

# Proposal for the Closure of Penhill Primary School and Nursery to Allow Expansion of Swindon Academy

CABINET PANEL

Date: 20 October 2008

**Author:** Group Director, Children

**Parish / Wards Affected:** Penhill, Gorse Hill and Pinehurst and Moredon

## Purpose

To report on the outcome of the statutory representation period on the proposal to close Penhill Primary School and Nursery to allow the expansion of Swindon Academy on the existing site in refurbished accommodation with effect from 1<sup>st</sup> January 2009.

## Recommendation

Cabinet Panel is requested to:

- approve the proposals as set out in the statutory notice, attached as **Appendix 6**, to close Penhill Primary and Nursery Schools, subject to a condition that the Secretary of State makes an agreement for the expansion of Swindon Academy by 31<sup>st</sup> December 2008.

## 1. Reasons

- 1.1 The aim of the proposed closure of Penhill Primary School and Nursery is to allow the expansion of Swindon Academy and therefore to improve the overall quality of education provided for the children of Penhill and, in particular, to raise educational standards and strengthen the development of good practice.

## 2. Detail

### Background

- 2.1 The Cabinet initially considered a proposal to close Penhill Primary and Nursery to allow the expansion of Swindon Academy at its 31<sup>st</sup> October 2007 meeting, where the request for permission to submit an Expression of Interest to the Department for Children, Schools and Families (DCSF) was granted.
- 2.2 Following the decision to submit an expression of interest to the DCSF, the Cabinet at the 31<sup>st</sup> January 2008 meeting authorised the Group Director, Children to consult with parents, staff and governors of Penhill Primary School on the proposal, subject to approval from the DCSF and appropriate funding being identified.

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- 2.3 Copies of these two reports to Cabinet are attached as **Appendix 1**.

## Pre-statutory Consultation Period

- 2.4 The Department for Children, Schools and Families (DCSF) describes five key stages in making changes to schools. These are:

Consultation (Pre-statutory)  
Publication  
Representation Period (Statutory)  
Decision  
Implementation

- 2.5 The Local Authority's pre-statutory consultation process ran from 1 June – 14 July 2008. The Local Authority consultation document, together with the United Learning Trust (ULT) consultation document, were both sent to every household in Penhill, together with a number of other key stakeholders, on the weekend of 31 May/1 June 2008. The consultation documents are attached as **Appendix 2 and Appendix 3**.
- 2.6 Formal consultation meetings were held separately for parents and carers (two meetings) and for staff and Governors on 9 June 2008. A further meeting was held for the public on 12 June 2008. DJB, independent consultants appointed by the ULT, chaired the meetings and a ULT representative also attended. The final DJB consultation report is attached as **Appendix 4**.
- 2.7 The outcomes of the pre-statutory consultation were presented to the Cabinet at its meeting on 23 July 2008. The Cabinet agreed that statutory representation should be carried out on the proposal that Penhill Primary School and Nursery should be closed in order to allow the expansion of Swindon Academy with effect from 31 December 2008, on the basis that it becomes part of The Swindon Academy with effect from 1 January 2009. This was on the basis that the school would remain on its existing site in Penhill, and the accommodation would be subsequently refurbished. The report to Cabinet is attached as **Appendix 5**.

## Statutory Representation Process

- 2.8 The Local Authority's statutory representation process ran from 14 August to 25 September 2008. The representation period is the final opportunity for people and organisations to express their views about the proposals and ensures that the Cabinet Panel will take them into account.

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- 2.9 Notices were published in the Swindon Advertiser, at the school gates, at community facilities in Penhill and sent to the relevant stakeholders identified by the Education and Inspections Act 2006 and the School Organisation Regulations 2007. A copy of the Notice is attached as **Appendix 6**.

## Views of interested parties

- 2.10 There is one individual letter in support for the proposal from the Principal of Swindon Academy. There are letters of objection from the National Union of Teachers, Penhill Forum, Swindon Association of Primary Headteachers and the Headteacher of Penhill Primary School. In addition, there are 41 standard objections from staff at Penhill Primary School, 11 standard objections from governors at Penhill Primary School and 163 objections from parents/residents.
- 2.11 Copies of the individual letters of support and objection are attached to **Appendix 7**. Due to the number of standard letters of objection received, only one example of each from staff, governors and parents is attached to **Appendix 7**. A full set of all objection letters and the letter of support will be provided separately to Cabinet Panel Members, to the Chair of Governors and Headteacher of Penhill Primary School, to the Penhill Forum and to the Principal of Swindon Academy. A limited number of further copies will be made available.
- 2.12 As indicated above, a substantial number of responses were received during the statutory representation period, and many of the issues raised are very similar to those raised during the pre-statutory consultation and reported to Cabinet in July 2008.
- 2.13 The Local Authority's responses to a number of the key issues raised are set out in **Appendix 8**.
- 2.14 The key objections and issues raised included:
- There is no attainment evidence for Swindon Academy;
  - The negative effect on the community of Penhill;
  - The consultation was flawed, the officers did not follow the agreed procedures and views were not listened to at the meetings;
  - The partial nature of DJB consultants;
  - The LA has not brought forward all the options for Penhill Primary School e.g. Trust Status;
  - The expanded Swindon Academy will be too large;
  - The funding is only available to Penhill Primary if it is part of the

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- expanded Academy;
- Personal experiences of Swindon Academy.

## Key factors in relation to the proposal

2.15 The DCSF Decision Makers Guidance for Closing and Maintained Mainstream School (attached in full at **Appendix 9**) requires that full consideration be given to a number of Key Factors. The officers views on the key factors are set out below:

### 2.16 A System Shaped by Parents

The Local Authority is responding to the Government's wish to see a dynamic system in which:

- Weak schools that need to be closed are closed quickly and replaced by new ones, where necessary;
- Schools are able to expand and spread their ethos and success;
- New providers have the opportunity to share their energy and talents by establishing new schools.

2.17 The Local Authority is under a specific duty to respond to representations from parents about the provision of schools, including requests to establish new schools or make changes to existing schools.

2.18 The aim of the proposed closure of Penhill Primary School and Nursery to allow the expansion of Swindon Academy is to improve the overall quality of education provided for the children of Penhill and, in particular, to raise educational standards and strengthen the development of good practice.

### 2.19 Standards

Standards of attainment at the end of 2007 were inadequate and well below the national average, although, overall, pupils made satisfactory progress. The Ofsted inspection in September 2007 judged that achievement overall across the School was satisfactory, although performance was not consistent and varied across Year groups and subjects.

2.20 The Ofsted inspection graded the school in twenty-seven areas. In two of these areas – healthy lifestyles, and safe practices – the school received a grade 2 (good). In twenty-three areas the school received a grade 3 (satisfactory) and in two areas it received a grade 4 (inadequate). These two areas were the standards reached by learners' and pupil attendance.

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This judgement confirms the view of the Local Authority that pupils in this school are not attaining well enough at primary level to be successful in their secondary school and on into life. Whilst the rate of pupil progress is accelerating, the School did not exceed the floor targets of 65% for English or Mathematics in 2008, meaning that standards will still be well below the national average for the fifth year running. The DCSF require the Local Authority to address this issue.

- 2.21 Penhill Primary School and Nursery is on the DCSF list of 266 “hard to shift” primary schools in England and has failed to meet the floor target at Key Stage 2 in both Mathematics and English for the last five years, despite receiving considerable additional resources and support from the Local Authority over a significant period of time. It is considered that a structural solution is, therefore, required to move this School forward. If the School became part of the Academy, it would benefit from the drive to raise standards already evident within the Academy.

2.22 Academies

If this proposal is agreed, all pupils currently on roll at Penhill Primary School would automatically transfer to the Academy. For pupils who do not wish to transfer from Penhill Primary School to the Academy, there are places available in other surrounding primary schools. See section entitled Need for Places.

2.23 Diversity

Swindon has 48 community primary schools, 3 voluntary controlled primary schools, 1 foundation primary school, 8 voluntary aided primary school and 1 primary element of the existing Swindon Academy. Therefore, Swindon is able to demonstrate a widely diverse range of schools.

2.24 Every Child Matters

Swindon's extended services are delivered across a cluster of schools and are available across the Borough. Twenty out of the twenty-four schools within a two-mile radius of Penhill Primary School deliver the full core offer of extended services. A further 3 deliver childcare.

2.25 Need for places: Provision for Displaced Pupils

There is sufficient capacity to accommodate any pupils who do not wish to attend the Academy in the future, taking into account the overall supply

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and likely future demand for places area (see table 1 below) at schools within a 2 mile radius (see map below).

Table 1

Name	Type	Estimated Number on roll					No. of Yr Groups	Capacity
		Jan 2009	Jan 2010	Jan 2011	Jan 2012	Jan 2012		
Abbey Meads	Community	303	308	317	354	386	7	315
Beechcroft Infant	Community	241	236	245	259	272	3	270
Bridlewood	Community	219	233	233	224	210	7	210
Catherine Wayte	Community	333	341	351	366	385	7	315
Ferndale	Community	313	312	321	349	360	7	420
Gorse Hill Infant	Community	161	168	171	172	172	3	179
Gorse Hill Junior	Community	212	207	202	220	226	4	240
Grange Infant	Community	270	265	265	263	266	3	300
Grange Junior	Community	347	344	337	345	356	4	450
Greenmeadow	Community	239	233	229	233	234	7	270
Haydonleigh	Community	350	367	383	394	405	7	330
Haydon Wick	Community	277	277	272	270	270	7	280
Moredon	Community	377	375	397	410	410	7	420
Orchid Vale	Community	182	202	205	211	211	7	210
<b>Penhill</b>	Community	<b>303</b>	<b>301</b>	<b>319</b>	<b>334</b>	<b>334</b>	<b>7</b>	<b>490</b>
Red Oaks	Community	416	420	420	423	423	7	420
Rodbourn Cheney	Community	171	167	162	161	162	7	210
Ruskin Junior	Community	380	376	368	371	364	4	389
Seven Fields	Community	235	248	250	269	270	7	280
St Andrew's CE	Foundation	207	200	201	206	216	7	210
St Catherine's Catholic	Voluntary Aided	194	194	192	189	191	7	210
St Francis CE	Voluntary Aided	198	242	286	329	358	7	210
St Mary's Catholic	Voluntary Aided	258	257	255	260	262	7	268
Swindon Academy	Academy	385	389	399	410	416	7	420
<b>Totals</b>		<b>6571</b>	<b>6662</b>	<b>6780</b>	<b>7033</b>	<b>7159</b>		<b>7316</b>

Further information on the subject of this report can be obtained from Ian Bickerton, Director of Access & Provision, 465724 or Email [ibickerton@swindon.gov.uk](mailto:ibickerton@swindon.gov.uk).

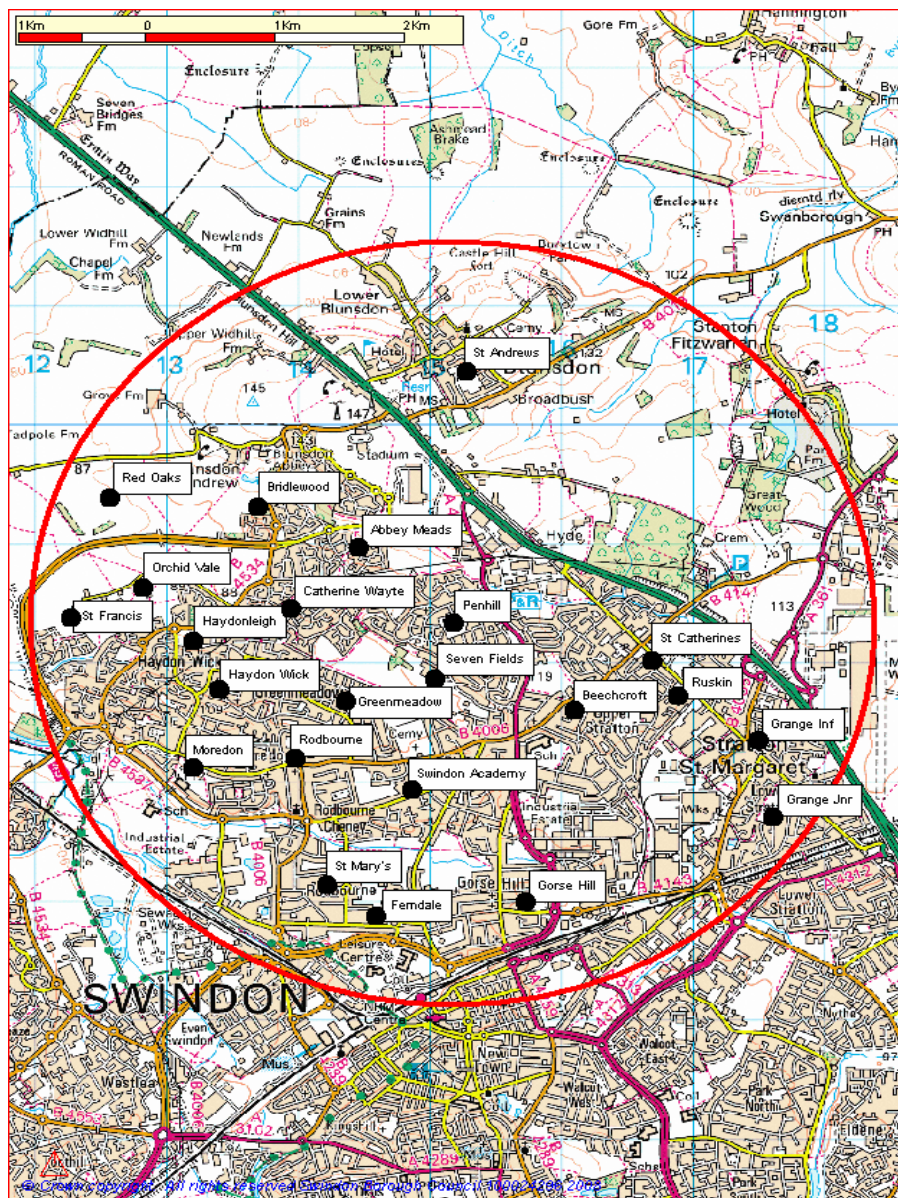
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## Schools within a 2 mile radius of Penhill Primary School

Table 2



### 2.26 Impact on Community

All schools within the vicinity provide access to a good range of services, so transport would not be required.

- 2.27 The new Penhill site and building will serve the community of Penhill, will be involved with Regeneration Initiatives, and will be a facility for the whole community complementing the existing facilities in the area.

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2.28 It is proposed that this new academy site will offer:

- Extended school activities, including leisure and sport, child care, before and after school, holiday and weekend provision;
- A Youth Service provision on-site;
- Access to ICT and business facilities;
- Access to larger spaces e.g. halls, drama studios;
- The opportunity for some co-located health and social services provision that reflect the priorities of the local community;
- Continuing education and learning opportunities for local people.

2.29 Parents will be expected to participate actively in the education of their children, not just providing encouragement and support but also being fully engaged in the home/school partnership and other aspects of Academy life. The Academy will look to introduce modern and immediate ways to communicate with parents.

2.30 Links will be established with other primary and secondary schools, Further and Higher Education Colleges and local employers. It is expected that the Academy will make a valuable contribution to promoting social inclusion, equality and diversity.

## **2.31 Community Cohesion and Race Equality**

All schools have had a duty to promote Community Cohesion from September 2007 and are due to be inspected on their ability to fulfil that duty from September 2008. The Commission on Integration and Cohesion (2008) reports that in order to achieve a cohesive community, people from different backgrounds should have similar life opportunities and access to services and treatment. The proposal to close Penhill Primary School to allow the expansion of Swindon Academy aims to enhance the overall quality of the education of Penhill's children. This is achieved by paying particular attention to those children who are currently under performing and being aware of when equality of opportunity starts to become a reality. Without equality, community cohesion cannot be fostered.

2.32 In Swindon, Community Cohesion is borne out of all stakeholders working together to facilitate high aspiration, create equity in terms of life opportunities and achievements, increase awareness/appreciation of difference and diversity, challenge discrimination, develop resilience to manage change, promote connections between different communities and



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encourage positive citizenship. All schools, including Swindon Academy are called to meet this aspiration.

## **2.33 Travel and Accessibility for All**

The proposals will not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from sustainable travel due to unsuitable routes e.g. for walking, cycling etc.

## **2.34 Equal Opportunity Issue**

It is not envisaged that there will be any sex, race or disability discrimination issues that arise from the changes being proposed.

## **2.35 Early Years Provision**

The alternative provision has a memorandum of understanding with the Children's Centre in Penhill. This includes joint training, shared planning and helps provide a continuum of support for families through the provision of family support and childcare services. The Academy would continue to provide an equivalent nursery provision at the Penhill site, if this proposal is implemented.

## **2.36 Special Educational Needs (SEN) Provision**

From 1 April 2005 it was agreed that there should be continued delegation to Swindon schools of SEN Funds. This means that a primary school will be required to provide the equivalent of the first 10 hours of teaching assistant support (or its equivalent if a teacher is recommended), if a student's needs are identified in a statement as requiring this level of support.

2.37 All maintained schools in Swindon have in place a SEN Coordinator and a nominated Governor with responsibility for Special Educational Needs. All schools are required to determine whether a pupil should be placed at School Action or School Action Plus of the Code of Practice. The latter reflects the need for the school to call upon external expertise as well as revising and enhancing the provision made by the school.

2.38 The triggers for School Action Plus are that, despite receiving an individualised programme and concentrated support under school action, the pupil continues to make little or no progress in specific areas over a long period. There are several supporting elements essential for effective

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action with or on behalf of pupils with special educational needs that Swindon schools will have in place:

- The Governors' Annual report;
- The school's SEN policy;
- Individual education plans for the pupil.

2.39 Each Swindon school has its own individual character and structures. However, all pupils attending Swindon mainstream schools have an entitlement to access a minimum level of provision if they have a special educational need. Many schools allocate provision above the minimum level.

2.40 The Local Authority consulted on, agreed and issued in Autumn 2002 the document 'SEN: the entitlement of pupils in mainstream schools'. This fulfills the DCSF requirement that each Local Authority explains the special educational provision it expects to be made from within maintained schools budget shares [Special Educational needs (Provision of Information by Local Education Authorities) (England) Regulations 2001]. This guidance is necessary because it sets out:

- The minimum entitlement to provision for special educational needs for all Swindon pupils attending a mainstream school;
- Guidance for parents about what provision can be expected;
- The joint understanding that schools and advisors need in order to support their dialogue about individual pupils;
- The point of reference to enable the Local Authority to carry out its statutory duty to monitor and evaluate the effectiveness of special educational needs provision.

2.41 There has been a significant reduction in the number of low attaining pupils in 2008, compared to 2007:

- KS2 - 9 pupils in 2008, compared to 18 in 2007
- KS1 - 0 pupils in 2008, compared to 10 in 2007.

2.42 Comparative progress made by pupils who were low attaining at the end of KS1.

- Mathematics – There was a good improvement in the percentage of low attaining pupils making 2 levels of progress, from 2007 to 2008
- Reading – A higher percentage of low attaining pupils made good progress in 2008 than in 2007

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- Writing - Low attaining pupils made similar progress in 2007 and 2008.
- 2.43 The number of pupils with statements was 8 in 2007 and 10 in 2008 in Penhill Primary School. The Academy would provide an equivalent SEN provision if the proposal were to be implemented. ULT have emphasized the importance they attach to a caring, supportive environment for pupils with SEN.
- 2.44 Ofsted commented on provision for SEN/LDD pupils: 'The very high proportion of pupils who have learning difficulties and/or disabilities receive plenty of appropriate support from skilled staff.'

## Views of interested parties

- 2.45 These are set out in paragraphs 2.10 – 2.14 of the report and in **Appendix 7**.

## Conclusions

- 2.46 As shown in **Appendix 7**, there are a significant number of objections that have been expressed in the consultation. The strength of feeling is not underestimated and the attention of the Cabinet Panel is drawn to the issues raised in this Appendix. There has also been a clear view expressed throughout the consultation that Trust Status would be a better way forward.
- 2.47 However, it remains the view of officers that inclusion within the Academy offers the best opportunity for a step change to address the serious standards and attainment issues that Penhill Primary has faced for a number of years. The arguments supporting this view are set out in various places in this report and appendices, in particular:
- in paragraphs 2.16 – 2.21 above;
  - in **Appendix 8** which sets out the key issues raised in the consultation and the responses to these by the Local Authority;
  - in other appendices attached where the educational arguments in particular are put forward, including the two consultation documents (**Appendices 2 and 3**) and the report to Cabinet in July 2008 (**Appendix 5**).
- 2.48 This report in paragraphs 2.15 – 2.44 also addresses the Key Factors set out in the DCSF Decision Makers Guidance (**Appendix 9**).

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- 2.49 Finally, the covering report under Alternative Options below and in **Appendix 8**, responds to the view expressed that Trust Status would be a preferable alternative. It remains our view that, although Trust Status would be a suitable way forward in certain circumstances, in this case, in view of the seriousness of the issues highlighted throughout this report, inclusion within the Academy offers a more effective and speedier route for driving up standards and increasing pupil attainment.
- 2.50 In summary, therefore, despite the best efforts of the school, with the support of the Local Authority, Penhill remains in the DCSF list of 266 'hard to shift' primary schools out of approximately 17,000 nationally. The DCSF require the Local Authority to address this issue. Inclusion within the Academy is seen as the best and most effective way forward.

## Alternative Options

The main alternative to not proceeding to the statutory consultation is to withdraw from the proposal to close Penhill Primary School and Nursery to allow stage expansion of the Academy. However, by taking this action, it is considered that a major opportunity will be lost to raise standards and pupil attainment at the School. Despite very considerable Local Authority support over a number of years, the School continues to under-perform and it is felt that a structural change will provide the impetus to move the School forward for the benefit of the pupils of Penhill. Other options, such as federating with a successful school, have previously been considered but these have been rejected, as it is not clear that they would have sufficient impact.

In addition, it will be seen that the Governing Body of Penhill Primary School proposed during the consultation and representation period, that an alternative option for the school may be to pursue Trust Status. Governors expressed the view that this approach may give them greater control over their own future and could be a more effective approach in their view of addressing improved standards and pupil attainment. It does, however, remain the view of officers that inclusion within the Academy is a better option, for the reasons set out in this report, and would offer a more effective structural change for the school, with an established educational provider driving up standards and attainment. The Academy would also be able to offer Penhill pupils better transition from Year 6 to Year 7 and beyond, together with a wider range of facilities and expertise. Further details on the Local Authority's response to the Trust Options is set out in **Appendix 8**.

### Risk Management

#### *Financial and Procurement Implications*

- The costs of publishing statutory proposals are contained within the Access and Provision Directorate cash limit.

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- It is proposed that up to £2.3m capital funding is made available to undertake work at the School to bring the quality of accommodation up to a higher standard, so that the new school is fit for purpose. This follows surveys carried out by the Local Authority and, more recently, by United Learning Trust (ULT). A review of the Children's capital programme has identified that a number of schemes are currently predicted to come in under budget and that the funding this will release, together with external grant funding that is available, is sufficient to fund the expenditure required as long as no more than half is needed in the current financial year.
- When a school becomes an Academy the funding that Local Authorities receive direct from the Department of Children, Schools and Families (DCSF) for that school is removed from the overall Dedicated Schools Grant (DSG). Due to the funding of schools and the requirement to provide retained services from the DSG i.e. Special Educational Needs assessments, out of Borough placement, there maybe financial implications relating to the retained services due to variations between the level of per pupil funding the Council receives from the DCSF compared to the per pupil funding that is allocated directly to the school.
- In the current year, Swindon receives £3,775 per pupil from the DCSF. Based on the January 2008 PLASC data 334 pupils attend Penhill school, therefore, the amount of DSG that would be removed from Swindon's allocation (assuming a full year impact) would be £1.26m. The current funding formula within Swindon allocates a total budget for Penhill of £1.079m. The difference of funding contributes towards the retained services within the DSG. The table below illustrates that if Penhill became part of the Academy from 01 January 2009 there would be a reduction of grant, totalling £183k that currently supports the retained services.

	<b>Based on 2008/09 budget &amp; pupil numbers for Penhill totalling 334</b>			
	£'s			£'s
DSG per pupil	3,775		Total reduction of DSG	1,260,850
School Budget per pupil	3,228		Total School Budgets	1,078,152
Difference per pupil	547		Total Difference	182,698

## *Legal / Human Rights Implications*

The proposals to close Penhill primary school and Nursery are required under the Education and Inspection Act 2006 to follow a 5 stage statutory process as set out

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below:

1. The Local Authority is required to carry out a pre-statutory consultation.
2. Cabinet decision whether to publish proposals
3. 6 weeks period for representations (i.e objections or comments)
4. Cabinet Panel decides on the proposals.
5. Implementation if proposals approved

There is a right of appeal against the Cabinet decision to the Adjudicator but only by the Local Church of England Diocese or The Bishop of the Local Roman Catholic Diocese or the Governing Body or Trustees of a Foundation, Trust or Voluntary Controlled School. Any appeal must be made within 1 month. There is no statutory timescale for the Adjudicator to decide.

The Cabinet must follow DCSF Guidance entitled "Decision Makers Guidance for Closing Maintained Mainstream Schools" when considering whether to approve the proposals. A copy of the Guidance is attached as **Appendix 9**. The Guidance states that the Cabinet should consider before judging respective factors and merits of the proposals:

- A. Is any information missing?
- B. Does the published notice comply with statutory requirements.
- C. Have the statutory consultation been carried out prior to the publication of the notice?
- D. Are the proposals linked or related to other published proposals?

The Guidance then sets out in paragraphs 4.16 to 4.62 factors that must be considered by Cabinet in reaching its decision.

The Guidance states that all decision makers must give reasons for their decision irrespective of whether the proposals were rejected or approved, indicating the main factors/criteria for the decision.

The formal approval of the expansion of the Academy rests with the Secretary of State. Therefore if the Cabinet decision is to approve the closure of Penhill Primary School and Nursery to allow the expansion of the Academy, that decision will need to be subject to a condition on the Secretary of state making an agreement for the expansion of the Swindon Academy. If the closure and expansion of the Swindon Academy is agreed, the Local Authority will need to enter into a Heads of Terms agreement with United Learning Trust which will provide a guide to the legal framework required from each party as part of the commitment should this proceed. The Heads of Terms is not

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legally binding but if agreed the legal documentation required will need to be progressed urgently in order to meet the implementation timescales.

If the closure and expansion of the Academy is agreed then all employees will transfer their employment to the United Learning Trust. All contractual rights will transfer under the TUPE Regulations 2006. Staff will continue to contribute to both the Local Government Pension Scheme and Teachers' Pension Scheme.

The Governors of Penhill school in their objection to the proposals have asked Cabinet to consider as an alternative to closure of the school that the school become a Trust school. In order to become a Trust School, Governors would have to follow a statutory process that includes a pre-statutory consultation, the issue of a statutory notice, a period for representations and the final decision being made by the Governing Body. The decision will not be made by the Governing Body if the Local Authority refer the proposals to the School Adjudicator at the representation stage.

*Links to Corporate Plans and Policies (in particular to Swindon 2010 Promises)*

- There is a direct link to the Strategic Management Plan for Children Services and the proposed expansion of the Academy would support Council Promises 20 and 45.

## **Consultees**

- The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.
- There has been widespread consultation undertaken on these proposals as set out above in the body of the report. Stakeholders consulted include:
  - Parents
  - Staff
  - Governors
  - Local residents
  - Penhill Community Groups/Leaders
  - Ward Councillors

## **Background Papers and Appendices**

- Appendix 1 – Reports to Cabinet dated 31<sup>st</sup> October 2007 and 23<sup>rd</sup> January 2008
- Appendix 2 – Local Authority pre-statutory consultation document
- Appendix 3 – ULT consultation document
- Appendix 4 – DJB final report
- Appendix 5 – Report to Cabinet dated 23<sup>rd</sup> July 2008
- Appendix 6 – Statutory Notice to close Penhill Primary School

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Further information on the subject of this report can be obtained from Ian Bickerton, Director of Access & Provision, 465724 or Email [ibickerton@swindon.gov.uk](mailto:ibickerton@swindon.gov.uk).

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- Appendix 7 – Responses to Statutory Consultation
- Appendix 8 – Local Authority Responses to Key Issues Raised
- Appendix 9 – DCSF – Decision Makers Guidance for Closing a Maintained Mainstream school