS OF STAGE TWO CONSULTATION RESPONSES: AREA ONE

Area One consists of five primary schools: Barnard Grove Primary School; St Bega's RC Primary School; St Helen's Primary School; St John Vianney RC Primary School; West View Primary School. There were two options for Area One:

- Option 1 – Keep things as they are;
- Option 2 – Adjust the size of some schools.

Details of the options for each school in Area One, which were consulted on in June and July 2008, are shown in **Appendix Two**.

### **Brief Summary of Responses to Options for Area One:**

Appendix 1 provides an overview of all of the responses to the consultation held in June and July 2008. This summary identifies the main strategic issues:

#### **a) Barnard Grove Primary School**

The majority of responses received in relation to this school recognised that significant capital investment was required. The majority of individual respondents favoured re-building of the school on its current site. There was a suggestion that the school might be re-built on the site opposite St Hild's Church of England Secondary School (referred to as the Henry Smith site). There was also a suggestion that the school might become a Church of England primary school. There was a range of views on whether the number of places should be reduced.

#### **b) St Bega's RC Primary School**

The possible need to increase places at St Bega's RC Primary School in respect of the potential Victoria Harbour development was queried by respondents. The school's governing body was in favour of the school

remaining at its current size, unless there was evidence of an increase in the number of Catholic children in the area at some time in the future.

**c) St Helen's Primary School**

There was a very limited volume of response in respect of St Helen's Primary School. The possible need to increase places at the school in respect of the potential Victoria Harbour development was queried. The governing body of St Helen's is of the view that potential families moving to Victoria Harbour would send their children to a number of different schools in the town.

**d) St John Vianney RC Primary School**

A collective response from the Roman Catholic headteachers in Hartlepool indicated support for St John Vianney at its current size. There was no evidence of any other response relating to this school.

**e) West View Primary School**

There was a low volume of responses in relation to West View Primary School. Some respondents were in favour of reducing the number of places at the school and there was support for refurbishment of the school buildings.

## 7. ANALYSIS OF STAGE TWO CONSULTATION RESPONSES: AREA TWO

Area Two consists of nine primary schools: Clavering Primary School; Eldon Grove Primary School; Hart Primary School; Elwick Hall CE Primary School; Jesmond Road Primary School; Kingsley Primary School; Sacred Heart RC Primary School; Throston Primary School; West Park Primary School. There were five options for Area Two:

- Option 1 – Keep things as they are;
- Option 2 – Adjust the size of some schools;
- Option 3 - Build a new school at Bishop Cuthbert and adjust the size of some schools;
- Option 4 – Build a new school at Bishop Cuthbert, close Hart Primary School and adjust the size of some schools;
- Option 5 – Build a new school at Bishop Cuthbert, close Hart and Elwick Primary Schools and adjust the size of some schools.

Details of the options for each school in Area Two, which were consulted on in June and July 2008, are shown in **Appendix Two**.

### **Brief Summary of Responses to Options for Area Two:**

Appendix 1 provides an overview of all of the responses to the consultation held in June and July 2008. This summary identifies the main strategic issues:

**a) Clavering Primary School**

There was a low volume of responses in relation to Clavering Primary School. There was one suggestion at a meeting in the school that Clavering Primary School might federate with Hart Primary School and share resources. An increase in pupil numbers at Clavering Primary School was seen as potentially beneficial; any decrease in pupil numbers was regarded negatively. One

collective response suggested that Clavering Primary School could be re-built on a new site opposite the Saxon Field.

**b) Eldon Grove Primary School**

There was a low volume of responses in relation to Eldon Grove Primary School. Respondents generally focused on unsuitability of buildings. One response favoured Option One for Eldon Grove Primary School.

**c) Hart Primary School**

There was a high volume of responses in relation to Hart Primary School. A very significant majority of responses received were opposed to the closure of Hart Primary School. A number of collective responses were received in relation to this school; almost all were opposed to closure. Respondents tended to focus on the role of the village school in its community, the government's presumption against the closure of rural schools, existing high standards at the school, relative lack of building works required, lack of support for the building of a new school at Bishop Cuthbert. At a meeting at the school there was unanimous support for Option Two in Area Two.

**d) Elwick Hall CE Primary School**

There was a high volume of responses in relation to Elwick Hall CE Primary School. A very significant majority of responses received were opposed to the closure of Elwick Hall CE Primary School. A number of collective responses were received in relation to this school; almost all were opposed to closure. Respondents tended to focus on the faith and denominational character of the school, the role of the village school in its community, the government's presumption against the closure of rural schools, high standards at the school, relative lack of building works required, lack of support for the building of a new school at Bishop Cuthbert. At a meeting at the school there was unanimous opposition to the closure of both Hart Primary School and Elwick Hall CE Primary School.

**e) Jesmond Road Primary School**

A small number of respondents suggested that Jesmond Road Primary School should be closed. There were mixed views on whether there should be a co-location of Jesmond Road Primary School with Sacred Heart RC Primary School. At a meeting at the school it was suggested that the existing site of Jesmond Road Primary School might be redeveloped as an alternative to moving to a new site. Support for remaining on the existing site was also expressed in a response from the school's governing body.

**f) Kingsley Primary School**

Only one written response refers directly to Kingsley Primary School and indicates a preference for Option One.

**g) Sacred Heart RC Primary School**

There were a number of suggestions regarding the future of Sacred Heart Primary School. These included co-location with Jesmond Road Primary School on a new site, relocation to Jesmond Road Primary School site, relocation to Bishop Cuthbert, relocation to Springwell Special School site, rebuild on existing site. At a meeting held in the school, significant concerns were expressed about a potential co-location with Jesmond Road Primary

School. Some opposition to aspects of a potential co-location was evident in a response from the Sacred Heart RC Primary School's governing body, which expressed a clear preference to remain at the current site.

#### **h) Throston Primary School**

There was a low volume of responses in relation to Throston Primary School. Some concerns were expressed about a potential negative impact on Throston Primary School if a new school were to be built at Bishop Cuthbert, in relation to pupil numbers and the role of the school in its community.

#### **West Park Primary School**

A number of respondents suggested that West Park Primary School should have new buildings. Some stated that the school should be able to accommodate more pupils, although not all agreed. Respondents expressed concern that building condition and suitability needs at West Park Primary School had not been highlighted in the Stage Two consultation documents; this is acknowledged as an administrative error. At a meeting held in the school general concern was expressed about funding issues in relation to West Park Primary School.

### **8. ANALYSIS OF STAGE TWO CONSULTATION RESPONSES: AREA THREE**

Area Three consists of seven primary schools: Brougham Primary School; Lynnfield Primary School; St Aidan's CE Memorial Primary School; St Cuthbert's RC Primary School; St Joseph's RC Primary School; Stranton Primary School; Ward Jackson Primary School. There were three options for Area Three:

- Option 1 – Keep things as they are;
- Option 2 – Adjust the size of some schools;
- Option 3 – Close Ward Jackson Primary School and adjust the size of some schools.

Details of the options for each school in Area Three, which were consulted on in June and July 2008, are shown in **Appendix Two**.

#### **Brief Summary of Responses to Options for Area Three:**

Appendix 1 provides an overview of all of the responses to the consultation held in June and July 2008. This summary identifies the main strategic issues:

#### **a) Brougham Primary School**

Only one written response refers directly to Brougham Primary School and indicates a preference for Option One

#### **b) Lynnfield Primary School**

There are two responses that make direct reference to Lynnfield Primary School. One respondent suggested a collaboration between Lynnfield Primary School and Jesmond Road Primary School; the other response indicates support for Option One in relation to Lynnfield Primary School.

**c) St Aidan's CE Memorial Primary School**

Most respondents, including the governing body, were opposed to a possible co-location of St Aidan's CE Memorial School with St Cuthbert's RC Primary School. At a meeting held in St Aidan's CE Memorial School, significant concern was expressed about the possible co-location, particularly in relation to congestion and the perceived possibility of St Cuthbert's RC Primary School moving in to new buildings if St Aidan's CE Memorial Primary School remained in its existing buildings. Concern was also expressed about partner primary school admission arrangements for secondary schools. Staff at St Aidan's CE Memorial Primary School are in favour of new build on the existing site.

**d) St Cuthbert's RC Primary School**

A significant number of respondents were in favour of St Cuthbert's RC Primary School remaining on its existing site in a new build, once redundant parish properties had been cleared from the site. There was opposition to co-location with St Aidan's CE Memorial Primary School. There was support for a reduction in the capacity of the school to 210 places.

**e) St Joseph's RC Primary School**

There was a low volume of responses in relation to St Joseph's RC Primary School, all of which supported Ward Jackson Primary School remaining open, with a possible supporting role for St Joseph's RC Primary School. These views were also evident at meetings held in St Joseph's RC Primary School.

**f) Stranton Primary School**

Only one written response refers directly to Stranton Primary School and indicates a preference for Option One. At a meeting held in the school, concern was expressed about the possible implications for Stranton Primary School if Ward Jackson Primary School were to close. Concerns focused on social need in the area and access, particularly in relation to the dual carriageway that runs between the two school sites. Stranton Primary School expressed its willingness to collaborate with Ward Jackson Primary School and strong support was expressed for Ward Jackson Primary School to remain open.

**g) Ward Jackson Primary School**

There was a very significant volume of response in relation to Ward Jackson Primary School and almost all were in favour of the school remaining open. Those who supported Ward Jackson Primary School in writing or at meetings made particular reference to improvements in leadership and governance, expected significant improvements in pupil performance and the success of the school in meeting the needs of a deprived community. There was strong support for the possibility of the school becoming a Church of England voluntary aided school. Staff and governors of the school indicated their willingness to work collaboratively with other schools and to be supported where appropriate.

## 9. ANALYSIS OF STAGE TWO CONSULTATION RESPONSES: AREA FOUR

Area Four consists of ten schools: Fens Primary School; Golden Flatts Primary School; Grange Primary School; Greatham CE Primary School; Holy Trinity CE Primary School; Owton Manor Primary School; Rift House Primary School; Rossmere Primary School; St Teresa's RC Primary School; Seaton Carew Nursery School. There were five options for the statutory age schools in Area Four (ie all except Seaton Carew Nursery School):

- Option 1 – Keep things as they are;
- Option 2 – Adjust the size of some schools;
- Option 3 – Close Owton Manor Primary School and adjust the size of some schools;
- Option 4 – Close Rossmere Primary School and adjust the size of some schools;
- Option 5 – Close Owton Manor and Rossmere Primary Schools, create a new school on either the Owton Manor site, the Rossmere site, or the current Brierton site and adjust the size of some schools.

Details of the options for each school in Area Four, which were consulted on in June and July 2008, are shown in **Appendix Two**.

### **Brief Summary of Responses to Options for Area Four:**

Appendix 1 provides an overview of all of the responses to the consultation held in June and July 2008. This summary identifies the main strategic issues:

#### **a) Fens Primary School**

Only one response made direct reference to Fens Primary School; this response favoured Option Two in relation to Fens Primary School.

#### **b) Golden Flatts Primary School**

Only one response made direct reference to Golden Flatts Primary School; this response favoured developing community facilities at Golden Flatts Primary School, to meet the needs of its distinct community. At a meeting held in the school, support for Option Two in Area Four was expressed. Comments at the meeting focused on the potential benefits of any increase in pupil numbers, a perceived need to rationalise the school buildings and the success of the school in meeting the needs of pupils with Special Educational Needs, through the additionally resourced support base.

#### **c) Grange Primary School**

There was a low volume of responses in relation to Grange Primary School, a significant majority of which made reference to standards issues in relation to the two additionally resourced Special Educational Needs support bases at the school. Concern focused on the publication of raw performance data. These views were also evident at meetings held in the school.

#### **d) Greatham CE Primary School**

Only one response made direct reference to Greatham CE Primary School; this response favoured retaining Greatham CE Primary School.

**e) Holy Trinity CE Primary School**

An account of the responses received in relation to early years education in Area Four can be found in Section 10 below. Respondents who commented on the options for compulsory age education in relation to Holy Trinity CE Primary School generally favoured an expansion of the school to 315 or 420 places, although there was some opposition to the expansion of this school. There was strong support for a new build adjacent to the church and several references were made to the denominational character of the school. Respondents and those who attended meetings at the school strongly supported the role the school played in the community of Seaton Carew.

**f) Owton Manor Primary School**

There was a high volume of responses in relation to Owton Manor Primary School; the majority of those who responded were opposed to the closure of Owton Manor Primary School, although some respondents felt that both Owton Manor Primary School and Rossmere Primary School should close to enable a fresh start approach. There was evidence of some respondents from the community of Rossmere Primary School favouring the closure of Owton Manor Primary School. Those who attended meetings at Owton Manor Primary School were clearly in favour of the school remaining open and drew attention to improving standards, a positive Ofsted report and significant community use of the school.

**g) Rift House Primary School**

Only one response made direct reference to Rift House Primary School; this response favoured Option Two in relation to Rift House Primary School.

**h) Rossmere Primary School**

There was a high volume of responses in relation to Rossmere Primary School; the majority of those who responded were opposed to the closure of Rossmere Primary School, although some respondents felt that both Owton Manor Primary School and Rossmere Primary School should close to enable a fresh start approach. There was evidence of some respondents from the community of Owton Manor Primary School favouring the closure of Rossmere Primary School. Those who attended meetings at Rossmere Primary School were clearly in favour of the school remaining open and drew attention to significant community use of the buildings. It was asserted that the buildings were not in as poor condition as the consultation documents suggested and there was a suggestion that Rossmere Primary School and St Teresa's RC Primary School could be combined.

**i) St Teresa's RC Primary School**

There was a low volume of responses in relation to St Teresa's RC Primary School. One written response indicated a view that St Teresa's RC Primary School should remain at its current size. Some respondents suggested involving St Teresa's RC Primary School in collaboration with other schools in Area Four, including a possible co-location with Rossmere Primary School.

## 10. ANALYSIS OF STAGE TWO CONSULTATION RESPONSES: EARLY YEARS IN AREA FOUR

Early Years issues in Area Four are of particular relevance to two schools: Holy Trinity CE Primary School; Seaton Carew Nursery School. There were three options for Early Years in Area Four:

- Option 1 – Keep things as they are;
- Option 2 – Re-locate Seaton Carew Nursery School to the same site as Holy Trinity CE Primary School;
- Option 3 – Close Seaton Carew Nursery School and establish a nursery unit at Holy Trinity CE Primary School.

Further details of the options for Early Years in Area Four, which were consulted on in June and July 2008, can be found in **Appendix Two**.

### **Brief Summary of Responses to Options for Early Years in Area Four:**

Appendix 1 provides an overview of all of the responses to the consultation held in June and July 2008. This summary identifies the main strategic issues:

#### **a) Holy Trinity CE Primary School**

Responses from the Holy Trinity CE Primary School community, and those who attended meetings at the school, were strongly in favour of developing a maintained nursery unit attached to the school. Respondents were concerned that Holy Trinity CE Primary School is the only primary school in the area without its own nursery unit. Respondents felt that foundation stage should be a seamless stage that parents should not have to travel to two sites with sibling children and that opening a foundation stage unit at Holy Trinity CE Primary School would be more cost effective than current arrangements. Respondents drew attention to perceived difficulties of current arrangements for early years provision in Seaton Carew.

#### **b) Seaton Carew Nursery School**

Responses from the Seaton Carew Nursery School community, and those who attended meetings at the school, were strongly in favour of retaining Seaton Carew Nursery School. Respondents drew attention to perceived excellent results and excellent facilities at Seaton Carew Nursery School and to evidence suggesting that children do better in settings that include community facilities and in nursery schools. Collective responses from staff and the governing body of Seaton Carew Nursery School favoured the development of the school to provide extended all year round education and care facilities for children from birth to four years of age, alongside training facilities for town wide early years practitioners.

## 11. JOINT MEETING OF PROJECT BOARD AND STAKEHOLDER BOARD 10<sup>th</sup> SEPTEMBER 2008

The Schools Transformation Project Board met jointly with the Schools Transformation Stakeholder Board, on 10<sup>th</sup> September 2008, to receive an analysis of consultation responses from the Schools Transformation Project

Team and an update on four of the key drivers for change that had informed the preparation of Stage Two consultation:

- Standards: Key Stage Two provisional outcomes summer 2008;
- Condition of Buildings: latest position following summer holiday capital works;
- Surplus Places: latest projections from Tees Valley Joint Strategy Unit – received August 2008;
- Deprivation.

Key facts in relation to these drivers are summarised below:

### **Standards**

Provisional Key Stage Two results for summer 2008 indicate a very significant improvement overall and also in schools that were identified for possible closure through one or more of the Stage Two consultation options. The provisional summer 2008 Key Stage Two results for all primary schools are shown in **Appendix Three**.

### **Condition of Buildings**

Stage Two consultation booklets quantified the Essential, Necessary and Desired condition related building works at all primary schools as at January 2008. Further work on the scope of condition need that has adjust some cost estimates, along with capital works that have been carried out during the first months of the 2008/09 financial year mean that the total cost of potential condition related works has fallen by just over £1 million from £9,824,458 to £8,771,319. A table indicating potential scope of works in January 2008 and the September 2008 position relating to all primary schools can be found at **Appendix Three**.

### **Surplus Places**

Hartlepool Borough Council receives its pupil number projections from the Tees Valley Joint Strategy Unit (JSU). The ten year projections that were used in the Stage Two consultation were the projections provided by JSU in June 2007. In August 2008 JSU provided a new set of projections that showed a significant increase in projected primary school age population in the long term. Notes that accompanied the projections indicated that JSU now believed that a birth rate increase was likely to become a trend, whereas in 2007 they had believed the increase to be temporary only.

There is still a significant number of surplus places overall and in certain schools and government will expect the Authority to make removal of excess surplus places a priority, as indicated in the Primary Capital Programme guidance published in December 2007. The latest projections are shown in **Appendix Three**.

### **Deprivation**

In preparing their strategic approach to the Primary Capital Programme, local authorities were expected to achieve a minimum target for rebuilding or taking out of use schools in the worst condition. The national baseline was set at 5%. Those authorities with higher levels of deprivation were subsequently set a higher target for rebuilding or taking out of use the schools in their authority

that were in the worst condition. Hartlepool's target was set at 15%. As Hartlepool currently maintains 30 primary schools, this suggests a target of four or five Hartlepool primary schools to be rebuilt or taken out of use, as 15% of 30 equals 4.5.

Although there was no explicit requirement only to replace or remove schools in deprived parts of the Authority, it seems logical to consider deprivation when considering priorities for early investment. Entitlement to a free school meal is often taken as a proxy indicator of deprivation. Schools with a high percentage of pupils entitled to a free school meal often serve an area of significant deprivation. The Stage Two consultation booklets provided information on the percentage of pupils entitled to a free school meal on a school by school basis. This information is repeated in Appendix Three, alongside the updated 2008 figures. Deprivation information based on the School Funding Deprivation Indicator and the Indices of Multiple Deprivation is also shown in **Appendix Three**.

## 12. PROJECT BOARD MEETING 24<sup>th</sup> SEPTEMBER 2008

The Schools Transformation Project Board met on 24<sup>th</sup> September 2008 to consider the outcomes of Stage Two consultation and to formulate recommendations to be put to Cabinet. The Board considered responses to Stage Two consultation on an area by area basis. Before formulating their recommendations the Project Board took into account the latest available information on the following key drivers:

- standards of achievement at the end of Key Stage Two (age 11);
- condition and suitability of school buildings;
- surplus places;
- deprivation.

Project Board members were particularly concerned to ensure that Primary Capital Programme investment maximised opportunities to ensure the transformation of teaching and learning and that all schools were encouraged to explore innovative and collaborative ways of working in order to ensure the sustainability of improvement in performance that was evident in the summer 2008 provisional Key Stage Two results.

The Project Board agreed to make the following recommendations to Cabinet, subject to further review of the school place capacity needed in each area in light of latest demographic projections:

### Area One

1. Rebuild Barnard Grove Primary School on its existing site. The exact size of the school and timing of the rebuild to be subject to further investigation and consultation.
2. Consider significant improvement works or possible rebuild at West View Primary School. The precise nature and timing of the works to be subject to further investigation and consultation

### **Area Two**

3. Withdraw option to build a new school at Bishop Cuthbert.
4. Withdraw options to close Hart Primary School
5. Withdraw options to close Elwick Hall CE Primary School
6. Rebuild Jesmond Road Primary School on a new reserved site with 315 places. The timing of the rebuild to be subject to further investigation and consultation.
7. Consider possible future scope of works to Sacred Heart RC Primary School, subject to further investigation and consultation.

### **Area Three**

8. Withdraw option to close Ward Jackson Primary School.
9. Consider further the options for improving or rebuilding St Aidan's CE Memorial Primary School and St Cuthbert's RC Primary School, subject to further consultation.

### **Area Four**

10. Withdraw options to close Owton Manor Primary School. Reduce size of Owton Manor Primary School to 210 places in such a way as to maximise opportunities for further transformation. The exact size of the school and timing of any capital works required to be subject to further investigation and consultation.
11. Withdraw option to close Rossmere Primary School. Reduce size of school to 315 places in such a way as to maximise opportunities for further transformation. The exact size of the school and timing of any capital works required to be subject to further investigation and consultation.

### **Early Years in Area Four**

12. The Project Board agreed in principle that every primary school community in Hartlepool should have the opportunity to benefit from its own nursery unit, but recognised the unique position in Seaton Carew with regard to Holy Trinity CE Primary School and Seaton Carew Nursery School. The Board recommends that further consultation takes place in the Seaton Carew area involving, as a minimum, the Authority, the Church of England Diocese, the schools, the families and the local communities.

### **13. PRIMARY CAPITAL PROGRAMME: INITIAL INVESTMENT PRIORITIES**

Guidance published in December 2007 by the Department for Children Schools and Families in relation to the Primary Capital Programme and submission of Primary Strategy for Change (PSfC) invited authorities to identify priorities for early investment and details of how they would spend the first two allocations that had been previously announced. In Hartlepool's case the first two allocations amounted to £8.4 million (£3 million in 2009/10 and £5.4 million in 2010/11). Hartlepool's PSfC, submitted in June 2008, gave a broad indication of initial investment priorities, without any commitment in respect of any individual school.

If Hartlepool is to be ready to begin investment in April 2009, as expected by government, it will be necessary to identify the first projects for investment well in advance of April 2009, in order to scope the projects and undertake an appropriate procurement process. The Schools Transformation Project Board, meeting on 24<sup>th</sup> September 2008, recommended the following short list of potential projects, presented in alphabetical order, for consideration by Cabinet:

- Barnard Grove Primary School
- Jesmond Road Primary School
- Rossmere Primary School
- St Aidan's CE Memorial Primary School
- St Cuthbert's RC Primary School
- West View Primary School

### **14. RISK IMPLICATIONS**

There are two key risks in relation to the Primary Capital Programme:

- Failure to secure approval to the Primary Strategy for Change, preventing access to Primary Capital Programme funding from government;
- Failure to secure sufficient capital resources to meet all of Hartlepool's aspirations in relation to the transformation of primary education.

It is unlikely that Hartlepool's Primary Strategy for Change will be approved until the projects that will benefit from the initial £8.4 million allocations have been named.

Securing sufficient capital resources to meet aspirations for transformation will be dependent on the outcomes of consideration of potential funding sources listed in Section 15 below. Government's Primary Capital allocations, over a fourteen year period, are designed to address issues in approximately 50% of an authority's schools.

### **15. FINANCIAL CONSIDERATIONS**

The revenue costs associated with Stage Three consultation will be met from the Schools Transformation Programme revenue budget.

It is intended that the capital costs associated with the Primary Capital Programme will be met from a combination of a number of different potential capital sources. These could include some or all of the following:

- Primary Capital Programme allocations from the Department for Children Schools and Families (DCSF);
- Modernisation Funding (an annual formula allocation to Authorities from DCSF);
- Basic Need Funding (an annual formula allocation to Authorities from DCSF);
- School Access Funding (an annual formula allocation to Authorities from DCSF);
- Local Authority Coordinated Voluntary Aided Programme (LCVAP), (an annual formula allocation to Authorities from DCSF that is earmarked for expenditure at voluntary aided schools only);
- Revenue Contribution to Capital Outlay (RCCO), (a revenue budget set aside each year by the Children's Services Department, to supplement capital resources provided by DCSF);
- Devolved Formula Capital (DFC) allocations, (annual allocations made by DCSF through local authorities and Dioceses to schools);
- Proceeds of sale of redundant school sites;
- Prudential borrowing.

## **16. LEGAL CONSIDERATIONS**

Should Cabinet wish to proceed to make proposals in relation to any area or any individual school, it is a legal requirement that consultation takes place on a draft proposal before it is formally published.

Should Cabinet wish to amend any of the previously published options or publish new options it would be possible to undertake further formative consultation before publishing draft proposals.

## **17. DECISIONS REQUIRED**

Cabinet is requested to:

- a) note the outcomes of the second stage of consultation in preparation for the Primary Capital Programme;
- b) consider recommendations from the Schools Transformation Project Board in relation to:
  - 1) Area One
  - 2) Area Two
  - 3) Area Three
  - 4) Area Four

- 5) Early Years in Area Four
  - 6) Priorities for early investment
- c) authorise the Schools Transformation Project Board to prepare a third stage of consultation, focusing on the outcomes of those recommendations in (b) above that are approved;
- d) authorise the Schools Transformation Project Team to undertake further work on long term pupil number projections, enabling the Schools Transformation Project Board to formulate recommendations on the possible adjustment of the size of some schools to meet future pupil place demand.

**Contact Officer**

Paul Briggs, Assistant Director of Children's Services (01429) 284192

**PCP Stage 2 Area 4 Response Analysis  
(By School / Subject)  
(Proformas; E-mails & Text messages)**

Comment	No of same comments
<b>For Closure of Owton Manor &amp; Rossmere</b>	
Close both Owton Manor and Rossmere and have a fresh start school - more economical	10
<b>Against Closure of Rossmere &amp; Owton Manor</b>	
Closing Owton Manor/Rossmere would take the heart out of the community	37
Keep both Owton Manor and Rossmere and make both smaller	4
Build a smaller Rossmere and keep Owton Manor	3
Merging Owton Manor and Rossmere is just putting two underachieving schools together and it will end up the same as Brierton – Empty! Opposed to 'super' school.	2
Parents in both Rossmere and Owton Manor areas are not willing to send their children off their own estate and into other areas.	1
Children should not have to travel too far to school therefore investment in all existing schools would be best as all children could continue to walk to school.	3
Keep local schools local in all areas to enable children to walk to school	2
<b>Against Closure of Owton Manor</b>	
Keep Owton Manor open due to positive changes made within school, rising standards and new community use. Spend money improving it even more	17
Children from Owton Manor have many obstacles to overcome without the closure of their school being added to them	1

<b>For Closure of Owton Manor</b>	
Close Owton Manor and rebuild a bigger Rossmere to accommodate pupils from Owton Manor.	13
Close Owton Manor due to close proximity to Grange/Merge Owton Manor & Grange.	4
Closing Owton Manor and keeping Rossmere along with Grange gives a better geographical spread	4
Closing Owton Manor is the most efficient and effective way to address surplus places	1
Close Owton Manor as it has been in special measures and has no Head teacher	1
Close Owton Manor due to poor condition.	1
Close Owton Manor as majority of cost required at Rossmere is nursery.	1
Close Owton Manor as it has less pupils than Rossmere and combine it with Grange	1
<b>Against Closure of Rossmere</b>	
Keep Rossmere and continue support due to significant improvement in this years results	19
Other schools are too far to go if Rossmere closes/Roads too busy	3
Keep Rossmere open and introduce SEN education	1
<b>For Closure of Rossmere</b>	
Close Rossmere due to failing results. Grange is not much further for pupils to go. More cost effective option as needs a lot of money spending on it. Doesn't support special needs	9
<b>Miscellaneous Owton Manor</b>	
Acting Head teacher working well with leadership team at Owton Manor	2
High level of pride in Owton Manor School	1
Build a dedicated children's centre for Owton Manor	1
Suggest Foundation unit at Owton Manor and Key Stage 1 & 2 at Grange keeping a federated school at the heart of Owton Manor community	1

<b>Miscellaneous Rossmere</b>	
Rossmere within walking distance of estates/central	6
Make Rossmere a flagship for Early Years and a beacon school for the future	6
Make class sizes smaller at Rossmere	6
Consider a partnership for Rossmere with St Teresa's, Sure Start and sports centre	6
Increase the size of Rossmere	5
Spare space at Rossmere could be used for extended services	4
Rossmere has the best extended services in Hartlepool	4
A lot of family history at Rossmere	4
Other schools are too far to go if Rossmere closes/Roads too busy	3
Rossmere has a larger number of SEN pupils than Owton Manor but no special unit. Rossmere emphasis is on inclusion no mention of this in your booklets	2
Need to keep Children's Centre at Rossmere	1
Need to have wrap around child care at Rossmere	1
As Rossmere's head is leaving we now have the opportunity to attract a head who will lead us into the future	1
<b>Seaton Holy Trinity</b>	
A much larger total rebuild/major refurbishment for Holy Trinity	19
Build Holy Trinity next to church to continue links and allow children to walk to church services.	3
Extended services required for Seaton Carew	2
Holy Trinity to be 420 with classes of 25	1
If size of Holy Trinity increased parking would be an even bigger issue than it is now	1
Keep Holy Trinity the same size	1
Build community sport complex on existing tennis courts at Seaton	1

<b>Golden Flatts</b>	
Keep Golden Flatts open	5
Keep Golden Flatts the current size	1
Make Golden Flatts bigger	1
If Holy Trinity size increased this would impact on Golden Flatts	1
<b>Grange</b>	
Grange would not require support if only mainstream pupils statistics were shown. Figures are skewed and a dis-service to the school. Unfair data.	8
Need to spend a considerable amount of money on Grange	1
<b>Booklets/Information</b>	
Booklets have far too much reading in them	1
Object to condescending wording in booklet ("some people think" P3)	1
CVA is too difficult for people to understand	2
<b>Option Choices</b>	
Option one wouldn't cause any disruption at all	3
Option 2 prevents children having to move schools	1
Option 2 would give parents a choice in a very deprived area	1
Option 2 addresses condition and surplus places with the least disruption	1
Option 2 will stop a lot of stress and strain for families/less disruption	1
<b>Miscellaneous</b>	
Reduce school sizes and spend funding on improving conditions at existing schools.	6
No clear choice with regard to picking an option	5
Schools built in more affluent areas should be entitled to same funding & stop focusing on areas of deprivation	4
Need to see the new state of the art school first before we can make a decision.	3
Small schools are better for communities and smaller sizes are better for personalised learning.	2
LA have the final say despite any comments made	1

Would like better provision for before and after school childcare	1
Spare places at other schools may not be enough to accommodate pupils from a closing school so as to enable them to walk to school.	1
Brierton site is too far to go	1
<b>Educational Issues</b>	
All schools should offer access to SEN education	3
Increase amount of school work in order to raise exam results	1
Should not judge a school purely by results	1
Reduction in class sizes would improve results	2
Moving children would disrupt their education	2
Improve all schools to meet targets.	1

**Primary Capital Programme – Stage 2 Consultation  
Area 4 Letter Analysis**

<b>Comments made in letter</b>	<b>No of same comment</b>
<b>Rossmere School (3 letters)</b>	
Closing Rossmere will take the heart out of the community	1
Unused space can be used for extended services	1
Closing Rossmere would mean that a lot of children could no longer walk to school	1
Rossmere Nursery upgrade has been promised for a long time and never happened and this is the main outstanding cost with regards condition	1
<b>Grange School (1 letter)</b>	
If SEN data not included, results would have been nearer 80%	1
Raw Data portrays the school in a poor light when in reality the Grange CVA is one of the highest in Area 4	1
Badly worded documents with derogatory comments	1
Failure to recognise Grange's SEN base and the impact this has on the statistics is an issue	1
It seems very negative to label Grange SEN pupils as failures because they do not achieve level 4's in SAT testing.	1

#### **AREA 4 Meeting Summary**

##### **Golden Flatts**

Option 2 is the most sensible option – no jobs will be lost

An increase in pupil numbers would benefit the school and offer some job security

Golden Flatts buildings need to be rationalised

As school Governors we have nothing but praise for this school, pupils are nurtured and are very considerate.

As a non faith school we can and do offer an alternative to Holy Trinity and a number of Seaton residents choose to send their children here and they have benefited 'socially'.

We tend to take children that other schools can't handle.

Golden Flatts is an inclusive school and we would like to continue with the Support Base

Public perception of this school is not very good.

It must be noted that staff turnover at Golden Flatts continues to be very low.

##### **Grange**

There should be a better explanation of how Contextual Value Added is arrived at and what it means.

We are disappointed with the way the statistics have been reported. It doesn't take into account the work that goes on in the school.

It would seem to skew our results with the inclusion of the Special Needs pupils' results.

We need to ask the question is it the right sort of provision? There has been a history of placing provision in schools that have space. What we have at Grange is something special. It will be difficult to find another school to compare us with. We have two layers of support. There has been some discussion with the Local Authority whether we have the correct form of provision. We don't know what provision will look like in the future.

##### **Holy Trinity Primary**

I feel very strongly that there should have been five areas as area four is too large. There are major problems with some schools in that area and therefore Holy Trinity feels as though it has just been tagged on.

Seaton Carew is a community in its own right.

We want a school for the community, a school that is able to provide 21 <sup>st</sup> century education. We have asked for our intake to be reduced to 30 but we are still pushed for space even with that number.
Our Asset Management plan is at a standstill as all of our Devolved Capital has to be spent on emergency repairs.
Of the sizes suggested for our increased size we would like 315 to be the smallest considered. Many children go out of the Seaton Carew area as they cannot get into Holy Trinity.
We are the only church school in Seaton Carew. There is no community school as Golden Flatts is not in Seaton Carew.
Because this is an old school there are no facilities for extended services which is detrimental to the community. Seaton Carew families deserve the same opportunities as the rest of the town.
With regard to the early years provision we would like a foundation unit. Foundation stage education opportunities would address the early year's provision. We are the only school in Cleveland not to have a nursery. This would bring us in line with all of the other schools in the town. It would make the transition for children much easier, they would be able to share in all of the things that the school does and we could offer wrap around child care.
Relocating the nursery does not change anything if it is just moving a building and there are no educational or financial benefits. Transition is very difficult for children from a very small nursery to a much larger primary school.
We don't want to stay the same size. We want a bigger school but do not want surplus places therefore we would like to be 315. Children from Seaton Carew go all across the town therefore we could easily fill a one and a half form entry school.
The main reason for wanting to reduce class sizes is the lack of space not because we want to teach single age.
Being an oversubscribed school parents will use whatever means they can to get their children into this school including sending them to Sunday school if necessary.
As a school we need to be able to offer extended services eg healthcare. Our current buildings do not allow us to do so. We would like to offer wrap around care for all children not just nursery children. We need to think wider than education it is about extended services for all of the community.
Tracking children and identifying their needs would be easier to put into place if the school had its own nursery. Pupils can go through nursery and school with the same person and it would also help with child care arrangements. Seaton Carew Nursery and Holy Trinity have different teacher training days; this is difficult for working parents to arrange their child care

Making us bigger would not have an effect on Golden Flatts as People from Seaton Carew already miss them out and go further afield to other schools.
The summary is we want to be a bigger school with appropriate facilities for the larger number and that includes incorporating the nursery. People are avoiding Seaton Carew Nursery as they cannot be guaranteed a place at Holy Trinity, therefore they go to other nursery schools so they can continue into the primary school.
It is good to see open consultation but we have slight concerns over press coverage.
Seaton Carew is currently expanding in terms of housing and is set to get even larger. Its school should be at the heart of the community. Holy Trinity School has got to be made bigger and Golden Flatts School made smaller. A new school combining Owton Manor and Rossmere schools is a good idea.
An alternative option would be to close Golden Flatts and expand Holy Trinity because that is where the demand is.
As a Voluntary Aided School the church has to pay 10% of the PCP funding that is spent on the school? If you would only have to pay 90% of the cost you would be saving by building a new school for Holy Trinity.
<b>Owton Manor Primary</b>
Some of the transferring of pupils is purely down to history. Rossmere has had the better reputation but Owton Manor is now improving and therefore deserves a chance (all agree).
This kind of estate dictates that children will go to the school their parents went to. We are slowly changing this perspective and what can be achieved within education.
There is now a more 'open door' policy and the facilities are being used more. We are also going to get a Children's Centre Annex which means that we are now serving our community more. This consultation may hamper that.
We do not agree that we should move to Brierton as this is not cost effective and it will primarily be a SEN site (all agree). A bigger site is threatening to primary children. A smaller site is more welcoming.
Our preferred option is option two. We are improving our standards and we will continue to do so by collaborating with other schools. The staffing issue here has now stabilised and the improvements are beginning to bear fruit.
Our latest Ofsted report shows pupils are now feeling safe and secure and that we are offering an improved standard of education at this school.
The 'mopping up' at other schools would make some distances just too far and this will have a knock on effect on attendance as some of our children have to get themselves up and ready for school.

There are lots of extended services offered at this school and Owton is one of the most deprived areas in the town. If the school closes where will these children go? We would be left with nothing in this area
Class sizes at Owton Manor are small and therefore children get plenty of attention which is improving their development and attendance. Larger class sizes will not do this.
Positive comments from the audience were <ul style="list-style-type: none"> <li>oCommunity use</li> <li>oExcellent foundations</li> <li>oImproving where others are not.</li> </ul>
It would seem that the decision to build a new school at Brierton and close both Owton Manor & Rossmere has already been decided and that is why you closed Brierton school.
We need to send a resounding no to the closure of Owton Manor to the Project Board and the decision makers (all agree).
To put things into context we are an improving school and the latest Ofsted report shows this and highlights our good points. The staff here know all of the children, the staff and governors are committed to taking children's education forward. Community facilities are now up and running for parents and children to use.
<b>Rossmere Primary School</b>
The Condition & Suitability figures give the impression that we need a lot more repair work than we do. The figures are not a fair representation.
Instead of building a new school in this area the money would be better spent on remodelling than building new. It has to be more expensive to build a new school than to refurbish both us and Owton Manor.
We have a 420 place building and a Children's Centre. We could absorb another school as an alternative option
We have a lot of facilities here at Rossmere that are widely used by the community. We have been waiting seven years for a new nursery building and we lost our swimming pool as there was no funding to maintain it. Now there is a chance we will be losing our school as well.
Government plans are for 21 <sup>st</sup> century education. We have a Sure Start centre for Rossmere and St Teresa's so why not combine the two and make it a centre of excellence.
<b>Seaton Carew Nursery</b>
We have no standards issues, no spare places and no condition issues therefore we do not fit into this consultation. If we are going to be part of this process we need to be considered equal but we are not.

(Comment from the Head teacher)

We cannot standstill we need to develop and move forward. We have an open door policy here and if Holy Trinity feels there is a problem with transition then we can go there more often with the children and their staff can come here. We have already worked very closely with Holy Trinity and this consultation has put that relationship at risk. I am very disappointed both personally and professionally with the things that have come from Holy Trinity. If closing this nursery is what the people of Seaton Carew want then I will support that but I don't think that it is. This process has become very painful and there is concern about damage done to school relationships. Decision makers do not always make their decision based on all of the views given. The decisions need to be based on knowledge and fact. Because this process is so short we would not like the rush to compromise the decision.

Children come to this excellent nursery because of its standards and not on religious grounds. Amalgamating the nursery with Holy Trinity would destroy that.

The fact that parents come here from all areas speaks volumes. There is extended daycare and if this nursery moves it will never be replicated. This school is a totally unique experience and should not be lost.

Early year's provision and the reception class from Holy Trinity should be brought together on this site. This could be an alternative option four.

No one wants options two or three, option four is a much better solution. Everything that you need to tick on your list is perfect here, why consider change when the results speak for themselves (all agree)?

The children are the future. Early years is the most important time and changing things will cause a lot of stress. This is a unique nursery and generations have come here. It would be detrimental to Seaton, and the town to take away that independence.

Our vision is to stay as we are a stand alone nursery in Seaton Carew. We would provide nursery education and also become a training facility for early year's education promoting healthy lifestyles and become an eco school. We would either stand alone or close as co-location would not work due to the church issue.

(Comment from the Head teacher)

We are a small community and a transient one. It is the loudest voice that is being heard and we are concerned about this.

Some political groups have already made their decisions.

HOLY TRINITY C OF E PRIMARY SCHOOL,  
SEATON CAREW

# **Governor Response to PCP Consultation**

## **Stage 2**



## Holy Trinity C of E (Aided) Primary Seaton Carew

Crawford Street  
Seaton Carew  
Hartlepool  
TS25 1BZ

Phone: 01429 266214  
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Headteacher: Mrs A E Barnes B.Ed(hons) NPQH

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Holy Trinity C of E Primary School Governor, Group response to PCF options Stage 2 of consultation.

Our Group response is to insist on 3 options to become firm proposals for the future of Transforming Learning within Seaton Carew.  
These are:

### 1. A new school building.

- The suitability survey of our school shows that there are a number of suitability issues which cause barriers to learning for pupils within the school. 6 areas where 'Teaching methods are inhibited'. 8 areas where 'management and organisation of school affected adversely'. 2 areas where 'Pupil or staff morale or pupil behaviour affected adversely'.
- Net capacity shows that our number of pupils should be 210. We currently have 220 and are therefore over capacity.
- The building is not suitable for a 21<sup>st</sup> Century curriculum and inhibits the Foundation Stage curriculum immensely.
- Conditions survey shows that funding needed to bring the building to a minimum recommended standard would be £179,985 Essential works, £273,890 Necessary works £12,785 desirable.
- Our devolved formula capital money and LCVAP money has been used as a sticking plaster over the last 4 years to cover emergency or essential works.
- Our asset management plan has stood still for 4 years as our funding has gone to fund emergency works such as roof repairs.
- Issues such as the fact that the school stands in a least a foot of water which is in a cellar at all times have not been fully investigated or priced in the conditions survey and could therefore lead the overall figure to be much higher.

- The school could provide even better education and extended services in a new building.

## 2. An intake / admission number of 315.

- Seaton Carew is a large village with its own community needs.
- Since our school was built Seaton Carew has seen extensive building programmes around Elizabeth Way, Warrior Park, South Beach and Crawford Street. Building still continues and Seaton Carew is currently undergoing a regeneration project.
- All children within Seaton Carew should be able to access their local school it is not equitable that some have to travel to other schools such as Golden Flatts, Fens or St. Aidan's, Kingsley.
- It is true that we have asked to reduce our admission number from 32 to 30 for intake 2009. This is not because of capacity to fill spaces but the constraints and incapacity of the existing building to cope with the physical needs of the pupils, staff and curriculum demands.
- A new purpose built school, including a purpose built Foundation Stage Unit would be at the heart of the community. It would be a one stop shop for wrap around childcare - breakfast clubs, extended childcare, pre- school facilities, after school and holiday clubs, sports facilities, adult learning and community function facilities. Access to ICT for all community members, health services, police, family learning and support, further and higher education. Space for child / adult health and fitness, community venue space. Space for older children to go, youth club etc.
- It is important that our Church school should remain close to the church to enable to continue and build upon strong established links.
- In the admission round for 2008/9 we had 54 applicants for 32 places. Only 5 pupils were admitted in proximity to the school. The school has attended 4 appeal panels for pupils wanting places within our school community.
- Many non-church families who live in Seaton Carew do not even express a preference for our school in the application process. They choose to apply for other schools out of catchment such as Fens as their children can attend an 'Outstanding' provision from Nursery through to Y6.
- We recognise that this admission number would lead to mixed age teaching. We have always worked in this way in Holy Trinity and have been recognised as: 'Excellent' Ofsted 2001 and 'Outstanding' Ofsted 2007. As a school we provide

personalised learning opportunities for all our pupils and mixed age group teaching or single age group teaching has the exact, same demands in this respect. Pupils in a single age class cover as many varieties of needs and abilities as a mix aged range class.

3. A Foundation Stage Unit ( Nursery and Reception ) which is on site and an integral part of Holy Trinity School.

- Holy Trinity is the only school in Hartlepool and we believe Cleveland without a nursery.
- It is not justifiable that pupils attending Holy Trinity Primary School are not offered the same seamless Foundation Stage provision, accepted as best practice, as all other pupils in Hartlepool and the wider local region.
- The Government expects Foundation Stage to be one seamless stage in a child's education. Current provision at Holy Trinity can only influence the final year of the Foundation Stage (Reception). It is best practice for children emotionally, socially and academically to have a continuous Foundation Stage with the same provider and continue through into Key Stage One and Two on the same site. This enables the same standards in teaching, learning, assessment and a continued ethos. Children and parents should have access to a wider range of facilities and that the whole of Foundation Stage to be an integral part of the school community from Nursery onwards.
- It would enhance the work life balance for parents/carers if all children were catered for on one site by one school, with easy access to extended services such as childcare on the same site. No more travelling from Nursery at Elizabeth way to Crawford Street to drop off and pick up siblings. No more need to take 10 days leave from work to provide child care on Professional Development Days.
- This would also be more cost effective in terms of petrol bills and reduce carbon emissions / carbon footprints of parents who use cars for the school run. Fewer parents would be under time constraints associated with drop offs and pick ups from two sites and would therefore not need to use a car. A better option not only for the environment, but for health and safety of pedestrians / residents around school site.
- Opening a Foundation Stage Unit at Holy Trinity would surely be more cost effective (just in staffing bills alone ) and value for money for the local authority, which would bring more money for extended provision and facilities into the Seaton Carew Community.

- Many families who live in Seaton do not use Seaton Nursery or apply for places at Holy Trinity. They use other schools out of catchment such as Fens as their children can join in Nursery and continue to Y6. This is to firstly secure a place at an 'Outstanding' provider for their children, but also to reduce disruption and emotional stress that can be caused when children are forced to leave a place of security and begin a new stage of their education on a completely different site, with different staff, ethos standards etc.

John Cole  
On behalf of the Governing Body  
Agreed at Full Governing Body Meeting 9<sup>th</sup> July 2008



*Excellent Education in a Christian Environment*

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committed to  
inclusive staff  
development



Nº 10  
AREA 4

## **Holy Trinity Church of England (Aided) Primary School Staff Response to Proposals**

**Our mission is to provide a Church of England Primary School which is at the heart of the community of Seaton Carew.**

We would like to enlarge the school, preferably by a two form entry (420 pupils) or a one and a half form entry (315 pupils). This would enable all children in Seaton Carew to attend the school in their own community. All parents wishing to have a Christian education for their child in a Church of England school in this area could exercise their right to choose.

We would like to have a nursery attached to our school so that we could provide seamless education in a Foundation Stage Unit, recognised and promoted as best practice by central and local government, in line with every other primary school in Hartlepool. All children in Hartlepool have the same entitlement. We insist that this should be an integral part of Holy Trinity Primary School and not separately run to promote:

- Christian ethos and distinctiveness throughout the setting
- Continuity of learning
- Transition
- Accessibility for parents, same inset days etc.
- Staff development/ access to INSET
- Access to wider staff expertise
- Provision for children with SEN and additional needs
- Continuity of protocols, procedures and policies
- A "one stop shop" for "wrap-around" care and extended services
- Effective use of resources
- Effective use of financial resources

Our present building is unfit for purpose and we feel that a new building is necessary. In order to fulfil our obligation and desire to provide 21<sup>st</sup> Century, high quality education and to stand at the heart of the community we need:

- Teaching areas which support the skills based curriculum of the 21<sup>st</sup> Century, enabling meaningful links to be made in children's learning
- Areas for Art, Food Technology, Music (including space for peripatetic Music teachers to work with small groups)
- A designated sports hall open after school to the community
- Storage space for resources
- A designated dining hall
- Access for disabled pupils and their families
- Withdrawal space for outreach work such as OT and Speech Therapy
- Withdrawal space for regular small group work for SEN pupils and mentoring
- Changing facilities and showers to promote hygiene and personal dignity
- Outside learning areas, such as outside classrooms and covered areas
- All weather pitch and pool used after school by the community to promote healthy life styles
- Space for PPA
- Space for confidential meetings, including CP conferences and meetings with other professional agencies such as Ed. Psychologists
- Suitable environment for administering first-aid
- Library
- Designated space and facilities for out of hours provision such as After School Club, Breakfast Club
- Space for community groups to meet, such as Mother and Toddlers
- Extended ICT facilities open to the community out of school hours to facilitate life-long learning



IV.12.12  
Owton Manor Primary School  
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TS25 4BT  
Tel: 01429 272255  
Fax: 01429 272258

Mrs C S Wilkinson  
Headteacher

Acting Headteacher: Mrs. B. Hewitt Best

24<sup>th</sup> July 2008

Dear Paul,

Transforming Primary Education  
Stage 2 Consultation

I am enclosing the Governors' response to the proposals for Area 4. We support Option 2.

Despite the recent difficulties Owton Manor has responded positively and successfully to the challenges it faces. There is growing community use and an awareness that more can be achieved by consolidating existing successful policies. Events over which the parents, children and the community have no control should not take precedence over the criteria laid down for a decision on the options proposed.

The children have a pride in their school and themselves and the parents and community are supportive of the work being done in Owton Manor Primary. To disperse children from a school with over 50% FSM into nearby schools that also have very high percentages of FSM would create unacceptably high levels of deprivation in those schools. Deprived communities need a community focus, positivity and stability to revive respect for themselves and their future.

Yours sincerely,

Judy Thompson  
Chair of Governors

Mr Paul Briggs  
Schools Transformation Project Director  
Aneurin Bevan House  
Avenue Road  
Hartlepool  
TS24 8HD



**OWTON MANOR PRIMARY SCHOOL**

**TRANSFORMING PRIMARY EDUCATION**

**Strategies for Achieving Future Improvements in Standards**

The Governing Body at Owton Manor Primary School, in response to the presentation by the Local Authority on 3 July 2008, provide below strategies for achieving future improvements in standards.

The Governing Body recognise the need to improve in order to achieve the targets set by the Government and believe that these improvements will be realised by:

**(A) Consolidating Existing Successful Policies**

These policies have brought about improvements in standards despite the difficulties, outside the School's control, that have been experienced over the last few years. These include

1. Demonstrating commitment by improving the material condition of, and facilities provided by the school. This has resulted in an increasing pride felt by the community.
2. Developing the ethos that it is a community school.
3. Involving the local community in the activities and facilities provided by the School
4. Accessing the support and help offered by the Local Authority
5. Maintaining the feeling of security felt by the children (OFSTED finding)
6. Maintaining the high standards of behaviour by children
7. Procedures that have brought about improved attendance levels
8. Sophisticated tracking and monitoring of individual children's performance achievements.

**(B) Introducing New Practices**

These include:

1. Seeking best practice from high performing schools by introducing formal or informal arrangements with those schools' governing bodies.
2. Set up a Governors' "Standards Committee" whose objectives would be to ensure that an agreed set of key performance indicators and trends are identified and updated at regular intervals so that the School can be more effectively held to account. The Standards Committee would receive a presentation from the Head Teacher once per term.
3. Increasing the Governors' understanding & awareness of the School's performance by the development of a "Performance Scorecard" system.

4. Developing the School's tracker system to allow easier understanding of the progress of groups of pupils – Foundation through to Year 6
5. Develop the role of Governors so that they not only see the school at work but meet teachers outside of the lesson environment in order to understand their views on aids to improvement.
6. Introduce a single day per term where all Link Governors meet subject leaders.

*J Thompson*

N15  
AREA 4

Collective Response from the Staff of Owton Manor Primary School

Owton Manor is already a transforming school having moved from Special Measures in 2004 to a satisfactory school with some good features (Ofsted 2008.) Our school serves one of the most deprived communities in Hartlepool, and is a community school which not only serves the educational needs of its pupils but also community needs through the on-site community facility resurrected in October 2007 which is fully booked and used 4/5 week nights and some weekends. Our pupils have benefited from this facility and in recent town wide multiskill and basketball tournaments have excelled. The school is currently working alongside the integrated support team to become a Children's Centre annex and provide additional services to the community which it serves.

Standards

Staff, alongside the Governing body are committed to raising standards and performance and over the last three years have shown progress and improvements towards national floor targets. Despite past and recent leadership instabilities the school has continued to improve. There are other schools within the Authority with stable leadership who have struggled to maintain their performance. Pupils enjoy school and figures show that pupil's attendance is improving. Work in children's books is improving as staff stability and consistency in provision take effect. To improve standards the school has willingly taken advice from the LA and from other schools and will continue to do so to improve performance.

Surplus places

The capacity of the school currently is 210 which is the proposed capacity as stated by the option 2 (Area 4.) Surplus space resultant of surplus places has enabled the school to reduce group sizes and provide a more personalized approach to benefit pupils. Proposals for the future include the creation of a Year 6 annexe incorporating a range of learning spaces to cater for the wide and diverse range of pupil needs. Future developments also hope to develop community access by changing disused toilet blocks to office rooms for use by Health, Police and other agencies.

Condition and suitability

Our school has recently undertaken major building projects since 2005: SPACE project providing Sports and Arts facilities, new reception area, school library, and more recently the Foundation Stage transformation to a unit. The school is continually looking to improve its facilities and space to provide greater opportunities for its pupils and has recently hosted town wide staff training, and cluster meetings for other schools, alongside facility hire by external agencies.

Deprivation

Owton Manor Primary is in a deprived area of Hartlepool, 50% of pupils have free school meals. Our pupils predominantly walk to school having got themselves ready for school and journey to school independently. Pupils enter our school well below the LA and National averages often with poor speech, and poor personal, social skills. The facilities and opportunities we provide offer a safe, secure, stable environment for pupils to develop with access to a range of resources, ICT, quality sports facilities and out of hours community facilities which are used and greatly appreciated. The school serves its community well and is supported by the local community with our pupils eventually achieving near floor target levels in Key Stage 2 statutory tests.

Staff are committed to providing a quality education for the children at Owton Manor Primary, despite periods of instability they have provided educational, personal, social and emotional stability for its pupils. A sensible approach has been taken regarding the issue of options so not to cause concern or upset for our pupils whose personal circumstances are often complicated and unconventional.

The criteria listed above provide reasons why the staff of Owton Manor support primarily Option 2 which will enable the retention of two local community schools in a deprived area of the town. However, should this Option not be viable we support Option 4 which again, maintains the current 'open' status of Owton Manor which we feel has the greater potential in all areas listed above compared to Rossmere Primary.

Nº. 14  
AREA 4

Collated Governor Response  
for  
Rossmere Primary School

*Building Schools for the Future programme and the Primary  
Capital Programme.*

At the last Governor meeting Governors expressed a wish to respond to the Building Schools for the Future Programme and the Primary Capital Programme.

Govenors wished to responded as individuals and requested a collated response also. Some responses have been returned to myself and are included in this folder and other Governors have sent their responses directly by post to the *The School Transformation Team* or alternatively have sent them by e-mail.

From the responses and the meeting I attended I was asked to put together a brief collated response for your viewing.

Please take your time to read all individual responses provided. Governors have taken time and passion to respond and would like written acknowledgement of receipt.

Thank you for your time.

### Feedback

Governors feel that Rossmere Primary School is the heart of the community that the school needs to be in this area. Excellent links with the community, services providers, church, St Teresa's and Sure Start South ensure the ethos of the school are provided.

A re-build of the Nursery is essential and a possible new build may be the way forward for the whole school, this must be an option. However this may be a waste of resources as the building structure is of sound condition and has the ability to be a school of the future.

The impact of closure to the community could be catastrophic as families will not be interested in settling in an area that does not offer a school with a good well rounded education. This in turn could impact on the housing, economy and age of people migrating into the area.

We are able to provide the best SATs results since the school opened and have Ofsted supportive confirmation that the leadership of the school is good so we know we have the capacity, strength and the right practices in place for the following years ahead. Staff are impacting on change and are motivated by the new table of structure and have results to prove this working practice is able to continue and achieve value added results for all pupils over the following years to come.

Extended schools services could be developed even further and this is an exciting prospect for all involved.

We know that the school needs guidance from the LA and support from a Head (possibly from a neighbouring school) to ensure we achieve our aims as well as looking at the best way forward.

## Options Overview

- |            |  |
|------------|--|
| Option 1   | This is not an option for Rossmere Primary School  |
| Option 2   | Yes reduce places for a quality education for pupils<br>Smaller class sizes do increase better results   |
| ● Option 3 | Yes Close Owton Manor Primary School<br>Ensure all children are re-located at neighbouring schools   |
| Option 4   | No to closure  |
| Option 5   | Yes a re-build – on our school site<br>If option 1 and option 3 are not available  |
| ● Option 6 | Partial re-build<br>Nursery and Dining Hall – linked in with Rossmere Children's<br>Centre   |
| Option 7   | Build Owton Manor School on school site as a smaller school.<br>Accessing our amenities and that of the Children's Centre.<br>No loss of their community identity. |

I would like to thank you for your time in reading this collated response and the individual responses.

Governors would like to express the value of the school, pupils, staff, community and everyone who has visited the school and anyone who will access the school in the future and would like to ask the council to listen to all who respond and think of the huge impact your decision will have on our community.

What has taken years to build up can takes minutes to knock down and that can have long term implications on all. Take away the schools bricks and mortar is not all you will be taking away. You will be taking part of the life and sole of the community and that can be irreversible to a community it may never recover.



EVERY CHILD MATTERS.  
TRANSFORMING PRIMARY EDUCATION.  
STAGE 2 CONSULTATION.  
JUNE/JULY 2008.

CONSULTATION RESPONSE:

JOINT RESPONSE FROM STAFF AT ROSSMERE PRIMARY SCHOOL.

Community cohesion: Rossmere Primary School not only serves our pupils, but a whole community.

Our large primary school with a well established children's centre attached, serves an area of high social deprivation. The percentage of pupils in receipt of a free school meal is much higher than the national average and the percentage of pupils with learning difficulties /disabilities is above the national average. As a school on a large estate, we serve 315 pupils in main school plus 78 pupils in Nursery. (393 pupils in total). Many families (115) choose to send their children to our school from the neighbouring Owton Manor Estate. Our nursery is full to capacity and we have a healthy waiting list.

Our school serves a large number of vulnerable families, with many children having to live in challenging circumstances. As a result, a great deal of attention is given to supporting parents in raising their own self-esteem as well as that of their children's. Part of our aims are to give recognition to supporting children's personal development in order to give them a platform to springboard their academic achievement.

Rossmere Primary School is a designated Children's Centre with St Teresa's Roman Catholic Primary School and Sure Start South, placing us firmly in the centre of the community. As a response to parental consultations, meeting the needs of the ECM (Every Child Matters) agenda and enriching pupils learning experiences, our school provides "exceptional" (OFSTED January 2007) extended provision through:

- **OFSTED registered breakfast club and after school club.**
- **Wrap around care with Children's Centre partners.**
  - Provision for working parents with children aged 0-5. Full day care and education. Provided from 8am until 6pm.
  - Daily Walking Bus.
  - Parent and toddler clubs.
  - Families Matter Holiday Playscheme.

Our childcare services are highly valued by our parents.

- **Wide-ranging provision for out of school hours learning.**

We provide a varied menu of activities for all ages, interests and abilities. E.g.

  - choir
  - football
  - baking
  - craft club
  - games
  - play leaders scheme
  - chess
  - dance

- gymnastics
- science club

- **Parenting support.**

Our school offers effective and swift referral to services. Parents and pupils are referred early and given excellent support. Families within our community who are in the greatest need are made a priority for our parental support services. For example:

- MIND – parental services for mental health issues.
- Mellow Parenting – parental service to support in behaviour management of children with behavioural difficulties.
- Our “Nearly at Nursery” and “Nearly at Reception” groups help parents and children prepare for each stage of education and ensure smooth transition.
- Parenting classes, vocational training courses and the Chattersacks service, all help our parents value education and support their children’s learning.

- **Use of school facilities by voluntary organisations.**

- Families Matter: School based voluntary group providing community links. E.g. – playschemes for children from both Rossmere and Owton Manor wards.

- **Use of school facilities by Local Authority and other educational partnerships.**

- Training centre and lead school for the Local Authority in partnership with Durham University. (Teacher training)
- Day a Week School for Gifted and Talented children across the authority held at our school.
- Various out of school services provided for children from Rossmere, Owton Manor, Fens and Golden Flatts.
- Effective links with Sure Start and St Teresa’s.
- Adult education classes.

- **Use of school facilities by local community groups:**

- Brownies
- Families Matter
- Football in the Community
- Keep Fit
- St Francis Football.

- **Links with the wider community to extend and enrich pupils learning:**

- Residential trips have offered social opportunities impacting upon positive self-esteem. E.g. – Carlton Group, French Trips for GAT pupils, termly curriculum visits.
- Enrichment activities provided through links with secondary schools for all curriculum areas.

As the school is over fifty years old, we as staff understand there is a need to update facilities. Generations have been part of the school and have utilised the many unique community services we offer. As a staff we feel that Rossmere Primary School is a true community school that offers a wide range of services and facilities to the local community and beyond. Rossmere Primary School is much more than just a school... it is a community.



EVERY CHILD MATTERS  
 TRANSFORMING PRIMARY EDUCATION  
 STAGE 2 CONSULTATION  
 JUNE/JULY 2008

CONSULTATION RESPONSE:

JOINT RESPONSE FROM STAFF AT ROSSMERE PRIMARY SCHOOL:

Raising standards.

On entry to Nursery our pupils' levels of attainment are significantly below average, though by the time they reach Year 6 they are satisfactory to good. As a staff we recognise the need to embed systems to ensure the good progress made this year is made by every child in subsequent years. Our recent OfSTED inspection report from June 2008, stated:

"The recent decisive action taken by the strong leadership team is having a positive impact in raising standards and pupils' achievement."

There are effective systems in place such as: a tighter monitoring programme by leadership which is highly focused on first hand regular observation, target tracking, progress interviews and assessment that is monitored across the school. Target setting follows a structured cycle. A complete revision of self-evaluation and strategic planning has ensured that we as a staff are accountable for pupil progress. This cycle is ensuring that focused challenging targets for all pupils are embedded within the teaching and learning process.

Current Standards in Year 6: End of Key Stage 2 Levels – July 2008.

Subject	Percentage Level 4+	Percentage Level 5
English	83%	4%
Maths	81%	35%
Science	98%	35%

As can be seen, our current standards at the end of Year 6 (July 2008) are above national expectations. Our actions in response to the dip in national tests in 2007 have been successful. This will continue in the future.

As can be seen from the table below standards will continue to be maintained as per 2008 with the figures showing the percentage of children expected to achieve national expectations at the end of Key Stage 2 based upon their current attainment

Year Group	Reading	Writing	English overall	Maths
<b>Current Year 1</b> 2013 cohort SEN: 29.4%	80%	78%	79%	90%
<b>Current Year 2</b> 2012 cohort SEN: 35.7%	70%	68%	69%	75%

<b>Current Year 3</b> 2011 cohort SEN: 24%	83%	85%	84%	90%
<b>Current Year 4</b> 2010 cohort SEN: 26.3%	79%	68%	74%	71%
<b>Current Year 5</b> 2009 cohort SEN: 37.2%	93%	90%	92%	95%

The table below details the next 3 years to show standards will be maintained. The percentages are based upon pupils making satisfactory progress. School also provides additional interventions and booster lessons, which should increase these percentages further. We feel we are in a strong position to not only maintain but also raise standards.

<b>Current Year 5</b> 2009 cohort SEN: 37.2%	93%	90%	92%	95%
<b>Current Year 4</b> 2010 cohort SEN: 26.3%	79%	68%	74%	71%
<b>Current Year 3</b> 2011 cohort SEN: 24%	83%	85%	84%	90%

Following local authority moderation of end of Key Stage 1 SATS, our assessment procedures were highlighted as being highly effective and accurate.

#### Inclusion

We feel Rossmere Primary School is a fully inclusive school. With 29.2% of children with Special Educational Needs, we aim to provide all children with an appropriate education. Unlike schools around us who have additionally resourced units for pupils with learning difficulties. All of our pupils are taught in mainstream classes. We have strong links with BIP schools and Springwell to support all children's needs. OfSTED reported that:

**"The achievement of pupils with learning difficulties and / or disabilities is also improving as a result of the very effective support from teaching assistants and support staff with specialist responsibilities. These pupils make consistently good progress throughout the school. More able pupils are achieving well as a result of more challenge in lessons and opportunities for pupils to develop and extend their abilities and talents."** (OfSTED June 2008).

#### Support from LA / SIP Partner

As a staff we feel the continued effective support we receive from the Local Authority and our SIP partner will ensure that we go from strength to strength. We will continue to raise standards. The local authority has **not** identified our school as a "cause for concern."

#### Staff expertise

Our school employs 58 (including Governors) staff. We feel there is a wide range of expertise amongst us who work and will continue to work as a team to raise standards. We have amongst us three Advanced Skills Teachers who not only provide support for our school but others in the Local Authority in ICT, French and Initial Teacher Training. Our whole team of staff will continue to work towards maintaining and improving standards.

### Leadership

Leadership and management within our school are "good". (OfSTED June 2008). We have very effective teams within place that are able to lead innovations and raise achievement. As OfSTED found:

"The skills, experience and sense of vision of the senior leadership and the commitment and enthusiasm of staff give a firm foundation to further progress." (OfSTED June 2008).

"The impact of recent improvements in improving teaching and raising standards indicates the school's good capacity for improvement". (OfSTED June 2008).

Our vision for our school is a shared one; to raise standards, and this is reflected in our strong teamwork and the successful impact of actions taken to raise standards and achievement.



EVERY CHILD MATTERS  
 TRANSFORMING PRIMARY EDUCATION  
 STAGE 2 CONSULTATION  
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CONSULTATION RESPONSE:

JOINT RESPONSE FROM STAFF AT ROSSMERE PRIMARY SCHOOL:

Responses to options:

OPTION	STAFF RESPONSE
Option 1: No change to size. Support school to meet government targets in English and maths. Improve condition of buildings.	<p>This is our preferred option. A good option, however in light of the statement "it would be almost impossible to go ahead with this option" then suggestions have been made to make it into a new option:</p> <p>More structured support to be given by LA to help school sustain improvement in standards. Improve the condition of buildings by having a "new build" on Rossmere site incorporating the children from Owton Manor Primary School. Keep the identity of Rossmere for continuity of the strong community links.</p>
Option 2: Reduce size from 385 to 210 places. Support school to meet government targets in English and maths. Improve conditions of buildings.	<p>Staff agreed with this option as a good option in the long term as if this change happened it could be managed as natural reduction of places over time, (children exit school, Reception intake number reduced to 30). It would have less impact on staff – natural career progression, retirement etc, then no need to replace. However what would the final make up of staff look like? Would there be a wide enough spread of expertise? Standards would continue to improve due to reduction in cohort numbers. If a new build was not an option with this reduction of places then the suitability of the building would need to be improved and the "spare" space could be utilised very effectively by the wider community – having a positive impact upon the community. Making Rossmere Primary a truly community based school. The school could be transformed into a "community school of the future".</p> <p>Utilise the link with Rossmere Children's Centre ensuring Nursery sustainability from birth.</p>

	<p>Increase the size of the Children's Centre.</p> <p>Positive impact from this option could be smaller class sizes for better quality teaching/ personalised learning.</p>
Option 3: Reduce size from 385 to 210 places. Support school to meet government targets in English and maths. Improve conditions of buildings.	<p>This is exactly the same option as option 2. Therefore Rossmere Primary in effect only has 3 options.</p>
Option 4: School closes.	<p>We do not see this as a viable option. We feel the closure of Rossmere Primary School would have a severe effect on the community. It would create trauma for the area. It would be eradicating fifty-two years of history. Rossmere Primary School is an example of a true community school. There are a number of other agencies from the community, which use Rossmere Primary to provide services to the local community. (As stated earlier). Rossmere Primary School has an integrated Children's Centre which is a key part of the Rossmere community.</p>
Option 5: School closes. New school on Owton Manor, Rossmere or Brierton site.	<p>We do not agree with the "close Rossmere" part of this option. If a new school was the chosen option, it should be built on the Rossmere site, which is both, central to Rossmere and Owton Manor and the links with the newly built Children's Centre could be maintained. A new build for Rossmere Primary could be an option – distributing Owton Manor pupils amongst Rossmere and Grange Primary Schools. We feel a new build on either the Brierton or Owton site would be too far for our school community to walk</p>

#### Suggestions for further options:

- Co-location of Rossmere and Owton Manor on Rossmere site, maintaining strong established links with Rossmere Children's Centre and St.Teresa's RC Primary School.
- Children who currently attend Owton Manor Primary School to attend Grange Primary School (increase capacity of Grange). There are a substantial number of children who attend Rossmere Primary who are currently from the Owton Manor area. This would give a real choice to parents: parents who live on Owton Manor estate can continue to send their children to Rossmere. Parents who currently send their children to Owton Manor can still have their children attend a school in the area in which they live, due to the close proximity of Grange and Owton Manor. It would provide continuity in terms of progressions into secondary school.
- Utilise the links with Rossmere Children's Centre and extend Early Years Education. A new Foundation Stage to be linked with our Children's Centre. Invest in Early Years Education on Rossmere site to continue the trend of raising standards and early intervention. The Rossmere Children's Centre is extensively used by Rossmere Primary School parents. As the Children's Centre covers the Owton Manor area as well, many parents from Owton Manor use the services provided on the Rossmere site. What would happen to this wider community link? Utilise what we already have in our Children's Centre and extend it further. Provide wider extended services: offices, doctors' surgeries etc.
- Expand Rossmere Primary School and absorb both Owton Manor pupils and staff into the surplus space at Rossmere Primary.



EVERY CHILD MATTERS.  
TRANSFORMING PRIMARY EDUCATION  
STAGE 2 CONSULTATION  
JUNE/JULY 2008.

CONSULTATION RESPONSE:

JOINT RESPONSE FROM STAFF AT ROSSMERE PRIMARY SCHOOL.

General Comments:

Rossmere community is still recovering / dealing with the closure of Brierton Community School. Parents are still dealing with the transfer of their older children to a new school. As a staff we have received many comments from parents about the process they have been through with Brierton and how they would not like the same to happen to their younger children. What message does closing a family's primary and secondary school give to that family or community?

Health and Safety issues: If a new school was built on the Owton Manor site or the Brierton site we would be concerned about our children crossing main roads or having to walk long distances. (Some of our children live in the Stockton Road area). If a new school were to be built on the Owton Manor site or the Brierton site then this would only leave St.Teresa's on this side of Catcote Road, a Catholic School, thus reducing parental choice in this immediate area.

Number of options: Option one as stated in consultation documents is not really an option. Options two and three are exactly the same for Rossmere Primary School. Options four and five both show Rossmere Primary School closing. Therefore the number of options for Rossmere Primary are greatly reduced. More options / models are needed if there is to be real consultation.

Staffing concerns: We as a staff have huge concerns over our future careers. There is already a huge sense of instability present in our school.

SAT results: These are an indicator of attainment at the end of a key stage and were never designed to identify good or failing schools. Using SAT results as a criterion for school transformation is flawed in its principle.

We, as staff at Rossmere Primary School, believe our school is a good school. It provides essential services to a deprived area and is working hard to raise standards. As a school logo says: "REACH HIGH AT ROSSMERE".

Rossmere Primary School Staff.

17/07/2008

Nº. 16 AREA

Mrs Leanne Brown  
of Rossmore Parents Action Group  
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Hartlepool  
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07512066607

leannebrown16@hotmail.co.uk

To Whom it may concern,

I am writing this letter on behalf of the Rossmore Parents Action Group. We formed this action group when we heard the news that Rossmore was one of the 5 schools in Hartlepool with various options one of these options included closing the school. The action group feel very strongly against the closure of Rossmore and have been holding various events to make sure our voices have been heard. We organized a meeting first to discuss the closure and decide what we could do to help Rossmore stay open. We hired the local church hall had leaflets printed out. The action group then spent hours posting the leaflets through doors in the area and standing at the school gates handing the leaflets out. We also had 2 large "SAVE OUR SCHOOL YOUR OPINION COUNTS" banners printed and put there up on the school railings.

Our first public meeting arrived and over 100 parents and children attended. Various members of the public stood up and spoke of their worries and concerns over the possible closure. You will find these worries and concerns in the members of the public folder we have created for you.

My mum & dad old can stand up in town

and spoke of his own worries. He said "I don't want my school to close. I don't want to go to another school as I don't make friends very easily and what if I don't make no friends in a new school." It took a lot of guts and courage to stand up in front of a crowded hall and say this. This then made front page news in the Hartlepool Mail. We also launched our petition at this meeting we have nearly 2000 signatures possibly more to date.

I have also set up a SAVE ROSSMERE SCHOOL facebook page and over 150 people have signed up to this group and have left various letters of support.

We have also organized a protest March this event happened on Sat 12<sup>th</sup> July from Rossmere Park going up Rossmere Way and around the school perimeter. Again hundreds turned up with SAVE OUR SCHOOL t-shirts and banners. We were supported on the march by our local jazzband and police community support officers. This was showed both in the Hartlepool Mail and on ITV local news.

Local radio station T.F.M have also been a great support giving us coverage on their news and DJ Gary Phillipson gave me airtime on his show twice to talk about the closure and the events the Parents group have organized.

We hold meetings every Tuesday night at 6pm at councillor Mick Johnsons house to discuss the closure and planned events. Mick has been fantastic support giving up his time and letting us into his house for our meetings.

The action group have spent the last few weeks giving up our time to attend meetings, organize events door drop leaflets, collect signatures and asking members of the public to fill out the options forms which we have put into separate folders for you.

The action group have also filled these options forms in enclosed in this folder and I have read through the forms and have noticed that a number of reasons to keep Rossmere open have been mentioned more than once I am going to write about these points in this letter as I feel they are really important to us.

\* Community: Lots of people have said that Rossmere is a community school in the heart of Rossmere community. By taking the school away people think there will be no community.

\* S.A.T results: We understand that our S.A.T results have been poor over the last few years and the school and the children have worked hard to improve this and this years results are amazing 98% in science and English and maths were both in their 80s. We want to be given the chance to prove that we can retain these excellent results year after year.

\* Teachers: Nearly everyone has said that the teachers in Rossmere are skilled, caring and professional. Some of the teachers at Rossmere are also sent into other schools to teach the teachers at other schools.

\* Travel: Some of the Parents don't want to have to travel to other schools. A lot of the parents do not have transport and could face a walk to another school of up to 45 minutes crossing at least 3 main roads in Hartlepool. One of which

could be the A689 which is a really busy and dangerous carriageway.

- \* After school activities: Rossmere holds various after school activities such as breakfast club, after school club, Football, baking, crafts and science club to name a few. Rossmere is also one of the few schools in the town to run a Walking bus for the children which is well used.
- \* Outside groups: A lot of outside groups also use the school such as Families matter, Rosmany amolly fat club and Brownies to name a few.
- \* Educational village: Rossmere has excellent links with St Teresa's, Sure Start South and Rossmere Youth centre with land to extend if needed which makes an excellent educational village.
- \* Education might fail: Parents are scared that by closing Rossmere their childrens education and progress they have made so far will fail and any progress they have made so far will suffer and they will go back over.
- \* Gifted and talented: Rossmere hosts the Day a week school for gifted and talented children which my 8 year old son attends he has come on in leaps and bounds since starting this. I am so proud of him and I have the teaching at Rossmere to thank for this.
- \* Foundation stage: Rossmere has an outstanding foundation stage starting with the nearly at nursery group to get the little ones ready for nursery. The Reception class is excellent. It gives the children the confidence they need

throughout school. One mum has wrote that her son started reception xmas 08 term january and is already reading and writing full sentences.

\* Fantastic school: A lot of people have wrote that they thint Rossmere is a fantastic school and would be dorestarted to see it close.

\* School choice: One of the parents went to 2 school open days before choorning Rossmere over the other school because she liked what she saw in Rossmere. We also know that a lot of the children at Rossme come from outside the area preffering Rossmere to other schools were hardly any of the children from the Rossmere area go to schools outside the area.

\* Money: We have heard that Rossmere has been asking for money for a new nursrey build for the last couple of years and we keep being bypassed. It is only the nursrey that needs replacing the school its self is in a good state of repair.

\* Play activities: Rossmere has invested in a lot of play areas in the school grounds, climbing frames, benches, a covered reading area outside play area on the back of reception class. The nursrey play area also has a new garden and things to keep the children entertained whilst outside.

\* High standards of education: Some of the parents already have children who have attended Rossmere and are now in Secondary school or have left school completely and gone on to have successfull careers. The parents feel that it is from the high standards of education and the dedication

of the teachers and staff that the children have been able to achieve this.

\* Keeping the kids in Rossmere: I myself am struggling with rent payments after my landlord sold our house in the Rossmere area. I wanted to keep my children in Rossmere school. I took a house in the Cawton Manor Area with a high rent just to make sure that my kids stayed in the school that they knew and loved. I wanted them to continue to receive the education that they were used to. I want my children to achieve what they want and be happy and confident and that's what they get at Rossmere.

After asking around I now know of another parent who is struggling with rent payments to be able to keep their child at Rossmere.

\* Impact on local businesses: It's not just the children and parents who will suffer if Rossmere closes. We have been speaking to local shop keepers in the area who have all shared the same view with us. They are scared that the profits will go down if the school closes. As a lot of their trade is from parents passing with children to and from school. If the school closes the parents might go a different route and not pass the shops not go in and not spend. Some shops may not be able to recover from this and may have to close taking the community shops out of the community the school out of the community which will eventually lead us to that there is

11

no Rossmere community left.

These are just a few of the views that have cropped up on the option forms. Every parent every community member each has there own reasons why they want Rossmere to stay open. I hope all the hard work, blood sweat and tears we have put into this has some sort of impact on yourselves and you realise why we need Rossmere School and why you should ~~not~~ not even consider closing it. I hope you realise the strength and compassion of the community feels. As one parent pointed out what happened to the motto of the council

EVERY CHILD MATTERS  
does this mean nothing anymore.

Yours sincerely

*L Brown*

On Behalf of the Rossmere Parents  
action Group

**PCP Stage 2 Early Years Response Analysis  
(By Subject)  
(Proformas; E-mails & Text messages)**

<b>Comment</b>	<b>No. of same Comments</b>
<b>Seaton Nursery</b>	
It is vital that separate/independent early years be available	21
Nursery has very high levels of learning. Excellent standards and achievements. Excellent facilities	8
Should make an Early Years centre of excellence (option 4) with training facilities and Early Years consultants	8
Seaton Nursery should expand and include reception (option 4) and extended services.	7
Nursery should remain as non-denominational	6
Seaton Nursery is not only a major asset to Seaton Carew but also serves the whole town and should remain	6
Nursery Building and grounds are excellent – should remain	4
Nursery is being closed so that houses can be built on the land	2
If nursery closes we will lose the youth club and sports hall	2
Nursery staff outstanding	2
Nursery could become an Eco flagship school (option 4)	2
Issues for PCP are standards, spare places, condition and suitability none of these apply to Seaton Nursery therefore why consider closure.	2
Only nursery of its kind in this area – should remain	1
A lot less disruption to all involved if nursery stays open	1
Keep separate on one site saves either being closed	1
Only nursery to offer wrap around childcare and this should not be lost	1
Relocate other facilities to Seaton Nursery site such as SEN and support workers.	1
Keep nursery separate as not all children from the nursery move on to	1

Holy Trinity	
No issues with nursery being separate	1
A big percentage of Holy Trinity pupils attended Seaton Nursery and have loved it and had no problem moving to Holy Trinity	1
Nursery is not primary and should not be included in this consultation	1
<b>Holy Trinity C of E Primary – Nursery Provision</b>	
Combining two schools would avoid transition issues – one seamless stage.	18
Holy Trinity only school without a nursery	9
Easier for parents if two schools together	7
Nursery within Holy Trinity would be most cost effective	6
Having both school and nursery on one site is more environmentally friendly.	3
Both schools on one site would allow the sharing of best practice and facilities.	2
All nurseries should be within a school	1
Early years education is an excellent idea as it prepares children for main school	1
Combining the two would provide parity between models of primary education across the town	1
Combining the two would strengthen links with church and Christian ethos	1
<b>Holy Trinity C of E Primary</b>	
New nursery can be accommodated within Holy Trinity's new build	4
A separate foundation stage unit on Holy Trinity site offers seamless transition	3
Option 2 would mean 0-11 years all on one site	1
<b>Miscellaneous – Nursery</b>	
Shouldn't try to make all nursery facilities the same	1
Why are you looking at only this nursery and not all.	1

A nursery at Holy Trinity may not be as good, no way of knowing	1
Can't re-create the surroundings	1
<b>Miscellaneous</b>	
Seaton needs more family resources as not a new deal area. If every child matters why does their postcode matter?	1
Option 2 - Flagship opportunity for the LA	1
Options too difficult to understand	1

**Primary Capital Programme - Stage 2 Consultation**  
**Early Years – Letters Analysis**

Comments made in letter	No of same comment
<b>Seaton Carew Nursery School (3 letters)</b>	
No other nursery in Hartlepool offers the same range of wrap around care	3
Seaton Nursery is unique as the only stand alone nursery in Hartlepool and all children leaving this nursery perform at or above the expected level for their age – which other nursery could say the same.	3
If re-located at or incorporated into Holy Trinity this will become a church nursery and a lot of people do not want a church nursery for their children and this option would take away parental choice.	3
Seaton Nursery is used by parents from all across the town and not just Seaton Carew	2
Specialist early years facility and highly respected training facility	2
Seaton Nursery should remain independent.	2
Lowest amount of capital expenditure required on buildings	1
If the nursery is closed the land will be sold for housing which will mean the loss of the sports hall and youth centre	1
Been open a long time because of excellent teaching and learning	1
Do not use the relocation of Seaton Nursery as a way of solving Holy Trinity's building problems	1
13% of children this year choose not to go to Holy Trinity	1
Revolutionised school site with expansion plans to allow community use	1
Seaton Nursery is continually over subscribed	1

#### **AREA 4 Meeting Summary**

##### **Golden Flatts**

Option 2 is the most sensible option – no jobs will be lost

An increase in pupil numbers would benefit the school and offer some job security

Golden Flatts buildings need to be rationalised

As school Governors we have nothing but praise for this school, pupils are nurtured and are very considerate.

As a non faith school we can and do offer an alternative to Holy Trinity and a number of Seaton residents choose to send their children here and they have benefited 'socially'.

We tend to take children that other schools can't handle.

Golden Flatts is an inclusive school and we would like to continue with the Support Base

Public perception of this school is not very good.

It must be noted that staff turnover at Golden Flatts continues to be very low.

##### **Grange**

There should be a better explanation of how Contextual Value Added is arrived at and what it means.

We are disappointed with the way the statistics have been reported. It doesn't take into account the work that goes on in the school.

It would seem to skew our results with the inclusion of the Special Needs pupils' results.

We need to ask the question is it the right sort of provision? There has been a history of placing provision in schools that have space. What we have at Grange is something special. It will be difficult to find another school to compare us with. We have two layers of support. There has been some discussion with the Local Authority whether we have the correct form of provision. We don't know what provision will look like in the future.

##### **Holy Trinity Primary**

I feel very strongly that there should have been five areas as area four is too large. There are major problems with some schools in that area and therefore Holy Trinity feels as though it has just been tagged on.

Seaton Carew is a community in its own right.

We want a school for the community, a school that is able to provide 21 <sup>st</sup> century education. We have asked for our intake to be reduced to 30 but we are still pushed for space even with that number.
Our Asset Management plan is at a standstill as all of our Devolved Capital has to be spent on emergency repairs.
Of the sizes suggested for our increased size we would like 315 to be the smallest considered. Many children go out of the Seaton Carew area as they cannot get into Holy Trinity.
We are the only church school in Seaton Carew. There is no community school as Golden Flatts is not in Seaton Carew.
Because this is an old school there are no facilities for extended services which is detrimental to the community. Seaton Carew families deserve the same opportunities as the rest of the town.
With regard to the early years provision we would like a foundation unit. Foundation stage education opportunities would address the early year's provision. We are the only school in Cleveland not to have a nursery. This would bring us in line with all of the other schools in the town. It would make the transition for children much easier, they would be able to share in all of the things that the school does and we could offer wrap around child care.
Relocating the nursery does not change anything if it is just moving a building and there are no educational or financial benefits. Transition is very difficult for children from a very small nursery to a much larger primary school.
We don't want to stay the same size. We want a bigger school but do not want surplus places therefore we would like to be 315. Children from Seaton Carew go all across the town therefore we could easily fill a one and a half form entry school.
The main reason for wanting to reduce class sizes is the lack of space not because we want to teach single age.
Being an oversubscribed school parents will use whatever means they can to get their children into this school including sending them to Sunday school if necessary.
As a school we need to be able to offer extended services eg healthcare. Our current buildings do not allow us to do so. We would like to offer wrap around care for all children not just nursery children. We need to think wider than education it is about extended services for all of the community.
Tracking children and identifying their needs would be easier to put into place if the school had its own nursery. Pupils can go through nursery and school with the same person and it would also help with child care arrangements. Seaton Carew Nursery and Holy Trinity have different teacher training days; this is difficult for working parents to arrange their child care

Making us bigger would not have an effect on Golden Flatts as People from Seaton Carew already miss them out and go further afield to other schools.
The summary is we want to be a bigger school with appropriate facilities for the larger number and that includes incorporating the nursery. People are avoiding Seaton Carew Nursery as they cannot be guaranteed a place at Holy Trinity, therefore they go to other nursery schools so they can continue into the primary school.
It is good to see open consultation but we have slight concerns over press coverage.
Seaton Carew is currently expanding in terms of housing and is set to get even larger. Its school should be at the heart of the community. Holy Trinity School has got to be made bigger and Golden Flatts School made smaller. A new school combining Owton Manor and Rossmere schools is a good idea.
An alternative option would be to close Golden Flatts and expand Holy Trinity because that is where the demand is.
As a Voluntary Aided School the church has to pay 10% of the PCP funding that is spent on the school? If you would only have to pay 90% of the cost you would be saving by building a new school for Holy Trinity.
<b>Owton Manor Primary</b>
Some of the transferring of pupils is purely down to history. Rossmere has had the better reputation but Owton Manor is now improving and therefore deserves a chance (all agree).
This kind of estate dictates that children will go to the school their parents went to. We are slowly changing this perspective and what can be achieved within education.
There is now a more 'open door' policy and the facilities are being used more. We are also going to get a Children's Centre Annex which means that we are now serving our community more. This consultation may hamper that.
We do not agree that we should move to Brierton as this is not cost effective and it will primarily be a SEN site (all agree). A bigger site is threatening to primary children. A smaller site is more welcoming.
Our preferred option is option two. We are improving our standards and we will continue to do so by collaborating with other schools. The staffing issue here has now stabilised and the improvements are beginning to bear fruit.
Our latest Ofsted report shows pupils are now feeling safe and secure and that we are offering an improved standard of education at this school.
The 'mopping up' at other schools would make some distances just too far and this will have a knock on effect on attendance as some of our children have to get themselves up and ready for school.

There are lots of extended services offered at this school and Owton is one of the most deprived areas in the town. If the school closes where will these children go? We would be left with nothing in this area
Class sizes at Owton Manor are small and therefore children get plenty of attention which is improving their development and attendance. Larger class sizes will not do this.
Positive comments from the audience were <ul style="list-style-type: none"> <li>oCommunity use</li> <li>oExcellent foundations</li> <li>oImproving where others are not.</li> </ul>
It would seem that the decision to build a new school at Brierton and close both Owton Manor & Rossmere has already been decided and that is why you closed Brierton school.
We need to send a resounding no to the closure of Owton Manor to the Project Board and the decision makers (all agree).
To put things into context we are an improving school and the latest Ofsted report shows this and highlights our good points. The staff here know all of the children, the staff and governors are committed to taking children's education forward. Community facilities are now up and running for parents and children to use.
<b>Rossmere Primary School</b>
The Condition & Suitability figures give the impression that we need a lot more repair work than we do. The figures are not a fair representation.
Instead of building a new school in this area the money would be better spent on remodelling than building new. It has to be more expensive to build a new school than to refurbish both us and Owton Manor.
We have a 420 place building and a Children's Centre. We could absorb another school as an alternative option
We have a lot of facilities here at Rossmere that are widely used by the community. We have been waiting seven years for a new nursery building and we lost our swimming pool as there was no funding to maintain it. Now there is a chance we will be losing our school as well.
Government plans are for 21 <sup>st</sup> century education. We have a Sure Start centre for Rossmere and St Teresa's so why not combine the two and make it a centre of excellence.
<b>Seaton Carew Nursery</b>
We have no standards issues, no spare places and no condition issues therefore we do not fit into this consultation. If we are going to be part of this process we need to be considered equal but we are not.

(Comment from the Head teacher)

We cannot standstill we need to develop and move forward. We have an open door policy here and if Holy Trinity feels there is a problem with transition then we can go there more often with the children and their staff can come here. We have already worked very closely with Holy Trinity and this consultation has put that relationship at risk. I am very disappointed both personally and professionally with the things that have come from Holy Trinity. If closing this nursery is what the people of Seaton Carew want then I will support that but I don't think that it is. This process has become very painful and there is concern about damage done to school relationships. Decision makers do not always make their decision based on all of the views given. The decisions need to be based on knowledge and fact. Because this process is so short we would not like the rush to compromise the decision.

Children come to this excellent nursery because of its standards and not on religious grounds. Amalgamating the nursery with Holy Trinity would destroy that.

The fact that parents come here from all areas speaks volumes. There is extended daycare and if this nursery moves it will never be replicated. This school is a totally unique experience and should not be lost.

Early year's provision and the reception class from Holy Trinity should be brought together on this site. This could be an alternative option four.

No one wants options two or three, option four is a much better solution. Everything that you need to tick on your list is perfect here, why consider change when the results speak for themselves (all agree)?

The children are the future. Early years is the most important time and changing things will cause a lot of stress. This is a unique nursery and generations have come here. It would be detrimental to Seaton, and the town to take away that independence.

Our vision is to stay as we are a stand alone nursery in Seaton Carew. We would provide nursery education and also become a training facility for early year's education promoting healthy lifestyles and become an eco school. We would either stand alone or close as co-location would not work due to the church issue.

(Comment from the Head teacher)

We are a small community and a transient one. It is the loudest voice that is being heard and we are concerned about this.

Some political groups have already made their decisions.

## A collective response from the governing body of Seaton Carew Nursery School to the stage two consultation - July 2008.

As part of the Government's Primary Strategy For Change, Local Authorities have been asked to look at a number of issues around standards and suitability of buildings in schools these are:

- To provide new and better teaching and learning facilities for pupils and teachers:  
Seaton Carew Nursery School's building is in excellent repair with an exceptional outdoor learning environment. The school is adept at responding to the needs of every child and reducing barriers to learning and other inequalities that might otherwise hold children back. The school provides a well established learning environment which meets the needs of each child and the training needs of post 16 learners from within the local authority.
- Make sure that every school is as good as it could possibly be:  
Seaton Carew Nursery School is already an excellent school with high standards of teaching and learning as a result of the high standards in the curriculum, the curriculum has been judged by Ofsted to Outstanding. [It is based upon a very good understanding of how young children learn and is planned to meet the needs of all children, May 2007 OFSTED].
- Remove excess spare places in schools:  
Seaton Carew Nursery School is oversubscribed and is a popular school in the heart of the community. There are 66 children on role with numbers set to rise to 78 in 08/09. The school has responded to the social and economic needs of the local community by providing a fully integrated day care service of education and care. This has resulted in a significant increase in demand for places from the wider community.
- Modernise or replace schools in the worst condition:  
Seaton Carew Nursery School's building is in an excellent state of repair- the school has undergone some transformational modernisation during the last 3 years and the school has on-going plans to further transform this unique learning environment to accommodate excellent integrated services for the benefit of the children and their families.

The full governing body discussed the options tabled:

**option 1.** Stay the same: -The governors feel that this is not an option (*in it's entirety*), as our vision is to keep this fabulous resource in the heart of the community and to co-locate the 5 Early Years consultants and training rooms to the existing school site to enable the delivery of training to early years educators across Hartlepool, placing theory and excellent early years practice side by side on one site.

**Option 2.** Co-locate with Holy Trinity (perhaps becoming a Foundation Stage School):-  
The governors believe that this would be a backwards step for early years education in Seaton Carew and in the wider community of Hartlepool, because the families would lose their choice of a maintained local authority school and an excellent facility.  
The community would be forced in some way to follow a religious path which may not be of their choosing in order to fit the criteria in the local primary schools admission policy.  
The governors of Seaton Carew Nursery School value the freedom that religious independence brings the inclusion agenda but at the same time fully embraces the well established religious partnerships within the school community.

completely. The government's major research project, EPPE, (the Effective Provision of Pre-school Education, Institute of Education 2003) found that maintained nursery schools and those integrated centres that grew out of nursery schools, have the greatest impact on young children's intellectual and social development and their subsequent progress in school, and provide the highest quality and most effective early years settings. This is confirmed annually by OFSTED inspections. The trend nationally is to keep and develop at least one flagship nursery school that provides education, care and training to early years educators. The governors of Seaton Carew Nursery School fully endorse this transformational, forward thinking initiative and therefore feel that it would be detrimental to close the one and only stand alone nursery school in Hartlepool and we believe in the Teesside area.

The governors of Seaton Carew Nursery School fully endorse the vision of Hartlepool which is:  
**'That Hartlepool will be the best place in the world for our children and young people to grow up'**  
 It is for that reason that we would like to propose the following as a fourth option using the principles set out by the Primary Capital Programme.

The governing body of Seaton Carew Nursery School would prefer

#### **OPTION 4**

**To play a new role at the heart of the community by**

- Developing extended all year round education and care facilities for children from birth to 4 years old. The school would be a place of learning for children young people and adults, where families would be inspired to live healthier lifestyles. Families would be able to access support training matched to the needs of the local community these would include ICT, pre and post natal and healthcare facilities some of which are already being provided.

**Offer 21<sup>st</sup> Century learning facilities, making the most of new technologies by**

- Further developing personalised learning and the role of ICT within the school community and to further develop electronic profiling. Thus enabling this school to provide a quality learning environment harnessing technology and raising standards. The school would become a hub, providing facilities for teaching, learning and training tailored to meet the needs of the local and national early years communities.

**Provide quality school environments which provide better personalised learning opportunities and deliver world class standards by**

- Continuing to provide and further develop an outstanding indoor and outdoor teaching and learning environment supported by specialist early years practitioners. To provide opportunities for families and young children to experience enriched personalised learning opportunities within spacious, child centred facilities that also has the capacity to offer unique learning experiences such as the already successful Forest School.

**Place families at the centre of excellent integrated services for the benefits of their children by**

- Providing a fully integrated service of education and care in response to the needs of the local community. The school would be a place of learning where families would be inspired to live healthy lifestyles, as part of a healthy living complex. The school would be co located on the existing site with a Fitness and Wellbeing Centre providing a hub for other local amenities and services including, child welfare and associated services, community police, health services, family learning and support, community venue space and a safe play space for young children and their families.

In summary;

The governing body believe that Seaton Carew Nursery School should continue to provide a world class standard of service on it's existing site with the stipulation that the school will be developed to become a centre of excellent practice for early years education, in an environment that promotes healthy life styles and sustainability.

The school will remain truly independent from any religious affiliation promoting diversity and community cohesion, continuing to develop and working in partnership with the local feeder primary schools .

Seaton Carew Nursery School will continue to offer extended services and develop others to cater for the needs of the local and wider community.

A collective response form the governing body of Seaton Carew Nursery School to the Stage two consultation of the Primary Capital Programme.

FAO Primary Capital Programme Project Board

**A collective response from the Parents and Friends of Seaton Carew Nursery School to the stage two consultation – July 2008**

***Why the parents and friends of Seaton Carew Nursery School want to keep the school as a stand alone nursery?***

We want a nursery school that will serve the whole community of Seaton Carew not just the Church of England community.

***What is different and special about Seaton Carew Nursery School to us as parents?***

School and site

- o School for the whole community – inclusion of all faiths and ethnic backgrounds.
- o Well equipped due to exclusive funding for the early years foundation stage.
- o Unique site with superior outside space. Allowing the children to have Forestry School amongst other enrichment activities.
- o Eco school- making sure that the school is developed as an eco school site
- o Offers flexible and affordable full day care to families.
- o Offers facilities for the community, for example, baby massage

Staff

- o All staff are early year's specialists, trained and skilled within the 3- 4 years age group.
- o Continuity of staff development in the area of early years. We believe that this leads to the staff's commitment to the early year's development of the children in their care.
- o Low turnover of staff,
- o Ratio of staff per child is maintained

Children

- o Own a dedicated establishment which is shared only with their peers. This helps to build confidence as not sharing facilities with older children.
- o Outstanding outdoor space – encourages children to explore, learn to take risks and to enhance their learning through forestry school garden club and physical development. (For some children this maybe the only chance they get to play safely outside on a daily basis) The children get to know about Healthy living, growing cooking and eating the right foods
- o Full day care gives children the opportunity to develop their social, life skills and to develop their confidence around staying away from home for longer periods of time.
- o Eco School status develops their knowledge and understanding of issues that affect their future environment i.e. recycling.
- o Each child is accepted into the nursery and is given an individual focus on their needs, whatever they are. The school is already treating the children in their education and care needs as individuals. Some times this does not happen in

Nursery Classes for example – a child was not accepted into a Nursery Class because the child was still in nappies.  
At Seaton Carew Nursery School not only was the child welcomed and accepted but the family were helped to toilet train the child.

#### Community

- o the nursery school currently offers extra services to the local community i.e. full day care and baby massage.
- o Extended childcare and central place for integrated community services.
- o the school provides a point of focus for children and young families and helps us to know where and how to get in touch with other child minders
- o the school helps us to find out about other groups for example speech therapists and psychologists

#### **What do we want for Seaton Carew Nursery School?**

- o To continue to be a stand alone nursery for the local and wider community.
- o To become a flagship nursery school in the Teesside area.
- o To continue to offer extended and flexible childcare facilities
- o To become a children/family centre base
- o To develop into a child care services for 0-5 year olds

#### Our Concerns

Our concerns are, if Holy Trinity School became the sole provider of early years education in Seaton Carew then the majority of parents in the community would be inhibited in their choice for early year's education.

To make sure that any extended facilities developed as part of the Nursery School for the community could be accessed by all of the community, the school would need to be separate from the church.

We believe that if the school became part of the church site then permission would always need to be sought from the church.

#### Summary

**Seaton Carew Nursery School is a school for 21<sup>st</sup> Century living and people.**

**Seaton Carew Nursery School has become first choice for parents outside of its local community.**

This is a collective response from the families and friends of Seaton Carew Nursery School to the Stage two consultation of the Primary Capital Programme.

This response includes families from outside the catchment area, existing families who have children attending Holy Trinity School, families whose children are yet to start Seaton Carew Nursery School and families whose children will be attending schools other than Holy Trinity.

We don't want to lose something that is exceptional and unique that serves the local and wider community.

- Seaton Carew Nursery School is already providing exceptional facilities and services for the community, and already holds a vision to develop services for the benefit of future generations and families of Seaton Carew and the wider community.

Seaton Carew Nursery School is already the first choice early year's provider for families and is fast becoming the first choice for families from a much wider community.

We urge you to visit this unique facility before making any decisions about the future of Seaton Carew Nursery School.

- The families and friends of Seaton Carew Nursery School have signed and provided their addresses on the following 3 sheets:

Nº.24  
AREA 4

## Seaton Carew Nursery School Building on Success Realising the Vision The Collective Staff Team response



### The School's Vision is.....

To keep Seaton Carew Nursery School as a stand alone nursery school and develop it as a resource for the children and young families of Seaton Carew and for the Early Years Educators across Hartlepool, co- located with Early Years Training facilities and a Well Being and Fitness centre.  
In buildings that promote sustainable 21<sup>st</sup> century living.

**'Every Community has access to a Children's Centre'**  
ref: Every Child Matters Primary Capital Programme

## **The success so far**

### ***Work effectively with parents/carers, communities and partners***

EPPE 'Good quality can be found across all types of early years settings however quality was higher overall in settings integrating care and education and in Nursery Schools

Seaton Carew Nursery School is oversubscribed and is a popular school in the heart of the community.

There are 66 children on roll with numbers set to rise to 78 in 08/09. The school has responded to the social and economic needs of the local community by providing affordable full day care which is a fully integrated service of education and care. This has resulted in a significant increase in demand for places from families who traditionally have not sought a place at the Nursery School.

The school provides a 'sign posting' service to families seeking child minding services and Health services.

### ***Promote healthy living and emotional well-being***

Stand alone Nursery Schools provide a nurturing environment which is dedicated to Early Years education and care staffed by professionals who are experts in the age and stage for which they teach.

Seaton Carew Nursery School has been awarded a Healthy School's status.

The school has a Baby Massage group.

The school is adept at responding to the needs of every child and reducing barriers to learning and other inequalities that might otherwise hold children back.

The school provides a well established learning environment which meets the training needs of post 16 learners from within the local authority.

The school provides Teaching and Learning in the outdoors related to Forest School and a Garden Club with an allotment has already been awarded eco school silver award and is poised to gain a Green Flag



#### *Personalise learning and teaching*

Seaton Carew Nursery School is already an excellent school with high standards of teaching and learning. The school already offers lessons in movement and P.E. as well as outdoor play, as a result of the high standards in the curriculum it has been judged by Ofsted to be Outstanding.

[It is based upon a very good understanding of how young children learn and is planned to meet the needs of all children', May 2007 OFSTED].

The school works in close partnership with all feeder primary schools to ensure a smooth Transition.

The school has a growing skill of early intervention for children with additional needs and a successful track record of openness and trust with all stakeholders

#### *Make good use of freedoms and flexibilities*

Seaton Carew Nursery School's building is in an excellent state of repair- the school has undergone some transformational modernisation during the last 3 years and the school has on-going plans to further transform this unique learning environment to accommodate excellent integrated services for the benefit of the children and their families.



## **The Way Forward**

### **Develop the role that the school plays at the heart of the community**

Developing extended all year round education and care facilities for children from birth to 4 years old.

The school would be a place of learning for children, young people and adults, where families would be inspired to live healthier lifestyles.

Families would be able to access support and training matched to the needs of the local community these would include ICT, pre and post natal and healthcare facilities some of which are already being provided.

### **Offer 21<sup>st</sup> Century learning facilities, making the most of new technologies by**

Further developing personalised learning and the role of ICT within the school community and to further develop electronic profiling.

Enabling this school to provide a quality learning environment harnessing technology and raising standards.

The school would become a hub, providing facilities for teaching, learning and training tailored to meet the needs of the local and national early years communities.

### **Provide quality school environments which provide better personalised learning opportunities and deliver world class standards by**

Continuing to provide and further develop an outstanding indoor and outdoor teaching and learning environment supported by specialist early years practitioners.

To provide opportunities for families and young children to experience enriched personalised learning opportunities within spacious, child centred facilities that also has the capacity to offer unique learning experiences such as the already successful Forest School.

### **Place families at the centre of excellent integrated services for the benefits of their children by**

Providing a fully integrated service of education and care in response to the needs of the local community.

The school would be a place of learning where families would be inspired to live healthy lifestyles, as part of a healthy living complex. The school would be co located on the existing site with a Fitness and Wellbeing Centre providing a hub for other local amenities and services including, child welfare and associated services, community police, health services, family learning and support, community venue space and a safe play space for young children and their families.

The staff at Seaton Carew Nursery School would like to see that.....

Most of all Seaton Carew Nursery School remains an independent Stand Alone Nursery School meeting the needs of the growing multi ethnic 21<sup>st</sup> Century community in Seaton Carew and Hartlepool promoting community cohesion whilst continuing to develop a working partnership with all the local feeder Primary Schools.

N. 24

Catholic Headteachers' response to the Primary Capital Programme's Options for change

Traditionally, the Diocese and Catholic schools have worked in partnership with Hartlepool local authority, and hope that this partnership will continue. There are currently eight parishes in Hartlepool, served by six Primary Schools, which accommodate children from all Parish Communities. We want to ensure that the reality of access to Catholic education for all Catholic families in Hartlepool is paramount.

In January 2007, 1475 pupils were being educated in Catholic Primary schools. Projected figures for 2017 remain at 1475. Although there may be movement of numbers at individual schools across the town, the same level of provision is essential.

All six schools provide the core offer of before and after school care. Three out of the six schools provide a vital role in the community through children's centres. We are strongly committed to supporting our local communities and working with neighbouring schools.

Area One

In relation to St Bega's R.C. Primary and St John Vianney R.C. Primary schools we consider that provision in this area should be maintained, and we support Option One.

Area Two

We support options that would provide Sacred Heart School with a new building. We support the principle of co-location, provided that this was two separate buildings and separate play areas, and that traffic and parking issues are addressed. Another option could be to rebuild on the current site, vertically, releasing land for play areas. Innovative solutions would need to be sought for this option.

Area Three

We believe that the option to reduce places from 308 to 210 at St Cuthberts is realistic, and would still provide enough school places for the Catholic community. We oppose the possible co-location with St Aidan's on the grounds that the site is too small. However, we believe that a more

positive and transformational option would be to rebuild St Cuthberts on the current site, by demolishing Parish property. Initial plans indicate that the site is viable (see attached plans).

With regard to the future of St Joseph's R.C. Primary School, we support option 2. St Joseph's staff would welcome the opportunity to work in a collaborative way with Ward Jackson Primary School. We are concerned that there is no mention of improving the condition of St Joseph's building, to make it fit for purpose in the 21<sup>st</sup> century.

#### Area Four

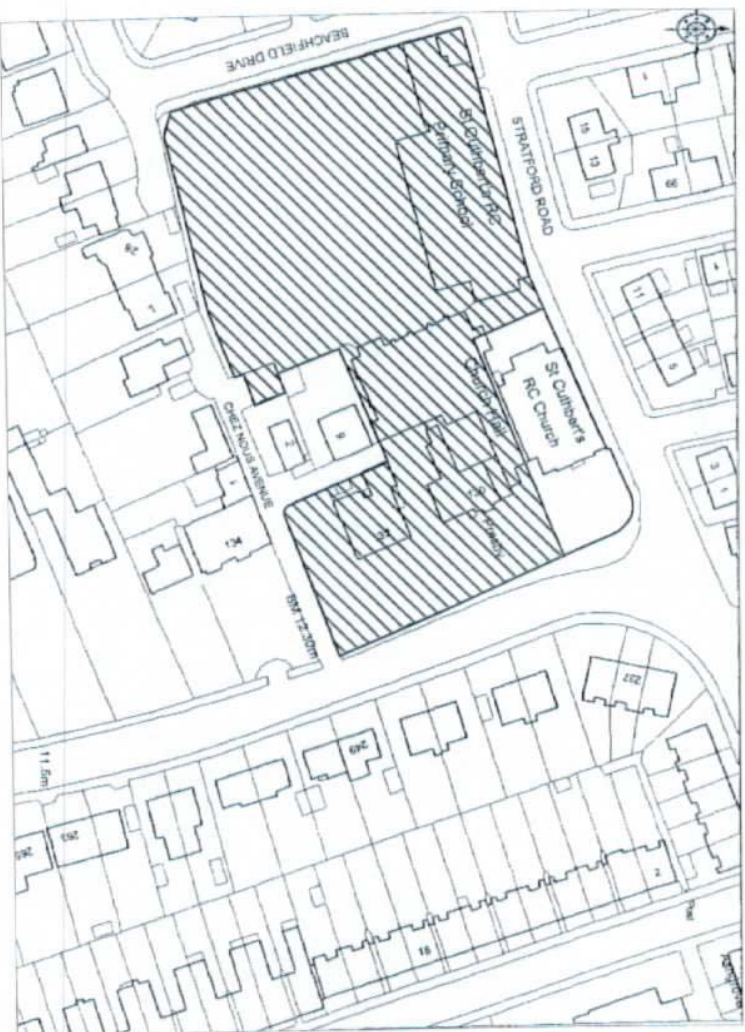
We agree with the options for St Teresa's R.C. Primary that there should be no change to the size of the school. The condition of the building requires consideration, as do facilities for extended provision.

Any decisions in the future would need to be agreed by the Diocesan trustees. We would hope that the authority would be able to provide the 10% funding that will allow us to participate fully in the Primary Capital Programme.

We recognise that this is a fifteen year programme, and that it is expected that 50% of schools will receive a new building or significant refurbishment in that time. This response is suggesting two new builds and two schools to have significant condition issues addressed. As both Sacred Heart and St Cuthberts were very high in the authority's list in terms of condition and suitability issues, we believe it is appropriate that both are re-built as part of this programme.

Mr Mike Cooney	Headteacher	St Bega's R.C. Primary
Mr John Hardy	Headteacher	St John Vianney R.C. Primary
Miss Josephine Bowman	Headteacher	Sacred Heart R.C. Primary
Miss Mary Frain	Headteacher	St Cuthbert's R.C. Primary
Miss Margaret Hodgson	Headteacher	St Joseph's R.C. Primary
Miss Eileen Cahir	Headteacher	St Teresa's R.C. Primary
Mr Joe Hughes	Headteacher	The English Martyrs School and Sixth Form College

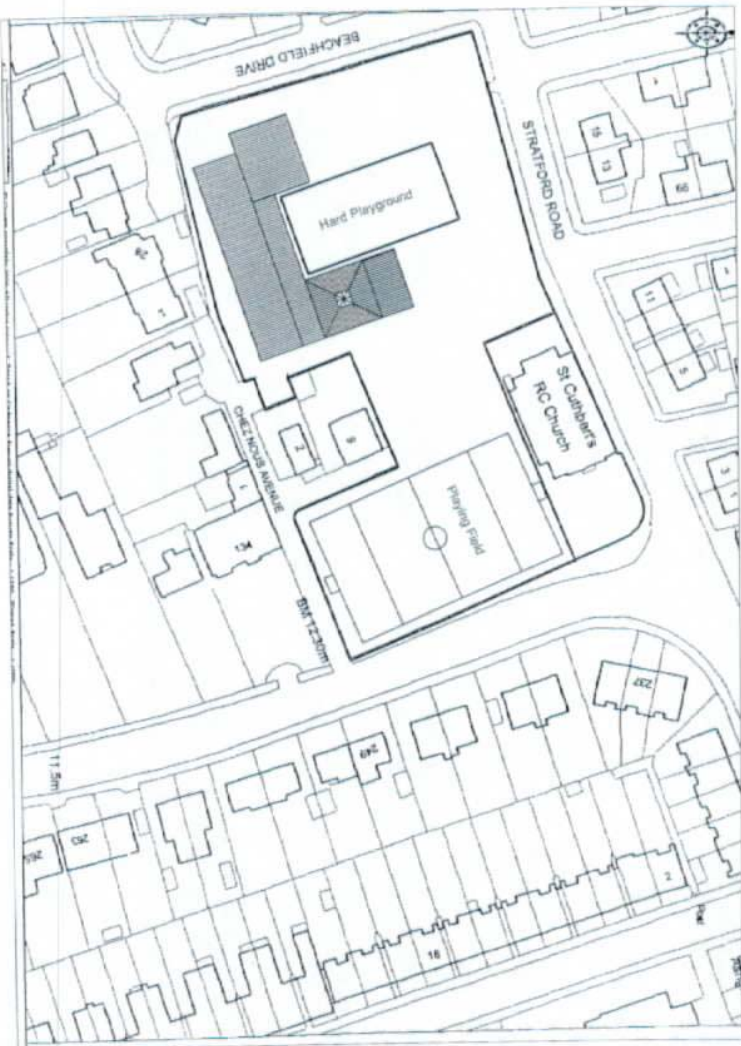




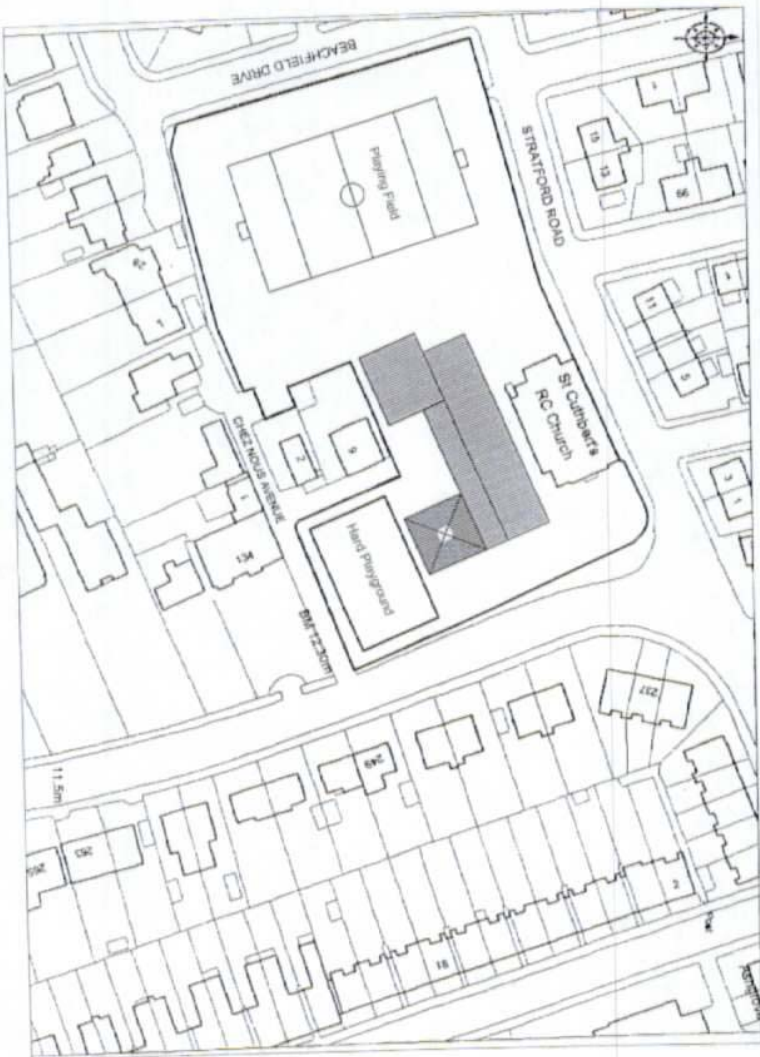
St Cuthbert's RC Primary School  
Site Plan As Existing, Area: 6156 Sq.m.  
SC: 1/1000



St Culbert's RC Primary School  
Site Plan As Proposed - Option (1),  
SC: 1/1000



St Cuthbert's RC Primary School  
Site Plan As Proposed - Option (2).  
SC: 1/1000



St Cuthbert's RC Primary School  
Site Plan As Proposed - Option (3),  
SC: 1/1000

14.08

A JOINT RESPONSE TO PCP FROM THE FOUR CHURCH OF ENGLAND  
PRIMARY SCHOOL HEADTEACHERS IN HARTLEPOOL

Along with our own schools' issues we felt the following should be raised with the Transformation Team.

1. A new school at Bishop Cuthbert.  
This doesn't fit the remit of PCP which is supposed to tackle social deprivation.

We do not feel that the building of a new school would be justified. It would appear that parents on Bishop Cuthbert are exercising their rights to attend schools with a religious ethos and that there are sufficient places in the schools presently not to build a new one.

2. A new Church of England School.  
We understand the thinking behind the idea that if a new school was built at Bishop Cuthbert it would be designated Church of England. However when we have Elwick and Hart Primary Schools in a federation nearby and one already a Church of England would it not be right that Hart too became a Church of England School? This would also rule out the Labour Group's suggestion of closing Hart and Elwick schools, relocating Barnard Grove on the old Henry Smith's site and it becoming a Church of England school.

3. Co-locating St. Cuthbert's on St. Aidan's site  
It was agreed that this was not acceptable because of the numbers and traffic involved in the Loyalty Road area. It was also not wanted by either set of parents or Governors. St. Cuthbert's governors have put forward a new option which would see the a new, smaller, one form entry school built on the current site. This would also help St. Aidan's School in that there would be fewer spaces available for their children to be moved to St. Cuthbert's in order for children to later attend English Martyrs.

4. A new school for Holy Trinity  
It was agreed to support Holy Trinity in their bid for a new school which would include a full foundation stage.

5. Partner Primary Schools  
It was agreed that the Partner Primary Scheme would have to be looked at again especially in regard to St. Aidan's but also for all the Church Schools as our pupils travel all over the town when they leave us. It would also appear that Manor School will be oversubscribed for the next eight years, in one year by as much as 60, children and that English Martyrs is undersubscribed for the next eight years. This would enable discussions to take place between St. Aidan's, Durham Diocese, Hexham and Newcastle Diocese, the Local Authority and English Martyrs School about St. Aidan's being a partner primary of English Martyrs.

6. Greatham CE School and Partner Primaries  
Parents at Greatham are worried about the Partner Primary Scheme. The distance from Manor can exclude the children but the distance from any other Secondary school also excludes Greatham children. It is felt that Greatham should have a guaranteed place at Manor. What parents are afraid of is that their children have to go out of Hartlepool for secondary education and we know of examples where parents have been offered either St. Hild's school or travel to Billingham

W. Kailton  
22.07.08

PP Julie Tyerman  
Amanda Baines  
Steve McDonald



**The Diocese of Durham  
BOARD OF EDUCATION**

**Director of Education : Rev'd Sheila Bamber**

Carter House, Pelaw Leazes Lane, Durham, DH1 1TB

Email : [Sheila.Bamber@durham.anglican.org](mailto:Sheila.Bamber@durham.anglican.org)

Tel : 0191 374 6009 Mobile : 07989 542565 Fax : 0191 384 7529



THE CHURCH  
OF ENGLAND

29<sup>th</sup> July 2008

For the attention of Paul Briggs

The Schools Transformation Team  
Aneurin Bevin House  
Avenue Road  
Hartlepool  
TS24 8HD

Dear Sir

● **Transforming Primary Education: stage 2 consultation**

Thank you for the opportunity to consider the range of options set out for transforming primary education in Hartlepool. I have been aware of a depth and energy in the discussions that does not always happen at consultation, and I hope that the conclusions that are drawn will reflect this and the genuine wish to take account of the views of local people as to the best ways of meeting the challenges of the primary strategy.

**Area 1**

We do not have a preference for either option 1 or option 2. We would however indicate our support for all the schools in this cluster, which are also linked to St Hild's CE VA Secondary School, and we greatly value the partnerships that have built up between us. The proposed Classroom of the Future to be developed between St Hilds and St John Vianney is an excellent example of the creative ways in which the dioceses and the local authority work in partnership with all the schools across the borough and we hope this will characterise our approach to the primary capital programme in due course.

● **Area 2**

In our previous response we indicated that we believed that rural schools should be retained, and the response to this consultation has given us no reason to change our view. A number of well thought out responses from others reinforce the clear way in which Elwick school meets government priorities for education and sustainable communities as a small, popular and successful school making a valued contribution to the life of the village, and we believe that the presumption against the closure of rural schools should prevail. I am happy to provide more details of the case for the retention of Elwick if this would be helpful, but at this stage I would simply draw your attention at this stage to the responses submitted by others, and in particular the Elwick Action Group and the Parish Council, as well as the volume of individual letters, and endorse the points they make.

We have welcomed the increasing closeness of Elwick and Hart schools through federation, and believe that this experience has much to offer in terms of fresh ways of looking at transformation. Unless a proposed new school at Bishop Cuthbert has the significant support of the residents of the estate, we do not feel that this should proceed, certainly not at this time. Were such a move felt to be desirable as part of a much longer term view, we would seek to work closely with Hart and Elwick, perhaps to extend the federation onto a third site.

### **Area 3**

On balance, we would support Option 2 in this area. The numbers in the recent past indicate that the stable admission limit for St Aidan's would be 1.5 forms of entry, and formalising this would allow the school to move forward in reviewing the use of its buildings and considering the options for improvement or replacement. We welcome proposals for co-location, and believe that they can bring great benefits to every party. In the case of St Aidan's and St Cuthbert's, the opportunities available to St Cuthbert's to make better use of their own site, and the constraints of the St Aidan's site in terms of traffic management mean that it is unlikely that a co-location would be desirable or feasible.

We have considered a request to us from the governors of Ward Jackson School, strongly supported by Stranton PCC, to relaunch the school as a Church of England Voluntary Aided School. The school is a significant part of a distinctive local community with particularly acute social and economic problems. It has faced significant challenges over the years, and the challenge that has been identified in the consultation documents is to support the school to meet government targets in English and Maths. The school has established very supportive working relationships within its local community and with the local church. It has a strong ethos of care and support for all those who come into contact with it. For all these reasons we do not believe that Ward Jackson school should close. The opportunity to become a Church of England Voluntary Aided school would give the impetus of a 'fresh start' with a new identity, and has the potential to support and strengthen the excellent work that is being done at the school and in the community. As a Church of England school, priority would be given to admissions from the local community, and the school would be fully inclusive of those of all faith backgrounds and of none. The school would continue to strengthen the excellent partnerships already in place with St Joseph's, the FE college and others across the town. The PCC has set out its support for the proposal fully. For these reasons we would support the proposal and welcome the opportunity to explore it further in a wider open consultation with the governors, parents, local parish and other partners.

### **Area 4**

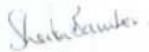
Holy Trinity Seaton Carew is an outstanding and popular school at the heart of the local community. It is currently the only primary school in the borough without a nursery, and we would wish to see this changed, as the benefits of a strong and integrated educational provision in the foundation stage are clearly recognised in the national strategies. A nursery at Holy Trinity would allow the school to extend its high quality reception provision into the early years of education, and provide continuity and security for children and families moving forward into key stage 1 without the need for a significant transition (unless the parents choose this). At the heart of the community, the school would also be able to extend its support for parents and families, as children would be educated on the same site in an integrated provision.

The school is popular, we would support increasing the admissions to 1.5 forms of entry. To achieve this the building will need considerable attention. We believe that in any event the costs associated with the condition of the present building have been understated, as the remedial work needed on the cellar under the school, which floods regularly and causes significant problems with electrical equipment, has not been taken into account.

We support the proposals for no change at Greatham, as we believe that this school is a valuable part of its community.

I hope this response is of help. Please do not hesitate to contact me if you would like clarification or amplification of any point. We would welcome the opportunity to discuss these and other proposals further, and would assure the Authority of our full support in achieving the ambitious transformation programme that is envisaged in this consultation.

Yours sincerely



Sheila Bamber  
Director of Education

## Summary of Position

## The Labour Group:

- Does not support, under any circumstances, the closure of Rossmere, Owton Manor or Ward Jackson Primary School.
- Notes the enormous strides made in improving educational standards across the town since Hartlepool became a unitary authority in 1996.
- Supports and celebrates the immense work done by teachers, governors and pupils in improving academic achievement.
- Believes that Barnard Grove should be completely re-built, potentially on a new site with the most obvious choice being the old Henry Smith site.
- Does not support the building of a new school on the Bishop Cuthbert site.
- Believes Clavering Primary could be re-built by building a new school (including healthcare, community facilities and a chemist) opposite the Saxon Field.
- Fully supports the proposed co-location of Sacred Heart and Jesmond Road schools on the Jesmond Road site.
- Believes that the huge achievements seen over the last decades must be continued and accelerated. Increased support and collaboration between schools must be increased to drive up standards for the benefit of all Hartlepool's children both now and in the future.

The document that follows expands these points and gives full explanation of the Labour Group's position in respect of the primary capital program.



## The Way Forward: Primary Capital Program

The Labour Group has noted the enormous strides made in improving educational standards across the town since Hartlepool became a unitary authority in 1996. We believe this to be due to the willingness that Governors, staff and students of our schools have shown to work hard in partnership with the officers of the Local Authority and to the vision shown by school leaders in shaping our education service. Progress has been steady year on year and demonstrates the immense talent in the town as well as the hard work that continues to drive up standards.

The Labour Group fully supports and welcomes the massive investment in our primary schools as outlined in the primary capital program. We believe it presents a unique and extraordinary opportunity to transform primary education in Hartlepool for pupils both now and in the future building on the successes of the past 10 years.

In spite of the progress made, there is always room for improvement and the Council has a clear duty to ensure the very best outcomes (and outputs) possible for all of our young people and in addition address the issue of excess pupil places and the improvement of school buildings.

It is imperative that primary schools remain at the heart of the wider community and that this process should expand this community focus and widen accessibility for all residents to school facilities.

We believe that the Council should add to the value of this transformation by using the sale of redundant Primary school land to help further investment over and above the Government grant to complement this shared vision. The bottom line is to achieve world class education in transformed buildings for all Hartlepool children.

After detailed examination of the options set out in the consultation papers the Labour Group has taken the following positions:

#### Area One

- The options as presented do not address the issue of academic standards at St. Helen's. Proposals such as co-location, collaboration or even perhaps federation need to be explored in order to deal properly with the standards issues at the school.
- The Group believes that the possibility of having one co-located site on the Headland (rather than two separate sites) should also be considered.
- In respect of Barnard Grove, the Group fully recognises that this is an excellent school with very high standards, but that the poor condition of the building must be urgently addressed. It is clear the school structure needs replaced entirely, but the current site is not the best site for that re-build. The Labour Group believes that a new site could be chosen with the clear choice being the old Henry Smith site. This exciting possibility could be made a reality if the LA were to make approaches to the Diocese of Durham with a view to working with them to change the designation of the school to a VA Church of England Primary School. This would further cement the already strong partnership that the school has with St. Hilda's. This will not entail changing the current admission zone of the school.

#### Area 2

- The Labour Group does not support the building of a new school on the Bishop Cuthbert site as it is imperative that the limited funds available are directed to the areas of highest deprivation and greatest need. Furthermore it is our belief that a new school at Bishop Cuthbert could threaten the future viability of Throston School.
- Specifically with regard to Throston the Group recognises the immense progress made in the past five years under the current Head and looks to this current upward trend being continued. We feel that more options surrounding direct support and collaboration with other schools should be explored.
- Clavering Primary appears to be currently undergoing some difficulties. More options need to be explored to support this school.

and restore its position as an excellent school in the north of the town. The Group believes that there may be an opportunity here to help with the standard of buildings and the expansion of the school to accommodate the Bishop Cuthbert development. This could be achieved by building a new school (including healthcare, community facilities and a chemist) opposite the Saxon Field.

- The Labour Group believes that in respect of Hart and Elwick closure presents the best options in terms of long term future viability of the town wide primary school provision.
- The Group fully supports the proposed co-location of Sacred Heart and Jesmond Road schools on the Jesmond Road site. The state of the Sacred Heart building, limitations of the site and the very serious issues around traffic and road safety mean that it is no longer a viable site for a primary school and a new build at Jesmond Road is by far and away the most suitable option.

### Area 3

The Group fully recognises that there have been serious difficulties in raising academic standards at Ward Jackson School. The current leadership team are working hard to address this and the Group wishes to ensure that they have adequate support to achieve their aim; we understand that radical changes are needed to do this.

The Group does not support closure: we believe that Ward Jackson School is playing a vital role in its community and its loss would represent a devastating blow to the families of that area.

Therefore the Labour Group believes that 4 options should be investigated as a potential solution for Ward Jackson:

1. Continue and build up the school on its current site.
2. Co-locate with St. Joseph's on the St. Joseph's site.
3. Co-locate with St. Joseph's on the Ward Jackson site.
4. Co-locate with St. Joseph's on a new site in that area.

The Group recognises the progress currently being made at the school and the work being done by the excellent leadership team. However, no matter

which of the above options is chosen, it is clear that, in any event, a strong, formal model of collaboration with one or more schools must be developed with Ward Jackson to support the raising of academic standards. It is clear that St. Joseph's represents the most obvious choice for collaboration, but such arrangements need not be limited to one school and could in fact be worked up with a number of schools, both primary and secondary.

#### Area 4

- The Group does not support any proposal for the closure of either Owton Manor or Rossmere Primary Schools.
- Standards at Owton Manor School are improving at a steady rate and its CVA of 100 shows that the children are achieving the results expected of them. The Group believes very strongly that a resolution to the Leadership at the school must be urgently addressed and that a package of support and collaboration should be put together to continue the school's ongoing improvement.
- Rossmere School faces a challenge to improve academic standards but the Group believes that this can be achieved with adequate support and does not feel that there is a case for closure. Instead, we believe that, given its very close proximity to St. Teresa's, there is a clear opportunity for a strong, formal model of collaboration to be developed between the two schools to address the current situation.  
  
The site at Rossmere is one that the Group feels could be developed in conjunction with St. Teresa's to create a more formalised co-location between the two schools, which could also further develop the community focus of the site.
- Finally the Group is clear that there should be no increase in numbers to Seaton Carew CE Primary School and any increase should be at Golden Flats.

#### Summary

The Group does not support any option that involves closing Ward Jackson, Owton Manor or Rossmere primary schools. If we have not made a specific reference to a particular school in the document it is because we are

satisfied with the options being put forward for that school. The positions outlined above are to be considered as a package and are not therefore subject to change on an individual basis.

Councillor Jonathan Brash

Leader of the Hartlepool Labour Group of Councillors

Nº 35



### Hartlepool Constituency Labour Party

Member of Parliament  
Iain Wright

**SECRETARY**

Mr. Moss Boddy  
1, Zetland Road,  
Hartlepool.  
TS26 8PZ  
T. 01429 270446

**PRESIDENT**

Mr. Edwin Jeffries  
28 Lowthian Road  
Hartlepool  
TS26 8AN  
T. 01429 523868 (w)

**TREASURER**

Cllr Gerard G Hall  
11 Eamont Gardens  
Hartlepool  
TS26 9JD  
T. 01429 260557

Sir/Madam,

**Re: Primary Capital Programme**

Please find below the Hartlepool Constituency Labour Party's views and position and to be included as part of the Stage 2 P.C.P. Consultation.

Area 1 Schools:

The Hartlepool C.L.P. agrees with and supports the proposals as set out in the Summary Option 2.

Area 2 Schools:

The Hartlepool C.L.P. considers that the Throston and Clavering Primary Schools will have the capacity and excellence to incorporate and provide for the anticipated children of primary school age that will become resident in Bishop Cuthbert\*.

It may well be the case that both schools require some new buildings and/or the enhancement and improvement of their present buildings.  
(\*see later)

An important supporting, albeit non educational consideration to the above, is the need to maintain Open Space provision within the Bishop Cuthbert development,

It is the view of the Hartlepool C.L.P. that Sacred Hart and Jesmond Primary Schools should be co-located on the "earmarked" Jesmond Road site.

The Hartlepool C.L.P. considers that schools are a vital community resource helping to both define, invigorate and sustain the communities of which they are so clearly a part. Thus, The C.L.P. is opposed to the closure of either or both Hart or Elwick Primary Schools. We consider continuing moves to achieve a "federated" position between the two schools is the way forward. Moreover, Hart Primary offers the opportunity/space for new build should the numbers of primary places generated by the Bishop Cuthbert development be too much for Clavering and Throston Primaries to accommodate\*. (see above)

Building improvements will (of course) be necessary at Elwick School.

The C.L.P. agrees and supports the proposals as set out in Summary Option 1 with regard to Eldon Grove, Kingsley Avenue and West Park Primary Schools. Enhancement and improvement of the buildings available to Eldon Grove School is considered particularly important. Moreover, the continued provision of Special Educational Needs at Kingsley School is endorsed by the C.L.P.

#### Area 3 Schools:

The co-location of Ward Jackson and St Joseph's School's is considered the most appropriate way forward.

Similarly, the C.L.P. considers the co-location of St. Cuthbert's and St. Aiden's Schools to be the way forward and as necessary utilising the land immediately adjacent to St. Aiden's School to successfully achieve the schools co-locating. The C.L.P. also notes that it is highly unlikely that St. Cuthbert's School given the physical considerations of the buildings is a sustainable site.

Being mindful of the above, the C.L.P. agrees and supports the proposals as set in Summary Option 1 with regard to Stranton, Lynnfield and Brougham Schools.

#### Area 4 Schools:

As was stated previously with respect to schools and "their community" the C.L.P. supports the continued Primary provision at Greatham and

Holy Trinity at Seaton. Holy Trinity will require appropriate building improvements.

The C.L.P. considers Golden Flatts also has a clear and identifiable community. The view of the C.L.P. is that Golden Flatts Primary should be retained but with integrated community facilities e.g. Post Office, Surgery/Pharmacy.

The C.L.P. considers that the required approach to Owton Manor Primary School is essentially the same as applied to Golden Flatts i.e. that the school become an integrated community facility and utilising the same reasoning.

It is considered that co-location will be the most satisfactory and successful approach to Rossmere and St. Theresa's Schools.

● The view the C.L.P. has taken regarding Grange, Fens and Rift house Schools is that it agrees and endorses the proposals as set out in Summary Option 2 re these three schools.

The C.L.P. considers the above to be workable, sustainable and cost effective and efficient. Moreover, the Hartlepool C.L.P. is opposed to the closure of any of Hartlepool's Primary Schools.

The C.L.P. believes the implementation of the views as given, as above, negates any requirement for school closures and for any requirement for new school(s) to be built.

● Moss Boddy  
Secretary,  
Hartlepool Constituency Labour Party

# Hartlepool Sixth Form College

BRINKBURN

Brinkburn 1 Blakelock Road  
Hartlepool TS25 5PF

Tel: 01429 294444

Fax: 01429 294455

email: HSFC@hpoolfc.ac.uk

www.hpoolfc.ac.uk

Principal Rick Wells B.A., MEd., P.G.C.E.

16<sup>th</sup> July 2008

Dear Mr. Briggs

Hartlepool Sixth Form College welcomes the Schools Transformation (BSF) proposals and the general 'direction of travel' indicated in the planning and consultation processes. The scheme represents an exciting opportunity for Hartlepool not only to build schools and colleges of outstanding quality but also of iconic architectural merit. It also provides an opportunity for Children's Services and Portfolio holders to strategically plan for the future education needs of the population of Hartlepool and for the long-term viability of its best providers.

To date, these considerations have been evident in the decision to close Brierton and to proportionately relocate students to other schools to ensure their viability and staffing levels. Efforts have been made to secure redeployment of staff from Brierton within the town, and this is entirely proper and laudable. Schools Transformation planning has now moved into consideration of the primary school property strategy and again consideration is being given to the potential reallocation of pupils to other primaries in proportion that maintains contribution levels to Yr 7 recruitment in the town's secondary schools. This reflects the duty of care that Children's Services has towards the schools that lie within its authority and is welcomed.

Hartlepool Sixth Form College believes that there is an important factor that is being overlooked and deserves your detailed attention. BSF plans are potentially leading to a structural destabilisation of longer-term student progression to Hartlepool Sixth Form College. We refer specifically to the following:

- The English Martyrs School last year exceeded its Yr 7 intake limit by one full set. This action met with criticism from other school heads but it nevertheless happened as fait accompli and this additional set will now continue to be recruited annually.
- The English Martyrs School has benefited from the addition of Brierton students (along with other secondary schools) which adds perhaps a further 20-25 pupils to the school's roll.
- Now to the above is added the potential closure or federation of a number of primary schools that might include pupils from state schools going to RC primaries – the natural feeders of EMS – the figure could be as high as another 89 Yr 7 entrants.
- All of the above indicate that EMS has greater potential to retain pupils at L3 whereas before these changes these pupils would have had a completely objective choice for progression at 16.

Hartlepool Sixth Form College has received national recognition for Further Maths, Childcare, Law and Sports Science. Our pass rate at Level 3 are among the highest in the rarefied sector of real sixth form colleges, by which we mean incorporated sixth



INVESTOR IN PEOPLE

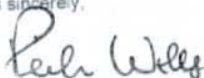


form colleges, and our value added is strongly positive, with AS value added results last year placing us in the top 5% of colleges and A level in the top 10%. Our strengths are well known to the local LSC, whose confidence in our quality and ability to add growth to student numbers is recognised in the current progress towards the construction of a £24 million new build. Three and a half years ago, the College had 650 students. Today, as a consequence of excellent results and strong management, the College expects to recruit over 900 students this September, continuing a trend of impressive year-on-year growth. The LSC has informed us that this growth makes HSFC proportionately the fastest-growing college in the North East, a remarkable feat in the context of the local demographic. It is also worth noting that this growth has gone hand in hand with reductions in LSC funding due to the complex nature of Government funding decisions post-16 and without the advantages enjoyed by school sixth forms of zero-rated VAT and 100% Schools Transformation (BSF) funding. Some of these inequalities may in time be addressed by the effects of the Machinery of Government Changes, but Children's Services should, in our view, be taking the impact on HSFC of these factors into consideration as Schools Transformation plans are developed.

The cumulative effect of the structural changes envisaged by Schools Transformation might be to deny HSFC the ability to recruit up to 100+ students who until now will have come through the existing primaries and secondary system in non-RC schools. HSFC believes that Children's Services, which will shortly welcome HSFC back into its fold, also owes this College a duty of care in that BSF planning should be addressing the long-term viability of Hartlepool's premier Sixth Form College and the job security of its staff, insofar as this is a consideration made of any other institution within your remit. We ask that this be done as part of the consideration of responses to the proposed Primary reorganisation and that, consequently, there should be no expansion of current pupil numbers at RC Primaries.

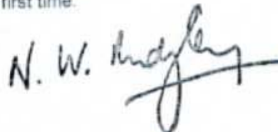
Our Governors would be grateful for reassurances that Children's Services and the Schools Transformation planning team are aware of these issues and that the viability of HSFC is being considered as part of a sophisticated analysis of student progression from 11-19, rather than the narrow focus that appears to be evident in BSF plans to date, in which school transfers, student progression and institutional viability seem pointedly limited to 11-16. Our Governors would be pleased to hear from you personally at a forthcoming Governors' meeting, which would also afford you the opportunity of meeting them for the first time.

Yours sincerely,



Rick Wells

Principal and Chief Executive



Neil Midgley

Chairman of Governors

CC:

Adrienne Simcock

Cath Hill

Peter McIntosh

Rachel Smith

Stuart Drummond

Iain Wright

Integration Support Managers, Sure Start Children's Centres and Extended  
Services  
Response to Transforming Primary Education  
Stage 2 Consultation

The Children's' centres and extended Services through schools strategy is aimed at providing integrated services and support for all children aged 0-19. The current proposals around primary capital need to consider the following

- There is a real opportunity to strengthen children's centres and early years learning within primary schools and we would welcome any plans which include this
- There is also a real opportunity to strengthen multi-agency preventative and early intervention work and again we would welcome any plans which include this
- Any new build could potentially include a centre of excellence for early years which would build on the work already being done, however we need to be mindful of the impact this could have on other schools in the area which could be adapted and supported to offer the same quality provision.
- The impact of those options which include potential school closures on current children centre relationships and service provision and future phase three developments' – any decisions need to take into account the sustainability of current and future service delivery
- The provision of extended services 8am – 6pm particularly community access as most primary schools do not currently provide this because of lack of facilities – we would ask that cabinet consider this and that schools are encouraged to ensure through consultation with local communities that any future building plans take this into account. All schools are expected to be offering a full range of extended services by 2010

### Summary of Elected Member Meetings

#### AREA 2:

A sixth option could be to move Clavering and expand it as this would then service Elwick and Clavering and safeguard Throston.

#### AREA 4:

The statistics show that Owton Manor is improving extremely well while Rossmere clearly has leadership and management problems therefore I could not support the closure of Owton Manor under any circumstances. Grange also shows problems.

There are more pupils crossing over from Owton Manor to Rossmere than from Rossmere to Owton Manor, therefore Rossmere would be the best place for a new school. Very few would want to go as far as Brierton

The view of people who live in Hart and Elwick is that you will take the heart out of their community if you close the village schools. These are unique schools which operate differently to town schools. It would be good to build on what Hart and Elwick have got as it gives a different choice

With regard to Contextual Value Added (CVA) Hart and Elwick are not achieving the 100 mark and so this begs the question is the teaching as good as intimated? The children who are there now will have left before any change occurs. The question is being asked about how many children from Hart and Elwick go on to secondary education in Hartlepool or are Hart and Elwick simply crèches for Red House School in Stockton. We need to ask the question is it educationally viable to keep open two schools with less than 100 pupils while children from very deprived areas have to go to much bigger schools. These parents do not have choice as most do not have the means to get their children to any other school.

There is still a misunderstanding of what co-location means on the Jesmond Road/Sacred Heart option. It is two leaderships, two Governing Bodies two separate ethos with two school structures underneath all that. They could have shared facilities eg library, canteen, ICT area, sport area and it would purely be a timetabling issue. It would be dependant on how open people would want to be. If the two schools were to be moved back slightly they could also access the whole of the Greyfields Site.

As only a small proportion of the children who attend Hart come from the village; another option would be to keep one village school for both villages.

A school at Bishop Cuthbert threatens Hart and Elwick in the short term but would also threaten Clavering and Throston in the long term.

<b>Summary of Public Meeting held on 22 July at Hartlepool Town Hall</b>
In Elwick the feeling is very strong. We have a full, successful school and we fail to see how the closure of this school will benefit the children, the community or the town as a whole.
Hart and Elwick are very good schools and the reason for this is that they are small schools.
Another option would be to leave Hart and Elwick schools as they are and build a new Roman Catholic school at Bishop Cuthbert. That way Sacred Heart would not have to move onto a site that is only meant for one school.
If you take the young heart out of Hart and Elwick you will kill the villages.
It is still very unfair that the Labour Group document has been published. It makes a mockery of consultation.

### OPTIONS FOR AREA ONE

#### Option 1 – Keep things as they are

The most important issues for Area One are to make sure that the government's minimum targets for English and maths are met consistently at St Helen's Primary School and to improve the condition of Barnard Grove and St Helen's Primary Schools. Provided that these issues are dealt with, this option could work because there are so few spare places that need to be removed in this area. But we need to remember that the pupil predictions for this area rely on major development taking place at Victoria Harbour within the next ten years. If this option were chosen we would be planning to have 8.2% spare places in this area. This is within the government's limit of 10%.

#### Option 2 – Adjust the size of some schools

This option makes adjustments to the number of places at schools to try to make sure that all children can have a school place in the school nearest their home if they so wish. If this option were chosen we would be planning to have 6.2% spare places in this area. This is within the government's limit of 10%.

#### General Comments on Options for Area One

Whichever option is chosen, the most important thing to remember is that we want all children to do the best they can at school. Performance in English and maths at St Helen's and the condition of Barnard Grove and St Helen's are the issues that need to be addressed in this area.

We would hope to help St Helen's to achieve consistently high standards by encouraging schools to agree to work together. This could mean sharing staff expertise, sharing leadership responsibilities, having joint committees of governing bodies or moving towards a single governing body looking after two or more schools (called federation). The government expects strong action to be taken to ensure that their minimum standards in English and maths are met.

## OPTIONS FOR AREA TWO

### **Option One – Keep things as they are**

The most important issues for Area Two are to make sure that the government's minimum targets for English and maths are met at Jesmond Road Primary School and to improve the condition and/or suitability problems at Eldon Grove, Elwick, Jesmond Road, Sacred Heart and Throston Primary Schools. It would be possible to maintain all schools in this area at their current size and to concentrate any funding on improving the condition and suitability of the five schools named above. However we would have 43.8% spare places at Jesmond Road and this is greater than the government's limit of 25% surplus places at any individual school. If this option were chosen we would be planning to have 8.9% spare places in this area. This is within the government's overall limit of 10%.

### **Option Two – Adjust the size of some schools**

This option makes adjustments to the number of places at schools to try to make sure that all children can have a school place in the school nearest their home if they so wish. If this option were chosen we would be planning to have 6.1 % spare places in this area. This is within the government's overall limit of 10%.

### **Option Three – Build a new school at Bishop Cuthbert & adjust the size of some schools**

In this option a new school is built at Bishop Cuthbert. The school would have 210 places, up to a maximum of 30 places in each year group. Clavering Primary School and Throston Primary School are made smaller. If this option were chosen we would be planning to have 6.8% spare places in this area. This is within the government's overall limit of 10%.

### **Option Four – Build a new school at Bishop Cuthbert, close Hart Primary School and adjust the size of some schools**

In this option Hart Primary School closes and the new school at Bishop Cuthbert has 315 places, up to a maximum of 45 pupils in each age group. The majority of pupils at Hart Primary School live outside of Hart village. If this option were chosen we would be planning to have 6.8% spare places in this area. This is within the government's overall limit of 10%.

### **Option Five - Build a new school at Bishop Cuthbert, close Hart and Elwick Primary Schools and adjust the size of some schools**

In this option Hart and Elwick Primary Schools both close and the new school at Bishop Cuthbert has 420 places, up to a maximum of 60 pupils in each age group. The school at Elwick is a Church of England School and we would have to think about whether the new school at Bishop Cuthbert should be a Church of England School. If this option were chosen we would be planning to have 6.8% spare places in this area. This is within the government's overall limit of 10%.

### **General Comments on Options for Area Two**

Whichever option is chosen, the most important thing to remember is that we want all children to do the best they can at school. Performance in English and maths at Jesmond Road and the condition and/or suitability problems at Eldon Grove, Elwick, Jesmond Road, Sacred Heart and Throston are the issues that need to be addressed.

We would hope to help Jesmond Road Primary School to achieve consistent high standards by encouraging schools to agree to work together. This could mean sharing staff expertise, sharing leadership responsibilities, having joint committees of governing bodies or moving towards a single governing body looking after two or more schools (called federation).

Kingsley Primary School has an additionally resourced unit for children with Autistic Spectrum Disorders. We recommend that this facility should be retained.

If a new school is provided at Bishop Cuthbert, government rules mean that we will have to organise a competition to see who will provide the new school. The new school could be provided by the Council as a Community school, by one of the Dioceses as a Voluntary Aided church school, or by a private person or group as a Trust school.

## **OPTIONS FOR AREA THREE**

### **Option One – Keep things as they are**

The most important issues for Area Three are to make sure that the government's minimum targets for English and maths are met at Ward Jackson Primary School and to improve the condition and/or suitability problems at Brougham, Lynnfield, St Aidan's, St Cuthbert's and Ward Jackson Primary Schools. If this option were chosen we would be planning to have 9.3% spare places in this area. This is just within the government's overall limit of 10%, but much more than our own overall target of having approximately 7% spare places in any area.

### **Option Two – Adjust the size of some schools**

This option makes adjustments to the number of places at schools to try to make sure that all children can have a school place in the school nearest their home if they so wish. If this option were chosen we would be planning to have 4.8% spare places in this area. This is within the government's overall limit of 10%.

### **Option Three – Close Ward Jackson and adjust the size of some schools**

In this option Ward Jackson Primary School closes. Ward Jackson was chosen because of pupil performance. Both St Joseph's and Stranton Primary Schools would be made larger, to take the Ward Jackson pupils. If this option were chosen we would be planning to have 6.4% spare places in this area. This is within the government's overall limit of 10%.

### **General Comments on Options for Area Three**

Whichever option is chosen, the most important thing to remember is that we want all children to do the best they can at school. Because of pupil performance issues at Ward Jackson Primary School, it would be essential to have very strong plans to support the school if it is to stay open. We would hope to help Ward Jackson Primary School to achieve consistent high standards by encouraging schools to agree to work together. This could mean sharing staff expertise, sharing leadership responsibilities, having joint committees of governing bodies or moving towards a single governing body looking after two or more schools (called federation).

The condition and/or suitability problems at Brougham, Lynnfield, St Aidan's, St Cuthbert's and Ward Jackson Primary Schools are the other issues that need to be addressed in Area Three.

## **OPTIONS FOR AREA FOUR**

### **Option One – Keep things as they are**

The most important issues for Area Four are to make sure that the government's minimum targets for English and maths are met at Grange, Owton Manor and Rossmere Primary Schools and to improve the condition and/or suitability problems at condition of the buildings at Fens, Holy Trinity, Rossmere and St Teresa's Primary Schools

It would be almost impossible to go ahead with this option, as there are far too many spare places in this area. If this option were chosen we would be planning to have 19.6% spare places in Area Four. The government has told us that we must not have more than 10% spare places overall. If we were to have 19.6% spare places in Area Four we would have to have a lot fewer spare places in other areas and that might mean we would not have enough places in another area to meet the needs of people living in that area.

### **Option Two – Adjust the size of some schools**

This option makes adjustments to the number of places at schools to try to make sure that all children can have a school place in the school nearest their home, if they so wish. Because of pupil performance issues at Grange, Owton Manor and Rossmere Primary Schools, it would be necessary to have strong plans to support these schools, although we need to remember that two of these schools (Grange and Owton Manor) have additionally resourced units for pupils with learning difficulties.

We would hope to help any of these three schools named above to achieve consistent high standards by encouraging schools to agree to work together. This could mean sharing staff expertise, sharing leadership responsibilities, having joint committees of governing bodies or moving towards a single governing body looking after two or more schools (called federation). We want to make sure that all children in Area Four do well at school.

If this option were chosen we would be planning to have 7.5% spare places in this area. This is within the government's limit of 10%.

### **Option Three – Close Owton Manor Primary School and adjust the size of some schools**

This option closes Owton Manor Primary School because of pupil performance. It is worth remembering that Owton Manor has additionally resourced units for pupils with Special Educational Needs and that pupil performance has been improving over the last three years, as can be seen in the table on page 3. There are also additional community facilities on this site (Space for Sport and Arts). If this option were chosen we would be planning to have 7.5% spare places in this area. This is within the government's limit of 10%.

#### **Option Four – Close Rossmere Primary School and adjust the size of some schools**

This option closes Rossmere Primary School because of pupil performance which has been generally been declining over the last three years, as can be seen in the table on page 3. It is worth noting that, if Rossmere Primary School were to close, only St Teresa's Primary School would remain on the East side of Catcote Road in this area and that there is a Children's Centre on the Rossmere site. If this option were chosen we would be planning to have 7.5% spare places in this area. This is within the government's limit of 10%.

#### **Option Five – Close Owton Manor and Rossmere Primary Schools, create a new school on either the Owton Manor site, the Rossmere site or the current Brierton site and adjust the size of some schools**

In this option both Owton Manor and Rossmere Primary Schools close and a new school is created on one of three sites. If either the Owton Manor or Rossmere site were chosen, this would mean either building a new school or remodelling and refurbishing the existing school buildings; this would effectively mean a "fresh start" option. If the Brierton site were chosen, a completely new school would be built. If Option 5 were chosen we would be planning to have 7.5% spare places in this area. This is within the government's limit of 10%.

#### **General Comments on Options for Area Four**

In relation to school standards, we need to remember that Grange & Owton Manor Schools have additionally resourced units, to help meet the needs of Key Stage Two pupils with learning difficulties in a mainstream school setting. Children come to these units from other schools, normally at age 7 for Key Stage Two.

Grange Primary School has a second additionally resourced unit for children with physical and medical difficulties.

Golden Flatts Primary School has an additionally resourced base for pupils with learning difficulties.

Owton Manor Primary Schools has a second additionally resourced unit for children with speech and language difficulties.

#### **Early years issues in Area Four**

Area Four includes Holy Trinity Church of England Primary School and Seaton Nursery School, both of which are in the Seaton Carew area. Holy Trinity is the only primary school that does not have its own nursery unit. Seaton Nursery School is the only Nursery School that is provided by the Council.

Three options are suggested for early years education in Seaton Carew:

Option One: Keep things as they are. Seaton Nursery School stays where it is and Holy Trinity School continues to have 7 year groups, from Reception Year to Year 6.

Option Two: Re-locate Seaton Nursery School to the same site as Holy Trinity. Two schools work very closely together. It might also be possible to transfer Reception Year into Seaton Nursery School, so that it becomes an Early Years and Foundation Stage School, with Holy Trinity having 6 year groups, from Year One to Year Six.

Option Three: Close Seaton Nursery School. Establish a nursery unit at Holy Trinity School.

## AREA ONE OPTIONS SUMMARY

Schools	Option 1	Option 2
Barnard Grove	No change to size. Improve or replace buildings	Reduce size from 351 to 315 places. Improve or replace buildings
St Bega's	No change to size.	Increase size from 140 to 180 places.
St Helen's	No change to size. Support school to meet government targets in English and maths. Improve condition of buildings.	Increase size from 280 to 315 places. Support school to meet government targets in English and maths. Improve condition of buildings.
St John Vianney	No Change to size	No Change to size
West View	No change to size	Reduce size from 383 to 315 places

## AREA TWO OPTIONS SUMMARY

Schools	Option 1	Option 2	Option 3	Option 4	Option 5
Clavering	No change to size	Reduce size from 345 to 315 places	Reduce size from 345 to 315 places	Reduce size from 345 to 315 places	Reduce size from 345 to 315 places
Eldon Grove	No change to size. Improve suitability of buildings	Reduce size from 428 to 420 places. Improve suitability of buildings	Reduce size from 428 to 420 places. Improve suitability of buildings	Reduce size from 428 to 420 places. Improve suitability of buildings	Reduce size from 428 to 420 places. Improve suitability of buildings
Hart	No change to size	No change to size	No change to size	Close school	Close school
Elwick	No change to size. Improve condition and suitability of buildings	Increase size from 96 to 105 places. Improve condition and suitability of buildings	Increase size from 96 to 105 places. Improve condition and suitability of buildings	Increase size from 96 to 105 places. Improve condition and suitability of buildings	Close school
Jesmond Road	No change to size. Improve condition of buildings. Support school to meet government targets in English and maths	Reduce size from 482 to 315. Consider building new school on reserved site. Support school to meet government targets in English and maths	Reduce size from 482 to 315. Consider building new school on reserved site. Support school to meet government targets in English and maths	Reduce size from 482 to 315. Consider building new school on reserved site. Support school to meet government targets in English and maths	Reduce size from 482 to 315. Consider building new school on reserved site. Support school to meet government targets in English and maths
Kingsley	No change to size. Retain support base.	Reduce size from 429 to 420 places. Retain support base.	Reduce size from 429 to 420 places. Retain support base.	Reduce size from 429 to 420 places. Retain support base.	Reduce size from 429 to 420 places. Retain support base.
Sacred Heart	No change to size. Improve condition of buildings.	Reduce size from 444 to 420 places. Consider building new school on same site as Jesmond Road	Reduce size from 444 to 420 places. Consider building new school on same site as Jesmond Road	Reduce size from 444 to 420 places. Consider building new school on same site as Jesmond Road	Reduce size from 444 to 420 places. Consider building new school on same site as Jesmond Road
Throston	No change to size. Improve condition of buildings.	Increase size from 385 to 420 places. Improve condition of buildings.	Reduce size from 385 to 315 places. Improve condition of buildings.	Reduce size from 385 to 315 places. Improve condition of buildings.	Reduce size from 385 to 315 places. Improve condition of buildings.
West Park	No change to size	Increase size from 315 to 420 places	No change to size	No change to size	No change to size
New School at Bishop Cuthbert	No new school	No new school	New school with 210 places	New school with 315 places	New school with 420 places

## AREA THREE OPTIONS SUMMARY

Schools	Option 1	Option 2	Option 3
Brougham	No change to size. Improve suitability of buildings	Reduce size from 334 to 315 places. Improve suitability of buildings	No change to size. Improve suitability of buildings
Lynnfield	No change to size. Improve suitability of buildings	Reduce size from 330 to 315 places. Improve suitability of buildings	No change to size. Improve suitability of buildings
St Aidan's	No change to size. Improve condition of buildings. Possible co-location with St Cuthbert's at this site	Reduce size from 405 to 315 places. Improve condition of buildings. Possible co-location with St Cuthbert's at this site	Reduce size from 405 to 315 places. Improve condition of buildings. Possible co-location with St Cuthbert's at this site
St Cuthbert's	No change to size. Improve condition of buildings. Possible co-location with St Aidan's at St Aidan's site	Reduce size from 308 to 210 places. Improve condition of buildings. Possible co-location with St Aidan's at St Aidan's site	Reduce size from 308 to 210 places. Improve condition of buildings. Possible co-location with St Aidan's at St Aidan's site
St Joseph's	No change to size	No change to size	Increase size from 168 to 210 places and build a new school for the community of St Joseph's and Ward Jackson
Stranton	No change to size	Reduce size from 350 to 315 places	Increase size from 350 to 420 places
Ward Jackson	No change to size. Support school to meet government targets in English and maths. Improve condition of buildings	No change to size. Support school to meet government targets in English and maths. Improve condition of buildings	Close school. Pupils transfer to St Joseph's and Stranton

## AREA FOUR OPTIONS SUMMARY

School	Option 1	Option 2	Option 3	Option 4	Option 5
Fens	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings
Golden Flatts	No change to size. Think about future of resource base for pupils with learning difficulties	Think about future size in relation to Holy Trinity. Either keep size at 177 or increase to 210. Think about future of resource base for pupils with learning difficulties	Think about future size in relation to Holy Trinity. Either keep size at 177 or increase to 210. Think about future of resource base for pupils with learning difficulties	Think about future size in relation to Holy Trinity. Either keep size at 177 or increase to 210. Think about future of resource base for pupils with learning difficulties	Think about future size in relation to Holy Trinity. Either keep size at 177 or increase to 210. Think about future of resource base for pupils with learning difficulties
Grange	No change to size. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	Reduce size from 391 to 315. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	Increase size of school from 391 to 420. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	Increase size of school from 391 to 420. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	Increase size of school from 391 to 420. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs
Greatham	No change	No change	No change	No change	No change
Holy Trinity	No change to size. Improve condition & suitability of buildings.	Think about future size in relation to Golden Flatts. Either keep size at 210 or increase to 270 or 315. Improve condition & suitability of buildings.	Think about future size in relation to Golden Flatts. Either keep size at 210 or increase to 270 or 315. Improve condition & suitability of buildings.	Think about future size in relation to Golden Flatts. Either keep size at 210 or increase to 270 or 315. Improve condition & suitability of buildings.	Think about future size in relation to Golden Flatts. Either keep size at 210 or increase to 270 or 315. Improve condition & suitability of buildings.
Ow ton Manor	No change to size. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	Reduce size from 279 to 210 places. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	School closes	Reduce size from 279 to 210 places. Support school to meet government targets in English and maths. Think about future of resource bases for pupils with Special Educational Needs	School closes. New School on Owton Manor, Rossmere or Brierton site

## AREA FOUR OPTIONS SUMMARY cont...

School	Option 1	Option 2	Option 3	Option 4	Option 5
Rift House	No change to size	Reduce size from 217 to 210 places	Reduce size from 217 to 210 places	Reduce size from 217 to 210 places	Reduce size from 217 to 210 places
Rossmere	No change to size. Support school to meet government targets in English and maths. Improve condition of buildings	Reduce size from 385 to 210 places. Support school to meet government targets in English and maths. Improve condition of buildings	Reduce size from 385 to 210 places. Support school to meet government targets in English and maths. Improve condition of buildings	School closes	School closes. New School on Owton Manor, Rossmere or Brierton site
St Teresa's	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings	No change to size. Improve condition of buildings
New School	No new school	No new school	No new school	No new school	New School on Owton Manor, Rossmere or Brierton site

		Standards						Places and Pupil Projections <sup>1</sup>										Deprivation				Condition									
																						Jan-08			Sep-08						
Area	School Name	L4+ English 2007	L4+ English 2008 (inc MLD)	L4+ English 2008 (exc MLD)	L4+ Maths 2007	L4+ Maths 2008 (inc MLD)	L4+ Maths 2008 (exc MLD)	Capacity 2007 <sup>2</sup>	Capacity 2008 <sup>2</sup>	Pupils 2007	Pupils 2008	Pupils 2012	Pupils 2017	Surplus 2007	Surplus 2008	Surplus 2012	Surplus 2017	FSM 2007 <sup>3</sup>	FSM 2008 <sup>3</sup>	SFD 2008 <sup>4</sup>	IMD 2007 Rank <sup>5</sup>	Essential	Necessary	Total	Essential	Necessary	Total				
1	Barnard Grove Primary School	97.7%	89.8%	89.6%	97.7%	85.7%	85.4%	351	350	304	290	305	358	47	60	45	-8	25.33%	24.83%	62.17%	23350	463,070	187,180	650,250	426,670	174,780	601,450				
1	St Bega's RC Primary School	80.0%	80.0%	85.7%	80.0%	80.0%	85.7%	140	140	131	127	131	153	9	13	9	-13	14.50%	18.11%	71.14%	4657	79,071	92,353	171,424	79,071	66,353	145,424				
1	St Helen's Primary School	54.8%	75.8%	75.8%	69.0%	87.9%	87.9%	280	283	220	210	249	319	60	73	34	-36	33.18%	31.90%	77.39%	4657	129,614	178,260	307,874	129,614	176,050	305,664				
1	St John Vianney RC Primary School	84.6%	90.3%	93.3%	96.0%	90.3%	93.3%	210	210	194	196	191	217	16	14	19	-7	14.95%	8.16%	57.84%	1740	52,120	66,110	118,230	52,120	66,110	118,230				
1	West View Primary School	82.2%	73.5%	74.5%	73.3%	73.5%	76.6%	383	350	297	304	324	348	86	46	26	2	54.55%	56.58%	81.42%	1740	218,143	162,387	380,530	244,933	153,520	398,453				
2	Clavering Primary School	77.8%	97.8%	97.8%	86.7%	93.5%	93.5%	345	350	290	286	296	341	55	64	54	9	7.93%	6.64%	36.49%	17096	120,630	84,735	205,365	97,185	65,930	163,115				
2	Eldon Grove Primary School	91.8%	89.7%	91.0%	88.5%	86.8%	88.1%	428	409	445	440	415	414	-17	-31	-6	-5	11.91%	12.27%	54.01%	29733	92,837	7,615	100,452	106,837	7,615	114,452				
2	Elwick Hall CE Primary School	100.0%	100.0%	100.0%	93.3%	89.5%	89.5%	96	103	105	101	99	113	-9	2	4	-10	1.90%	1.98%	29.25%	31452	140,126	93,707	233,833	134,200	112,647	246,847				
2	Hart Primary School	92.9%	90.9%	90.9%	92.9%	90.9%	90.9%	84	84	81	80	83	90	3	4	1	-6	0.00%	0.00%	27.25%	31452	10,888	97,069	107,957	10,888	97,069	107,957				
2	Jesmond Road Primary School	70.1%	78.6%	78.6%	74.6%	91.1%	91.1%	482	469	335	306	304	392	147	163	165	77	32.84%	35.29%	72.92%	15894	107,290	107,180	214,470	107,290	94,280	201,570				
2	Kingsley Primary School	98.2%	95.0%	95.0%	100.0%	98.3%	98.3%	429	420	415	416	417	435	14	4	3	-15	20.00%	19.71%	66.94%	5010	50,469	84,840	135,309	7,205	22,840	30,045				
2	Sacred Heart RC Primary School	94.5%	98.4%	98.4%	96.4%	96.8%	96.8%	444	444	442	440	413	410	2	4	31	34	7.47%	9.09%	49.71%	15894	312,110	79,650	391,760	262,110	79,650	341,760				
2	Throston Primary School	74.3%	76.9%	78.9%	77.1%	89.7%	92.1%	385	385	311	323	395	396	74	62	-10	-11	12.54%	12.07%	52.41%	13890	133,770	209,059	342,829	78,695	191,259	269,954				
2	West Park Primary School	95.2%	88.4%	88.4%	85.7%	90.7%	90.7%	315	315	312	310	318	315	3	5	-3	0	0.96%	1.29%	20.87%	32369	177,086	202,907	379,993	111,187	289,242	400,429				
3	Brougham Primary School	84.6%	81.0%	82.5%	87.2%	76.2%	79.5%	334	327	287	263	282	343	47	64	45	-16	62.37%	60.08%	83.96%	1961	27,840	180,050	207,890	27,840	175,180	203,020				
3	Lynnfield Primary School	79.6%	74.5%	75.5%	71.4%	76.4%	77.4%	330	379	337	331	326	360	-7	48	53	19	47.77%	46.22%	79.61%	1315	20,228	108,946	129,174	5,228	108,946	114,174				
3	St Aidan's CE Memorial Primary School	81.7%	74.5%	76.1%	81.7%	76.6%	78.3%	407	378	336	296	287	327	71	82	91	51	27.08%	27.03%	65.60%	18589	157,845	110,755	268,600	157,845	110,755	268,600				
3	St Cuthbert's RC Primary School	89.2%	89.8%	89.8%	86.5%	91.8%	91.8%	308	308	259	259	209	252	49	49	99	56	13.90%	10.42%	63.24%	13874	266,314	158,799	425,113	255,062	78,499	333,561				
3	St Joseph's RC Primary School	83.9%	100.0%	100.0%	80.6%	84.6%	84.6%	168	168	157	140	129	157	11	28	39	11	14.01%	20.71%	69.16%	1117	77,000	178,896	255,896	66,080	108,896	174,976				
3	Stranton Primary School	83.7%	75.9%	78.6%	81.4%	93.1%	92.9%	350	350	240	217	237	298	110	133	113	52	45.42%	48.85%	77.44%	630	90,710	222,203	312,913	54,395	168,435	222,830				
3	Ward Jackson Primary School	41.2%	82.4%	81.3%	35.3%	88.2%	87.5%	150	175	122	111	183	209	28	64	-8	-34	49.18%	47.75%	82.89%	1117	106,815	21,800	128,615	74,540	50,800	125,340				
4	Fens Primary School	92.9%	95.0%	96.6%	87.5%	91.7%	93.2%	419	419	369	376	380	423	50	43	39	-4	8.13%	9.04%	54.67%	7977	100,511	7,030	107,541	38,111		0 38,111				
4	Golden Flatts Primary School	79.2%	85.7%	85.7%	83.3%	85.7%	85.7%	177	177	151	137	133	142	26	40	44	35	49.01%	48.91%	65.69%	2305	55,337	209,812	265,149	22,889	209,812	232,701				
4	Grange Primary School	72.3%	62.9%	78.6%	61.7%	57.1%	71.4%	391	364	288	288	297	341	103	76	67	23	50.00%	43.40%	77.61%	3871	61,555	14,365	75,920	20,555	14,365	34,920				
4	Greatham CofE Primary School	90.9%	78.6%	78.6%	90.9%	100.0%	100.0%	106	106	91	96	99	116	15	10	7	-10	18.68%	20.83%	50.00%	15044	46,570	31,543	78,113	30,345	31,543	61,888				
4	Holy Trinity CE Primary School	93.3%	93.8%	93.8%	93.3%	93.8%	90.6%	210	210	220	220	220	239	-10	-10	-10	-29	5.91%	5.45%	35.63%	26099	123,385	172,570	295,955	123,385	172,570	295,955				
4	Owton Manor Primary School	76.9%	71.0%	71.0%	61.5%	74.2%	74.2%	279	275	179	172	170	186	100	103	105	89	50.84%	55.23%	83.95%	3128	114,210	62,890	177,100	70,960	19,640	90,600				
4	Rift House Primary School	87.9%	85.2%	85.2%	78.8%	66.7%	66.7%	217	210	173	163	165	199	44	47	45	11	26.59%	33.13%	78.69%	5037	91,234	41,834	133,068	57,234	52,934	110,168				
4	Rossmere Primary School	57.5%	83.3%	86.4%	57.5%	81.3%	84.1%	385	387	318	325	322	339	67	62	65	48	31.76%	31.38%	75.27%	14824	179,985	273,890	453,875	140,985	234,890	375,875				
4	Seaton Carew Nursery School	NA	NA	NA	NA	NA	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	35.10%	26099		0 2,380	2,380		0 2,380	2,380				
4	St Teresa's RC Primary School	100.0%	96.0%	100.0%	97.4%	90.0%	95.7%	315	315	292	294	296	329	23	21	19	-14	11.99%	13.61%	58.19%	12105	161,475	78,640	240,115	134,015	78,640	212,655				
		3,768,238	3,529,455	7,297,693	3,127,474	3,215,630	6,343,104																			3,768,238	3,529,455	7,297,693	3,127,474	3,215,630	6,343,104

1. Pupil projection figures for 2012 and 2017

The Tees Valley Joint Strategy Unit (JSU) provides pupil projections for children in Reception to Year 6 for primary schools. These projections are for children in mainstream classrooms and do not include the Resource Bases.

A Resource Base is where special provisions are available to children who have special educational/additional needs. There are four Resource Bases in Hartlepool (Golden Flatts, Grange, Kingsley and Owton Manor). Projections for these schools are highlighted in Yellow in the above table.

As children in the Resource Bases are not included in the Reception to Year 6 projections, we have added the current number of pupils in the base to the schools projection.

Example: Kingsley has a 2012 Reception to Year 6 projection of 394 and 23 children in the Resource Base. Therefore, the table shows a projection for Kingsley of 417 (394 + 23 = 417)

2. School Capacity

Each year all Hartlepool schools are measured and assessed to work out how many children the school can safely take on its roll. Areas of the school that are used for Early Years education are not included in the calculation. This means that areas used by the nursery children are not included.

Some schools have joined their Nursery and Reception areas and this is known as a Foundation Stage Unit. The area that the Foundation Stage Unit uses is considered to be for Early Years and is, therefore, not included in the calculation.

In order to compare the Reception to Year 6 pupil projections to the school capacity we need to make sure that the area used by Reception children is included. So for schools with a Foundation Stage Unit, we do this by adding the number of pupils that the school can physically take into its Reception year to the school capacity.

The schools with Foundation Stage Units are highlighted in Pink in the above table. Where a school is highlighted for 2008 only, this is because the Foundation Stage Unit was not set up until after the 2007 calculation had been completed.

Example: Clavering has a Foundation Stage Unit. The school capacity excluding the unit is 300 pupils. The school can take 50 children into the Reception year. The table above shows the capacity of Clavering School as 350 (300 + 50 = 350)

3. FSM (Free School Meals)

The percentage of pupils entitled to free school meals is shown for each school. Entitled to free school meals is often used as a proxy indicator of deprivation, although there is no direct connection between being entitled to a free school meal and coming from a deprived background.

The higher the percentage, the more likely it is that the school serves a deprived area of the town.

4. SFD (School Funding Deprivation Indicator)

The School Funding Deprivation Indicator is used by the Department for Children, Schools and Families to decide how much funding each school should receive based on the levels of deprivation they are facing.

Each school is given a percentage score with schools with the highest levels of deprivation scoring closer to 100% and those with less deprivation scoring closer 0%,

This indicator looks at the income deprivation of pupils attending the school based on their home postcode.

Levels of deprivation are based on the number of people claiming Working Tax Credit and Child Tax Credit in each postcode area.

5. IMD (Indices of Multiple Deprivation)

The Indices of Multiple Deprivation is based on over 32,000 geographical areas across England. These areas have been created to be of similar size and on average have a population of 1500 people.

Each area is ranked on levels of deprivation including Income, Employment, Health and Disability, Education, Skills and Training, Barriers to Housing and Services and Living Environment and Crime.

The areas ranked closest to 1 are considered to be the most deprived.

The rank for each school is based on the postcode of the school.

Example: West Park is ranked 32,369<sup>th</sup> and is in one of the least deprived areas in Hartlepool.

# **CABINET REPORT**

**13 October 2008**



**Report of:** Director of Adult and Community Services

**Subject:** JOINT STRATEGIC NEEDS ASSESSMENT (JSNA)

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## **SUMMARY**

### **1. PURPOSE OF REPORT**

To make Cabinet members aware of the recently completed Draft Joint Strategic Needs Assessment (JSNA), and the plans to refresh the document over the next 12 months

### **2. SUMMARY OF CONTENTS**

An explanation of the purpose of the JSNA, the process by which this first document has been produced, and recommendations on its development in future years.

### **3. RELEVANCE TO CABINET**

The JSNA brings together a wide range of information relating to the health and wellbeing needs of the people of Hartlepool. From 2008 onwards, it is a statutory requirement on both Hartlepool Borough Council and Hartlepool Primary Care Trust to produce a JSNA. Cabinet will want to assure themselves that the JSNA contains all relevant information, and is being properly used to inform relevant strategies and plans.

### **4. TYPE OF DECISION**

Non key

### **5. DECISION MAKING ROUTE**

Cabinet 13 October 2008

**6. DECISION(S) REQUIRED**

To agree the draft JSNA and the recommendations for its further development and refresh.

**Report of:** Director of Adult and Community Services

**Subject:** JOINT STRATEGIC NEEDS ASSESSMENT (JSNA)

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## **1. PURPOSE OF REPORT**

- 1.1 The purpose of this report is to make cabinet aware of the draft Joint Strategic Needs Assessment (JSNA) that has recently been completed. It also makes recommendations about the process and activities that will be required to refresh the current document over the next 12 months.
- 1.2 Cabinet members will want to assure themselves that the JSNA contains all relevant information, and is being properly used to inform relevant strategies and plans.

## **2. BACKGROUND**

- 2.1 The Local Government & Public Involvement in Health Act (2007) places a new duty upon Hartlepool Borough Council and Hartlepool Primary Care Trust (PCT) to produce a JSNA. This has been a requirement from 1 April 2008.
- 2.2 The JSNA assesses the current and future health and wellbeing needs of the people of Hartlepool. It should be used to inform the Sustainable Community Strategy, and priorities and targets in the Local Area Agreement. It should also be used to inform commissioning priorities and should lead to improved health outcomes and reduced health inequalities.
- 2.3 The document itself should be a concise summary of the main health and wellbeing needs of the people of Hartlepool, using a national core dataset plus locally relevant information. It should identify priorities for the short term (3-5 years) and the long term (5-10 years) and should link to other strategies and plans.
- 2.4 The JSNA is undertaken in partnership between the Director of Public Health, the Director of Adult Social Services and the Director of Children's Services. Contribution to its development should be as wide as possible, and community involvement is essential. The guidance on the production of a JSNA encourages active engagement with communities, patients, service users, carers and providers (including the third and private sectors) to develop a full understanding of needs, with a particular focus on the views of vulnerable groups.

### 3. PROCESS

- 3.1 A significant amount of preparatory data collation work was done in early 2008 by the Public Health Intelligence Team for the four Tees PCTs. This included producing a template for the larger technical document, and compiling the core dataset. Within Hartlepool itself, work commenced in June 2008 with a target completion date of September 2008. It was widely accepted that this was a challenging timetable that would result in limitations in the scope of the final document. In particular, it was recognised that there could be only very limited community involvement in this first year, but that much of the information on community health and well being needs was already known and needed to be coordinated into one key JSNA document.
- 3.2 Production of the document was further hampered by the unexpected absence of the Locality Director of Public Health for 5 weeks during this period due being on an essential placement at the Health Protection Agency at Durham, and long term sickness absence of the Public Health Portfolio Manager in the PCT, who was providing overall coordination for the production of the document.
- 3.3 The document consists of a short summary document (copy attached as **Appendix 1**) and a much larger technical document that will be available to view from early October at [www.teespublichealth.nhs.uk](http://www.teespublichealth.nhs.uk) or on the HBC portal.
- 3.4 Despite the short timetable and additional difficulties encountered, the resulting document provides a good overall summary of local health issues. This position has only been reached through significant effort on the part of a wide range of people, many of whom are HBC staff.
- 3.5 A Tees-wide consultation event was held on 19 September 2008 at Wynyard. Participants included a range of HBC staff and community representatives. The report from the consultation event is still awaited, and will be used to inform the development of the process and refreshed JSNA in future years.
- 3.6 As part of the process for the future development and use of the JSNA and its refresh, a proposed way forward regarding the content and usefulness of the document and the process for future refresh of the JSNA over the next twelve months is set out in the following paragraphs.

#### Content and usefulness

As the JSNA is a statutory requirement, it is important that we make best use of the document in order to justify the substantial time commitment that goes into its production. Although there are some national requirements around its content, we still have significant control over its design and content.

**Recommendation–** As key partner organisations HBC and the PCT need to reach early agreement about how we can improve on the current JSNA. In particular, there needs to be a clear understanding about what the JSNA will be used for, and how best to design it to meet those needs.

The process by which the JSNA is produced

There are no fixed dates defined by the Department of Health regarding the production of a JSNA, there is a duty placed on both organisations for the production of a JSNA from a specific point in time i.e. April 2008 it can, however, be refreshed at any time.

**Recommendation** –Early agreement is required on a work plan to refresh the current document, and a target date for re-issue of the JSNA within 12 months.

It was recognised that community involvement would be limited in the first year, but this needs to be addressed for the refresh. There is also a requirement to consult on the completed document.

**Recommendation** – it is essential that key stakeholders agree how we can secure appropriate community involvement throughout the refresh of the JSNA. This should include a robust plan for consultation on the completed document.

There is a particular requirement on us to focus on the needs of vulnerable groups.

**Recommendation** – We should assess the extent to which the current document identifies and describes the specific needs of vulnerable groups, and agree which areas to focus upon during the refresh.

Production of the JSNA is dependent upon support from a wide range of staff, and needs coordination by some key individuals. The first JSNA was seriously hampered by the absence of key individuals at a crucial time. The continued absence of the Public Health Portfolio Manager in the PCT, and lack of robust cover arrangements could delay progress on the refresh.

**Recommendation** – Both HBC and the PCT should ensure that relevant staff are supported to fully participate in the refresh of the JSNA and that we consider jointly what additional support (if required) can be offered by both organisations in the co-ordination of the refresh of the JSNA.

#### **4. RECOMMENDATIONS**

##### **4.1 Cabinet is requested to:**

1. Agree the JSNA both the public summary document and the more detailed technical JSNA document.
2. Support the way forward suggested in sections 3.6 in the report for the development of a refreshed JSNA within 12 months.

# A Draft Joint Strategic Needs Assessment for Hartlepool looking at local health and social care needs.



Source: Dahlgren and Whitehead, 1993

This document is important to you if you live in Hartlepool and care about health, quality of life and health and social care services for you, your family, friends and community.

It will help to shape how we work with local people to secure a healthier future for us all.

This is not about visiting your doctor or the local hospital or the services they provide for you.

This document is about other factors which affect your health and well being.

The model above simply shows how many factors impact upon our health and well being.

There is a requirement for Hartlepool PCT and Hartlepool Borough Council to produce a Joint Strategic Needs Assessment which provides us with an in depth look at the full spectrum of health and social care services to try to ensure they respond better to the needs and aspirations of local people. The Joint Strategic Needs Assessment looks further ahead than just the next year or two. It's a strategic document that will help us plan out the delivery of health and social care over a decade. You will have opportunities over this period of time to help us and influence our spending decisions.

This document gives a brief overview of this information. We will be continually updating it as more information becomes available, and we'll use this information to help us make plans to commit our money over the next 10 years.

If you want to read the whole document it will be available from mid September via [www.teespublichealth.nhs.uk](http://www.teespublichealth.nhs.uk) or if you require a paper copy please contact the Director of Public Health at Mandale House, Harbour Walk, The Marina, Hartlepool, TS24 0UX. Telephone (01429) 285789

# Key issues and findings:

## 1. Children and Young People's General Health



### What we know

- 27.8% of pregnant women smoke during pregnancy.
- Only 38% of new mothers initiate breast feeding as opposed to the national average of 69%.
- In 2006 the under 18 conception rate for Hartlepool was 64.5 per 1000 female population 15-17 years.
- 72% of schools and one nursery have achieved national healthy school status award.
- The immunisation rates in Hartlepool are good with over 91% being completed at all recorded stages i.e. 1st, 2nd and 5th birthdays. However there is an issue in relation to uptake of boosters particularly uptake of 2nd MMR (measles, mumps & rubella) where uptake is only 79%.

### What we think we should do

1. Encourage pregnant women to stop smoking during their pregnancy.
2. Continue to educate and support mothers to breast feed their new baby until it is 6 months old.
3. Help young people make good choices in their life by increasing their skills and knowledge. This will help them to make healthy lifestyle choices; cutting teenage conception rates, reducing the number of young people smoking and reducing the number of young people drinking alcohol.
4. Support those schools yet to achieve the National Healthy School Status award and ensure that those who already have the award continue to maintain the relevant standards required.
5. Protect children against disease through high uptake of immunisation and screening programmes.
6. Support teenage parents to achieve better outcomes for them and their children
7. Ensure that all parents have the information that they require to support their children to make healthy choices.

## 2. Children and Young People's positive contribution



### What we know

- The Youth Service reaches 23% of young people aged 13-19 year old.
- Children and young people want to see service providers working together with them, so they feel that their views are listened to and taken into account when making decisions about their local area.
- Young people show more risk taking behaviours in Hartlepool, demonstrated by high rates of under 18 conceptions and sexually transmitted infections
- In recent consultation, young people and parents/carers highlighted the need to address the drink and drug culture in Hartlepool.
- Young people also highlighted that organisations need to look at the impact of adult substance misuse on children and young people.
- 75% of young people aged 14+ with learning disabilities currently have a transitions plan in place to support their move from Children's Services to Adult Social Care and Health Care.

### What we think we should do

1. Continue to support children and young people to engage in positive activities and behaviours and contribute to their local community.
2. Continue to work with organisations to ensure that the participation strategy is embedded across all services in Hartlepool.
3. Engage with young people and support them to make positive life choices to reduce the likelihood of entering the Youth Justice System.
4. Help children and young people make good choices in their lives by increasing the skills and knowledge they require to avoid and reduce substance misuse.
5. Address the concerns raised by young people to ensure that there is a joined up approach to dealing with their issues.

## Key issues and findings:

### 3. Transition years



#### What we know

- Transition between children's and adults services could be done better, particularly for young people with learning or physical disabilities who have complex needs

#### What we think we should do

1. Strengthen multi-agency working through the revision of the Transitions Strategy to ensure that transitions planning is more 'person centred', meeting the needs of each individual young person.
2. Ensure that all young people with disabilities have a health action plan.
3. Improve the number of young people with disabilities accessing independent supported living through a service review.

### 4. Adults



#### What we know

- We have an increasing rate of sexually transmitted infections
- Only 49% of at risk adults are vaccinated against influenza
- There are low rates of hepatitis B vaccination amongst our drug users
- Hartlepool has higher rates of binge drinking than nationally

#### What we think we should do

1. Ensure effective provision of contraceptive and sexual health services that meet the needs of the community
2. Ensure all at risk adults receive appropriate vaccination
3. Help people become more knowledgeable about sensible drinking, their alcohol consumption levels and harm caused by excess alcohol consumption.
4. Ensure all services and agencies work in a coordinated and planned way to significantly reduce the number of people who are drinking to excess
5. Continually improve the accessibility and effectiveness of treatment services, meeting the needs of each person.

### 5. Older People



#### What we know

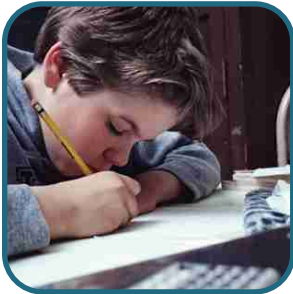
- More than twice the national average of older people live in areas identified as deprived
- The working population of Hartlepool is expected to reduce by 11% and the retired population to increase by 51% by 2028.

#### What we think we should do

1. Support people to live healthier lives, in their own homes for as long as they want to be there. Prevent ill health & accidents, provide early intervention to deal with problems, and improve access to the services and equipment they need
2. Improve transport to ensure fair access to core services
3. Ensure all carers have an assessment and are provided with breaks and the support they require.
4. Ensure the delivery of actions in Hartlepool's older people's strategies.

## Key issues and findings:

### 6. Opportunities for better health (education, employment, reducing poverty)



#### What we know

- Foundation Stage profile results have decreased from 2006 to 2007, with 38% achieving at least 78 points and six points or more in both Personal Social Emotional Development (PSED) and Communication Language and Literacy (CLL) compared to 46% nationally.
- The number of pupils achieving a grade A\* to C at GCSE was 55% for English and 56% for Maths. However, there is a need to narrow the gap between boys and girls achievement.
- 9% of 16 -18yr olds were recorded as NEET (not in education, employment or training) at the end of December 2007. 91% of 16 – 18 year olds are in EET
- 74 young people dropped out from education, employment or training opportunities after leaving full-time education in 2007.
- 28.6% of Hartlepool's children are living in poverty
- The unemployment rate is 4.6%, twice the national average
- Working age people on out of work benefits is 21.1%
- 51.6% of 16-24 yr old are in employment
- 30% of adults in Hartlepool have low numeracy. A similar number have problems reading and writing.

#### What we think we should do

1. Work to raise attainment within the Foundation Stage profile particularly in relation to Communication Language and Literacy (CLL) and Personal Social Emotional Development (PSED).
2. Raise the quality of early years provision including provision of Children's Centres and Extended Schools to ensure all children and families have access to support they require.
3. Sustain the levels of achievement in relation to GCSE's and tackle the issue of boys under achievement in certain subjects.
4. Continue to increase the number of children attaining GCSE's and going into further and higher education.
5. Support children and their families to keep those at risk in main stream schooling.
6. Continue expansion of the re-engagement programmes for the most disadvantaged and disaffected young people, thereby reducing the NEET figure.
7. Improve the quality of services for children and young people that enable them to enjoy their education, improve their well being, enrich their lives and raise aspirations.
1. Support parents to maximise their income and increase the number of people who are economically active.
2. Ensure that information about the range of benefits available to vulnerable young people and families is consistent and of high quality
3. We want all children and young people in Hartlepool to grow up in an environment free from the effects of poverty and go on to achieve economic well being.
4. Ensure that every young person has a goal to continue their education, enrol on a training course or gain meaningful employment.
5. Increase the number of people who are 'work ready' with the right skills to get local employment
6. Help people understand that they could have their own business, and help them to develop their entrepreneurial ideas
7. Keep people healthy so that they are able to remain in employment

## Key issues and findings:

### 7. Choices that threaten health (smoking, physical inactivity and nutrition)

#### Smoking



#### What we know

- More than a third of pregnant women in Hartlepool continue to smoke during pregnancy
- Smoking rates in Hartlepool are higher than the national average
- Deaths from respiratory conditions in Hartlepool are higher than the national average

#### What we think we should do

1. Ensure that all services work effectively together to support pregnant women to stop smoking
2. Help young people not to want to smoke and support those who want to stop smoking.
3. Ensure all agencies work effectively to prevent under-age sales
4. Ensure access and continued effectiveness of our local stop smoking services so that everyone who smokes can easily find the support they need to stop, close to where they live or work.
5. Use social marketing techniques to identify the most appropriate approaches to target specific groups of smokers

#### Physical activity



#### What we know

- All schools in Hartlepool have at least 2 hours of physical activity each week in place for school pupils.
- In recent consultation children, young people and parents highlighted that there was a lack of appropriate and affordable activities for a range of ages and particularly older children.
- 18.8% of the population are physically active
- The 2006 Viewpoint survey identified that 52.8% of respondents took part in sport or physical activity in the last 4 weeks
- 1 in 5 respondents did not take part in any activity at all

#### What we think we should do

1. Ensure that all children and young people have access to appropriate activities and opportunities to play outside of schools hours.
1. Support people to become more active as part of their everyday lives
2. Ensure the provision of high-quality, appropriate, age-related community-based activities, meeting the needs and aspirations of individuals and communities
3. Use the legacy of the Tall Ships 2010 to engage people in a wide range of activities

#### Nutrition



#### What we know

- At 24.4% the rate of obesity in 11yr old children is higher than the national average of 17.5%.
- Adult obesity prevalence is higher than the national average
- 5.8% of adults consume 5 or more portions of fresh fruit and vegetables a day

#### What we think we should do

1. Ensure all children and young people get the messages about making healthy choices. Help them to improve their diet, increase uptake of exercise, therefore increasing the number who are a balanced weight.
2. Ensure all parents and carers receive the same information as their children to support them to make healthy choices.
1. Continually improve access and effectiveness of community weight management services to help adults manage their weight effectively
2. Develop clear referral pathways for overweight and obese individuals
3. Deliver effective and efficient dietetic services for those who are morbidly obese
4. Increase easy access to fresh fruit and vegetables

# Key issues and findings:

## 8. Housing



### What we know

- Recent consultation on the development of the Children & Young People's Plan highlighted that there is a lack of single tenancies available in Hartlepool for young people
- 68.53% of homes achieve the minimum decent home standard
- There is inadequate provision of social rented accommodation for vulnerable adults.
- There is no designated accommodation for people with alcohol and drug dependency.
- There is an imbalance in housing stock with: Higher than average levels of terraced housing stock (41.1% compared to 19.2% nationally in 2001) and the proportion of detached dwellings is relatively small (14.2% in 2001 compared to 22.8% nationally)

### What we think we should do

1. Bring all housing agencies together to work in partnership to address the issue of the lack of affordable, good quality housing stock in Hartlepool.
2. Increase informed choice in developing appropriate housing and care solutions and understand the diverse needs and aspirations of vulnerable people including older people.
3. Complete the development of single persons supported housing scheme
4. Ensure all social rented accommodation meets the decent homes standard.

## 9. Environment



### What we know

- Young people gaining access to alcohol, tobacco, paint sprays and fireworks is a growing concern.
- Residents report that local environmental problems from graffiti and litter adversely affect their sense of well being
- A resident survey showed that 70% of respondents were concerned about the effects of climate change

### What we think we should do

1. Reduce levels of underage sales of tobacco and alcohol and other age restricted products. Where there are persistent offenders, take steps to review and revoke their licences.
2. Ensure more people are satisfied with their home and neighbourhood, and see Hartlepool as a good place to live
3. Ensure effective and efficient air quality monitoring
4. Plan to adapt to Climate Change, including a sustained reduction in our CO<sub>2</sub> emissions

## 10. Transport



### What we know

- 90% of schools in Hartlepool currently have a travel plan. There are 2 schools outstanding, the remaining schools are engaged in the development process and it is expected that 100% of schools will have travel plans in place by March 2009.
- 40% of households within Hartlepool do not have a car, 13% below the national average.
- There were 52 children and adults Killed and Seriously Injured (KSI) casualties in 2006.

### What we think we should do

1. Constantly refresh the integrated transport plan. Work with transport providers to review routes, timetabling, and costs - e.g. linked to peak periods such as school holidays and evening travel
2. Encourage children, young people and adults to include physical activity as their transport choice e.g. walking and cycling schemes for school children, colleges and working adults
3. Reduce the number of children and adults killed or seriously injured in road traffic accidents
4. Ensure that affordable public transport is provided to meet the needs of low income families

# Key issues and findings:

## 11. Crime



### What we know

- 59% of residents feel safe outside after dark
- Rates of offending and re-offending are high, and need to be reduced
- Rates of violent crime including domestic violence are high and need to be reduced
- The supply of illegal drugs need to be reduced

### What we think we should do

1. Provide intervention programmes to reduce offending and re-offending rates
2. Support people to reduce victimisation rates
3. Work within our neighbourhoods and communities to ensure people feel safe where they live, work and socialise.

## 12. Oral health



### What we know

- More than half of 5 yr olds on Teesside have decayed, missing or filled teeth, although rates in Hartlepool are better than elsewhere on Teesside due to natural fluoride in the water
- Some people still find it difficult to get urgent care from a NHS dentist

### What we think we should do

1. Reduce the number of children who have untreated decay
2. Improve access to NHS dentists
3. Improve preventive oral health care to reduce decay levels

## 13. Voluntary and community sector



### What we know

- There is a vibrant and diverse voluntary and community sector in Hartlepool, estimated to comprise 550 groups in total.
- The voluntary sector provides a wide range of services to local people, but receives only about 10% of its funding from statutory organisations

### What we think we should do

- Develop a more strategic approach to managing the relationship between statutory organisations and the voluntary sector
- Ensure that the voluntary and community sector have continued opportunities to contribute to the delivery of services within the town.
- Implement the Voluntary Sector Strategy Action Plan once agreed
- Agree and adhere to a "Compact" between the statutory and voluntary sectors

## Key issues and findings:

### 14. Sickness

CVD, Long term conditions, Cancers, Chronic Obstructive Pulmonary Disease (COPD)



#### What we know

- In Hartlepool the mortality rate from circulatory disease in under 75yr olds and respiratory diseases is higher than the national average
- 23.8% of the population of Hartlepool stated that they had limiting long-term illness compared with 17.3% nationally.
- Cancer is the largest single cause of death in Hartlepool.
- Uptake of cancer screening is low, particularly for bowel cancer screening
- There are fewer GPs in Hartlepool per head of population than the national average
- The South of the town is particularly poorly served for primary care/GP services
- People want to have services provided close to home

#### What we think we should do

1. Reduce the number of people who develop diabetes, strokes and heart disease
2. Support people to successfully manage their long term condition and retain their independence
3. Increase the number of people who are screened for cancers and cardio vascular diseases
4. Reduce the number of people who develop a chronic respiratory disease
5. Support people with chronic respiratory diseases and other long term conditions to live healthier lives
6. Ensure that all adults aged 40-74 have a vascular risk assessment every 5 years
7. Increase the number of people surviving at 5 and 10 years following a diagnosis of cancer.
8. Improve access to GP and primary care services, particularly in the South of the town.
9. Provide more services closer to people's homes, in line with Momentum.

### 15. Learning disabilities



#### What we know

- There are 165 children and young people with learning difficulties or disabilities in Hartlepool known to and in receipt of support from Children's Services.
- 42% of children with Special Educational Needs (SEN) statements are placed in a special school.
- The proportion of young people with a learning difficulty or disability aged 16-19 not in education, employment or training is 9.4%.
- The number of families accessing direct payments on behalf of their children is 25.
- 80.5 % of young people with learning difficulties or disabilities were involved in their section 140 assessments.
- It is more difficult for people with a learning disability to access meaningful employment or maintain their education
- There is an increase in autism spectrum disorder identified through the school census

#### What we think we should do

1. Ensure that those children and young people with disabilities who are not known to the appropriate services and require support, receive information and the support they need.
2. Continue expansion of the re-engagement programmes for the most disadvantaged and disaffected young people to reduce the NEET figure, including those young people with learning difficulties or disabilities.
3. Promote direct payments or independent budgets to families of children with disabilities, by providing better access to information about the support available.
4. Ensure that all young people with learning difficulties or disabilities involved in their Section 140 assessments.
1. Increase the proportion of people with learning disabilities in settled accommodation
2. Work with local employers to increase the proportion of people with learning disabilities in employment.
3. Increase the number of people with autism accessing support services
4. Increase the number of people with learning disabilities who have choice and control over their lives through an increase in the take up of direct payments, individual budgets and person centred plans
5. Increase access to services and initiatives for physical health improvement for people with learning disabilities

## Key issues and findings:

### 16. Physical disabilities



#### What we know

- It is more difficult for people with a physical disability to access meaningful employment or maintain their education
- It is more difficult for people with a physical disability to become or remain independent

#### What we think we should do

1. Increase the number of people living more independently in their own homes
2. Ensure that more people with physical disabilities live a full and active life with access to training and employment
3. Improve access to services including improvements to transport and access to buildings for people with physical disabilities
4. Increase access to services and initiatives for physical health improvement for people with physical disabilities

### 17. Mental health



#### What we know

- A recent CAMHS survey in 4 secondary schools in Hartlepool showed that of the 1400 surveys returned 14 % of respondents self harmed as a method of coping with stress.
- In a recent consultation cyber bullying has been highlighted by young people as a particularly important issue for them.

#### What we think we should do

- There is stigmatisation of people with a mental health problem (and their families).
  - People with mental health issues suffer higher levels of deprivation.
  - A MORI survey in Hartlepool reported anxiety, depression or nerves at rates of over 20%
  - The Mental Illness Needs Indicator (MINI) and the National Psychiatric Morbidity Survey (NPMS) suggest Hartlepool has 40% greater need than the national average in relation to serious mental illness and 14% higher need for common mental health problems.
1. Promote good mental/emotional health and prevent deterioration in low level mental health problems that need to be addressed.
  2. Ensure those who have more complex mental health issues can access the care and treatment that is right for them, especially when making the transition into Adult Mental Health Services.
  3. Promote the use of the Vulnerability Assessment Screening Tool within Hartlepool's schools, to identify children at risk of self harming.
  4. Work with children, young people and their carers / parents to develop resources to tackle the problem of cyber bullying.
  5. Ensure that improving mental health and well-being is an integral aspect of all service provision
  6. Continually improve the health and well being of people with mental illness
  7. Increase access to psychological therapies including computerised and talking therapies.
  8. Increase the proportion of people in contact with secondary mental health service, who are in settled accommodation
  9. Improve meaningful employment opportunities for people in contact with secondary mental health services
  10. Increase access to services and initiatives for physical health improvement for people with mental health problems
  11. Ensure that care and treatment services required by people with a mental health problem meet their individual needs across primary, secondary and community care providers.
  12. Reduce the levels of suicide

## Key issues and findings:

### 18. Health and social care



#### What we know

- 100% of child protection referrals are responded to within the prescribed timetables and procedures
- 74.7% of initial assessments were completed within seven working days at March 2008.
- 40 children per 10,000 under the age of 18 became the subject of a Child Protection Plan, or were registered as being at risk.
- 13% of children looked after had 3 or more placement moves within a year
- There is no data available at present in relation to Hidden Harm.
- There is a gap between levels of health of Hartlepool residents and the national average, as well as inequalities between neighbourhoods within Hartlepool.
- The majority of services are still provided through statutory agencies such as the local authority and the primary care trust
- 26% of carers receive an assessment or review but only 12% of carers access a specific carer's service, or advice and information

#### What we think we should do

1. Implement and monitor the success of the access strategy
2. Work together with partners to ensure children and young people are kept safe from deliberate, neglectful or accidental harm and exploitation.
3. Implement recommendations from the multi-agency survey on the Local Safeguarding Children Board (LSCB) Hidden Harm Policy
1. Increase the number of people receiving intensive home care support, housing related support, and direct payments or individualised budgets to maintain their independence.
2. Enable people with a long term condition are supported to be independent and in control of their condition.
3. Set goals for participation and empowerment, ensuring that we have regular and continuous engagement with people who use services and their carers at all levels.
4. Improve support to carers.
5. Improve access to social care services via timely assessments and implementation of the single assessment programme across all service providers.

### 19. Death

#### What we know

1. Many people do not have a 'good' death
2. Improvements can be made in supporting people to plan their end of life care

#### What we think we should do

1. Ensure that all people with a life threatening illness have an end of life care pathway helping them to have a good death
2. Enable people to die in the setting of their choice.

# CABINET REPORT

13<sup>th</sup> October 2008



**Report of:** Assistant Chief Executive

**Subject:** ANALYSIS OF BEST VALUE PERFORMANCE INDICATORS 2007/08

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## SUMMARY

### 1. PURPOSE OF REPORT

To inform Cabinet of the Council's performance against the set of Best Value Performance Indicators (BVPIs) for 2007/08, in particular how Hartlepool's performance compares with other local authorities.

### 2. SUMMARY OF CONTENTS

The attached report contains analysis of the Council's performance against the prescribed BVPIs and compares performance with all other English authorities, all other Unitary authorities and specific groups of authorities that face similar challenges as Hartlepool, such as the other Tees Valley authorities.

Generally the analysis is positive, and a brief summary is shown below: -

- The proportion of top quartile indicators has remained the same. However, the figure, of 41.9% (All England comparisons) is still higher than it was in 2005/06
- In terms of top quartile performance for 2007/08 Hartlepool is ranked 1<sup>st</sup> against Tees Valley neighbours and CIPFA family authorities, and 5<sup>th</sup> against the other 22 Improving Strongly authorities.
- Almost 70% of all comparative BVPIs have improved or remained the same. This is down from 75% in 2006/07.
- Just under 53% of all targets were achieved, down from 65% in 2006/07. Target setting is an important aspect of performance management, and CMT are looking at ways to improve target setting.

### 3. RELEVANCE TO CABINET

Cabinet has overall responsibility for the monitoring of the Council's Corporate Plan and Performance.

**4. TYPE OF DECISION**

None

**5. DECISION MAKING ROUTE**

Cabinet 13<sup>th</sup> October 2008

**6. DECISION(S) REQUIRED**

Cabinet is asked to:

- Note the information contained within the report
- Provide any further comments as deemed appropriate

**Report of:** Assistant Chief Executive

**Subject:** Analysis of Best Value Performance Indicators  
2007/08

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### **PURPOSE OF REPORT**

1. To inform Cabinet of the Council's performance against the set of Best Value Performance Indicators (BVPIs) for 2007/08, in particular how Hartlepool's performance compares with other local authorities.

### **INTRODUCTION**

2. Quartile information based on un-audited BVPI outturn figures for 2007/08 is now available and has been analysed to compare how the Council performs against other local authorities. Audited comparative data will be available later in the year, and an updated report will be produced should there be any significant changes. This report is split into 3 main sections: -
  - I. Overall Performance Summary
  - II. How we compare – Tees Valley authorities, CIPFA Nearest Neighbours authorities and “Improving Strongly” authorities
  - III. Target Setting
3. It should be noted that due to the fact that the Government has abolished the suite of BVPIs 2007/08 was the last year in which they will be collected. A new suite of National Indicators (NIs) will be collected from 2008 and progress will be reported to Cabinet in 2009.
4. Detailed analysis is contained within this report, but the key findings can be summarised as: -
  - The proportion of top quartile indicators has remained the same. However, the figure, of 41.9% (All England comparisons) is still higher than it was in 2005/06
  - In terms of top quartile performance for 2007/08 Hartlepool is ranked 1<sup>st</sup> against Tees Valley neighbours and CIPFA family authorities, and 5<sup>th</sup> against the other 22 Improving Strongly authorities.
  - Almost 70% of all comparative BVPIs have improved or remained the same. This is down from 75% in 2006/07.
  - Just under 53% of all targets were achieved, down from 65% in 2006/07. Target setting is an important aspect of performance management, and CMT are looking at ways to improve target setting.

### **OVERALL PERFORMANCE SUMMARY**

5. This section looks in detail how Hartlepool Council has performed in comparison with other local authorities. The report only looks at those indicators that can be compared with other authorities (i.e. Best Value Performance Indicators (BVPIs)), and excludes Best Value Survey

Indicators collected in 2006/07. The scorecard below summarises these findings: -

		2006/07		2007/08		Change
	Quartile	%age	No.	%age	No.	
<b>All England</b>	Top	41.9	49	41.9	44	+0
	2 <sup>nd</sup>	18.0	21	17.1	18	-0.9%
	3 <sup>rd</sup>	19.6	23	22.9	24	+3.3%
	Bottom	20.5	24	18.1	19	-2.4%
	<b>Total</b>		<b>117</b>		<b>105</b>	
<b>Unitary</b>	Top	43.6	51	44.7	47	+1.1%
	2 <sup>nd</sup>	18.8	22	18.1	19	-0.7%
	3 <sup>rd</sup>	22.2	26	21.9	23	-0.3%
	Bottom	15.4	18	15.2	16	-0.2%
	<b>Total</b>		<b>117</b>		<b>105</b>	

Note: 2006/07 Performance includes all BVPIs with exception of BVPI Survey Indicators

Direction of Travel 2006/07 to 2007/08		
BVPIs Improving	52	49.1%
BVPIs remaining the same	21	19.8%
BVPIs worsening	33	31.1%
<b>Total</b>	<b>106</b>	

6. Of those BVPIs that could be compared with performance in 2006/07, almost half, 49.1% have improved and a fifth, 19.8% have remained the same. (this compares with 59% and 16% in the previous year). As a result it can be seen that the proportion of indicators in the top quartile (All England) have remained the same, although when comparing with other Unitary authorities it has increased by just over 1 percentage point. It can be seen that the proportion of bottom quartile indicators has reduced by over 2 percentage points when when looking at All England, and has remained fairly steady when looking at other unitary authorities.

### HOW WE COMPARE – Tees Valley Authorities, CIPFA Nearest Neighbours and “Improving Strongly” authorities

7. This section looks in more detail at the 2007/08 (un-audited) information, specifically comparing Hartlepool with other authorities that are deemed to be similar, either geographically, in size or by the challenges that they face in delivering services. Specifically, comparisons have been made with three groups: -
- Tees Valley Authorities
  - CIPFA ‘Nearest Neighbours’
  - Those authorities deemed to be ‘Improving Strongly’ in the 2007 CPA.

### Tees Valley Authorities

8. Of the 5 Tees Valley authorities Hartlepool is ranked 1<sup>st</sup> in terms of number of BVPIs in the top quartile, and ranked 2<sup>nd</sup> in terms of the number of indicators that are above the median (in quartiles 1 or 2). In addition, Hartlepool is also ranked 2<sup>nd</sup> when looking at indicators performing above the national average.
9. Hartlepool has 44.8% of BVPIs in the top quartile (Unitary Council comparisons) with the nearest authority, Redcar and Cleveland having 39.1%. The position is reversed when looking at indicators above the median with Redcar and Cleveland having 63.8% and Hartlepool 62.9%. These positions are maintained when looking at indicators above the average, with Redcar and Cleveland with 65.7% slightly ahead of Hartlepool with 62.9%. Further information can be seen at **Appendix A**.

### CIPFA Nearest Neighbours

10. Including Hartlepool there are 15 authorities in the 'Nearest Neighbours' group. This group is determined by CIPFA (Chartered Institute of Public Finance and Accountancy), and is made up of those authorities deemed to be most similar and most likely to face similar challenges, and are therefore broadly comparable. A full list, with more detailed information, can be seen at **Appendix B**.
11. Of the 15 authorities, Hartlepool is ranked 1<sup>st</sup> in terms of the proportion of top quartile indicators, and 5<sup>th</sup> in terms of the proportion of indicators in either of the top 2 quartiles (41.9% and 59.1% respectively, down from 44.5% and 63.5% respectively in 2006/07.) (All England Comparisons)
12. Redcar and Cleveland and Middlesbrough are the authorities with the next highest proportion of indicators in the top quartile, with 39.1%. In terms of those authorities with the highest proportion of indicators in either of the top 2 quartiles, Redcar and Cleveland perform best, with 63.8%.

### 2007 CPA 'Improving Strongly' Authorities

13. As part of the annual CPA scores each authority receives a judgement from the Audit Commission based on its 'Direction of Travel'. In 2007 Hartlepool was adjudged to be "Improving Strongly", the highest judgement available. It can be useful to compare how Hartlepool is performing in relation to other "Improving Strongly" authorities, so that any improvements can be placed into context alongside those authorities that are independently recognised as similar in terms of improvement.
14. Including Hartlepool there are 22 Improving Strongly authorities that comparisons with 2006/07 could be made. A full list of those authorities, and more detailed information, can be seen at **Appendix C**.

15. Based on 2007/08 un-audited figures, Hartlepool is ranked 5<sup>th</sup> (from 22) when looking at the proportion of indicators in the top quartile. A total of 41.9% of indicators in the top quartile is bettered only by the Corporation of London (52.5%), Shropshire (44.7%), Kensington and Chelsea (44.0%) and Sutton (42.9%). Interestingly three of these authorities are London Boroughs and the fourth a County Council, all of which face different challenges to Hartlepool.
16. Hartlepool is ranked 7<sup>th</sup> when looking at indicators above the median (in the top 2 quartiles) with 59.1%. For information Leicestershire (77.2%), Shropshire (64.5%) and Corporate of London (64.5%) were the top three performing authorities.

## **DIRECTION OF TRAVEL**

17. In terms of improvement, Hartlepool had 49.1% of BVPIs showing improvement in 2007/08 and a further 19.8% remaining the same as in 2006/07. This is a reduction from 59% and 16% respectively last year.
18. Whilst performance is generally good, and can be seen to improving consistently, the rate of improvement is slower than most other authorities included in these comparisons. This suggests there has been some closing of the performance gap.

## **TARGET SETTING**

19. An integral part of the performance management process is the ability to set accurate targets for the forthcoming year, and beyond. All targets should be challenging, but realistic in relation to the resources and actions planned to achieve improvement.
20. **Appendix D** contains detailed information relating to target setting, but can be summarised as: -
- 53% of all indicators achieved target in 2007/08, which is down from 65% in 2006/07
  - 57% of BVPIs achieved target in 2007/08, down from 65% in 2006/07.
21. The issue of target setting has been agreed as a priority by Corporate Management Team and a number of steps are to be considered: -
- Review frequency of PI reporting with departments to ensure managers have timely information on which to base action
  - Improving guidance for managers on target setting to encourage use of evidence in a systematic way
  - For annual PIs consider if identifying leading or predictive PIs would prompt earlier action
  - Re-examining departmental procedures in place to review PI performance through the year.

## CONCLUSION

22. This report has looked at un-audited 2007/08 outturn information, and compared Hartlepool's performance with that of other authorities across the country.
23. In 2007/08 just under 70% of BVPIs either improved or remained the same as in 2006/07. In terms of top quartile indicators, Hartlepool outperforms all comparable authorities, both in terms of independently assessed 'Nearest Neighbours' and other Tees Valley authorities.
24. It has also been demonstrated that Hartlepool performs extremely well when compared to those authorities identified as "Improving Strongly" as part of the CPA process in February 2008.
25. Whilst performance is generally good, and can be seen to improving consistently, other authorities are improving more BVPIs than Hartlepool. This suggests there will have been some closing of the performance gap.

## FOR CONSIDERATION

26. Cabinet is asked to: -
- Note the information contained with the report
  - Provide any further comments as deemed appropriate

**Best Value Performance Indicators – Quartile Information 2007/08 (Tees Valley Unitary comparison)**

Authority	Top Quartile		2 <sup>nd</sup> Quartile		3 <sup>rd</sup> Quartile		Bottom Quartile		Rank	
	No.	%age	No.	%age	No.	%age	No.	%age	Top Q	Above Average
Hartlepool	47	44.76%	19	18.10%	23	21.90%	16	15.24%	1	2
Middlesbrough	38	35.51%	19	17.76%	18	16.82%	32	29.91%	2=	5
Darlington	33	29.20%	28	24.78%	30	26.55%	22	19.47%	5	3=
Redcar & Cleveland	41	39.05%	26	24.76%	19	18.10%	19	18.10%	2=	1
Stockton	38	33.93%	26	23.21%	24	21.43%	24	21.43%	4	3=

## Best Value Performance Indicators – Quartile Information 2007/08 (Nearest Neighbours)

Authority	Top Quartile		2 <sup>nd</sup> Quartile		3 <sup>rd</sup> Quartile		Bottom Quartile		Rank	
	No.	%age	No.	%age	No.	%age	No.	%age	Top Q	Above Average
Hartlepool	44	41.90%	18	17.14%	24	22.86%	19	18.10%	1	5
South Tyneside	36	32.14%	28	25.00%	30	26.79%	18	16.07%	7	1
Redcar & Cleveland	41	39.05%	26	24.76%	19	18.10%	19	18.10%	2=	2
Sunderland	35	33.65%	19	18.27%	33	31.73%	17	16.35%	8	10
Knowsley	28	28.57%	19	19.39%	25	25.51%	26	26.53%	11=	9
Middlesbrough	41	39.05%	9	8.57%	24	22.86%	31	29.52%	2=	13
Halton	40	38.46%	20	19.23%	23	22.12%	21	20.19%	4	6
North East Lincolnshire	23	22.12%	21	20.19%	25	24.04%	35	33.65%	15	15
Rochdale	40	35.71%	27	24.11%	18	16.07%	27	24.11%	5	11
North Tyneside	26	26.80%	35	36.08%	21	21.65%	15	15.46%	11=	3
Kingston-upon-Hull	39	35.45%	23	20.91%	28	25.45%	20	18.18%	6	4
Oldham	28	27.18%	24	23.30%	21	20.39%	30	29.13%	10	12
Gateshead	35	30.97%	23	20.35%	31	27.43%	24	21.24%	9	8
Tameside	27	26.21%	32	31.07%	31	30.10%	13	12.62%	13	7
Stoke-on-Trent	29	25.89%	23	20.54%	24	21.43%	36	32.14%	14	14

## Best Value Performance Indicators – Quartile Information 2007/08 (Improving Strongly Authorities)

Authority	Top Quartile		2 <sup>nd</sup> Quartile		3 <sup>rd</sup> Quartile		Bottom Quartile		Rank	
	No.	%age	No.	%age	No.	%age	No.	%age	Top Q	Above Average
Hartlepool	43	40.95%	18	17.14%	24	22.86%	20	19.05%	5	7
Bedfordshire	15	20.55%	24	32.88%	22	30.14%	12	16.44%	21	14
Bracknell Forest	43	39.09%	17	15.45%	28	25.45%	22	20.00%	6	10
Westminster	30	29.41%	19	18.63%	20	19.61%	33	32.35%	12	18
Corporation of London	51	51.52%	12	12.12%	15	15.15%	21	21.21%	1	4
Gateshead	36	31.86%	23	20.35%	31	27.43%	23	20.35%	10	13
Kent	17	22.37%	16	21.05%	26	34.21%	17	22.37%	20	19
Leicestershire	29	36.25%	32	40.00%	9	11.25%	10	12.50%	9	1
Camden	43	39.09%	15	13.64%	25	22.73%	27	24.55%	8	16
Hackney	31	27.93%	22	19.82%	26	23.42%	32	28.83%	15	17
Lambeth	28	26.92%	14	13.46%	21	20.19%	41	39.42%	18	21
Sutton	49	43.36%	22	19.47%	21	18.58%	21	18.58%	4	2
Tower Hamlets	32	29.09%	23	20.91%	20	18.18%	35	31.82%	13	15
Middlesbrough	40	38.10%	9	8.57%	24	22.86%	32	30.48%	7	20
North Tyneside	27	27.55%	34	34.69%	21	21.43%	16	16.33%	16	5
Kensington and Chelsea	49	44.55%	13	11.82%	21	19.09%	27	24.55%	3	6
Sandwell	24	22.43%	15	14.02%	24	22.43%	44	41.12%	19	22
Shropshire	35	45.45%	14	18.18%	13	16.88%	15	19.48%	2	3
Stockton - on - Tees	35	31.25%	23	20.54%	28	25.00%	26	23.21%	11	12
Tameside	28	27.18%	32	31.07%	31	30.10%	12	11.65%	17	11
Wandsworth	31	28.70%	27	25.00%	22	20.37%	28	25.93%	14	9
West Sussex	10	20.41%	19	38.78%	12	24.49%	8	16.33%	22	8

## Summary of Target Setting

Year	PI Type	Total PIs	Targets					
			Achieved	Change (prev yr)	Narrowly Missed*	Change (prev yr)	Not Achieved (more than 5/10%)	Change (prev yr)
2005/06	BVPI	100	60 (60%)	-	21 (21%)	-	19 (19%)	-
2006/07		130	85 (65.4%)	+5.4%	23 (17.7%)	-3.3%	22 (16.9%)	-2.1%
2007/08		124	71 (57.3%)	-8.1%	11 (8.9%)	-8.8%	42 (33.9%)	+17.0%
2005/06	LPI	54	37 (68.5%)	-	3 (5.6%)	-	14 (25.9%)	-
2006/07		54	35 (64.8%)	-3.7%	7 (13.0%)	+7.4%	12 (22.2%)	-3.7%
2007/08		58	25 (43.1%)	-21.7%	7 (12.1%)	-0.9%	26 (44.8%)	+22.6%
2005/06	All	154	97 (63.0%)	-	24 (15.6%)	-	33 (21.4%)	-
2006/07		184	120 (65.2%)	+2.2%	30 (16.3%)	+0.7%	34 (18.5%)	-2.9%
2007/08		182	96 (52.7%)	-12.5%	18 (9.9%)	-6.4%	68 (37.4%)	+18.9%

\*Narrowly missed equates to within 10% of target in both 2005/06 and 2006/07 and within 5% of target in 2007/08.