

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	31 January 2017
Reporting Officer:	Catherine Moseley – Head of Access and Inclusion
Subject:	OUTCOME OF THE CONSULTATION ON SECONDARY SCHOOL PLACES FOR SEPTEMBER 2018
Report Summary:	The report states the outcomes of the consultation on the proposals to increase published admission numbers for Tameside community secondary schools for admission in September 2018 and the recommendations that will be considered by the Executive Cabinet of the council on 9 February 2017.
Recommendations:	The Education Attainment and Improvement Board is asked to note the contents of this paper and to support further discussions with secondary schools in the area to increase places to ensure that there are sufficient for all pupils requiring a place in future years.
Links to Sustainable Community Strategy:	The report supports three elements of the Community Strategy – Prosperous, Learning and Supportive Tameside.
Policy Implications:	There are implications for the published admission numbers at four of the six community secondary schools in the borough for entry in September 2018.
Financial Implications: (Authorised by the Section 151 Officer)	<p>The revenue expenditure associated with the education of children is funded by the Dedicated Schools Grant and Pupil Premium Grant. Both of these grants are ring fenced for the purposes of schools and pupil related expenditure.</p> <p>The report contains estimated increased revenue costs in relation to the increased classroom space being created in Hyde Community College via the Private Finance Initiative (PFI) contract.</p> <p>There will also be increased costs relating to the additional classroom space being created in Alder School via the PFI contract.</p> <p>The report contains a reference to potential increased catering costs at Mossley Hollins via the PFI contract but does not contain an estimate of these costs.</p> <p>Both elements of PFI related increased revenue costs need to be clarified by the PFI providers urgently. These additional costs will need including in updated versions of the School Governing Body agreements which are the basis of obtaining annual school contributions towards the cost of the PFI contracts.</p> <p>The increased revenue costs associated with the additional classroom space at Astley Sports College will be met directly by the School, who will need to include the additional costs in their medium term budget plans.</p>

The capital cost of creating additional places is ordinarily funded through Basic Need grant received by the Council from the Department For Education. There is £2.025m of the 2016/17 Basic Need grant and £6.543m of the 2017/18 Basic Need grant (a total of £8.568m) unallocated on the current capital programme

There are some commitments that have already been made from this funding which will be added to the existing capital programme. However, it should be noted that there will still be sufficient capital funding available to support the estimated capital costs contained in this report of £2.969m.

These estimated costs need to be confirmed and assessed from a value for money perspective as a matter of urgency.

**Legal Implications:
(Authorised by the Borough
Solicitor)**

The Council as admission authority for community and voluntary controlled schools in its area, must before the beginning of each school year determine the admission arrangements which are to apply for that year (section 88C of the School Standards and Framework Act 1998 ("SSFA")).

The Council has a duty to act in accordance with the School Admissions Code (the Code); issued under section 84 of SSFA 1998, and must ensure that its determined admission arrangements comply with the mandatory provisions of the Code.

While it is for the Council to decide the admission arrangements that best suits its residents and its schools, it must ensure the arrangements:

- Comply with law and regulations; and
- Do not disadvantage applications to their schools from families resident in other local authorities (which would be contrary to rule established in R v Greenwich London Borough Council, ex parte John Ball Primary School (1989) (see paragraph 1.14, page 11 of the Code).

Under section 86(1) of the SSFA 1998, parents have a right to express a preference for the school in which their child is to be educated. However, some schools may have more applicants than places and will therefore be oversubscribed. Section 1 of the Code provides guidelines and imposes mandatory requirements on setting fair oversubscription criteria, as part of admission arrangements, to be used to allocate places when a school is oversubscribed.

The Council must if changing the admission arrangements conclude a statutory consultation over a 6 week period between 1 October and 31 January. The Council must then determine its admission arrangements, including its oversubscription criteria by the 28 February in the determination year (see section 88C of the SSFA 1998 and regulation 17 of the School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012.

For a community or voluntary controlled school, the local authority (as admission authority) must consult at least the governing body of the school where it proposes either to increase or keep the same PAN.

Under the Code each admission authority must maintain a clear, fair and objective waiting list until at least 31 December of each school year of admission, stating in their arrangements that each added child will require the list to be ranked again in line with the published oversubscription criteria.

If the Council does not notify the Secretary of State that it has adopted a co-ordinated scheme by the 28 February the Secretary of State may impose one (see paragraph 2.20, page 26 of the Code).

The Council must then follow the determined published admission arrangements. Failure to do so would amount to a breach of the Council's statutory duty (see paragraph 2.7, page 19 of the Code).

Section 13A of the Education Act 1996 requires Local Authorities to ensure that their education functions are exercised with a view to promoting high standards, ensuring fair access to educational opportunity, and promoting the fulfilment by every child concerned of his educational potential. The Council has a statutory duty under section 14(3A) of the Education Act 1996 to secure diversity and increase opportunities for parental choice when planning the provision of school places.

Members will note that the sums quoted for works are estimates and that further work is required to confirm the figures as a matter of urgency as these will inform the report to Executive Cabinet and the recommendations required to confirm those works.

Risk Management :

One of the Council's remaining statutory responsibilities is to deliver sufficient and suitable places to meet projected demand for both primary and secondary pupils. The proposals contained within this report will enable the Council to fulfil its statutory responsibilities in 2018/2019. However, careful planning will be required to ensure the provision of both primary and secondary places in future years.

Access to Information :

Appendix 1	Consultation response from Mr R O'Regan, Headteacher of Alder Community High School
Appendix 2	Consultation response from Mrs A Radcliffe, Headteacher of Hyde Community College and response from governors of the school.
Appendix 3	Consultation response from Mr D Duncan, Executive Headteacher of

	Mossley Hollins High School and response from governors of the school
Appendix 4	Revised net capacity assessment for Mossley Hollins High School
Appendix 5	Amendments to Community Schools Published Admission Numbers - 2018 Entry

The background papers relating to this report can be inspected by contacting Catherine Moseley



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1. BACKGROUND

- 1.1 All admission authorities are required to consult on their coordinated admission scheme and on changes to admission arrangements. Where no changes are proposed to the coordinated admissions scheme or admission arrangements, there is no requirement to consult. Admission authorities must ensure that their determined admission arrangements comply with the mandatory requirements of The School Admissions Code 2014. The consultation process follows a timetable determined by the Department for Education (DfE).
- 1.2 For entry to school in September 2018, the Council consulted on making changes to the published admission number at four community secondary schools to accommodate the increasing secondary population.
- 1.3 The responses to the consultation and the proposals will be considered by the Executive Cabinet of the Council at its meeting on 8 February 2017.

2. CONSULTATION ON THE PUBLISHED ADMISSION NUMBERS FOR COMMUNITY SECONDARY SCHOOLS FOR 2018/19

- 2.1 In October 2016, the Local Authority circulated the proposed published admission numbers and admission arrangements for community and voluntary controlled schools for consultation. The closing date for the consultation was 11 November 2016.
- 2.2 The Council consulted on increasing the published admission number at four secondary schools to accommodate the forecast demand for secondary school places based on the number of pupils currently in primary schools in the borough. Their proposals were:

School	Current Published Admission Number	Proposed Published Admission Number
Alder Community High School	155	180
Astley Sports College and Community High School	150	180
Hyde Technology School & Hearing Impaired Resource Base	210	240
Mossley Hollins High School	156	180

- 2.3 There were six responses to the consultation. Of these, three were from Headteachers, two from the governing body of a school and one from a parent.

Alder Community High School

- 2.4 Of the six written responses received by the Directorate of People, one was associated with Alder Community High School from the Headteacher of the school (**Appendix 1**).

Concerns	Directorate of People Response
Governors will only agree to the proposed increase in student numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.	If approved, the minutes of the Executive Cabinet meeting from 8 February 2017 will provide the written agreement to make the described changes to the building to accommodate additional pupils into the school.

Astley Sports College and Community High School

2.5 Of the six written responses received by the Directorate of People, none were associated with Astley Sports College and Community High School.

Hyde Technology School & Hearing Impaired Resource Base

2.6 Of the six written responses received by the Directorate of People, two were associated with Hyde Technology School & Hearing Impaired Resource Base. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 2**).

Concerns	Directorate of People Response
<p>Impact on standards</p> <p>Spare capacity means that the school takes a number of in year transfers</p> <p>The best performing schools in Tameside are the smaller schools</p> <p>We will lose good staff if working conditions deteriorate and pressures mount</p>	<p>Hyde Community College is currently in a strong position with respect to standards. Many of the key performance measures at the end of Key Stage 4 indicated strength in depth across the key curriculum areas and there is no reason to suppose that these would automatically be reduced as a consequence of increased numbers. Leadership in the school is strong and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p>Funding</p> <p>Impact on PFI legacy costs if this is to be a bulge not permanent. PFI costs are based on capacity of the school not numbers on roll. How will the affordability gap be addressed?</p> <p>There will not be enough funding to support growth as we will need to recruit staffing from September but funding does not come into school until following April</p>	<p>The number of pupils predicted to come into secondary schools over the next few years means that there will be very little spare capacity, if any and therefore budgets will increase for the schools contained in these proposals.</p> <p>Growth funding via the DSG grant is available to support schools to increase numbers so that there is effectively no lag in pupil funding and this will happen for each year that a new bulge class is admitted.</p> <p>Negotiations will be undertaken with the Pfl provider to minimise any increase in life cycle costs.</p>
<p>Accommodation</p> <p>Not enough catering facilities</p> <p>Not enough staff to supervise at lunchtime</p> <p>Sixth form accommodation not fit for purpose</p> <p>School not involved in remodelling discussions</p>	<p>The lunch hour is currently half an hour but it would be a school decision to increase the length of time enable all pupils to get through the facilities</p> <p>Additional pupils would bring additional funds into the school which could be used to have additional staffing at lunchtimes</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes</p> <p>Colleagues from the Education Capital Team and the architects included staff from the school in walk</p>

<p>Class sizes will need to rise</p> <p>Hearing Impaired learners will be affected</p> <p>Need additional space for exams and assembly</p> <p>Changing rooms are designed for 210</p> <p>Additional furniture needed</p> <p>Traffic will worsen</p> <p>ICT needs replacing</p>	<p>rounds the school with the architects and are fully aware of the plans.</p> <p>How classes are organised would be a matter for the school but an additional number of classrooms being made available would not necessarily mean that class sizes would need to increase</p> <p>The number of hearing impaired learners are unlikely to rise as a result of the proposed increase in numbers at the school and so current arrangements would continue to meet the needs of learners.</p> <p>Assemblies and exams could be conducted in the sports hall which would be large enough to accommodate the additional pupils.</p> <p>We agree that changing rooms in the school are designed for 210 but presumably timetabling can be used to alleviate this as an issue within the school.</p> <p>Bulge classes in primary schools have been assisted with a one off capital grant to purchase furniture and equipment, Hyde Community College could use a grant to do the same which would then not be included in the life costs in the Pfl contract and any damages could be replaced by themselves.</p> <p>There is likely to be some additional traffic with additional pupils but it will be a small percentage increase as a total of the school population. There will not be 150 additional pupils immediately as there will be an additional 30 per year group from September 2018 onwards. The large increase in pupils coming into secondary schools generally will mean an increase in traffic at whichever school they attend.</p> <p>Additional pupils coming into the school will generate additional funds which can be used towards the cost of ICT equipment. Additionally, the school may wish to use some of the one off grant to support this.</p>
<p>Lack of strategic planning Arrangements are being made at a late stage</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough. If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>

<p>One school has reduced its Published Admission Number from 180 to 240 and we are being forced to increase our number</p>	<p>The Council is aware of this and strongly objected to the proposal to reduce the Published Admission Number at the school but as the school is an academy and therefore its own admission authority, the decision to accept the proposal was made by the Regional Schools Commissioners Office, not the Council.</p>
<p>Specific questions:</p> <p>When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?</p> <p>When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?</p> <p>How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?</p> <p>Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?</p> <p>Inflation costs are forecast to rise significantly; how will this impact on future PFI charges? –</p>	<p>An associated recovery plan will require agreement between the Council and the Governing Body prior to 31 March 2017 for the current three year budget planning period. The agreed recovery plan will be monitored to ensure a balanced budget is subsequently delivered.</p> <p>Based on the guidance received to date specifically in relation to the top slice of DSG for PFI central affordability, the Council may have to delegate it directly to the Schools within the contracts from April 2017 onwards.</p> <p>The Council will need to update the governing body agreements relating to each School to confirm the repayment to the Council of these shares of the top sliced DSG.</p> <p>The Schools Finance Support Team can provide an estimate of the funding for a full School and of the associated annual PFI costs. Individual Schools can then use this information to update budget plans and enable prudent financial planning.</p> <p>The remodelling proposals will address this issue by making the sixth form classrooms larger to accommodate bigger classes. The Council is awaiting information on the revenue impact to School of the proposals in future financial years.</p> <p>The funding proposals from 2018/19 onwards that are being consulted on include adding annual Retail Prices Index (RPIX) inflation to the specific PFI funding factor which would mean that the top slice increases at the same rate as the PFI contracts which are also based on RPIX. However, this would not affect each School's standard annual contribution.</p>

Mossley Hollins High School

- 2.7 Of the six written responses received by the Directorate of People, three were associated with Mossley Hollins High School. One was associated with the Headteacher of the school and one with the governors of the school (**Appendix 3**).

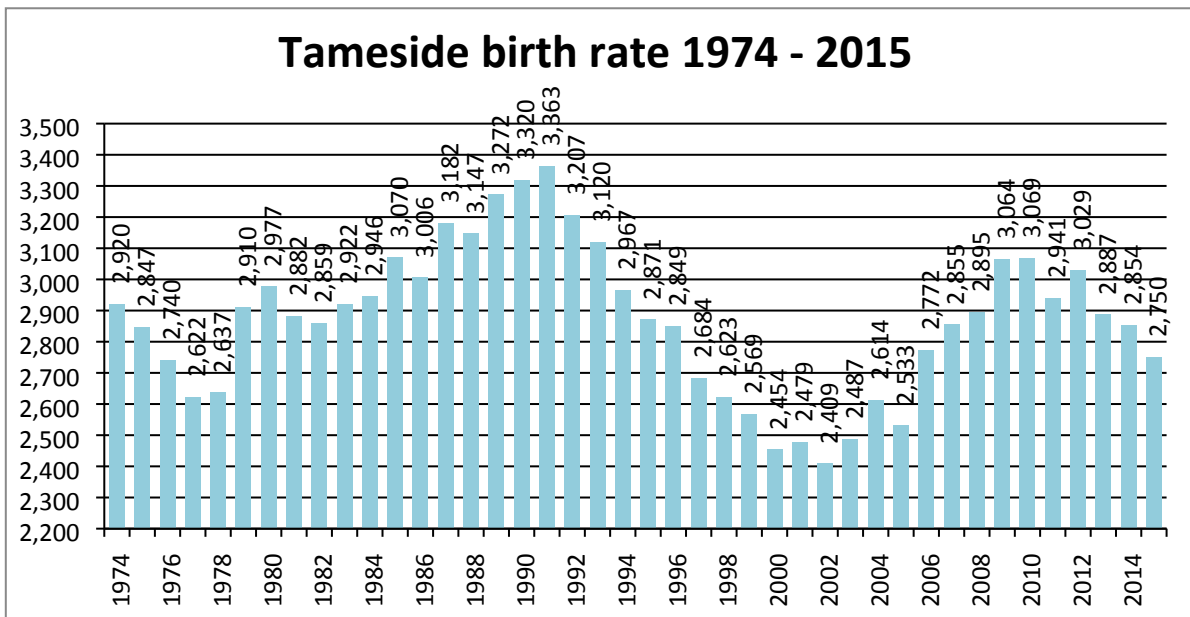
Concerns	Directorate of People Response
At the time of the 2006 Building Schools for	In 2006, the Office for National Statistics did not

<p>the Future (BSF) bid, the school requested to increase to an admission number of 180 but this was rejected by the DfE</p>	<p>predict any population growth for Tameside or within England. Indeed the Council was requested to decrease the number of secondary places for the Department for Children, Schools and Families (DCSF) because of this as it was at a time of high surplus places. All of this was considered within the governance process at the time. In 2006, there were 3190 secondary school places and this was reduced to 2796 through the rationalisation of six schools into three through the BSF process.</p> <p>The proposal for Mossley Hollins High School is that the increase in pupil numbers would be on a temporary basis to accommodate the high level of secondary pupils for a period of approximately seven years. The school can then revert back to a lower admission number if it wanted to at that point.</p>
<p>The school was designed to accommodate five forms of entry not six</p>	<p>The school was built to accommodate 6 forms of entry with 25 students per class as a school management request which dictated the number of spaces within the new build. However, the actual spaces were equipped for 30 students per class because the build was funded as a 5 form entry intake (30 per class). We had to make sure that if the management of the school changed, that children(30) could be accommodated in each of the class spaces, the classrooms are approx. 55m2.</p> <p>School has already asked for some changes to take place which involves reducing the size of the LRC to create an additional office space and redesigning the current staff room to make the kitchen area into its own room.</p>
<p>We have already increased our Published Admissions Number from 150 to 156 to help reduce the deficit that the new school and PFI costs have created.</p>	<p>The additional pupils going into Mossley Hollins are welcome now that the number of pupils going into secondary schools is beginning to increase.</p>
<p>If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity.</p>	<p>The Published Admission Number (PAN) for each school is determined annually and is broadly based on the Net Capacity Assessment (NCA) for the school. The NCA is derived from a formula devised by the Department for Education which measures the capacity of the school, taking into account the total space available and the amount of both general and specialist teaching areas. The formula calculates the total number of pupils that the school can accommodate. This is then divided by the number of year groups in the school to give the Indicated Admission Number (IAN) for each year group.</p> <p>With the accommodation available, the net capacity assessment for Mossley Hollins shows that the school can have an indicated admission number of 800 (Appendix 4)</p>
<p>There will be an impact on standards if the school has to increase numbers as this will mean that lower ability groups will need to increase in size</p>	<p>Mossley Hollins High School is currently in a strong position with respect to standards. Although results in 2016 were not as positive as had been hoped there is a strong tradition of academic excellence at the school and there is no reason to suppose that these would automatically be reduced as a</p>

	<p>consequence of increased numbers. Moreover, the additional numbers that would be coming into the school would in the main be coming from primary partner schools where there is a proven track record in terms of transition and shared intelligence. Leadership in the school is strong, and the school's processes and routines have become embedded over the past few years. The Directorate's view is that the school has the leadership capacity to respond to the new demands of increased numbers, whilst at the same time using the additional resources that this will bring to the benefit of all of the students. The size of a school is only one of the factors that will dictate the quality of a school.</p>
<p>There are other schools in the borough who could absorb the surplus</p>	<p>The Council has been in discussion with all Tameside secondary schools for at least five years and had hoped to address the issue with the cooperation of all schools. However, only three schools have volunteered to take additional pupils and so the Council is now left with no alternative but to make these proposals to ensure it can meet its statutory duty to secure sufficient places in the borough.</p> <p>If the Council does not progress the proposals in this report then it will have no alternative other than to put forward proposals for a second free school in the borough.</p>

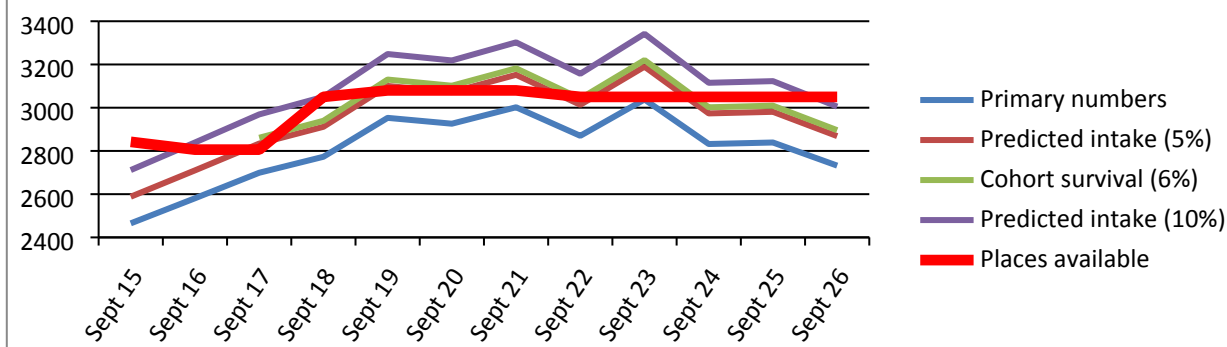
3 INCREASES TO PUBLISHED ADMISSION NUMBERS AND CONSIDERATION OF FACTORS AND RECOMMENDATIONS

- 3.1 The Council has been proactive in tackling the issue of rising births over recent years. The Published Admission Number (PAN) has been increased at many primary schools but these primary pupils are now beginning to move through to secondary schools and more needs to be done to accommodate all pupils. From the graph below, it can be seen that the surge in births is not expected to be a permanent issue as it has begun to fall. Therefore, proposals need to be a mix of permanent and temporary as these will become surplus in years to come.



- 3.2 Tameside Council is the admission authority for six community schools in the borough and therefore can propose increases in published admission numbers at its own schools. Those schools in the borough that are voluntary aided or academies are in control of the own published admission numbers and the Council cannot dictate increases in these schools.
- 3.3 Tameside Council has a statutory duty to secure sufficient places for all pupils resident in the borough but the ability to directly procure these places is limited to its community schools. Officers from the Council have been talking to Headteachers at all schools in Tameside but particularly from voluntary aided schools and academies for a number of years to encourage them to put forward proposals to increase their admission numbers in view of the increase in numbers coming through from primary schools. Only two schools have agreed to an increase, St Damian's RC Science College (an additional 15 places per year group from September 2017) and Copley High School (an additional 30 places per year group from September 2019 as a bulge for three to four years depending on demand). West Hill School's governing body is considering a small increase (an additional 5 places per year group from September 2018).
- 3.4 Members will be aware that there is a successful free school application for Tameside that has been proposed by the Laurus Trust, a multi-academy trust with Cheadle Hulme High School as its founder member school. This will bring an additional 180 places per year group from September 2018.
- 3.5 Tameside has used a mixture of permanent and temporary places in primary schools to accommodate the increase in population. A bulge group in secondary schools is somewhat different to a bulge class in a primary school due to the different nature of how learning takes place. Primary provision is largely based in one classroom so a bulge class can be accommodated with the addition of one classroom which were often accommodated in either surplus accommodation such as a room that was used as a community room or IT suite within a school or in a demountable classroom. Secondary schools pupils move around school for different lessons and also learn in specialist resources such as science labs and so a bulge group requires a more detailed look at the accommodation required.
- 3.6 Given the predicted number of pupils for September 2018 and for the following six years, the Council now has little choice but to put forward proposals to increase numbers in its community schools even though three out of the four schools are objecting to the increase. The following graph illustrates the issues.

Tameside secondary school places availability and predicted intake



3.7 A number of factors are used to predict how many year 7 places will be needed in the borough. These include birth rates, the number of pupils in primary schools, in year pupil movement and planned housing developments. These factors give a range within which demand for school places need to be assessed. For many years, the Council has used an average of Year 6 numbers plus 5% to give an indication of demand. However, in recent years that has increased to 6% and the amount of planned housing development and inward migration gives the Council cause to look at even higher numbers than in previous years hence the range of values in the chart above and table below.

	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23	Sept 24	Sept 25	Sept 26
Primary numbers	2699	2773	2953	2926	3002	2870	3038	2832	2839	2732
Predicted intake (5%)	2834	2912	3101	3072	3152	3014	3190	2974	2981	2869
Cohort survival (6%)	2861	2939	3130	3102	3182	3042	3220	3002	3009	2896
Predicted intake (10%)	2969	3050	3248	3219	3302	3157	3342	3115	3123	3005
Places available	2806	3050	3080	3080	3080	3050	3050	3050	3050	3050

3.8 It can be seen that even with the proposed increase in places from this consultation and the new free school opening, **there is still a need for additional places in future years.**

3.9 The following tables outline the nature of the proposals needed to accommodate the increases in the four secondary schools.

Proposal	Increase the published admission number at Alder Community High School from 155 to 180 from September 2018
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	This involves the construction of a four-classroom extension, and the remodelling of existing P.E. changing and toilet areas. In addition, two classrooms to be created from existing internal areas and the adaptation of a general classroom into a "dry" science laboratory in area G of the school.
Indicative initial cost of building work / remodelling	Further work is required to refine the costs however Interserve has estimated a total build cost of £1,155,824 plus VAT. Additional costs for contract management, SPV fees and Interserve overheads and profit will need to be added. It would be prudent to make allowance for a capital budget of £1.5 million at this stage.
Additional considerations (e.g. increased FM costs; increased PFI costs)	There will be increased FM costs for the four-classroom extension. There may be some additional costs for increased catering provision. Some other life-time costings may be avoided as a result of the conversion of spaces. Firm figures have been requested from

Proposal	Increase the published admission number at Alder Community High School from 155 to 180 from September 2018
	Interserve and are expected at the end of January or early February. Additional costs will also include loose furniture and equipment – currently estimated at £10,000.

Proposal	Increase the published admission number at Astley Community High School from 150 to 180 from September 2018
Bulge or permanent increase	Permanent
Building work / remodelling required to accommodate additional pupils	The project is an internal remodelling of some existing classrooms to create or re-locate specialist teaching areas. Three Science Labs and a Science Prep room are required in the main building (remodelled from general classrooms) and some rooms in the modular building need to be converted into general classrooms. A specialist Music Room, a Drama Room and a Food Technology Room are also required and can be created by remodelling existing accommodation. The school's dining hall is also in need of new flooring.
Indicative initial cost of building work / Remodelling	An indicative budget cost of £450,000.00 subject to further work to refine detail, procurement and tendering.
Additional considerations (eg increased FM costs; increased PFI costs)	In addition to the remodelling costs there is likely to be further expenditure on some specialist equipment and furniture.

Proposal	Increase the published admission number at Hyde Community College from 210 to 240 from September 2018
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	Conversion of the construction shed to provide four standard size and a further smaller classroom; conversion of the 6 th form area to provide four classrooms and conversion of the 6 th form lecture theatre to provide a further classroom The above describes a range of projects that could be carried out depending on the finances available and are listed in priority order.
Indicative initial cost of building work / remodelling	The costs below are indicative and shown for each area Construction Shed (4.5 classes) - £590,150 6 th Form Area (4 classes) – £210,460 6 th Form Lecture Theatre (1 class) - £218,400
Additional considerations (eg increased FM costs; increased PFI costs)	FM costs will increase to take account of the additional floor area. There will be an increase in catering costs. Additional furniture will be required – allow £20,000 for new classroom furniture. Lifecycle costs will also need to be added. A deed of Variation will be required and there will also be Legal costs

Proposal	Increase the published admission number at Hyde Community College from 210 to 240 from September 2018
	<p>incurred in addition to the works above.</p> <p>The detailed mechanical and electrical aspects are still being developed and once this specification is agreed costs will be able to be firmed up. At this stage based on similar schemes elsewhere it is estimated that the <u>ANNUAL maintenance costs (including cleaning) will amount to £16,500.</u></p> <p>The Lifecycle costs (across the remaining contract life) are also dependent on the final M&E specification but are likely to be of the order of <u>£51,500.</u></p>

Proposal	Increase the published admission number at Mossley Hollins High School from 156 to 180 from September 2018
Bulge or permanent increase	Bulge
Building work / remodelling required to accommodate additional pupils	Additional pupils expected to admitted without additional building works or remodelling
Indicative initial cost of building work / remodelling	<u>Nil</u>
Additional considerations (eg increased FM costs; increased PFI costs)	There may be additional costs for catering provision.

3.10 Without progressing the above proposals, the Council will need to consider how it can meet its statutory responsibility to provide sufficient places in the borough. The only way that the Council could reasonably do this would be to bring forward proposals for a second free school.

4 FINANCIAL RESOURCES

4.1 Basic need funding has been allocated to local authorities by the DfE. This is because local authorities are responsible for ensuring that there are sufficient schools locally to meet demand. Local authorities can use this money to fund projects at any publicly-funded schools, including voluntary-aided schools, academies and existing or new Free Schools where they address basic need pressures. The DfE request annual updates about how Basic Need funding has been used each year and how many new places it has created.

4.2 The Council was allocated £12,488,962 Basic Need capital funding for the two financial years 2016/17 to 2017/18, to support the delivery of capital projects necessary to increase the capacity of schools and meet increased demand for places. Unfortunately, the Council has not been allocated any basic need funding for 2018/19. Only £3,921,698 of these allocations have already been formally earmarked for existing schemes on the capital programme. This means that there is still £8,567,264 of unallocated Basic Need funding available on the capital programme to support the capital costs of the proposed works.

4.3 The estimated capital cost of providing the increase to the published admission number at the four secondary schools referenced in Section 5.9 of this report totals £2.969m. These costs need to be both confirmed and assessed from a value for money perspective, as a matter of urgency. The revenue implications of the additional accommodation also need to

be confirmed as soon as possible by the PFI providers to enable the Council to draft updated governing body agreements that reflect the increased contributions required from each School as a result of the proposals.

- 4.4 It is important to note that significant numbers of additional pupil places will still be required beyond the proposals relating to the four community schools in this report. The establishment of new free schools may also require a financial contribution from Basic Need resources.

5 FUTURE DEMAND FOR SCHOOL PLACES

- 5.1 The birth rate in Tameside has fallen slightly overall in the last four years and this is following the same pattern of the birth rate curve in the borough over the last 40 years. The current prediction is that the birth rate will continue to fall but as with the last high in births which was not as high as the peak in 1991; the low may not be as low as it was in 2002. In effect, the curve appears to be flattening out.
- 5.2 Should this pattern continue, the need to increase primary school places diminishes but it increases in secondary schools as the rise in the population moves through primary schools as discussed in Section 3.7 – 3.8 of this report.

6 RECOMMENDATIONS

- 6.1 As set out on the front page of this report.

APPENDIX 1

From: [R O'Regan](#)
To: [Jacqueline Nurney](#)
Cc: [Catherine Moseley](#); [Susan Keymer](#)
Subject: Consultation on admissions arrangements for September 2018
Date: 09 November 2016 13:16:30

Dear Jacqueline

Regarding the consultation on proposed admission numbers for community schools I would like to make the following comments:

Admission numbers

Governors will only agree to the proposed increase in students numbers from 155 to 180 once we have written confirmation from the LA in terms of agreed plans for building works. We will not reduce the quality of existing provision by admitting large numbers of students without appropriate works being done.

Having completed a detailed analysis of the proposed curriculum for 2021 and beyond with a view to there being 900 students in the school, I have submitted some suggestions to Susan Keymer. Susan and myself have met briefly to look at existing space and how to make the best use of it alongside the need for some extra accommodation in order to minimise the costs. I am keen to work with the LA for the benefit of the students who are currently at Alder and may be coming to Alder, but if we are to scale up, the provision needs to also scale up otherwise we will compromise on quality of provision.

Partner primary schools

I would also like to point out that Greave Primary is the second closest primary school (after Gee Cross Holy Trinity) and Tameside residents are being denied the opportunity to send their children to Alder because their child does not attend a 'Tameside Primary School'. I would like Greave to be added to our list of partner primaries.

Thank you

Richard O'Regan
Head teacher
Alder Community High School
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APPENDIX 2

From: M Howarth [mailto:m.howarth@mossleyhollins.com]
Sent: 01 November 2016 10:15
To: Jacqueline Nurney
Cc: Catherine Moseley; Bob Berry
Subject: Consultation on Admission Arrangements for 2018-2019
Importance: High
Sent on behalf of Drew Duncan, Executive Headteacher, Mossley Hollins High School

**Admission arrangements: MOSSLEY HOLLINS HIGH SCHOOL IS OFFICIALLY DESIGNED AS A 5-FORM ENTRY PAN OF 750 SCHOOL FOR ITS MARCH 18TH OPENING
RESPONSE TO CONSULATION 31ST OCTOBER 2016**

Dear Jacqueline,

I have already spoken to Bob at length about this as part of the consultation and know that it is vital that we rectify a significant error on the consultation documentation re-admissions.

Catherine will know, as she has been with me throughout the process, that Mossley Hollins High School was and remains a 5-form entry school. The new building – please check the facts for yourselves – was built for a PAN of 750 students.

In the Bredbury Agreement I did push for a PAN of 180 per year group at the time we were re-shaping the number of new schools and buildings we would have in Tameside and I got general agreement for an optimum size of c900 for Tameside's new suite of secondary schools under BSF. This never came to pass, as Catherine will remember, because the DfE asked us to build 2 academies as a significant illustration of our willingness to compromise in relation to our BSF bid. As a result two large Academies were built in that round.

Consequently, Mossley Hollins High School was not given permission to take 900 students and was built for a PAN of 750 (namely, a 5-Form Entry School). The permission was granted only to build a like-for-like replacement of the old building for the new with the continuation of a PAN of 750.

In the design-process as a sample school (where I worked with 12 then 6, then 3 and finally one set of architects) a school was built for us on the basis of a 5-form entry despite my best efforts to make it bigger.

This explains why each Faculty area has a maximum of 5 classrooms for the 5 forms and 5 sets. English has 5 rooms, Mathematics 5 rooms, Science 4 rooms (we wished to build one 'super-lab', thus reducing capacity further). Humanities has 5 rooms as has Arts' and Sport. Technology has 4 rooms (this was again to ensure that the Technology rooms were of ample size for 4 larger groups on at once from the 5 forms) and MFL has two rooms.

You must study the school and its rooming for yourself and its floor plan to see just how precisely it is designed for 5 forms of entry.

As a result of significant under-funding projections as a PFI contributor over 25 years which we have been fighting unsuccessfully over ever since, the Governing Body of MHHS realised that it would move quickly and permanently into deficit unless it requested a slight increase in the PAN. With heavy heart, given the severe limitations of the building to take more than 750 students, I did this in consultation with Catherine and with our neighbours, Copley High School (now Copley Academy).

We had no other choice for funding reasons. The PAN moved to 156 per year and has remained at this since = a total of 780 pupils.

With appeals and the hard-to-place protocols we are now approaching an cohort of 800 pupils. With this in mind, the timetabler was set the task of creating 6 forms of around 27 students in each. At the time, when I made my plans clear to the LA and the BSF team I was urged not to allow 6 Forms with a PAN of 750 as they would not be able to provide the classrooms or floor-space to accommodate the groups. I was determined, however, to ensure that children in lower sets and our most disadvantaged children had the opportunity to be taught well in the correct size groups. I acknowledge that this has made real demands on the existing building. Despite my best efforts this has proved enormously difficult to manage and we have had to make use of the library, open spaces and small meeting rooms to timetable existing classes.

In turn we have had to use designated cupboards as offices for staff and cut already small rooms in half with very expensive subsequent building work. This already is far from satisfactory. In addition the pressures on stairwells and corridors in a new building are already unacceptable. The alternative solution, which would have been possible from a rooming point of view, was to have class sizes of c32 (x5) which would be totally unacceptable for all groups other than top sets, especially middle to lower sets from an educational standards' point of view.

It was our decision to make a 5 form-entry school take 6 forms, wherever possible, though you will know it was not designed as such. For the Local Authority now to pretend that it is actually, in terms of numbers or design, a 6 Form Entry school is disingenuous and takes no account of our written and oral communications to the contrary since its inception in 2011 on the new site. As you will know a 6-Form Entry school has the capacity to hold 900 students (and a PAN of 180 per year group) whereas our building's footprint, design and classroom space are equipped for only 750 students and are struggling under the density of almost 800 students. We requested at the time a 6 Form Entry School with 900 students and this plan was declined by the Local Authority and BSF Board.

I would wish this formal response to the consultation to be noted. Please feel free to check all facts from the time of the BSF bid and application. For the school to create 6 groups wherever possible and have 6 forms of 27 children was a decision it made on the basis of sound educational practice, trying to get the best for its learners. If the Local Authority needs our school to be formally 6 forms of entry with an intake of 900 students, further accommodation would need to be built onto the school as a matter of urgent necessity. It simply would not be possible for us to cater for such growth in any other way.

Yours sincerely,
Drew Duncan
Executive Headteacher
Mossley Hollins High School
Droylsden Academy

To whom it may concern

As Chair of Governors, Headteacher and Executive Headteacher at Mossley Hollins High School we write to raise our significant objections to the proposed change to admission numbers for our school. Whilst we understand the change in demographic in the local authority, we cannot support a further increase in numbers at Mossley Hollins High School. This letter accompanies the formal response to the consultation by our Executive Headteacher.

The documentation is based on an error that we are formally a 6-Form Entry School. Prior to 2011 in the old building the school had an annual PAN of 150 and a capacity number of 750. In the BSF re-design process leading to the opening of the new building in 2011 we did push for a PAN of 180 and a capacity number of 900. This proposal was rejected at the time. As you will see from the contract and legal documentation of the time, the new building was based on an annual PAN of 150 and a capacity number of 750.

The designated floor area of the school and the number of classrooms per subject were designated for a 5-Form Entry (please refer to the plans showing 5 classrooms for each of the main faculties, 4 classrooms for science, 4 classrooms for Technology, 4 classrooms for the Performing Arts and 2 classrooms for Modern Foreign Languages). As a team of governors and senior leaders, we were determined to keep middle and lower sets below 30. The only way to achieve this was to create 6 classes where possible, on at once. In doing so we had no choice but to make teaching use of the library, small open spaces, our nurture base and small meeting rooms as classrooms for the lower sets (as they host only 17 children). To compensate we made many of the designated store-rooms into staff offices.

In June 2012 we had an emergency budget meeting with the Headteacher, the Governors' Finance Committee and the Business Manager. In that meeting the Business Manager alerted us to her projected budget figures as part of a 3 year and 5 year plan. It was clear that, despite being oversubscribed (due to the debit accrued from the Gains' Cap), as a result of the PFI and ICT maintenance costs, the school would move into significant deficit in Year 3. The school has always operated a balanced budget and the governors did not approve this projection.

The only solution was to increase slightly pupil numbers, putting further strain on the library, small open spaces, our nurture base and small meeting rooms (all of which are currently used as classrooms). At this time the Headteacher approached the Local Authority to request an increase to the Year 7 PAN from 150 to 156, stating that we had to do this for financial reasons but could not deal with increased numbers beyond this point. This was accepted. In 5 years' time from the date of this change the governors were aware that the school's capacity, on a 750 footprint, would necessarily rise to 780 maximum.

As a consequence of appeals and hard to place decisions the school, despite being built for 750 students, houses 785. This has caused considerable difficulties with rooming, changing areas, assemblies, dining, corridors and stairwells. We are already failing to meet the needs of our students in a purpose-built building that was meant to be future-proof by design. You will see, therefore, that we have already exploited every available space in the existing building to accommodate our current numbers. It would be reckless to do more.

Your consultation is now asking us to receive a PAN of 180 students where capacity would result in 900 students in the building, over time. This cannot be done, and as leaders of the school we reject the proposal unanimously and in the most serious terms. This school, our students and staff and this town must not be treated in this way where there are other schools in Tameside under-subscribed.

The main error is that the Local Authority, despite knowing otherwise, appears to be claiming that the building was designed for a 6-Form Entry, and therefore 180 students per year group. This is not the case and is untrue. In fact, the Headteacher worked to try to reach agreement on such a situation at the time but his plans were rejected. The school building and contract is based on a PAN of 750. We already house 35 students above capacity.

The school could work with the Local Authority, if detailed plans and agreement were reached on extending the building and the costs of that work being provided. Without such an extension we cannot support any further rise in pupil admissions.

We note from the consultation that two other schools are also included in the proposal. Both schools are Community Schools. In the case of Hyde we understand that this may be possible. After all, the BSF building was designed to house a Sixth Form that did not materialise so its footprint may be capable of housing rising admissions. In the case of Alder, just as ourselves, without significant building extension the school could not take any rise in admissions.

There are of course academies in the authority that are heavily undersubscribed and whose buildings could easily accommodate the extra places required by the rising admissions but they do not appear in the proposal, which leads us to the only conclusion that, should the Local Authority not listen to our objection we would have no alternative but to seek Academy status.

As partners in education we ask you to listen to our objection, take our concerns seriously and not proceed with the proposal to raise the PAN at Mossley Hollins High School.

Yours sincerely,

**Stuart Marshall,
Headteacher**

**Drew Duncan,
Executive Headteacher**

**John Denton, Chair of Governors
Mossley Hollins High School**

Copy to: Catherine Mosley,Jacqueline Nurney and Stephen Pleasant

APPENDIX 3

Response to consultation regarding increasing Pupil Admission Number for Hyde Community College to 240 from September 2018

To whom it may concern

This response is written in the full knowledge that the term 'consultation' is being used in its broadest sense and I believe that the decision to increase the PAN at Hyde Community College has already been made by LA representatives. For example, recently approved planning applications already reference a levy to contribute towards the increase in places:

*10.2 In accordance with the Community Infrastructure Levy Regulations 2015, which is intended to provide infrastructure to support development, rather than to make individual planning applications acceptable in planning terms, it is agreed additionally with the applicant, so as to compensate for the impact of the development on the demand for school places, other terms of the agreement would be that a financial contribution of £886 per 2 -bedroom dwelling, £1,234 per 3-bedroom dwelling and £1,353 per 4 bedroom dwelling be made towards education made toward increasing the number of places available at Hyde Community College to accommodate increases in secondary school pupils in the area.
(Ref: Planning Application Number 16/00054/OUT)*

However, it would be extremely remiss of me to fail to outline issues around this decision which have the potential to result in a hugely negative impact on students, staff and general standards at the school.

Finance

Hyde Community College is currently in a precarious financial position of which the LA finance team are well aware.

Please bear in mind that Hyde has historically been a 180 PAN school. When the new build was proposed, *LA representatives* requested that the school be designed for a 210 PAN as they were aware that a 'bulge' in numbers was coming. Unfortunately, since opening, whilst the school would have been at capacity year on year with a PAN of 180, we are still (up to and including September 2016) under capacity with a PAN of 210. Throughout this time, we have had to pay FM and ICT costs *based on full capacity*. This has resulted in *a significant and worsening in-year deficit* situation each year which, despite the foresight and skill of our Business Manager, means that the school will, for the first time, have a negative outturn in 2017.

In response to this worsening financial position, we have cut spending and reduced staffing. This means that we have larger classes and, in particular, more students in lower sets which is detrimental to their progress; we also have split classes (different teachers timetabled to the same group) which is far from ideal. In allocating 30 extra students to the September 2018 intake, we will have no alternative but to increase staffing as room sizes in this building are restrictive. Funding for these additional students will not only fail to cover these additional staffing costs but will not come into school until April 2019.

Based on current staffing levels and cohorts of 210 from September 2017, our current budget plan indicates that by 2020 we could accumulate a *deficit in excess of £1.6 million*. If we had been full to capacity in a 180 PAN school or charged on admissions rather than on the building's capacity since January 2012, we would be in a healthy financial position. Taking on more staff for September 2018, 7 months before we are funded for it will clearly exacerbate this situation.

	2016-17	2017-18	2018-19	2019-20
Income	£5,578,182	£5,745,165	£6,028,983	£6,183,459
Expenditure	£6,190,471	£6,186,797	£6,333,469	£6,487,627

In year surplus/deficit	-£612,288	-£441,632	-£304,486	-£304,168
Surp/Deficit b/fwd	£6,476	-£605,812	-£1,047,445	-£1,351,930
Cumulative carry forward	-£605,812	-£1,047,445	-£1,351,930	-£1,656,098
				Forecasts for 2018 onwards will clearly worsen significantly as staffing increases before pupil-related funding.

Questions:

- When the Government devolves funding directly to schools (from 2019?) how will the LA support our recovery from the deficit they have been instrumental in creating?
- When the Government devolve funding directly to schools, what will happen in relation to the PFI contract to which ALL schools in the LA currently contribute through 'top-slicing' and further, what will happen to the PFI charges for individual schools to address the affordability gap?
- How will the national funding formula affect the school's budget – will we be able to employ enough staff to educate 1200 students from what is left after PFI charges?
- Will (what little) remodelling (there is) lead to greater FM costs and if so how will the school sustain increased costs when pupil numbers begin to drop?
- Inflation costs are forecast to rise significantly; how will this impact on future PFI charges?

Accommodation

In the very brief discussion that LA representatives had with the school in October 2015 I clearly stated that the school, fully supported by Governors, much preferred NOT to increase the PAN to 240. It was made clear by the LA representatives that the closure of the school's Sixth Form would be used as a lever to make the case that the school could accommodate an extra 150 students with minimal structural change. This is far from accurate. As was pointed out at the time, 180 Sixth Form students who are in the building for a part of the week and are taught in small groups or in a vocational setting (Construction) do not equate to 150 full time KS3 and KS4 students who are in full time and require classroom space all at once and in larger groups, social space all at once and appropriate catering facilities and dining space. It was made clear at this meeting that in moving Hyde to a 240 PAN, the LA would invest in adapting the building to make it fit for purpose – this is clearly not going to happen and so the following issues arise:

- ***The current catering facilities will not cope with the extra pupils.*** Despite our PFI contribution being based on full capacity of a 210 PAN school, lunch queues are excessive and service is slow due to understaffing. This will only worsen if Carillion FM choose to move away from cashless catering.
- We will be unable to provide adequate supervision at lunchtimes within the current funding situation.
- We will be unable to ensure pupil safety with 150 more bodies in circulation spaces at any one time – especially on stairs and fire exits.
- A large portion of our Sixth Form provision was accommodated within the Construction Shed – this is not fit for purpose as designated teaching space due to the constant noise from plant within the space and a lack of adequate fenestration and heating. Apparently this is 'too expensive' to remodel and yet could provide a number of good classrooms.
- The LA representative sent into school to plan remodelling saw no reason to involve any school staff in that process. This person is not an educationalist and does not have as in-

depth an understanding of the school's needs as a member of school staff. This is likely to result in what little funding there is having little or no impact on the situation in real terms.

- The school has not been at the forefront of discussions about re-modelling.
- The school is currently 117 students below capacity with a 210 PAN. A further 150 students will be an **increase of 28.6%** on the school's current numbers with no real investment in extending the learning environment in a manner that is conducive to good learning at KS3 and KS4. This will not benefit our current or future students.
- Class sizes will need to rise; we will be unable to accommodate this when there are insufficient classrooms that are large enough.
- Are good quality mobile classrooms and/or a **mobile catering/dining area** worth considering as they could be sold on when numbers begin to fall and would take some traffic from inside the building?
- Open learning spaces which are not appropriate for whole class teaching due to high background and intrusive noise levels need to be adapted to create high quality teaching spaces to enable us to meet our obligations to the Hearing Impaired students based at the school.
- We are already struggling to accommodate the number of students we have needing special access arrangements for external exams – how will we be supported to ensure adequate provision for the extra students?
- The school's assembly and exam venues are based on 210 students per year group.
- Practical classrooms are limited to the number of students able to use them safely so class sizes are limited in Design Technology, Food and Science and so the number of classes will have to be increased which will necessitate employing more teachers.
- Changing rooms were designed based on a PAN of 210.
- In a time of financial crisis, the school will need more furniture to accommodate more pupils.
- Traffic from parents collecting/dropping off students means that Old Road is already congested and dangerous at the start and end of school every day – this will worsen with 150 more students.
- The funds carefully put aside by the school over the last five years to fund refresh of ICT facilities have been swallowed up by PFI charges and the school is now in a position where basic ICT equipment (PCs, projectors, laptops) are beginning to fail and there is no money to replace them. ***There will not be enough equipment to resource 150 more students.*** The hugely expensive and unsuccessful ICT contract negotiated for us by the LA has failed our students and staff and has further drained precious resources.

Standards

Hyde Community College is a **good** school with high aspirations and a talented team of staff.

The impact of LA actions on the school over time is having a negative impact:

- The school ***has already raised its PAN*** to contribute to accommodating the increase in pupil numbers but is now being asked to do so again. How many other Tameside schools have had to do this?
- Raising the PAN from 2012, at the LA's request, has resulted in a significant financial deficit which will impact on the recruitment and retention of quality teachers and TAs.

- The shortfall in numbers after raising the PAN to 210 has meant that we have had to take far more than our fair share of in-year admissions – for example 29 students have been admitted to our current Year 9 cohort; how many at Alder or Mossley Hollins? It is accepted that many students moving in-year have issues either with behaviour or attendance and the majority have low prior attainment. Our intake is now even further skewed towards the lower ability range and contains a relatively high proportion of students with behavioural issues. This leads to additional workload and stress for teaching and pastoral staff. If this continues, standards will fall despite our best efforts.
- The best performing schools within the LA have a PAN of 180 or less; this is not a coincidence. Hyde's PAN has already been raised once to 210 with devastating financial consequences.
- Against a backdrop of educational unrest and the impending 'perfect storm' of a teacher recruitment crisis at the same time as increasing numbers, we will lose good staff if working conditions deteriorate and pressure mounts even further.

The most recent letter received from the Access and Inclusion team to inform us of the consultation process states: "We have previously discussed increasing the admission number at Hyde Community School to 240 per year group and we have liaised with the school for some time to ensure that any necessary changes are planned to be able to accommodate the increase." The 'discussion' comprised one brief meeting in October 2015 and the 'liaison' has been two visits to consider amendments to accommodation, one of which involved no school staff and the second of which I joined in with despite not having been invited.

I **fully** understand the urgent need for more secondary school places in Tameside, although I do not understand why this is only being addressed at this very late stage and with such little discussion/planning with the schools concerned. These students have already been in primary schools for six years and this lack of timely strategic planning at LA level for secondary provision will lead to significant negative impact on the life chances of our youngsters.

As stated, I am aware that this increase will be enforced but without any of the assurances made in the initial brief discussion actually coming to fruition as of yet. One thousand two hundred students will be squeezed into a building which will struggle to cope with its current limit of one thousand and fifty. This will certainly alleviate a proportion of the LA's problem of the shortfall in places, but will not ensure the best possible learning experience for those students nor the best possible working environment for staff.

In short, whilst one Tameside secondary built for a PAN of 240 is reducing its PAN to 180 to improve standards, our school is being forced to go above and beyond any other in Tameside to resolve an issue that is not of its making and **without adequate support or investment from the LA** to protect current standards of provision. When these standards fall as a result however, it will be the school that is directly answerable to Ofsted.

ARadcliffe

Andrea Radcliffe
Headteacher

21* October 2016

GOVERNORS RESPONSE FOR CONSULATION INTO INCREASING PUPIL NIMBERS AT HYDE COMMUNITY COLLEGE

When we were designing and building Hyde Community College (HCC) the word that was used throughout was 'legacy'. What would be the outcomes of our endeavors for generations of pupils and families in years to come?

Our brief was to build a school that held 180 pupils per year group. Based on a five year cycle that meant 900 in the building. That figure was increased during the planning to 210/1050. And finally to 210/1050 + 120 (sixth form). The additional cost of the sixth form to be borne by a 'presumption grant' awarded by DfE because of the progress the school had made during previous years.

As the school was part of the Building Schools for the Future (BSF) programme and a Private Funding Initiative (PFI) the project was automatically overseen by a Local Education Partnership (LEP) which included the Local Authority (LA). The design of the sixth form was always based on a fluid population because of the nature, time and rooming involved in respect of the differing subjects. That is to say that not every enrolled student needed to be in college all day every day. On that basis the sixth form area was designed and developed.

We were not made aware until it was too late that our financial contribution to our 'landlord' was to be based on capacity and not students on role. A significant difference that is without doubt detrimental to our budget and our ability to spend money where it matters, on the students. Not only did this draconian measure apply to our landlords fees it was also applied to the ICT contract. We have no say in who delivers the service nor the content or cost of the contract.

We are now for the first time in over twenty years in a parlous situation with our budget which has been brilliantly managed. We have made cutbacks and therefore savings, but we still have to provide an education for our students.

Currently we are proud to be able to say that we have a first class building, super talented staff and students who are, in the main, happy to learn in an outstanding environment. We have just had our best GCSE results ever. There are many reasons why this has occurred. Such achievements can be wiped out in a moment and would be if we had to spend money we have not got and increase numbers in a school that is not designed for it. We know our students and families well, because our numbers are manageable, it goes without saying that it would be infinitely more difficult with greater numbers, particularly if they are reluctant students.

We have now been asked to increase our numbers to 240 per year group. To facilitate this increase we would need to address space management, staffing, not only teaching but support staff and the ancillary services of cleaning, caretaking and catering. All of which require MONEY, which as I have already stated we have not got. To pretend for one moment that an increase in numbers will raise a per capita amount is nebulous, when you consider how we are drained by our PFI commitments. Additionally we understand that the 'bulge' in numbers is only temporary. What will happen as it subsides and the per capita amount decreases. Will our landlord accept a reduction in our contribution for a building that is now deemed to have a capacity of 1200? Unlikely. We will be stuck with a building that has excess furniture, too many staff, a deteriorating fabric and most likely many of our loyal and talented staff will have fled the mayhem that will ensue from an increase in numbers that appears to have been ill-considered and for which there is no funding available.

The students of Hyde deserve better. The increase in numbers appears to be from other areas of Tameside, so address it in situ where at all possible, Pupils being directed to a school not of their choosing are not the best students.

Every pound taken from our budget to fund this project is a pound taken from the students it was meant for.

You have assisted us in becoming a GOOD school, don't be the catalyst destroying it.

Chris Daly
Chair
9.11.16

APPENDIX 4

Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

Please read the Net Capacity guidance (DfES/0739/2001REV) before filling in this form for the first time. This form can be used to assess any secondary, middle deemed secondary or upper school. It is easiest to use the computer spreadsheet, available at www.dfes.gov.uk (search for 'netcapacity'). Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

School Details

LEA

DfES LEA/school number date

school name

age range to

	9 - 13	0.83	11 - 18	0.71
	10 - 13	0.81	12 - 18	0.70
	11 - 13	0.79	13 - 18	0.69
	11 - 16	0.75	14 - 18	0.67
	12 - 16	0.73	16 - 18	0.63
	13 - 16	0.72		
	14 - 16	0.69		

utilisation factor u

no. of sites l

total site area (m²) m

first admission year (if below 16) (second admission year, if applicable) (Y12 admission, if applicable)

normal year of admission for instance 'Y7' Y12

number of years up to age 16 a number of years, up to age 16, that those in the admission year will be at this school (e.g. '5') c f

planned admission number b If known; if in Y12, further agreed admission number beyond those 'staying on' d g

$e = (c \times d) / b$ $h = (f \times g) / b$

sixth form data

	FTE NoR in Year 11	FTE pupils staying on post-16	'stay-on rate'
this year	<input type="text"/>	<input type="text"/>	<input type="text"/> i
last year	<input type="text"/>	<input type="text"/>	<input type="text"/> j
year before last	<input type="text"/>		

average sixth form 'stay-on rate' k $(i + j) / 2$

number of age groups n $(a + e + h + k)$

If applicable: complete these boxes if the school has a sixth form. Post-16 numbers should only include pupils remaining at the school in Years 12 to 14. Calculate the 'stay-on rate' to nearest two decimal places by dividing the post-16 numbers by the PREVIOUS Year 11 (e.g. 1.33). In new sixth forms use proposed numbers.

If applicable: Description of LEA designated Early Years and Childcare provision, if any

non-school and support provision, not normally available to the school during the school day

including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4

LEA designated specially resourced facilities, if any

non-school facilities (such as a community library, multi-agency facilities, or youth centre) or support facilities (such as an SEN support centre or a Learning Support Unit). Include the number of any additional specially resourced places, if applicable. Enter area in 'net area' column and note with an 'R' at step 4

LEA designated adult learning facilities, if any

(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4

Net Area Schedule (and allocation of workplaces)

DfES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m ²)	Net Area (m ²)	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
Totals			4614	87	8	9	1	1308	772	
MH12	Music Practical		70	1				30	14	T
MH13	Music Theory		59	1				30	7	T
MH16.1	Pract 1		11	1				0	5	T
MH16.2	Pract 2		10	1				0	4	T
MH17.1	Drama Theory		60	1				30	7	T
MH17.2	Drama Practical		71	1				30	15	T
MH18	Sports Hall		600	0			1	60	8	T
MH19	Movement & Dance Hall		93	1				30	29	T
MH21	Fitness Hall		62	0		1		0	13	T
MH26.1	Interview		9	1				0	3	U
MH30.6	Music Homebase		78	0		1		17	0	T
MH35.1	Deputy head		9	1				0	3	U
MH44	Admin		24	1				0	13	U
MH46.6	Workroom		19	1				0	10	U
MH47	Repro		14	1				0	7	U
MH48.2	PDO		9	1				0	3	U
MH54	Music Store		17	1				0	9	U
MH55	Drama Store		17	1				0	9	U
MH57.1	Store		37	1				0	22	U
MH57.2	Store		19	1				0	10	U
MH57.3	Store		6	1				0	1	U
MH66	Consumables + Maint St		27	1				0	15	U
MH14	Control/edit		9	1				0	3	U
MH22	PDC		29	1				17	0	T
MH23	Office		9	1				0	3	U
MH24	On Board		54	1				30	3	T
MH25	Nurture		52	1				30	2	T
MH26.2	Interview		9	1				0	3	U
MH29	LRC + Community		134	1				60	27	T
MH31	Head		15	1				0	7	U
MH32	PA		10	1				0	4	U
MH33	Conference		37	1				0	22	U
MH36	Business Man.		11	1				0	5	U
MH41	Exam store		12	1				0	5	U
MH49.1	ICT Server Office		12	1				0	5	U
MH49.2	ICT Server Rm		19	1				0	10	U
MH89	Staff area		52	1				0	32	U
MH1.1	English/MFL 1		55	1				30	4	T
MH1.2	English/MFL 2		58	1				30	5	T
MH1.3	English/MFL 3		55	1				30	4	T
MH1.4	English/MFL Lab 4		55	1				30	4	T
MH1.5	English/MFL 5		58	1				30	5	T
MH1.6	English/MFL 6		58	1				30	5	T
MH1.7	English/MFL 7		58	1				30	5	T
MH3.1	Humanities 1	excluded	Included	1				30	4	T
MH3.2	Humanities 2		55	1				30	4	T
MH3.3	Humanities 3		55	1				30	4	T
MH3.4	Humanities 4		58	1				30	5	T
MH3.5	Humanities 5		58	1				30	5	T
MH16.3	Pract		15	0	1			0	2	T
MH34	Assist. Head		8	1				0	3	U

Net Capacity Assessment Method for Secondary Schools

DFES/0749/2001

DFES no. **357-4018** school name **Mossley Hollins**

STEP 1				STEP 2				STEP 3	STEP 4	
Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m ²)	Net Area (m ²)	general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	Status
MH35.2	Deputy Head		9	1				0	3	U
MH46.1	Workroom, admin, store		30	1				0	17	U
MH46.3/52	Workroom, admin, store		27	1				0	15	U
MH48.1	PDO		9	1				0	3	U
MH48.3	PDO		9	1				0	3	U
MH52	Store		7	1				0	2	U
MH2.1	Maths		55	1				30	4	T
MH2.2	Maths		55	1				30	4	T
MH2.3	Maths		55	1				30	4	T
MH2.4	Maths		58	1				30	5	T
MH2.5	Maths		55	1				30	4	T
MH4.1	Lab 1		89	0	1			30	2	T
MH4.2	Lab 4		81	0	1			29	0	T
MH4.3	Lab 3		91	0	1			30	3	T
MH4.4	Lab 2		99	0	1			30	6	T
MH38	Office		8	1				0	3	U
MH40	PDO		9	1				0	3	U
MH46.2 / 51	Workroom, admin, store		27	1				0	15	U
MH46.4	Staff Work		33	1				0	19	U
MH57.7	Tech Store		11	1				0	5	U
MH59	Technician Lab		52	1				0	32	U
MH64	Site man. Office		9	1				0	3	U
MH2.8	Store		12	1				0	5	U
MH6.4	ICT		55	0	1			18	0	T
MH10	Art Classroom		108	0	1			30	10	T
MH11	Art Classroom		64	0	1			22	0	T
MH28	Kiln		7	1				0	2	U
MH39	Upper school		9	1				0	3	U
MH46.5	Work, admin, store		28	1				0	16	U
MH48.4	PDO		8	1				0	3	U
MH49.75	HUB		9	1				0	3	U
MH56 / 61	Prep + Store		52	1				0	32	U
MH70.8	Store		7	1				0	2	U
MH70.10	Store		5	1				0	1	U
MH30.3	Humanities Homebase		44	1				27	0	T
MH49.34	Humanities breakout		69	1				30	13	T
MH30.1	English Homebase		42	1				25	0	T
MH49.37	English breakout		90	1				30	27	T
MH30.2	Maths Homebase	excluded	included	1				30	13	T
MH49.52	Maths breakout		69	1				30	13	T
MH30.4	Science Homebase		52	1				30	2	T
MH4.6	Science breakout		55	1				30	4	T
MH49.117	Science breakout		9	1				0	3	T
MH49.66	Demo Area		19	0	1			0	1	T
MH6.1	Theory + Design		55	0	1			0	11	T
MH49.70	Multi materials breakout		13	1				0	6	T
MH9	Multi Materials (hard)		65	0	1			0	14	T
MH6.2	Theory + Design		57	0	1			0	12	T
MH49.71	Multi materials breakout		11	1				0	5	T
MH7	Multi Materials (soft)		65	0	1			0	14	T
MH6.3	Theory + Design		51	0	1			0	10	T
MH8	Food Tech		73	0	1			16	0	T
MH49.72	Food Tech breakout		11	1				0	5	T
MH64.10	Food Tech breakout		8	1				0	3	T

Capacity Calculation

Basic Workplaces Resource Workplaces

Workplaces Not Included in Capacity Calculation (if measured)			
early years and childcare facilities	0	0	workplaces in spaces marked 'E' at step 4, as described under School Details
specialist resourced facilities	0	0	workplaces in spaces marked 'R' at step 4, as described under School Details
adult learning facilities	0	0	workplaces in spaces marked 'A' at step 4, as described under School Details

All calculations below should be rounded down to the nearest whole number.

Workplaces Included in Capacity Calculation 1308 p 772 q totals of all workplaces except those shown above as excluded or marked 'W' at step 4

workplaces available in teaching spaces	1308	t	basic workplaces in spaces marked 'T' at step 4, or $(p + q) \times 70\%$, if lower
capacity based on teaching spaces	936	r	$((t - 60) \times u)$ (u from School Details)
basic workplace allowance	75	s	$(75 \times l)$, plus 50 if (m) is less than $(10,000 + (30 \times r))$
maximum workplaces available	936	v	(r), or $((p - s) \times 70\% \times u)$, if higher
minimum workplaces available	842	w	$(v \times 90\%)$
capacity based on planned admission no.	900	x	$(b \times n)$

Net Capacity 900 y if x is more than v, then $y = v$
if x is between v and w, then $y = x$
if x is less than w, then $y = w$

first admission year (second admission year, if applicable) (Yr12 admission, if applicable)

indicated admission number 180 z (y / n) rounded down (n, c, e, f and h as calculated under School Details)

$(z \times e) / c$ $(z \times h) / f$

Declaration of Accuracy

We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher	Date	Signature on behalf of Local Education Authority	Date
	/ /		/ /

APPENDIX 5

TAMESIDE MBC: COMMUNITY HIGH SCHOOLS PUBLISHED ADMISSION NUMBERS - 2018 ENTRY

School	Published Admission Number
Alder Community High School	180
Astley Sports College and Community High School	180
Denton Community College	270
Hyde Technology School & Hearing Impaired Resource Base	240
Longendale Community Language College	180
Mossley Hollins High School	180