

Decision Makers Guidance

The decision maker for these statutory proposals is the local authority, and this report presents the proposals to Cabinet for determination. If the local authority fails to decide proposals within two months of the end of the representation period the local authority must forward proposals, and any received representations, to the Office of the Schools Adjudicator for decision. This two month period will end on 6 April 2014.

Decision Makers are required to have regard to guidance issued by the Secretary of State when they take a decision on proposals. The guidance documents are available on the Department for Education School Choice and Operations Team website at <http://www.education.gov.uk/schools/leadership/schoolorganisation> and in Background Papers.

The format of this Appendix follows the framework of the guidance. The text in italics at the start of each section contains extracts from the guidance to assist members to understand the context

Important Notes about the Decision Makers Guidance

1. It should be noted that the guidance has not been updated by the Department for Education to reflect changes in organisations, etc.
2. New school organisation regulations and associated guidance came into force on 28 January 2014. However, the changes apply to statutory proposals published after this date. Therefore, these statutory proposals are being determined under the previous statutory process.

Checks on Receipt of Statutory Proposals

There are 4 key issues which the Decision Maker should consider before judging the respective factors and merits of the statutory proposals:

1. Is any information missing?

If so, the Decision Maker should write immediately to the proposer/promoter specifying a date by which the information must be provided.

In order to make the nature of the proposals explicit and clear for all stakeholders, the notices and the complete proposals stated as full information as possible. It is considered that all necessary information was provided and made available for stakeholders and interested parties to see.

2. Does the published notice comply with statutory requirements?

The Decision Maker should consider whether the notice is valid as soon as a copy is received. Where a published notice does not comply with statutory requirements it may be judged invalid and the Decision Maker should consider whether they can decide the proposals.

The statutory notices were developed using the School Choice and Operations Team 'Build a Statutory Notice' facility. This facility is designed to help local authorities, governing bodies and other proposers publishing statutory proposals, to construct a statutory notice which contains all the information required by law.

It is considered that the published notices and complete proposals comply with the statutory requirements.

- 3. Has the statutory consultation been carried out prior to the publication of the notice?**
Details of the consultation should be included in the proposals. The Decision Maker should be satisfied that the consultation meets statutory requirements. If some parties submit objections on the basis that consultation was not adequate, the Decision Maker may wish to take legal advice on the points raised. If the requirements have not yet been met, the Decision Maker may judge the proposals to be invalid and should consider whether they can decide the proposals. Alternatively the Decision Maker may take into account the sufficiency and quality of the consultation as part of their overall judgement of the proposals as a whole.

Statutory consultations were conducted from 16 September to 18 October 2013. It is considered that all applicable statutory requirements have been complied with in relation to the consultation on the proposals. The local authority has had regard to the Department for Education School Choice and Operations Team guidance on making prescribed changes to schools. The consultation document was sent to all interested parties in accordance with the guidance.

The consultation responses and outcomes (see 'Other issues' below) were reported to Cabinet on 21 November 2013, and Cabinet decided to publish statutory proposals.

The Governing Body of St John Fisher Catholic Primary School consulted and published statutory proposals to expand the school to the same timescales. The decision maker for statutory proposals published by a voluntary aided school is the Local Authority.

- 4. Are the proposals linked or "related" to other published proposals?**
Any proposals that are "related" to particular proposals must be considered together. Generally, proposals should be regarded as "related" if they are included on the same notice (unless the notice makes it clear that the proposals are not "related"). Proposals should be regarded as "related" if the notice makes a reference to a link to other proposals. If the statutory notices do not confirm a link, but it is clear that a decision on one of the proposals would be likely to directly affect the outcome or consideration of the other, the proposals should be regarded as "related". Where proposals are "related", the decisions should be compatible e.g. if one set of proposals is for the removal of provision, and another is for the establishment or enlargement of provision for displaced pupils, both should be approved or rejected.

The statutory proposals for Kenmore Park Infant and Nursery School and Kenmore Park Junior School are related to each other, as are the statutory proposals for Whitchurch First School and Whitchurch Junior School, and this was stated clearly on the statutory notices that were published.

Factors to be considered by decision makers

The factors contained in the Secretary of State's guidance should not be taken to be exhaustive. Their importance will vary, depending on the type and circumstances of the proposals. All proposals should be considered on their individual merits.

The sections that follow contain information to assist Cabinet to determine how the proposals meet the factors the decision maker must have regard to in reaching a decision. Not all of the factors contained in the decision makers guidance are relevant to these proposals. For example: the proposals do not make changes to early years provision or nursery schools; there are no issues of poor performance; there are no post-16 implications; there is no change to school category; and there is no special educational needs reorganisation. The effect of the proposals is to expand thirteen existing schools on nine sites. The following sections, therefore, focus on relevant factors of the guidance.

A system shaped by parents

The Government's aim is to create a schools system shaped by parents which delivers excellence and equity. The Education and Inspections Act 2006 amends the Education Act 1996 to place duties on local authorities to secure diversity in the provision of schools and to increase opportunities for parental choice when planning the provision of schools in their areas. In addition, local authorities are 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. The Government's aim is to secure a more diverse and dynamic schools system which is shaped by parents. The Decision Maker should take into account the extent to which the proposals are consistent with the new duties on local authorities.

Statutory consultations about the proposals to expand schools in Phase 2 of the primary school expansion programme were held between 16 September 2013 and 18 October 2013 and the outcomes of the consultations were reported to Cabinet on 21 November 2013. Cabinet decided to publish statutory proposals.

Consultation outcomes were considered carefully and Cabinet decided to extend the consultation period for the governing body of the newly amalgamated Cannon Lane Primary School to respond formally to the consultation and to allow time to arrange a further meeting for residents and parents which was held on 13 November 2013. The Governing Body decided to support the proposed expansion of the school and the contributions from attendees at the meeting were very helpful to the governors when making their decision.

The project to expand St Anselm's Catholic Primary School proved to be too complex and challenging to deliver. Some of the reasons related to difficulties to do with Planning constraints and affordability, but other reasons related to concerns raised in consultation responses about playground space and traffic.

Standards

The Government wishes to encourage changes to local school provision where it will boost standards and opportunities for young people, whilst matching school place supply as closely as possible to pupils' and parents' needs and wishes. Decision Makers should be satisfied that proposals for prescribed alterations will contribute to raising local standards of provision, and will lead to improved attainment for children and young people. They should pay particular attention to the effects on groups that tend to under-perform including children from certain ethnic groups, children from deprived backgrounds and children in care, with the aim of narrowing attainment gaps.

Schools in Harrow perform well in comparison to national and statistically similar local authorities. The vast majority of primary schools and secondary schools are judged 'good' or 'outstanding' by OfSTED. 92% of Harrow's primary and secondary schools are judged 'good' or 'outstanding', compared to 85% in London and 78% nationally.

A key principle identified by officers and representative primary headteachers in the work to develop expansion proposals was the maintenance of high quality education standards, and all schools with council support as necessary will work to ensure high education standards are promoted through the expansions. The governing bodies and senior leadership teams of the schools will ensure appropriate structures are in place to manage the increased numbers of pupils and deliver the curriculum.

Suitable accommodation and facilities will be provided to accommodate the increased pupil numbers. Revenue funding is based on pupil numbers and the funding for increased numbers

of pupils can enable opportunities for schools to be creative in use of resources to promote pupils' learning.

Diversity

The Government's aim is to transform our school system so that every child receives an excellent education – whatever their background and wherever they live. A vital part of the Government's vision is to create a more diverse school system offering excellence and choice, where each school has a strong ethos and sense of mission and acts as a centre of excellence or specialist provision. Decision Makers should consider how proposals will contribute to local diversity. They should consider the range of schools in the relevant area of the local authority and whether the alteration to the school will meet the aspirations of parents, help raise local standards and narrow attainment gaps.

There is a range of schools in Harrow offering diversity to parents both in terms of ethos and size. Harrow has a Church of England primary school, a Hindu primary school, a Jewish primary school, six Roman Catholic primary schools and two Roman Catholic high schools. Primary sector community schools are organised as separate and combined infant and junior schools and have a range of planned admission numbers from one to four forms of entry.

Harrow is committed to securing greater autonomy, flexibility and scope for schools to drive their own agendas within a collaborative whole-borough framework. Harrow's success in this approach is demonstrated through the Harrow School Improvement Partnership and the Harrow Collegiate.

The community of Harrow schools has a tradition of collaboration and cooperation and is confident to develop and embrace innovative solutions. Within this context the local authority, in partnership with schools, will continue to explore routes that provide creative and innovative solutions for challenges faced by individual schools and groups of schools, and provide a means to secure school improvement.

Two schools are currently consulting about establishing an academy trust to drive improvements in education attainment.

Every Child Matters

The Decision Maker should consider how proposals will help every child and young person achieve their potential in accordance with Every Child Matters' principles which are: to be healthy; stay safe; enjoy and achieve; make a positive contribution to the community and society; and achieve economic well-being. This should include considering how the school will provide a wide range of extended services, opportunities for personal development, access to academic and vocational training, measures to address barriers to participation and support for children and young people with particular needs, e.g. looked after children or children with special educational needs (SEN) and disabilities.

The principles that were contained within Every Child Matters are central to all Harrow plans for schools so that wrap around care, support for families and a wide range of opportunities are developed in all schools.

The local authority has to ensure that its strategic solution to create more places in schools maximises the potential of re-commissioning accommodation as classrooms, which may mean changes to how activities are undertaken at the schools. Not all schools are in the same position about the facilities available to them. Some schools have additional physical facilities available to their pupils that are not available at other schools. For example, not all schools are

currently able to hold full school assemblies and not all schools have rooms set aside for specialist activities.

The reinstatement of space for use as classrooms does not necessarily mean that enrichment and other activities would cease. Schools would still be able to organise activities even if there are not specified rooms set aside for the purpose. It would mean that the way certain activities are provided would be organised and provided differently.

While every effort will be made to maximise the range of facilities available to schools, it needs to be borne in mind that the capital that will be available will be limited in the current economic climate.

School characteristics

No changes to the overall characteristics of the schools in relation to boarding provision arise from the proposals.

Equal opportunity issues

The Decision Maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

Equalities Impact Assessments have been undertaken by officers and headteachers on the schools proposed for expansion. The conclusions of these assessments are that the implications are either positive or neutral in that the expansion of the schools will help to ensure sufficient school places for the increasing numbers of children in Harrow. The assessments have not identified any potential for unlawful conduct or disproportionate impact and conclude that all opportunities to advance equality are being addressed.

Harrow's schools are successful, inclusive and provide a diversity of provision. The school expansion programme will ensure sufficient school places for the increasing numbers of children in Harrow and will build on the successful provision that already exists in Harrow's schools.

Need for places

Where proposals will increase provision, the Decision Maker should consider whether there is a need for the expansion and should consider the evidence presented for the expansion such as planned housing development or demand for provision. The Decision Maker should take into account not only the existence of spare capacity in neighbouring schools, but also the quality and popularity with parents of the schools in which spare capacity exists and evidence of parents' aspirations for places in the school proposed for expansion. The existence of surplus capacity in neighbouring less popular or successful schools should not in itself prevent the addition of new places.

To inform the management of school places, the local authority commissions pupil population projections for Harrow and monitors the pupil numbers in its schools.

Harrow Council commissions the Greater London Authority (GLA) to provide pupil projections. The projections are prepared by the GLA School Roll Projection Service and are based on the latest 2012 round of population projections released by the GLA and on school roll data collected in the January 2013 School Census and previous school censuses.

In Harrow's primary sector schools in September 2013 there are a total of 2,790 permanent Reception class places. With the temporary additional places that have been opened (9 additional temporary classes) this is increased to 3,060 Reception places in September 2013. In order to ensure sufficient school places to meet the predicted increased demand by September 2015, the number of permanent Reception places need to be increased by at least 360 places to a total of 3,150 permanent places that would be supplemented by additional temporary classes as needed. The Phase 2 proposals aim to ensure sufficient school places at the right time and in the right location to meet the increased demand up to 2015/16.

It is currently projected that the peak of the increased demand for Reception places in Harrow will occur in January 2019 at 3,437 Reception aged pupils and will be sustained at that high level with a slight reduction in numbers in subsequent years. It is expected that a third phase of primary school expansions will need to be brought forward in due course. The projections and actual pupil numbers will continue to be monitored carefully, as well as any variations in demand in planning areas within Harrow, and will be considered alongside any school developments in Harrow that may provide additional school places.

Travel and Accessibility for All

In considering proposals for the reorganisation of schools, Decision Makers should satisfy themselves that accessibility planning has been properly taken into account. Facilities are to be accessible by those concerned, by being located close to those who will use them, and the proposed changes should not adversely impact on disadvantaged groups. In deciding statutory proposals, the Decision Maker should bear in mind that proposals should not have the effect of unreasonably extending journey times or increasing transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable routes e.g. for walking, cycling etc. Proposals should also be considered on the basis of how they will support and contribute to the local authority's duty to promote the use of sustainable travel and transport to school.

The schools proposed for expansion are located in each of the five geographic Primary Planning Areas to ensure that there is additional provision to meet demand across all parts of the borough. This approach will minimise distances that children and parents have to travel to school and will serve to promote accessibility. As far as possible, it is believed the schools chosen for expansion would be a popular choice amongst parents wishing to secure a place at their local schools.

16-19 Provision

No changes to post-16 provision arise from the proposals.

School category changes

No changes to school categories (e.g. no changes to become voluntary aided, foundation body, trust or academy) arise from these proposals.

Funding and land

The Decision Maker should be satisfied that any land, premises or capital required to implement the proposals will be available. Normally, this will be some form of written confirmation from the source of funding on which the promoters rely (e.g. the local authority, DCSF, or Learning and Skills Council). In the case of a local authority, this should be from an authorised person within the local authority, and provide detailed information on the funding, provision of land and premises etc. Proposals should not be approved conditionally upon funding being made available, except for proposals being funded under the Private Finance Initiative or through the Building Schools for the Future programme.

It is currently estimated that the cost of permanently expanding the primary schools in Phase 2 is £26m. This does not include costs for two of the schools (Priestmead and Aylward) which will be delivered by the Education Funding Agency (EFA) as part of the Government's Priority School Building Programme (PSBP) to improve the schools in the worst condition across the country.

In addition to the annual capital allocations for basic need and school maintenance, successful application for funding to expand a number of the Phase 2 schools was made by Harrow Council on the schools' behalf to the Government's Targeted Basic Need Programme (TBNP). Based on current estimates for the cost of the projects and the recent announcements about further yearly allocations from the Education Funding Agency (EFA), it is expected that it is possible to deliver the programme with EFA capital grants, without the need for Council capital funding.

The Secretary of State has confirmed the TBNP allocations for the schools in the Funding Agreement sent to the Council in January 2014.

In July 2013 the Education Funding Agency wrote to the PSBP schools confirming that the schools will have their condition needs met through the programme, and announcing that the school will be rebuilt using capital funding. If the statutory proposals are approved, these schools will be rebuilt / refurbished as expanded schools.

There are no capital receipts, new sites or playing fields, or land tenure arrangements arising from these proposals.

Special educational needs provision

When reviewing SEN provision, planning or commissioning alternative types of SEN provision or considering proposals for change, local authorities should aim for a flexible range of provision and support that can respond to the special educational needs of individual pupils and parental preferences, rather than necessarily establishing broad categories of provision according to special educational need or disability.

Within these proposals, there are no plans to establish new provision or change existing provision for pupils with special educational needs at the schools proposed for expansion. They are mainstream schools, which make appropriate provision for pupils with SEN who attend mainstream schools

Other issues

The decision maker should consider the views of all those affected by the proposals or who have an interest in them. The decision maker should not simply take account of the numbers of people expressing a particular view when considering representations made on proposals. Instead the decision maker should give the greatest weight to representations from those stakeholders likely to be most directly affected by the proposals.

Statutory consultations were conducted from 16 September 2013 until 18 October 2013. The full analysis of the responses was presented to Cabinet on 21 November 2013.

823 responses were received to the consultations. Respondents included parents/carers, pupils, school staff, governors, residents and organisations. A number of comments were included with the responses given.

Two questions were asked in the consultation. They were:

- “Do you agree with the approach to creating additional school places In Harrow?”
- “Do you agree with the approach to permanently expand **named* school” (Note: the respondent would specify which school proposal their response related to)

Both questions offered the option to respond ‘Yes’, ‘No’, or ‘Not Sure’ to each question. Opportunity was given for comments to be added if the respondent wished to do so.

The following tables provide overall responses to the consultation questions.

Question 1: “Do you agree with the approach to creating additional school places In Harrow?”

The overall responses to Question 1 were

Response	Number	Percentage
Yes	507	61.60%
No	211	25.64%
Not Sure	105	12.76%
Total	823	100.00%

Question 2: “Do you agree with the approach to permanently expand **named* school”

Respondents were asked to state which school their response related to. The overall responses, including residents, parents etc, to the statutory consultation question by school were:

Numbers	Yes	No	Not Sure	Total
Aylward	29	28	7	64
Belmont	31	14	8	53
Cannon Lane	16	92	10	118
Grange	50	16	5	71
Kenmore Park	43	10	5	58
Newton Farm	43	15	7	65
Norbury	56	12	9	77
Pinner Wood	9	19	6	34
Priestmead	79	19	16	114
St Anselm's	4	43	2	49
St John Fisher	5	42	7	54
Whitchurch	41	17	8	66
	406	327	90	823

Note: The consultation responses for the separate schools on the Kenmore Park and Whitchurch sites have been combined.

The responses for St Anselm’s and St John Fisher represent only those received by the Council. The Schools also received responses directly.

The responses made to the first consultation question indicate broad agreement with the Council’s approach to creating additional school places in Harrow. The comments made by respondents to this question include the following main themes:

- A perception that Harrow is already over populated and over crowded.
- New schools should be built to meet the increased demand rather than expanding existing schools that are pressed for capacity.

- Over time there has been too much development in the borough which exceeds the available infrastructure, for example roads, to support the increased population.
- Traffic congestion and road safety are already significant issues and will be exacerbated by increased pupil numbers in schools.

Officer responses to the consultation responses are as follows:

Question 1

Harrow's Area Action Plan has been subject to extensive consultation and provides a strategic framework for future sustainable development in the borough. Harrow Council will do all that it can to create new schools, but the reality is that there is very little land available to the Council for this. A new primary school will be established at the Kodak development and the Harrow Teachers' Centre site has been identified for additional secondary school provision in the borough's area planning. The Council will work with proposers of free schools to support appropriate new provision wherever possible. The design work to provide additional teaching space at expanded schools will seek to consolidate existing spaces and to address any issues with the current running of the school as far as possible. The travel and traffic issues arising from increased numbers of pupils in schools are recognised and response is given below.

Question 2

The responses made to the second consultation question relating to specific school proposals are shown in the table above. There is considerable range in the number of responses received for individual schools. The level of responses is relatively low given the distribution of information to the parents and staff and the local residents around all of the schools. It was noted that there was reticence and concern in the responses reported for the following four schools, Cannon Lane Primary School, St John Fisher Catholic Primary School, St Anselm's Primary School and Pinner Wood Primary School. The concerns raised were noted for discussion in more detail with the schools and their communities. As a result of this:

- Cannon Lane Primary School - the consultation period was extended for the governing body of the newly amalgamated school to respond formally to the consultation and to allow time to arrange a further meeting for residents and parents.
- St Anselm's Catholic Primary School – the project to expand St Anselm's Catholic Primary School proved to be too complex and challenging to deliver. As well as reasons related to difficulties to do with Planning constraints and affordability, other reasons related to concerns raised in consultation responses about playground space and traffic.

The comments made by respondents to this question were summarised school by school in Appendix B of the November 2013 Cabinet report for each school together with officer comment.

Formal responses to the consultations were requested from school governing bodies and were summarised in the Cabinet report also. Governing body responses effectively gave agreements in principle to permanent expansion and highlighted a number of issues and concerns to be considered in implementation work.

The main concerns made in comments were: traffic congestion and parking concerns; design and construction building work at the schools, and; increased school size.

A key concern in responses by individuals and governing bodies was traffic congestion and parking concerns. Detailed description was given in the Cabinet report of the corporate approach to addressing these concerns bringing officers together from Children and Families, Enterprise and Environment and Communications to co-ordinate work and committing additional resources to ensure an appropriate profile to the Phase 2 expansion projects in particular:

Transport Assessments are being undertaken by an independent company and a dedicated officer is working with the schools to develop robust and effective school travel plans.

To ensure concerns about implementation of expansions are addressed, a school expansion delivery team has been established to ensure appropriate engagement with the schools and their involvement in the design and construction planning. Officers will have detailed discussions with the school about how the extra children would be accommodated.

In response to concerns about school size, it was pointed out that increasing the size of a school does not necessarily change the quality of the relationships surrounding the child. For most children, their key experiences are related to their classroom, their class teacher and their year group, which would not change in a bigger school. Headteachers and governing bodies would ensure appropriate curriculum and leadership arrangements were in place as pupil numbers increased over a 7 year period. The management of the expanded school would be undertaken by the Headteacher and the senior leadership team. Together they would plan how the school day was organised including playtimes and lunchtimes, year group activities etc. and would also consider the potential to open breakfast and after school clubs.

No formal representations in relation to the statutory proposals were received by Harrow Council. All the governing bodies of the schools proposed for expansion have confirmed the agreements they gave in response to the statutory consultations on the expansion proposals. A number of issues in relation to the proposals were identified by the schools which are already being considered and would be addressed as far as possible as implementation planning is progressed. These issues were primarily to do with: traffic congestion and parking concerns; the capital works that will be required to ensure sufficient and appropriate accommodation for the additional pupils attending an expanded school, and; accommodating bulge classes prior to building works being completed. The responses are summarised below and the full responses are in Background Papers:

Chair of Governors, Belmont School

I confirm that the Governing Body are fully in favour of the proposed expansion of our School as indicated in our response to the Statutory Proposals that was previously submitted.

Chair of Governors, Cannon Lane Primary School

Further to our drop in meeting on Thursday 31/1/14, the Governing Body would like to confirm that we are still in favour of going ahead and implementing the School Expansion Programme at Cannon Lane Primary School.

Headteacher, Grange Primary School

I can confirm on behalf of the Governors that they are happy for the expansion to go ahead.

Clerk to the Governing Body of the Kenmore Park schools

I am writing on behalf of the Governing Body of Kenmore Park Nursery, Infants and Junior School, who at their Governing Body Meeting on the 5th February 2014 agreed and are supportive of the school expansion and would want highways to acknowledge issues raised about traffic and parking by local residence.

Chair of Governors, Newton Farm Nursery, Infant and Junior School

We confirm the views given in response to the statutory consultation last term on the expansion proposals.

Chair of Governors, Norbury School and Nursery

We support the proposal to expand Norbury School and are pleased with the level of consultation so far both with respect to the plans for the proposed building and refurbishment and with respect to traffic and parking and the School Travel Plan.

However, as said in our response sent on 18th October, proper arrangements will be needed to accommodate the 30 extra children from September 2014 until the new building is ready for occupation.

We are concerned that the safety of our children might be at risk while the building works are in progress as the fire-escapes on the north-west wing of the existing building would be blocked, which means two double exits and two single fire exits will be out of use in the same area as we are about to accommodate a further 30 pupils in our Junior school.

We therefore ask the Council to investigate whether having temporary classrooms in the playground would both provide the necessary accommodation for 30 extra children and reduce the number of children in the north-west wing of the existing building to a safe level in the event of an evacuation being needed. (**Note:** Officer attention is being given to the issues raised by the school in this response. The safety of the children is of paramount importance and will be ensured).

Chair of Governors, Priestmead Primary School & Nursery

I can confirm that the response from Priestmead Primary School & Nursery is as per the response provided as part of the consultation process last October & as set out in my recent letter to you indicating the numerous issues which need to be addressed before we would be in a position to take a bulge class. For the purposes of the report to Cabinet can I, on behalf of the Governing Body, reiterate how disappointed we are that no assessment has been carried out at Priestmead on the viability of us taking a bulge class from September 2014, the over reliance on the fact that we are in the PSBP scheme & that this seems to be the Local Authority's solution to fixing all of the numerous problems that we have highlighted & to state once again that Priestmead CANNOT take a bulge class until the issues already raised with you have been addressed & resolved. As requested in our recent letter can I please ask that the additional 30 places earmarked for Priestmead from September 2014 are not allocated to us as the Governing Body are adamant that we WILL NOT take a bulge class until all of these issues are fixed. (**Note:** Initial officer response has been sent acknowledging the issues in the response about the bulge class in September 2014, apologising for the time it has taken to mobilise to respond to the school's concerns and stating officers are keen to be able to consider and address as far as possible the concerns expressed in the letter of 10 January).

Headteacher, Whitchurch First School and Nursery

Our Governing Body responses remain as they were. (**Note:** Officer response was given to the additional queries raised in the response about funding matters and a visit has been made by officers and constructor representative to discuss and view the kitchen, dining and hall areas).

Chair of Governors, Aylward Primary School

The governors agree with the proposals to permanently expand Aylward Primary School from September 2014

Co-Chairs of the Governing Body, Whitchurch Junior School

The Governing Body of Whitchurch Junior School confirms agreement of the expansion to four form entry.

Chair of Governors, St John Fisher Catholic Primary School

Following the representation period for the statutory notice to expand St John Fisher Catholic Primary School, I confirm that the school is in agreement with the proposal.

Chair of Governors, Pinner Wood School

The Governing Body response is the same as to the statutory consultation, but also to include the governors grave concerns about the safety of our pupils and the local residents due to illegal, dangerous and inconsiderate parking outside the school.