

Cabinet – 15 July 2009

Sneyd Community – A Specialist Maths and Computing College: outcome of consultation on future

Portfolio:	Councillor R Walker, Children's Services
Service:	Walsall Children's Services - Serco
Wards:	All Walsall wards but particularly Bloxwich West
Key decision:	Yes
Forward plan:	Yes

1. Summary of report

- 1.1 This report provides details of the outcome of consultation on the three options for the future of Sneyd Community – A Specialist Maths and Computing College. In recognition of the grave circumstances at the school with regard to pupil numbers and standards, all three of the options approved for consultation by Cabinet involve the closure of Sneyd Community – A Specialist Maths and Computing College.

2. Recommendations

- 2.1 That Cabinet notes that an 11-19 academy is not a viable proposal for the future of Sneyd;
- 2.2 That Cabinet approves a short consultation, as advised by the DCSF, on option A, 'that current education provision at Sneyd ceases on 31 August 2012. No pupils would be admitted to Year 7 or the sixth form in September 2010 and subsequent years. Pupils would transfer on a year on year basis to places at other schools in the borough' as set out in the Cabinet report of 22 April 2009;
- 2.3 That Cabinet asks officers to bring a report in September with full details of how option A would be implemented;
- 2.4 That Cabinet asks officers to pursue an Expression of Interest for a University Technical College.

3. Background information

- 3.1 On 22 April 2009, Cabinet approved consultation on three options for the future of Sneyd Community – A Specialist Maths and Computing College. This followed previous consideration of the future of the school by Cabinet on 22 October 2008, when Members referred the matter to the Children and Young People Scrutiny and Performance Panel (CYPSP) for full consideration of **all** options available to the school and asked that the full implications of the

community uses be considered in conjunction with any proposal coming forward in relation to the school.

3.2 The CYPSP held a special meeting at Sneyd on 20 November 2008 and reconvened on 18 December 2008. After considering the options and additional information, the Panel decided to establish a working group to consider the options in greater detail. The Working Group met on 6 January, 15 January and 3 February 2009 and reported back to the Panel on 5 March 2009.

3.2 The Panel resolved to recommend that:

a) Cabinet pursue a solution that ensures the continuation of education provision on the site of Sneyd Community School, supported by further investigation into viable solutions between Council Officers, representatives of Walsall Children's Services Serco, the Department for Children Schools and Families (DCSF) and the Office of the Schools Commissioner (OSC);

b) This solution for the continuation of education provision on the site of Sneyd Community School must:

1. be financially viable
2. be devised with particular attention paid to its impact on all schools within the north west area of Walsall
3. meet the needs of the local community.

3.3 After full consideration of the report of the Working Group and a wide range of other information including pupil numbers, standards and viability issues, Cabinet decided to approve consultation on three options (detailed in **Appendix A**) for the future of the school; all of the options involved the closure of Sneyd but differed in future arrangements for the education of pupils who would be on roll at Sneyd in September 2009.

3.4 Detailed information relating to pupil numbers, standards (including an update following the recent HMI monitoring visit) and viability are provided below.

3.5 Pupil numbers

3.5.1 Any consideration of the future of Sneyd must be set in the context of the trend in pupil numbers at the school and the projected demand for places over the coming years.

3.5.2 Pupil numbers at Sneyd were relatively stable between 2001 and 2005 and peaked at 1,395 in 2005. Since then numbers have fallen by 27% over a three year period to 1,016 in January 2008. Table 1 below provides more details of the decline in numbers.

Table 1 Trend in pupil numbers at Sneyd

January Census	Sneyd NOR	Reduction in pupil numbers from previous year	
2001	1,384		
2002	1,368		
2003	1,380		
2004	1,386		
2005	1,395		
2006	1,269	- 126	9%
2007	1,156	- 113	9%
2008	1,015	-141	12%
2009	893	- 122	12%
Projections			
2010	768	These projections are based on secondary school offers for September 2009.	
2011	675		
2012	627		
2013	598		

3.5.3 The number of pupils admitted to Year 7 has reduced over this period and this is illustrated in Table 2 below which provides details of the number of pupils in each year group in September 2008.

Table 2 Pupil numbers by year group at Sneyd (January 2009)

	Adm no	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Sneyd	250	110	127	148	183	226	61	38	893

3.5.4 Analysis of the 2009 admissions round shows that of the 3,692 applications, there are 57 first preferences for Sneyd. Details of the preferences for Sneyd are provided in Table 3.

Table 3 Preferences for Sneyd, 2009 Admission Round

	1 st preference	2nd preference	3 rd preference	4 th preference	5 th preference	Total preferences
Sneyd	57	60	39	18	4	178
Walsall schools	3,692	2,317	1,436	753	499	8,697

Data as at March 2009

3.5.5 The estimate for the 2009 Year 7 intake is based on the number of places (104) offered in March 2009. Since then some parents have made alternative arrangements for the secondary education of their children and taken up places at other schools in Walsall and in neighbouring authorities. As a result, the number taking up a place at Sneyd in September is expected to be approximately 75. This intake will replace a Year 11 cohort of 226 and this major reduction in pupil numbers will result in a very significant reduction in the revenue funding the school receives.

3.5.6 Sneyd does not have feeder schools however, traditionally, a large number of pupils have transferred from Mossley, Beacon, Abbey and Busill Jones Primary Schools. There has been a marked reduction in the number of first preferences from pupils at Busill Jones and Woodlands over the last three years and it is likely that this is in part a reflection of changes in the relative popularity of secondary schools and also the increasing ease of securing a place at other local schools because of the overall reduced demand for places. It is envisaged that this trend will continue.

3.5.7 Year-on-year reductions of this magnitude create a situation which is very difficult for schools to manage effectively especially where a school is struggling to make the necessary improvements to raise standards to at least a satisfactory level and where pupils are achieving their potential.

3.6 School Standards and Effectiveness

3.6.1 Sneyd is a National Challenge School. Rapid improvement is required by the government at National Challenge Schools to ensure that 30% of more pupils achieve five good grades at GCSE (or equivalent) including English and mathematics by 2011. To date, improvement at Sneyd has only been identified as steady both by Ofsted (May 2009) and by the Local Authority. Confidence in the school sustaining improvement and attaining the national expectation by 2011 is low at present (as indicated by both the Black Country Challenge and School Improvement Advisers). Failure to perform above this level in 2011 would result in a direction from the Secretary of State.

3.6.2 For a long period, Sneyd Community – A Specialist Maths and Computing College has failed to provide a high quality learning environment in which standards and quality of learning are sustained at a level that is satisfactory or better. The school was first placed in an Ofsted category in 2005 when special measures were required. The 2005 report noted low standards and poor quality of teaching. By November 2006, after a period of substantial support, the school was removed from special measures and deemed satisfactory. However, the school has not been able to either sustain or further these improvements and the overall effectiveness of the school was judged, once again, as inadequate by Ofsted in November 2008. Significant improvements to teaching, education standards and also to sixth form provision are required.

3.6.3 The 2008 result of 19% of pupils achieving 5+A*- C (or equivalent) including English and mathematics placed Sneyd in the **bottom 9% of Secondary Schools nationally**. The three year improvement trend (Table 4 below) shows that there has been no evidence of sustained improvement on this indicator. Whilst Walsall has improved at over twice the national rate of improvement, Sneyd School has actually declined over that same period.

Table 4 GCSE Results
(% achieving 5+ A*- C (or equivalent) including English and mathematics)

	2006	2007	2008	Improvement 2006-2008
Sneyd	20%	17%	19%	- 1%
Walsall	34.8%	35.5%	40.6%	+ 5.8%
National	45.3%	46.3%	47.6%	+ 2.3%

3.6.4 Sneyd's Contextual Value Added score (the score that compares pupil progress in the school to all students nationally) from Key Stage 2 to Key Stage 4 of 961.3 places them as one of the **lowest 1% of schools in the country**. National data shows that for all pupils (with the exception of lower ability girls in science) the school's outcomes for the past three years have been **significantly below what was expected**. In many cases the 2008 results were significantly below those of the previous year. Sneyd has the second lowest average point score for A levels in the borough. More detailed comparative data for achievement at KS3 and GCSE is provided in **Appendix B**.

3.6.4 We can conclude from this that the improvement trend of standards is 'flat' and significantly poorer than national and local improvement trends, and with no definite signs of closing the attainment gap for pupils.

3.6.5 Based on the most recent published national data (see Table 5 below) Sneyd school also has a high proportion of pupil absence.

Table 5 Absence levels

	Absence	Persistent absence (pupils with 20% or more absence from school)
Sneyd	9.6%	10.8%
Walsall	7.5%	6.7%
National	7.4%	6.6%

3.6.6 Over the last year a significant amount of **additional support** has been provided to the school and details of this are provided in Table 6 below. Additional funding of £83,500 has been focused on supporting pupils learning and a wide range of support from the Local Authority, National Strategy and Black Country consultants has been provided to teachers and leaders in the school.

Table 6 Additional support for Sneyd

By the Local Authority	By the Black Country Challenge (includes reference to programmes as well as individual support)
<p>Science review; teaching and learning quality assurance; raising attainment in maths and science; regular performance impact reviews.</p> <p>National strategies Regional Adviser support for English; local authority consultancy support for English. Weekly consultancy support for maths.</p> <p>ICT consultancy support KS4 and KS5</p> <p>£20,000 for learning mentor; tracking and interventions (EIW); £12,500 for raising achievement at KS4 (NRF)</p> <p>Education Welfare Service provides additional sessions from an Attendance Support Worker to target the high rate of persistent absence with a focus on all pupils whose attendance is between 80% – 85%.</p>	<p>£25,000 Academic coach for mathematics</p> <p>£26,000 Academic mentor and training</p> <p>Support from Shire Oak (NCSL/LLE)</p> <p>Leadership and Management training (NCSL)</p>

3.6.7 Whilst there has been satisfactory progress in addressing the issues, as recognised by Ofsted in May 2009, significant improvement is still required if the school is to perform at or above the expected national threshold level of 30% of pupils achieving 5+A*- C (or equivalent) including English and mathematics in 2011.

3.7 Viability

3.7.1 The number of pupils at Sneyd is in decline, irrespective of the consultation proposals, and this is having a direct impact on the funding available to meet the annual running costs of the school. As the number of pupils on roll reduces, so does the funding, and the quality of the education available to the pupils is affected because the fixed costs and delegated budget share of the school increasingly comprise a greater proportion of the school's resources. This is exemplified in Table 7 below which details the delegated budget share allocations at pupil unit level which would apply to either Options A or B set out in the consultation document.

Table 7 Delegated budget share allocations

Pupil numbers	Pupil led delegated funding per pupil	School and site specific delegated funding per pupil	Total delegated funding per pupil	Annual increase in cost per pupil (base year 2009-10)	Additional cost to the Dedicated Schools Grant
	£	£	£	£	£
798 *	3,533	794	4,327	0	0
668 **	3,821	934	4,755	428	285,904
358 **	3,945	1,615	5,561	806	288,548
100 **	5,643	5,542	11,185	5,624	562,400
Total additional cost over 4 years					1,136,852

Notes to table

- * budget share allocation based upon 2009-10 actual budget share values
- ** budget share allocations based upon the estimated 2010-11 budget share values
- The figures exclude LSC funded post 16 pupils and SEN costs for named pupils

3.7.2 Currently, the school's 2010-11 draft budget is showing a deficit of approximately £660,000, based upon a school population of 668 (which is dependent upon an intake to Y7 of 100 pupils in September 2009) if no action was taken to reduce the variable costs in the school and these are almost entirely staffing related.

3.7.3 Walsall Children's Services will work with Sneyd to help develop a balanced budget for 2010-11, which is both educationally and financially viable, but if numbers continue to reduce as exemplified above then this will become impossible and a deficit budget will be incurred. If the school were to close in deficit, this loss would be charged to the Schools Budget and funded by the Dedicated Schools Grant (DSG). This outcome would reduce the amount of funding available to all schools and pupils in the borough. The above table identifies that the additional costs to the DSG in respect of the phased closure of Sneyd as in Option A or B would cost the DSG a sum of £1,136,852 over the four year period, 2009-10 to 2012-13.

3.7.4 Additional costs will also be incurred in respect of potential redundancy costs, which are unquantifiable at this point in time. A group of officers will be working with the school to identify any areas of overstaffing in curriculum areas and exploring creative ways of maintaining the breadth of the curriculum during a period when funding is reducing. Unless the trend of falling rolls at Sneyd is reversed there will be redundancy costs for the Council to meet as the school becomes less financially and (subsequently) educationally viable.

3.7.5 Education support for pupils at Sneyd during any transition phase will be sought through the Black Country Challenge and the DCSF has indicated its intention to offer this support.

3.8 Overview

3.8.1 Local Authorities (LA) have a statutory responsibility under the Education Act, 1996, "to ensure that the schools in its area are sufficient in numbers, character and equipment to provide education suitable for different ages and abilities".

3.8.2 To meet this responsibility to manage school places in Walsall, the Council needs to ensure that it provides enough school places for Walsall pupils and qualifying out of the borough pupils.

3.8.3 The Council is also responsible for maximising the percentage of parental preferences for school places that are met. The Council cannot allow popular, over-subscribed schools to be reduced in size. In order to maximise the response to parental preferences for places at over-subscribed schools, it is necessary to remove surplus places at less popular schools.

3.8.4 The Information as to Provision of Education (England) Regulations, 2008, require local authorities to report to the Secretary of State those schools with a surplus of 25% or more places. The number of schools with 25% or more surplus places and the overall percentage of surplus school places in a local authority informs the inspection regime for the Council.

3.8.5 The management of school places makes an important contribution to monitoring and raising standards of achievement of pupils in Walsall schools by ensuring that all Walsall schools are both educationally and financially viable.

3.8.6 Schools with declining rolls receive reduced budgets which inevitably result in reductions to staffing levels that make delivery of a high quality, full and responsive curriculum challenging.

4. Resource considerations

4.1 Financial:

Revenue

4.1.1 Additional transport costs would be associated with option A: the majority of pupils would have to transfer to a more distant school and the cost of transport would need to be met for pupils who live outside the statutory walking distance of 3 miles to their nearest appropriate school. Children from low income families may qualify for transport to schools between 2 and 6 miles from their home. Children from low income groups are legally defined as those who are entitled to

free school meals or those whose families are in receipt of their maximum level of Working Tax Credit. Eligibility for transport assistance is assessed on an annual basis.

- 4.1.2 The staff employed at Sneyd are employees of Walsall Council. If the decision is made to close the school, support will be provided to staff to find alternative employment in a Walsall school. Receiving schools are often keen to secure the services of staff from closing schools as they bring with them knowledge of the pupils and their families in addition to their professional expertise; they can also provide a sense of security for transferring pupils. As additional staff would be required at other schools in all the options under consideration, it is likely that many staff would secure alternative employment. In the event that these efforts are unsuccessful and staff remained without alternative employment when the school closed, they would be entitled to redundancy payment and in some cases access to their pensions. Every effort would be taken to minimise redundancies.

Capital

- 4.1.3 The capital implications vary with the three options.

Option A

- 4.1.4 There are no direct capital costs with option A as pupils would take up available places at other schools in Walsall and no additional accommodation would be required.

Option B

- 4.1.5 Option B would require some capital expenditure as additional temporary accommodation would be required at three schools in order to provide the additional places pending the completion of BSF schemes.

Option C

- 4.1.6 In the case of option C, no additional accommodation would be required as all pupils would transfer to the roll of Frank F Harrison and the combined school population would be taught across the existing accommodation on the Frank F Harrison and Sneyd sites.

Costs relating to closure of the Sneyd school building

- 4.1.7 In options A and B, there would be capital costs associated with the closure of the Sneyd School building in August 2012. Costs which would need to be covered for the period the building is vacant include boarding up, security and rates. In option C, the building would continue to be used until the completion of the rebuild of Frank F Harrison.

Capital resources

- 4.1.8 The estimated capital costs associated with option A, the option recommended to Cabinet, would relate solely to the closure of the Sneyd building and provision would need to be made for these costs when the Council has received notification of its capital allocations for 2012/13.

4.2 Legal:

4.2.1 The closure of Sneyd Community – A Specialist Maths and Computing College is subject to statutory procedures. Consultation on the three options has now taken place and it is now for the proposing authority ie Cabinet to decide whether it wishes to proceed with one of the options. Details of the consultation process are provided in section 10 of this report. If Cabinet decides to proceed with one of the options, the DCSF has strongly advised that a further brief consultation is undertaken to ascertain views in the light of a single, recommended option. Subject to Cabinet's decision, it is therefore proposed to undertake a further short period of consultation of 16 days commencing on 8 October 2009 on option A.

4.2.2 A report on the outcome of this proposed short consultation would be brought to a special Cabinet on 18 November 2009 and if Cabinet decided to proceed to the next stage, a statutory notice would be published in January 2010 and the final decision would be taken in March 2010. These dates are indicative and opportunities will be sort to advance these decisions where possible.

4.3 Staffing:

4.3.1 The staff employed at Sneyd Community – A Specialist Maths and Computing College are employees of Walsall Council. If the decision is made to close the school, support will be provided to staff to find alternative employment in a Walsall School. Receiving schools are often keen to secure the services of staff from closing schools as they bring with them knowledge of the pupils and their families in addition to their professional expertise; they can also provide a sense of security for transferring pupils. As additional staff would be required at a number of other schools if option A, the recommended option, is taken forward, it is likely that many staff would secure alternative employment. In the event that these efforts are unsuccessful and staff remained without alternative employment when the school closed, they would be entitled to redundancy payment and in some cases access to their pensions. Every effort would be taken to minimise redundancies.

5. Citizen impact

5.1 The proposal to close Sneyd will provide opportunities for current and future pupils of the area to access places at educationally and financially viable schools.

6. Community safety

6.1 There are no direct implications for community safety.

7. Environmental impact

7.1 There are no environmental issues arising from this report.

8. Performance and risk management issues

8.1 Risk

- 8.1.1 The proposal to close the current education provision at Sneyd Community – A Specialist Maths and Computing College will mitigate the risks of Sneyd becoming financially unviable over a long period of time.

8.2 Performance management:

- 8.2.1 The option to close the current education provision at Sneyd Community will remove the danger of the school's academic results declining further.

9. Equality implications

- 9.1 Existing and potential future pupils at the school will be supported to find alternative school places as needed.
- 9.2 Pupils moving to higher performing schools will received enhanced opportunities to maximise their educational potential.

10. Consultation

- 10.1 Consultation on the three options for the future of Sneyd commenced on 8 May and ended on 19 June 2009.
- 10.2 A consultation document which set out the details of the three options which all included the closure of Sneyd and, in varying ways, the enlargement of Frank F Harrison, Pool Hayes and Willenhall, was issued to parents, staff, governors and members of the student council at the four schools. It was also sent to the parents of all children who have been offered a Year 7 place for September 2009 at these schools. The document was also circulated to all Walsall schools, other stakeholders and statutory consultees and was made available to the public though local libraries and the schools; it was also posted on the Education Walsall website. In total, over 6,000 copies of the consultation document were issued.
- 10.3 Twelve consultation meetings at which representatives of Walsall Children's Services – Serco gave a presentation and responded to questions were held at the schools. Seven drop-in sessions at a variety of times and venues were held for parents in order to give as many parents as possible the opportunity for a one-to-one discussion regarding the options and implications for their children. A schedule of consultation meetings and drop-in sessions is provided as **Appendix C** and notes from these meetings will be available for members at the cabinet meeting.
- 10.4 Details of attendance at the meetings and drop-in sessions are provided in Table 8 below. Borough representatives of the professional associations and unions were invited to the staff meetings but attendance was limited to the GMB and school representatives. Attendance at the drop-in sessions for parents was

particularly disappointing especially as all parents had been sent a letter inviting them to these events together with a copy of the consultation document which also included details; schools had also alerted parents.

Table 8 Attendance at consultation meetings and drop-in sessions

School	School Council	Staff	Parents	Governors
Sneyd	12 Headteacher	70 Headteacher	39 and 5 pupils	15 Headteacher
Frank F Harrison	12 pupils 1 teacher	86 staff Headteacher	2 and 1 pupil	4 governors Headteacher
Pool Hayes	9 students 1 teacher	39 staff Headteacher	3	9 governors Headteacher
Willenhall	13 students 1 teacher	47 staff Headteacher	0	8 governors Headteacher

Issues raised at Consultation Meetings and Drop-in Sessions

10.5 Sneyd

10.5.1 School Council

Although the meeting had been arranged with the school, officers met with a group of students assembled by the headteacher. Issues raised by the students included the relative performance of the school compared to the averages for Walsall, transition arrangements and implications for choosing options, the potential for investment in the Sneyd building, distance to other schools, the relative popularity of schools, and the possibility of problems arising between pupils from Sneyd and those from other local schools. More information was provided about how the proposed 14-19 Engineering Academy might operate and how it could fit in to the pattern of provision in the local area.

10.5.2 Staff

Issues raised at the staff meeting included discussions held with DCSF officials, pupil numbers and school places, the implications of the planned housing developments in Willenhall, the Building Schools for the Future Programme, the movement of some pupils to other schools, and standards at the school. The characteristics of and differences between a 14-19 Engineering Academy and a Skills Centre were also considered; there was some concern that these would cater for PRU pupils rather than provide a broader range of opportunities for the full ability range. Staff were concerned about their continued employment, opportunities for other jobs, possible TUPE rights, 'golden handcuffs', redundancy and access to pensions. Questions were also asked about the consultation responses and comments which might be made regarding the school's preference for an 11-19 academy. The issue of possible conflict between pupils from Sneyd and those at other local schools was also raised.

10.5.3 Governors

The Chair of Governors referred to the matter being considered that evening by the Council and the possibility of the process being halted as they felt that an 11-19 academy could solve the school's problems. The governors considered that if the school became an academy it would become more popular and fill, and mentioned that the governors had been approached by a potential sponsor. The implementation of the BSF programme in Walsall was also considered. A

suggestion was made that the number of places at other local, more popular schools could be reduced in order to ensure that pupil numbers increased at Sneyd. The possible benefits and implications of possibly establishing a 14-19 Engineering Academy or a Skills Centre were also considered. Strong concern was expressed about the problems that would be associated with Sneyd pupils transferring to Frank F Harrison. It was mentioned that the number of children in the locality attending schools across the border might increase if Sneyd is closed (historically, many children in the area have attended schools in Staffordshire and Wolverhampton; such movements are common close to borders and in other parts of the borough many pupils from other areas cross the border to attend Walsall schools). The governors were strongly in favour of an 11-19 academy and asked about how this could be reflected in consultation responses and what account would be taken of such comments.

10.5.4 Parents

Although all parents of current pupils and of those offered a place for September 2009 had been invited to the drop in sessions, only a very small number of attended. In order to maximise attendance, the sessions were held at a number of different venues (in addition to Sneyd School) and times in order to make it as convenient as possible for parents to attend. Issues raised by parents at the drop in sessions focused on the reasons for the consultation on the future of the school and the implications of the three options for their own children. Parents asked about the availability of places at other schools than those detailed in the three options and information was given about the appeals process where relevant. Questions were asked about standards at the school and the outcomes of Ofsted inspections over the last few years and information relating to these was provided. Parents asked about transition arrangements to other schools, how these would work to ensure that disruption for pupils was minimised, and how places would be allocated at other schools. Some concerns were raised about possible relationships between Sneyd pupils and those at Frank F Harrison if the pupils were brought together as one school community. The future use of the Sneyd building and site were raised. The likely timescale for the decision-making process was outlined to parents and the proposed 14-19 Engineering Academy and Skills Centre were discussed.

10.6 Frank F Harrison

10.6.1 School Council

The School Council supported option C, where all pupils at Sneyd would transfer to the roll at Frank F Harrison, because pupils from the same housing estates attend both schools, it would help the education of pupils at Sneyd, and would be cost effective. The differences between options B and C with respect to Frank F Harrison were discussed, including accommodation, staffing and pupils. The opportunity for integration activities for the two groups of pupils, including joint activities etc was considered. The possibility of rivalries between the two schools was mentioned but it was considered that these may end if there was only one school. With regard to option C, the possible arrangements for the use of the two sites and buildings were discussed. Questions were asked about the consultation process in relation to the other schools named in option B. There was support for a Skills Centre

10.6.2 Staff

Staff asked about the implications of the options for the planned new build at Frank F Harrison. Other matters raised included possible arrangements for the use of both sites (option C), staffing implications, arrangements for the managed transfer process that would be needed with option B, the future of the Sneyd community association and also the possible impact that either an Engineering Academy or a Skills Centre would have on the school's specialist status.

10.6.3 Governors

Matters raised included reasons for the decline in pupil numbers at Sneyd, pupils attending out-of-borough schools, and timescales for secondary admissions applications for 2010. The differences between an Engineering Academy and a Skills Centre and their possible implications for Frank F Harrison were considered. The accommodation aspects of options B and C were discussed, together with how both sites could be used (option C) and traffic issues. Governors also raised the opportunity to broaden the sixth form curriculum at Frank F Harrison, staff turnover levels at Sneyd, and the community facilities on the Sneyd site. There was some discussion about bringing together the pupils from Sneyd and Frank F Harrison and how this could be done to give a smooth transition.

10.6.4 Parents

Matters raised included the possible impact of the options on Frank F Harrison, whether younger siblings of children attending the school would be able to get a place in future years, school accommodation and the consultation process.

10.7 **Pool Hayes**

10.7.1 School Council

The School Council reported that their preferred option was A, followed by option C; option B (which includes additional pupils at Pool Hayes) was the least preferred option because of the proposed enlargement of the school, the narrow corridors and small classrooms, lunchtime arrangements, concerns about the control of pupils, and an increase in the volume of traffic dropping pupils off at the front gates. Pupils were particularly concerned that the highly valued pupil/teacher relationships would be adversely affected were there to be an increase in pupil numbers. Concern was also expressed about the impact on resources. Issues raised included the impact that the loss of Sneyd staff has had on joint sixth form provision and the measures that would be put in place to ensure teaching standards do not suffer. The 2009/10 academic year will be the final year of these arrangements and will only involve Year 13 pupils. Given the existence of a number of engineering colleges in the local area, pupils asked whether the specialism of the proposed 14-19 academy could be performing arts.

10.7.2 Staff

Issues raised included reasons for the fall in standards at Sneyd, the use of temporary accommodation at Walsall schools and the undesirability of this, the future possible uses of the Sneyd site. Observations were made that an increase in the number of pupils on the school site would be challenging especially in view of the constraints of the site for the location of temporary accommodation and the pressures associated with the current number of pupils.

10.7.3 Governors

The governors commented that they did not consider option B to be viable because there is insufficient space on the site for the temporary accommodation that would be required. Concern was also expressed about possible empty places if pupil numbers fell and about possibly having to admit challenging pupils. The issue of whether the admission arrangements at the Walsall Academy could be changed to enable more local children to be admitted was raised. Matters raised in connection with the 14-18 Engineering Academy included the possible impact on the Frank F Harrison, Pool Hayes and Willenhall schools, the funding arrangements, its appropriateness for the local area, and the curriculum offer. The governors agreed that they would send a collective written response to the consultation proposals.

10.7.4 Parents

The drop-in session was attended by three parents and issues raised related to the effect that the proposed closure of Sneyd would have on the sixth form arrangements operated by Sneyd and Pool Hayes, reasons for the fall in numbers at Sneyd, accommodation issues and the decision-making process..

10.8 Willenhall

10.8.1 School Council

Students asked the arrangements for transferring pupils from Sneyd to Willenhall and the other two schools in option B and the implications for their school building and the other schools. Discussion focused on how additional pupils could be integrated into the school in order to minimise any difficulties. There were two views on the most appropriate of the three options but the majority supported option B. The opportunities afforded by a 14-19 Engineering Academy and a Skills Centre were also discussed.

10.8.2 Staff

The possible impact of a 14-19 Engineering Academy on the subjects offered at Willenhall was raised and concern was expressed about the implications for the school's young apprenticeship course. Staff felt that the Engineering Academy would impact on Key Stage 4 numbers at Willenhall whereas a Skills Centre would benefit more pupils. Questions were asked about why pupil numbers at Sneyd had fallen, and whether the local authority could do anything to reverse this, and also the support that had been given to the school. Concern was expressed that some of the additional places proposed at Willenhall might not be filled and that the school would be expected to take more challenging pupils. The possible impact of the proposed Darlaston Academy on admissions to schools in the area was discussed. Staff were concerned about the impact of additional pupils on the existing building especially with regard to circulation and felt that temporary classrooms would not be a viable option. There was also concern that the additional revenue funding the school would receive would not be sufficient to cover the costs associated with educating the additional pupils.

10.8.3 Governors

Governors enquired about the availability of additional support and funding to support the proposed increase in pupil numbers. The undesirability of temporary accommodation was raised and governors were concerned about possible health and safety implications as a result of an increase in the number of pupils using the existing building and felt that this could lead to changes in the school day.

Concern was expressed about the effect that admitting additional pupils to Year 10 would have on standards, given that Willenhall is a National Challenge school. The governors stated that option C was their preferred option as it would keep the Sneyd school community together; there was considerable concern about the prospect of admitting additional pupils to Willenhall and it was felt that the transfer in of pupils in Year 10 would place the school in a very difficult situation. Governors were concerned about the impact that a 14-19 Engineering Academy would have on the school's engineering apprenticeships and other courses but were of the view that a Skills Centre could be very positive for the school. The issue of planned residential developments as part of the regeneration of Willenhall was also discussed.

10.8.4 Parents

No parents attended the drop-in session.

10.9 Representatives of Walsall Children's Services – Serco also attended two meetings with local ward councillors.

Written Consultation Responses

10.10 Over 6,000 copies of the consultation document, which included a response form, were issued. In total, 781 response forms have been received and a breakdown by schools is provided in Table 9 below.

Table 9 Number of consultation response forms received from the schools

School	School Council / pupils	Staff	Parents	Governors	Total
Sneyd	475	49	111	4	639
Frank F Harrison	1	2	2	0	5
Pool Hayes	7	28	14	6	55
Willenhall	12	9	2	4	27

10.10.1 A total of 781 response forms were returned, with some respondents indicating that they were responding in two capacities eg as parents and governors, or as staff and governors. Not all respondents completed all sections in the response form. Only 651 of the respondents indicated that they had seen the consultation pack in which the response form was provided. Of those responding, 350 found the consultation document helpful; almost all of those who did not were part of the Sneyd school community. Although 451 of the respondents claimed to have attended one of the meetings or drop-in sessions held as part of this consultation, analysis has shown that this was not always the case. At Sneyd, for example, 257 pupils stated that they had attended such an event but only 12 were present at the meeting with the School Council and only a very small number of pupils attended the drop-in sessions with their parents. It may be the case that some respondents had attended meetings held by the School's Action Group and though these were part of the Council's consultation.

10.10.2 Consultees were asked to indicate their view of the three options – A, B and C – by ranking them. The vast majority of respondents (593) from the Sneyd School community did not rank the options because their preferred option, an

11-19 academy, was not included as it had not been agreed as a consultation option by Cabinet

10.10.3 Details of the preferences for the three options are provided in Table 10 below.

Table 10: Preferences for the options

School	Option A				Option B				Option C			
	1	2	3	NR	1	2	3	NR	1	2	3	NR
Sneyd	13	8	25	593	13	15	19	593	11	5	30	593
Frank F Harrison	1	0	1	2	0	2	0	2	1	0	1	2
Pool Hayes	22	6	0	27	0	3	21	31	8	15	3	29
Willenhall	2	9	6	8	8	1	8	8	14	7	3	1
Other	0	0	1	64	0	0	1	64	0	0	1	64
Not specified	0	0	0	0	0	0	0	0	0	0	0	0
Total	34	19	28	700	16	17	44	704	28	25	30	698

Notes

Consultees were asked to rank the options from 1 to 3 with a score of 1 for their most preferred option and 3 for their least preferred option.

Total numbers differ to the number of responses received as some respondents indicated that they were, for example, a parent and a governor.

NR: options not ranked.

10.10.4 Table 10 above shows that although only a small number of respondents ranked the preferences, option A was the preferred option of those who did so.

10.10.5 In addition, other written responses were received from the governing bodies of Frank F Harrison, Pool Hayes and Willenhall Schools, the headteacher of Frank F Harrison, a parent and the headteacher of a secondary school.

Formal responses from Governing Bodies

10.11.1 A letter sent on behalf of the governors of Frank F Harrison states that no one option is favoured and that ‘the governors take their wider responsibility to the community very seriously and, although they would not support any proposal that they thought would be disadvantageous to the college, they are willing to work with all concerned to find a solution to the problem; their main driver in all of this would be the need to offer the best possible opportunities for all members of both communities now and in the long term future’. A letter from the headteacher indicated his support for option C as the best way forward.

10.11.2 The Chair of Governors at Pool Hayes wrote that of the options consulted on, only option A would be acceptable to the governing body, as any increase in the number of places at the school would create such pressure that it would impact on health and safety and standards. Health and safety concerns relating to classrooms, changing rooms, toilets, dining facilities, availability of play areas (the school has detached playing fields and there was concern about space for temporary classrooms) and circulation (narrow corridors and staircases) were detailed. Governors were also concerned that changes to the school population may put at risk their ability to remove the school from the National Challenge and Persistent Absence categories the school is currently in. It was also considered by governors that any increase in numbers had the potential to destabilise the culture and ethos of the school, in particular staff-

student relationships which are seen by both groups and parents as a positive feature of the school. There was support for the possible creation of additional places at the school as part of the rebuild of the school through the Building Schools for the Future Programme.

- 10.11.3 A letter from the governors of Willenhall states that they oppose both options A and B and that their preferred option is C. The governors expressed concerns about the impact that additional students might have on GCSE standards at the school and efforts to get results above the National Challenge threshold, and the implications of this for the future of Willenhall. Governors were also concerned about possible health and safety implications given the cramped nature of the school accommodation. As the school is not part of immediate plans for Building Schools for the Future, governors stated that they 'cannot agree to an increase in numbers in what is already a very cramped environment'. The governors mentioned that in addition to temporary classrooms, additional dining facilities, changing rooms and specialist areas (including indoor PE facilities) would be needed because of existing pressures. Additional staff would also be required and there was concern that the funding which would follow the children would not cover the costs and would be to the detriment of the school and existing students. The governors also stated that they were not in favour of establishing a 14-19 Engineering Academy but felt that a Skills Centre would provide a much needed resource for all local students to enjoy high quality vocational experiences to support the 14-19 curriculum.

Petitions

- 10.12.1 Four separate petitions have been received:

- a) a petition urging both Walsall council and the DCSF to include the 11-19 academy option in their consultation exercise has 309 signatures;
- b) a petition demanding an 11-19 academy was signed by 315 people;
- c) a petition asking people not to vote for either of the two closure options but to keep the school open was signed by 34 people; and
- d) a petition to keep the community facilities at Sneyd open was signed by 22 users of the facilities.

- 10.12.2 It is likely that some petitioners signed more than one of these various forms.

14 – 19 Engineering Academy

- 10.13 As part of the consultation on the future of Sneyd, views were sought on a proposal to establish a specialist engineering academy for pupils between the ages of 14 to 19 years. This was supported by 56 respondees and 667 were against it and many of these commented that such an establishment would not meet the needs of the community as the preference was for Sneyd to become an 11-19 academy. There was also concern that parents would not wish to transfer their child to another establishment after three years attendance at a secondary school.

Skills Centre

- 10.14 Views were also sought on a proposal to establish a Skills Centre and although almost twice as many respondees (90) supported this, 633 were against it (427 of whom were pupils at Sneyd). In general, there was a view that a Skills Centre

would offer greater and wider opportunities for pupils in the local area and would have the advantage of pupils remaining on roll at their secondary school.

10.15.1 Throughout the consultation and in the period leading up to it, the Sneyd School community expressed a strong preference for the school to become an 11-19 academy and held some preliminary discussions with a potential sponsor. The possibility of such a development had been considered by the Working Group set up by the Children and Young People Scrutiny and Performance Panel and the Interim Headteacher had invited a representative of the potential sponsor to a meeting of the Panel. In order for an academy to be considered, there needs to be support from the local authority, the DCSF, and a sponsor. Officers from the Council and Walsall Children's Services – Serco had held some discussions with officials from the DCSF which included representatives from the Office of the Schools Commissioner. The suggestion that Sneyd become an academy was not supported by the DCSF or by the Council largely because of viability concerns. In the light of this, the proposal that Sneyd become an 11-19 academy was not included in the options approved for consultation by Cabinet.

10.15.2 Although not included as a consultation option, almost all of the respondents from the Sneyd School community stated that an 11-19 academy was their preference and did not rank the three options under consideration.

10.15.3 The Interim Headteacher of Sneyd and the Chair of Governors recently met with an official from the Office of the Schools Commissioner (OSC) at which the official explained that the OSC could not support the proposal that the school becomes an academy. The Note of the Visit (dated 5 June 2009) stated:

'if the LA was proposing to open an academy the OSC would need to agree that a LA statement of intent was submitted for approval by the Minister; such a proposal for Sneyd would not be supported as the LA needed to reduce the number of secondary school places and the viability of the school was therefore a significant issue'.

10.15.4 Although the governors were aware in early June that their proposal for an 11-19 academy could not proceed, there has, to date (3 July), been no communication from them regarding their views on the three options on which consultation was taking place.

11. Overview and recommendations

11.1 Discussions between officers and officials from the Office for the Schools Commissioner have continued throughout this process in order to secure the best possible way forward for pupils at Sneyd and at all schools in Walsall in the short, medium and longer terms.

11.2 It has been made explicit by the Office for the Schools Commissioner that the Sneyd School community's preference for an 11-19 academy would not be supported. In the light of this, any further consideration of this would be fruitless.

- 11.3 As detailed in the consultation section above, it has been made very clear by the governing bodies of Pool Hayes and Willenhall that although they are sympathetic to the problems at Sneyd, their concerns about the impact that additional pupils would have on their own schools are such that they are opposed to the enlargement of their schools as outlined in option B.
- 11.4 Although the headteacher of Frank F Harrison indicated his support for option C, the governors did not favour one particular option, stating that they ‘take their wider responsibility to the community very seriously and, although they would not support any proposal that they thought would be disadvantageous to the college, they are willing to work with all concerned to find a solution to the problem ...’. In very recent discussions with an official from the Office for the Schools Commissioner it was made clear that although Frank F Harrison had made good progress, concerns have now emerged about the transfer of pupils in such large numbers as early as 2010 as set out in option C, and Walsall was advised that the Office for the Schools Commissioner and Ministers could not therefore support option C.
- 11.5 In view of all of the above information, officers recommend option A to Cabinet as the best way forward and that a short consultation is held in October. This short consultation will enable all consultees to give their views in the light of a single recommended option. A report, to be brought to Cabinet in September, will give further details of how this option would be implemented.
- 11.6 Members had asked for the continued use of the community facilities on the Sneyd site to be taken into account throughout this process and with option A this would be secured at least until 2012 and potentially for many years after once a final decision has been made about the type of learning that will continue on the Sneyd site.
- 11.7 During the consultation period there has been a number of meetings between the local authority, the DCSF, Walsall College and Wolverhampton University regarding a 14-19 Engineering Academy / University Technical College (the new designation for such establishments). In addition, there are on-going discussions with headteachers. Conversations have also been held with Directors for Children’s Services across the region and the level of interest from other Black Country authorities is encouraging. A statement of interest has been submitted and positive feedback has been received from the DCSF. Two large business partners have expressed an interest in the Academy and are currently holding discussions with the sponsors. Whilst the implementation of this project remains challenging, it would bring additional opportunities for students in Walsall and Cabinet is recommended to ask officers to pursue an Expression of Interest with partners, ensuring that a wide range of stakeholders is fully engaged during the next phase.

Background papers

Cabinet report, 22 October 2008: Review of Secondary Schools: The Future of Sneyd – A Specialist Maths and Computing College.

Scrutiny report, 20 November 2008: Cabinet report dated 22 October 2008: Review of Secondary Schools: The Future of Sneyd – A Specialist Maths and Computing College

Scrutiny report, 18 December 2008: Options for the Future: Sneyd Community – a Specialist Maths and Computing College

Sneyd Working Group, 5 March 2009: Report to the Children’s and Young People Scrutiny and Performance Panel

Scrutiny Report to Cabinet, 18 March 2009: Review of Secondary Schools: the Future of Sneyd Community School – A Specialist maths and Computing College

Cabinet report, 22 April 2009: The Future of Sneyd – A Specialist Maths and Computing College – Options for Consultation.

Cabinet report, 22 April 2009: The Future of Sneyd – A Specialist Maths and Computing College – Options for Consultation – supplementary report.

Notes taken at the consultation meetings.

Consultation response forms

Letters from consultees

Ofsted report, November 2008

Letter from HMI following monitoring visit, June 2009

Office of the Schools Commissioner, Note of Visit, dated 5 June 2009

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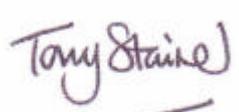


Signed:

Interim Executive Director:

Pauline Pilkington

Date: 7 July 2009



Signed:

Managing Director, Walsall Children’s Services - Serco

Date: 7 July 2009



Signed:

Portfolio Holder: Councillor R Walker

Date: 7 July 2009

Proposals for consultation

Option A.

Current education provision at Sneyd ceases on 31 August 2012. No pupils would be admitted to Year 7 or the sixth form in September 2010 and subsequent years. Pupils would transfer on a year on year basis to places at other schools in the borough.

Pupils who start Key Stage 3 or Key Stage 4 at Sneyd in September 2009 would complete their Key Stage at Sneyd. All pupils currently in Key Stage 3 and Key Stage 4 would complete their key stage at Sneyd. There would be no admissions to Year 7 or to the sixth form in 2010 and following years. Details of the phased implementation of this option are provided in Table 1(over).

Table 1 Phased transfer arrangements

Year Group in 2009/10 school year	Transfer to alternative school
Y7 (2009 admission)	Sept 2012
Y8	Sept 2011
Y9	Sept 2010
Y10	Sept 2011 (Post 16)
Y11	Sept 2010 (Post 16)
Y12	Leave August 2011; alternative places available in Sept 2010 as appropriate
Y13	Leave August 2010

This would mean that the year groups on roll at Sneyd in the three school years prior to closure would be as shown in Table 2 below. In the 2009/10 school year all year groups would operate. In 2010/11, the school population would comprise pupils in Year 8, Year 9, Year 11 and Year 13. In the 2011/12 school year, there would only be pupils in Year 9.

Table 2 Proposed phased implementation arrangements

School Year		
2009/10	2010/11	2011/12
Y7	Y8	Y9
Y8	Y9	Y10 At alternative schools
Y9	Y10 At alternative schools	Y11 At alternative schools
Y10	Y11	Left school or Y12 at alternative schools
Y11	Left school or Y12 at alternative schools	Left school or Y13 at alternative schools
Y12	Y13	Left school Aug 2011
Y13	Left school Aug 2010	

Shaded boxes show the year groups on the Sneyd site.

Details of the estimated availability of places at alternative schools are provided in Table 3 on the next page. This demonstrates that there would be sufficient places at other schools to accommodate transferring pupils from Sneyd.

Availability of Places at Secondary Schools in Walsall (Sept 2009) – Updated June 2009

	Adm no	Estimated Pupil numbers Sept 2009					Estimated Available places Sept 2009					
		Y7#	Y8	Y9	Y10	Y11	Y7	Y8	Y9	Y10	Y11	Total
Aldridge	259	259	260	257	258	259	0	0	2	1	0	3
Alumwell	195	161	182	150	158	159	34	13	45	37	36	165
Barr Beacon	245*	260	254	236	243	243	0	0	9	2	2	13
Blue Coat CE	180	133	150	128	170	157	47	30	52	10	23	162
Brownhills	182**	104	93	124	128	148	64	89	58	54	34	299
Darlaston***	245	121	136	155	178	170	119	104	85	62	70	440
Frank F Harrison	180	185	181	173	163	155	0	0	7	17	25	49
Joseph Leckie	240	182	147	158	144	191	58	93	82	96	49	378
Pool Hayes	213	213	214	209	200	205	0	0	4	13	8	25
Queen Mary's G	96	97	95	95	96	96	0	1	1	0	0	2
Queen Mary's H	96	97	96	98	94	95	0	0	0	2	1	3
Sheffield Community Academy	240	251	240	240	240	240	0	0	0	0	0	0
Shire Oak	238	262	248	242	234	231	0	0	0	4	7	11
St Francis of Assisi	180	193	184	182	180	180	0	0	0	0	0	0
St Thomas More	210****	243	245	239	231	231	0	0	0	0	0	0
Streetly	243	246	242	228	213	239	0	1	15	30	4	50
Walsall Academy	168	168	168	168	168	168	0	0	0	0	0	0
Willenhall	270	271	271	255	270	263	0	0	15	0	7	22
Total	3,680	3,446	3,406	3,337	3,368	3,430	322	331	375	328	266	1,622
Sneyd Pupils	250	76	108	123	149	184						

Notes

Pupil numbers are unvalidated data from May Census.

Data not available for Sheffield Community Academy and Walsall Academy; assumed all places full as this is usually the case.

Offers as at 3 July for September 2009 admission.

* Barr Beacon: 260 from Sept 2009 (Y7 only), 245 Adm No for Y8 – Y11

** Brownhills: 168 from Sept 2009 (Y7 only), 182 Adm No for Y8 – Y11

*** Darlaston: admission number will be 240 in all year groups from September (as an academy)

**** St Thomas More: 243 from Sept 2009 (Y7 only), 210 Adm No for Y8 – Y11

Details of the advantages and disadvantages associated with this option are provided in table 4.

Table 4 Option A advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none"> • Would provide a realistic timescale • Enables pupils to access places at higher achieving schools • Availability of places would enable pupils to transfer in groups • Minimises disruption for pupils • Pupils would complete their key stage at Sneyd • Receiving schools have time to plan for additional pupils from 2010 • Temporary accommodation would not be required • Additional posts would be available at the receiving schools, creating opportunities for Sneyd staff • 14 -19 proposal ensures the continuity of education provision on the Sneyd site • Pupils from Sneyd would have access to a broader range of curriculum opportunities at the receiving schools • Community use of the facilities on the Sneyd site would be secured through this option along side the proposed 14 – 19 provision • Additional places would be provided at Pool Hayes as part of the implementation of the secondary strategy. 	<ul style="list-style-type: none"> • receiving schools could receive a large number of additional pupils • With the rapid decline in pupil numbers at Sneyd, the Schools Funding Formula is unlikely to be sufficient to fund the running of Sneyd especially in 2011/12 when there would only be pupils in Year 9 • Challenge of meeting Year 9 entitlement to a broad balanced curriculum in 2011/12 • Staff retention issues at Sneyd over the period to closure

Option B.

Current education provision at Sneyd ceases on 31 August 2012 and significant enlargement of Frank F Harrison, Pool Hayes and Willenhall from 1 September 2010.

No pupils would be admitted to Sneyd in September 2010, pupils would transfer on a phased basis to other schools, and the school would close on 31 August 2012. Additional places would be provided at Frank F Harrison, Pool Hayes and Willenhall from September 2010.

Pupils who start Key Stage 3 or Key Stage 4 at Sneyd in September 2009 would complete their Key Stage at Sneyd. All pupils currently in Key Stage 3 and Key Stage 4 would complete their key stage at Sneyd. There would be no admissions to Year 7 or to the sixth form in 2010 and following years. Details of the phased implementation of this option are provided in Table 5.

Table 5 Phased transfer arrangements

Year Group in 2009/10 school year	Transfer to alternative school
Y7 (2009 admission)	Sept 2012
Y8	Sept 2011
Y9	Sept 2010
Y10	Sept 2011 (Post 16)
Y11	Sept 2010 (Post 16)
Y12	Leave August 2011; alternative places available in Sept 2010 as appropriate
Y13	Leave August 2010

This would mean that the year groups on roll at Sneyd in the three school years prior to closure would be as shown in Table 6 below. In the 2009/10 school year all year groups would operate. In 2010/11, the school population would comprise pupils in Year 8, Year 9, Year 11 and Year 13. In the 2011/12 school year, there would only be pupils in Year 9.

Table 6 Proposed phased implementation arrangements

School Year		
2009/10	2010/11	2011/12
Y7	Y8	Y9
Y8	Y9	Y10 At alternative schools
Y9	Y10 At alternative schools	Y11 At alternative schools
Y10	Y11	Left school or Y12 at alternative schools
Y11	Left school or Y12 at alternative schools	Left school or Y13 at alternative schools
Y12	Y13	Left school Aug 2011
Y13	Left school Aug 2010	

Shaded boxes show the year groups on the Sneyd site.

This option would require the provision of additional places at Frank F Harrison, Pool Hayes and Willenhall schools in order to provide sufficient secondary school places in the local area for the community. These would become available for Year 7 admissions from September 2010 and pupils from other year groups would transfer as indicated in Table 6 above. Officers would work with families to find suitable alternative places at the schools it is proposed to enlarge or at other schools where places may be available.

Details of the numbers of additional places proposed at these schools are provided in Tables 7 and 8 below. It is proposed to enlarge Frank F Harrison by three forms of entry from 2010/11, to enlarge Pool Hayes by two forms of entry from 2010/11 and by a further one form of entry from 2013/14, and to enlarge Willenhall by one form of entry from 2010/11. The number of sixth form places at a school is not fixed in the same way as admissions to Years 7 – 11 and any increase in Post 16 numbers across the schools is expected to be modest as there is a range of opportunities available and many pupils go on to college or work-based training settings. In view of this it is considered that any additional Post 16 numbers can be accommodated.

Table 7 Changes in admission numbers

School	Admission number*				
	Current	2010/11	2011/12	2012/13	2013/14
Frank F Harrison	180	270	270	270	270
Pool Hayes	213	270	270	270	300
Willenhall	270	300	300	300	300
Sneyd	250	0	0	0	0

* Applies to Year 7 and progresses through the school

Table 8 Schools proposed to be enlarged

Frank F Harrison				
Admission Number in 2009: 180				
Proposed Admission Number from 2010:270				
Additional places in year group on phased basis from 2010: 90				
Total number of 11 – 16 places at full implementation: 1,350				
Phased implementation	School Years			
Year Group	2009/10	2010/11	2011/12	2012/13
Year 7	No additional places in any year group	Year 7 additional places	Year 7 additional places	Additional places in all year groups
Year 8		Year 8 no change	Year 8 additional places	
Year 9		Year 9 no change	Year 9 – no change	
Year 10		Year 10 additional places	Year 10 additional places	
Year 11		Year 11 no change	Year 11 additional places	
Post 16		Post 16 additional places	Post 16 additional places	
Total additional places		180 & Post 16	360 & Post 16	450 & Post 16

Pool Hayes				
Admission Number in 2009: 213				
Proposed Admission Number from 2010: 270 and from 2013: 300				
Additional places in year group on phased basis from 2010: 57 and from 2013: 87				
Total number of 11 – 16 places at full implementation: 1,500				
Phased implementation	School Years			
Year Group	2009/10	2010/11	2011/12	2012/13
Year 7	No additional places in any year group	Year 7 additional places	Year 7 additional places	Additional places in all year groups
Year 8		Year 8 no change	Year 8 additional places	
Year 9		Year 9 no change	Year 9 – no change	
Year 10		Year 10 additional places	Year 10 additional places	
Year 11		Year 11 no change	Year 11 additional places	
Post 16		Post 16 additional places	Post 16 additional places	
Total additional places			120 & Post 16	
Willenhall				
Admission Number in 2009: 270				
Proposed Admission Number from 2010: 300				
Additional places in year group on phased basis from 2010: 30				
Total number of 11 – 16 places at full implementation: 1,500				
Phased implementation	School Years			
Year Group	2009/10	2010/11	2011/12	2012/13
Year 7	No additional places in any year group	Year 7 additional places	Year 7 additional places	Additional places in all year groups
Year 8		Year 8 no change	Year 8 additional places	
Year 9		Year 9 no change	Year 9 – no change	
Year 10		Year 10 additional places	Year 10 additional places	
Year 11		Year 11 no change	Year 11 additional places	
Post 16		Post 16 additional places	Post 16 additional places	
Total additional places			60 & Post 16	

Shaded boxes show the year groups on the Sneyd site.

The proposed enlargements at Frank F Harrison, Pool Hayes and Willenhall would all be classed as ‘significant enlargements’ which would require the publication of statutory proposals. These would all be linked with the proposal to close Sneyd and would therefore be the subject of joint consultation and determination ie none would be considered in isolation by decision-makers.

Temporary accommodation would need to be provided at these three schools in line with the increase in pupil numbers. This would be replaced with purpose-built accommodation through the Building Schools for the Future Programme.

The key advantages and disadvantages of option B are set out in Table 9 below.

Table 9 Option B advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none"> • Would provide a realistic timescale • Enables pupils to access places at higher achieving schools • Parental preference enhanced by the provision of additional places at three popular over-subscribed schools • Additional places to be provided would enable pupils to transfer in groups • Minimises disruption for pupils • Pupils would complete their key stage at Sneyd • Receiving schools have time to plan for additional pupils from 2010 • Additional posts would be available at the receiving schools, creating opportunities for Sneyd staff • 14 -19 proposal ensures the continuity of education provision on the Sneyd site • Pupils from Sneyd would have access to a broader range of curriculum opportunities at the receiving schools; this is further broadened by the partnership working between the receiving schools • Community use of the facilities on the Sneyd site would be secured through this option along side the proposed 14 – 19 provision 	<ul style="list-style-type: none"> • Receiving schools would receive a large number of additional pupils • Significant temporary accommodation would be required at the receiving schools • Additional classrooms and toilets could be provided but only limited additional specialist teaching spaces • Possible planning implications including complex negotiations with Sport England • Frank F Harrison site is Green Belt and any proposed development would be subject to possible referral to GOWM and possible delay • Capital resources would be required to fund temporary accommodation in advance of BSF • With the rapid decline in pupil numbers at Sneyd, the Schools Funding Formula is unlikely to be sufficient to fund the running of Sneyd especially in 2011/12 when there would only be pupils in Year 9 • Challenge of meeting Year 9 entitlement to a broad balanced curriculum in 2011/12 • Staff retention issues at Sneyd over the period to closure • The location of the significant amounts of temporary accommodation on the receiving school sites would need to be considered in the context of BSF proposals and site layout

Option C.

Current education provision at Sneyd ceases on 31 August 2010 and significant enlargement of Frank F Harrison from 1 September 2010

Sneyd would close on 31 August 2010 and pupils would transfer to Frank F Harrison on 1st September 2010. Frank H Harrison would be enlarged and the intake increased to 360. The intake at Pool Hayes would also be increased by 27 places to 240 from 2013 as part of the Building Schools for the Future Programme.

Frank F Harrison is located on a campus site along with a Children's Centre, Hatherton Primary School, and Mary Elliot School. Frank F Harrison and Hatherton Primary School have entered into a federation and all the schools and Children's Centre operate effectively as a 'Learning Village' which offers wide range of extended schools, family and community services and activities. Pupils currently attending Sneyd and their families would benefit from the advantages of being part of this development.

All pupils on roll at Sneyd would transfer to Frank F Harrison in September 2010 and the number of 11 -16 places at the school would be increased from 900 to 1,800 and have 12 forms of entry. The number of places available at an enlarged Frank F Harrison would need to exceed the number of pupils on roll in order to provide some spare places to cater for families moving into the area as the other schools in the area are full.

It would not be possible to provide sufficient temporary accommodation on the Frank F Harrison site for this number of pupils in advance of the Building Schools for the Future Programme as the existing accommodation would need to be almost doubled in size in order to provide the range of classrooms and specialist rooms essential for curriculum delivery. However, it would be possible to continue to use the Sneyd building for the next few years and detailed consideration would be given to how all of the accommodation available to the school could best be used in order to maximise opportunities for pupils in terms of curriculum delivery. With the provision of replacement accommodation through the Building Schools for the Future Programme, all pupils could be based at the Frank F Harrison site, however, it would not be possible to meet the requirements for playing fields without the provision of additional land. This could be achieved by continued use of the sports facilities on the Sneyd site although it would be necessary to provide changing rooms. This would have the added benefit of securing continued use of these facilities for the community.

The continued need for part of the Sneyd site for sports facilities would reduce the area of land available at the Sneyd site for other educational developments which could include an engineering academy or a Skills Centre.

The key advantages and disadvantages of option C are set out in Table 10 below.

Table 10 Option C advantages and disadvantages

Advantages	Disadvantages
<ul style="list-style-type: none">• Quick implementation• Enables pupils to access places at a higher achieving school• All pupils would transfer to the same school unless parents requested	<ul style="list-style-type: none">• Frank F Harrison would receive a large number of additional pupils in September 2010• It would not be possible to locate all pupils on the Frank F Harrison site in

<p>otherwise</p> <ul style="list-style-type: none"> • Minimises disruption for pupils • Additional posts would be available at the Frank F Harrison, creating opportunities for Sneyd staff • No temporary accommodation required if the Sneyd building is used until BSF • With the availability of the Sneyd building in the interim, the disruption associated with a rebuild of the school through BSF would be minimised • In the short term learning would be retained on the Sneyd site • In the longer term, a 14 – 19 facility would provide continuity of learning on the Sneyd site • Community use of the facilities on the Sneyd site would be secured through this option along side the proposed 14 – 19 provision 	<p>advance of BSF as the scale of temporary accommodation necessary is too large to accommodate on the site and it would also severely restrict redevelopment of the site through BSF</p> <ul style="list-style-type: none"> • School would need to operate from 2 sites until replacement accommodation through BSF Programme • Possible planning implications including complex negotiations with Sport England • Frank F Harrison site is Green Belt and any proposed development would be subject to possible referral to GOWM and possible delay • Financial viability: operating from 2 sites would attract a split site allowance in the school budget, however, there would be 2 lots of overheads and some additional staffing costs • Some pupils may need to transfer to the other site depending upon the arrangements put in place for the various year groups
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Achievement at Sneyd compared to Walsall and national data

	Sneyd	2005	2006	2007	2008	2009 Target
KS3	L5+ English	70.1%	68.5%	55.9%	57.5%	67.0%
	L5+ Maths	55.2%	58.6%	55.9%	58.0%	80.0%
	L5+ Science	52.8%	53.4%	52.7%	54.1%	73.0%
	L5+ English & Maths	49.4%	51.6%	44.1%	47.0%	66.0%
GCSE	5+A*-C inc En & Ma	15.0%	20.0%	17.0%	19.0%	30.0%
	2 Levels English			26.0%	53.0%	45.0%
	2 Levels Maths			8.0%	3.0%	20.0%

	Walsall	2005	2006	2007	2008	2009 Target
KS3	L5+ English	68.7%	67.9%	68.2%	70.2%	77.0%
	L5+ Maths	67.0%	72.2%	70.4%	71.6%	80.0%
	L5+ Science	61.3%	67.2%	66.8%	62.2%	78.0%
	L5+ English & Maths	58.6%	61.4%	61.3%	62.9%	73.0%
GCSE	5+A*-C inc En & Ma	35.7%	34.9%	35.5%	40.4%	48.0%
	2 Levels English			47.0%	56.0%	57.0%
	2 Levels Maths			23.0%	19.0%	32.0%

	National	2005	2006	2007	2008	2009 Target
KS3	L5+ English	74.0%	73.0%	74.0%	73.0%	
	L5+ Maths	74.0%	77.0%	76.0%	77.0%	
	L5+ Science	70.0%	72.0%	73.0%	71.0%	
	L5+ English & Maths	66.0%	67.0%	67.0%	66.0%	
GCSE	5+A*-C inc En & Ma		45.8%	46.8%	49.7%	
	2 Levels English			59.0%	63.0%	
	2 Levels Maths			29.0%	24.0%	

Not Available

Predicted examination results

	2009			2010		
	FFT KS2-4 Estimate	School prediction	BCCA Prediction	FFT KS2-4 Estimate	School prediction	BCCA prediction
5 + A* - C inc En/ma	37.6 (A) 34.4 (D)	26% But 19% secure with possible 23%	Likely to be at the lower end because of maths weaknesses	36.0 (A) 32.9 (D)		
5 + A* - C	50.9 (A) 48.3 (D)	Unclear at present		50.0 (A) 47.2 (D)		
1 + A* - C	89.1 (A) 94.8 (D)			91.3 (A) 96.1 (D)		

Schedule of consultation meetings and drop-in sessions

Sneyd			
	Date	Time	Venue
School Council	Monday 18 May 2009	2. 00 – 3. 00 pm	Sneyd School
Staff	Monday 18 May 2009	3. 30 – 4.30 pm	Sneyd School
Governors	Monday 18 May 2009	6.00 – 7 00 pm	Sneyd School
Parents of current pupils and Year 7 admissions in September 2009	Tuesday 19 May 2009	2. 00 – 4. 30 pm 5. 00 – 7. 30 pm	Sneyd School
	Wednesday 20 May 2009	5. 00 – 7. 30 pm	Mossley Primary School
	Thursday 21 May 2009	5. 00 – 8. 00 pm	Elmore Row Community Centre
Drop-in sessions			

Frank F Harrison			
	Date	Time	Venue
School Council	Wednesday 3 June 2009	2. 00 – 3. 00 pm	Frank F Harrison School
Staff	Wednesday 3 June 2009	3. 15 – 4. 15 pm	Frank F Harrison School
Governors	Wednesday 3 June 2009	5. 00 – 6.00 pm	Frank F Harrison School
Parents of current pupils and Year 7 admissions in September 2009	Wednesday 3 June 2009	Drop-in session 6. 30 – 8. 30 pm	Frank F Harrison School

Pool Hayes			
	Date	Time	Venue
School Council	Thursday 4 June 2009	2. 00 – 3. 00 pm	Pool Hayes School
Staff	Thursday 4 June 2009	3. 15 – 4. 15 pm	Pool Hayes School
Governors	Thursday 4 June 2009	5. 30 – 6.30 pm	Pool Hayes School
Parents of current pupils and Year 7 admissions September 2009	Thursday 4 June 2009	Drop-in session 6. 30 – 8. 00 pm	Pool Hayes School

Willenhall			
	Date	Time	Venue
School Council	Tuesday 9 June 2009	2. 00 – 3. 00 pm	Willenhall School
Staff	Tuesday 9 June 2009	3. 00 – 4. 00 pm	Willenhall School
Governors	Tuesday 9 June 2009	4.00 – 5. 00 pm	Willenhall School
Parents of current pupils and Year 7 admissions September 2009	Tuesday 9 June 2009	Drop-in session 5. 30 – 6. 30 pm	Willenhall School