

Information required to be included in section 10 and 11 Complete Proposals to establish a mainstream school outside of a competition.

Extract of Part 1 of Schedule 3 to The School Organisation (Establishment and Discontinuance of Schools)(England) Regulations 2007 (as amended):

Contact Details

1. The name of the proposer or proposers and a contact address.

The Durham Diocesan Board of Finance
c/o The Diocesan Director of Education
Church House
St John's Terrace
North Shields
NE29 6HS

2. Whether the proposals are being submitted independently or jointly with another proposer or proposers.

The proposal is submitted independently. It is linked to the proposal by Sunderland City Council to discontinue Hylton Red House Primary School and Bishop Harland CE VA Primary School.

Category

3. The type of school that it is proposed be established (a foundation school and, if so, whether it is to have a foundation, a voluntary school or a community school) and, if required by section 10, a statement that the Secretary of State's consent has been obtained to publication of the proposals.

It is proposed to establish a voluntary aided Church of England primary school.

Consultation

4. A statement to the effect that all applicable statutory requirements to consult in relation to the proposals have been complied with.

All applicable statutory requirements in relation to the proposal were complied with.

5. Evidence of the consultation before the proposals were published including —

- a) a list of persons and/or parties who were consulted;
- b) minutes of all public consultation meetings;
- c) the views of the persons consulted; and

d) copies of all consultation documents and a statement of how these were made available.

- (a) Headteacher, staff and governors of Hylton Red House and Bishop Harland CE Primary Schools and Hylton Red House Nursery School
Families of pupils at the schools
Pupils at the schools
Ward Members
Teaching and non-teaching unions
Representatives of Sunderland City Services Local Head Teachers North Group
C of Diocese of Durham
R C Diocese of Hexham and Newcastle
Member of Parliament
- (b) Two stages of consultation carried out. Minutes of public consultation meetings on options held in September 2012 and in October 2012 are attached.
- (c) Responses to the consultation held in September 2012 and in October 2012 are attached.
- (d) Copies of the consultation documents are attached. These were sent out to all concerned and they were also made available on the council's website.

Objectives

6. The objectives of the proposal.

Hylton Red House and Bishop Harland CE Primary Schools have been operating under a soft federation with a single headteacher leading both schools since January 2011. Both schools have shown significant improvement under this model of working.

Both also have significant levels of surplus places which present challenges in the sustainable delivery of effective education. The projections up to 2015 show that the surplus provision at the two schools will continue to be significant.

The objectives of the proposal are:

- (i) to ensure that the significant improvement in the provision of education in this part of Sunderland continues; and
- (ii) to remove surplus school places (projected to total 128 across the two schools in 2013).

The proposal represents a unique opportunity for the communities of Hylton Red House and Bishop Harland to come together and, working in partnership with parents, other partners and stakeholders, and the whole community, to ensure that this and future generations of children in this area of Sunderland receive an outstanding education.

We propose a school with a clear ethos which would play an important part in the development of a strong and inclusive community for parents and pupils alike. Every aspect of school life would be designed to ensure the rounded development of each pupil. A learning environment would be created in which all pupils would have the opportunity to become confident and fulfilled people, successful learners, and responsible citizens. There would be a relentless focus on meeting individual needs and building good relationships within and outside the school. We want the school to be the hub of the community, fully embracing the extended schools agenda, with robust partnerships within its locality and beyond.

Our vision is for a primary school that would provide outstanding education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good, and opens the heart to others. Personalised learning and a child-centered curriculum are vital in continuously driving forward school improvement and in assisting each child to make the progress of which s/he is capable.

The Church of England has been involved in school provision in this part of Sunderland for over fifty years and is strongly committed to continuing its engagement in this area. The Durham Diocesan Board of Education (DDBE) fully supports the important place of primary schools at the heart of the community and the crucial role they play in helping to develop community cohesion. A primary school works with whole families, not with children in isolation. Our new primary school would be a resource for its community and would seek to work with other voluntary organisations and statutory agencies to serve the best interests of the whole community.

Extended Services

7. Information on the extended services which it is envisaged will be provided on the site of the school.

The school would make the most effective possible use of resources to meet the needs of all the children and young people to ensure that there is ready access to the core offer. The school would provide a focal point not only for its pupils but also for their families and the wider community.

Without compromising the core business of delivering a high quality education in order to optimise life chances for the children, the school would work in partnership with others to provide a varied menu of activities.

We would build on the good practice in the two existing primary schools. In response to local need, and following consultation with parents and the community, activities are likely to include:

- breakfast club
- study support, 'catch-up', 'stretch' activities and homework clubs
- a wide range of sporting after school clubs
- residential activities
- creative activities such as dance, drama and arts and crafts
- special interest clubs and activities such as ICT, music,
- a variety of family learning sessions
- a parenting programme
- conservation activities within the locality

Aiming for the best possible outcomes for all of the pupils, the school would ensure they all have access to the care, guidance and support they need to succeed. This is particularly important for those who are vulnerable and at risk of underachievement. It is vital that this work begins as early as possible in a child's life and so we will work with statutory and other agencies to identify families in need of support. We would provide targeted intervention in school and access to a range of support services. These would include services such as speech and language therapy, child mental health services, family support services and intensive behavior support.

Pupil numbers and admissions

8. Information on —
- a) the number of pupil places the school should provide;
 - b) the upper and lower age limits of the school;
 - c) where it is intended that it should provide sixth form education, the number of pupils for whom it is intended that such education should be provided;
 - d) where it is intended that it should provide nursery education, the number of pupils for whom it is intended that such education should be provided;
 - e) where it is intended that the school should provide for boarding pupils, the number of pupils for whom it is intended such facilities should be provided;
 - f) the number of pupils to be admitted to the school in each relevant age group in the first school year in which the proposals will be implemented or, where it is intended that the proposals should be implemented in stages, the number of pupils to be admitted to the proposed school in each stage that the proposals will be implemented;
 - g) whether it is proposed that the school should admit pupils of both sexes or boys or girls only and, in the case of a single sex school where it is intended to provide sixth form education, whether both sexes or boys or girls only are to be admitted to the sixth form.

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| <ul style="list-style-type: none">(a) 525 pupil places(b) 4 – 11years(c) N/A(d) N/A(e) N/A(f) YR = 75, Y1 = 78, Y2 = 69, Y3 = 61, Y4 = 72, Y5 = 71, Y6 = 75(g) boys and girls aged 4 – 11 years |
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Ethos/Religious Character

9. A short statement suitable for publication setting out the proposed ethos of the school, including details of any educational philosophy, which it is proposed that the school will adhere to.

<p>The vision for this primary school is that it would ensure every individual pupil achieves his or her full potential. It would nurture young people to be good citizens who are capable, confident and caring; contributing to and proud of their own community, and equipped with the necessary basic skills to be effective members of the national and global community.</p>
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<p>The ethos underpinning this vision would reflect the principles and values of the Church of England. The school's Christian character would be developed in partnership with the Church at local and diocesan level. The school would aim to</p>

serve the community by providing education of the highest quality within the context of Christian belief and practice. The ethos would encourage an understanding of the meaning and significance of faith and promote Christian values through the experience it offers to all pupils. Recognising its Christian foundation, the school would preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

10. If the school is to have a religious character, confirmation of the religion or religious denomination in accordance with whose tenets religious education will, or may be required to be provided at the school; and a statement that the proposers intend to ask the Secretary of State to designate the school as a school with such a religious character.

We intend to ask the Secretary of State to designate the school as a school with a religious character. It will be a Church of England school and in keeping with diocesan guidelines the religious education will be multi faith.

Area or community that school serves

11. The area or particular community or communities which the new school is expected to serve.

The school will serve the area currently served by Hylton Red House Primary and Bishop Harland C of E Primary in the Redhill Ward. All children currently attending Hylton Red House Primary School and Bishop Harland CE Primary School would be admitted to the new school.

Admission Arrangements

12. An indication of the proposed admission arrangements and over-subscription criteria for the new school including, where the school is proposed to be a foundation or voluntary school or Academy which is to have a religious character —

a) the extent to which priority for places is proposed to be given to children of the school's religion or religious denomination; and

b) the extent, if any, to which priority is to be given to children of other religions or religious denominations or to children having no religion or religious denomination.

The oversubscription criteria would be:

'Looked-after' child and previously looked after child – a child that is 'looked-after' by a Local Authority, or has previously been 'looked-after' by the LA in accordance with Section 22 of the Children Act 1989

A sibling link - an older brother/sister or older child (including adoptive and step-children) that shares the same parent/carer and lives at the same address, who will still be attending the school at the time of admission.

Exceptional medical or psychological reasons – based on a medical or psychological report, prepared by a professional practitioner, to explain why only

this school can meet the child's medical or psychological needs.

Pupils for whom preferences are expressed on grounds other than those outlined above.

Within each of the above, places will be offered on the basis of distance from the front door of the home address to the main entrance of the school with priority being given to those living closest to the school. Distance is measured by the shortest safest walking distance, using a geographical information system.

(a) No priority would be given to children from Church of England families, or to children from the wider Christian community.

(b) The school would serve its local community welcoming children of all faiths and of no faith, and children of all abilities.

All of the children currently attending Hylton Red House Primary School and Bishop Harland CE Primary School would be admitted to the new school in September 2013.

Grammar schools

13. Where the school is to be established in substitution for one or more discontinued grammar schools, a statement to this effect and a statement that the school may be designated as a grammar school for the purpose of Chapter 2 of Part 3 of SSFA 1998.

N/A

Schools with a religious character or particular educational philosophy – parental demand

14. Where the school is —

a) proposed to have a religious character, evidence of the demand in the area for education in accordance with the tenets of the religion; or

b) proposed to adhere to a particular philosophy, evidence of the demand for education in accordance with the philosophy in question that is not already met in other maintained schools or Academies in the area.

(a) One of the closing primary schools is a Church of England school and the parents of its pupils and many parents of pupils in the community primary school have indicated through the consultation process that they would like the new school to be a Church of England school.

Establishing the new school as a Church of England school would maintain diversity of provision in this part of the city. The new school would be the only C of E school in the local authority north of the river Wear. The nearest Church of England Primary School is St Paul's VC Primary in Ryhope, 7.4 miles south.

Elsewhere in the Diocese, in both rural and urban environments, there is a strong call for Church of England schools with a clear Christian ethos. This preference is expressed by a wide range of parents including those of Christian faith, those with other faith backgrounds and those with no faith who wish their children to experience education within a church school.

Sixth Form Education

15. Where it is proposed that the school will provide sixth form education, how the proposals will —

- a) improve the educational or training achievements;
- b) increase participation in education or training; and
- c) expand the range of educational or training opportunities, for 16-19 year olds in the area.

N/A

Early Years Provision

16. Where the proposals are to include provision for pupils aged between 2 and 5, the following information must be provided —

- a) details of how the early years provision will be organised, including the number of full-time and part-time pupils, the number of places, the number and length of sessions in each week, and the services for disabled children that will be offered;
- b) how the school will integrate the early years provision with childcare services, and how the proposals for the establishment of the school are consistent with the integration of early years provision with childcare;
- c) evidence of parental demand for additional provision of early years provision;
- d) assessment of capacity, quality and sustainability of provision in schools, and in settings outside of the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school; and
- e) the reasons why schools and settings outside the maintained school sector who deliver the Early Years Foundation Stage within 3 miles of the school and who have spare capacity, cannot make provision for any forecast increase in the numbers of such children.

Specialisms

17. Whether the school will have any specialisms on implementation and whether the promoter intends to apply to the Secretary of State for the school to be a specialist school from implementation.

N/A

Effects on Standards and Contributions to School Improvement

18. Information and supporting evidence on:

- a) how the school will contribute to enhancing the diversity and quality of education in the area; and

b) how the school will help to raise the standard of education in the area and contribute to school improvement.

a) Bishop Harland, one of the two schools proposed to close, is the only voluntary aided C of E primary school in Sunderland. If the new primary school is not a C of E school it would have a detrimental impact on diversity of provision in the whole area. There would then be no C of E school in the north of the city and parents in this part of the City would be denied access to a C of E school unless they travelled to St Paul's VC Primary in Ryhope, 7.5 miles away or to Benedict Biscop CE Academy in Moorside, 7.8 miles away.

Both schools proposed for closure are wasting resources on maintaining surplus places. Value is added by bringing them together as one school, in one building. There would be many opportunities in this new arrangement for working in innovative ways to improve teaching and learning for pupils and their families and so impact positively on attendance, attainment, achievement, aspirations and ambitions.

b) The combination of issues with which the current schools are dealing is extremely challenging.

The most recent Ofsted reports for the two schools highlight many positive features and improvements. Whilst being realistic about the challenges, we would build on the strengths of the existing schools, and provide the opportunity to gain from strong partnership with other local schools in the area and in the family of diocesan schools. We encourage and support all our schools to secure the highest possible educational standards.

Set out below are some of the ways in which the new school would enhance the quality of provision, raise standards and contribute to school improvement in the area.

- commitment to the spiritual, moral, social and cultural development of all pupils in a supportive environment clearly based on Christian values
- education suited to the learning styles and abilities of all pupils: identifying the differentiated needs of learners including those recognised as finding learning particularly challenging, and those who are gifted and talented
- providing a curriculum that is broad, balanced and memorable, recognising the importance of enjoyment and excitement to stimulate learning, using the resources of the local community to make education relevant to pupils and placing the school at the heart of the community
- collaboration with other schools and other partners, sharing ideas and benefiting from shared experiences
- identification of what blocks and what enables successful learning and removal of the blocks in order to improve learning potential
- schooling with an international outlook: engaged with the global community through links with schools overseas, including those with whom the current schools are already associated Hamburg, Germany and Syria, and in our link Diocese of Lesotho
- care for each other and for the planet on which we live
- continuous professional development (CPD) of staff

Outstanding teaching would be essential to achieve these goals. Continuous professional development would make a significant contribution in this respect. Staff would be encouraged to be reflective practitioners and expected to work in a range of groupings and to mentor and support each other. They would be able to work collaboratively with a larger number of colleagues in each key stage in planning and delivering an effective and varied curriculum with an appropriate range of educational opportunities and challenge.

19. Information and supporting evidence on how the proposals will contribute to enabling children and young people to be healthy, stay safe, enjoy and achieve, make a positive contribution to the community and society, and achieve economic well-being.

The school would be committed to achieving the five outcomes of *Every Child Matters* for pupils of all abilities. The Christian ethos of the school would also address the spiritual aspect of each child's development which is not made explicit in the *ECM* documentation.

- *Be healthy:* In line with our vision for the development of the whole child, the school would be a Healthy School pursuing the programme for healthy schools. Through a variety of curriculum areas and through effective parental communication, the children and their families would be well informed about healthy lifestyles and choices. School policies would support healthy eating and physical activity. Our understanding of being healthy includes the concept of a healthy and happy mind as well as body. A Social and Emotional Aspects of Learning (SEAL) programme would be adopted to develop emotional intelligence and resilience.
- *Stay safe:* Pupils' health and wellbeing are affected by the quality of the learning environment. The new school would be organised with safety and security in mind. The Christian ethos and the 'golden rule' of treating others as you would like to be treated by them would help to promote good relationships, mutual understanding, respect and responsibility. We would ensure that, through clear precise policies and procedures, understood and acted upon by all members of the school community, bullying and all forms of prejudice were not tolerated. The Student Council would have a key role in ensuring that pupils feel safe and are confident that the school listens to their views and acts in response to their concerns. 'Circle Time', SEAL programmes and PSHE along with other parts of the curriculum and the acts of collective worship would help to reinforce our core values and good relationships. In addition, road safety, fire safety, e safety, stranger danger and other programmes would be taught appropriately for the age of the children. Safeguarding policies and procedures would be monitored and reviewed regularly. Training would be provided to ensure that all staff are well informed about best practice and are kept up to date about current requirements. Health and safety would be a priority and risk assessments would be rigorous.
- *Enjoy & achieve:* This is at the heart of our approach to the curriculum and the learning and teaching underpinning it, and would drive all aspects of school life. Our aim is to achieve the highest possible standards for all students, through their engagement in, and enjoyment of, their learning. Provision would be further enhanced through vibrant extended learning opportunities available to both the children and their families. A range of activities would be provided, designed to encourage involvement and collaboration, develop individual talents, and build links with the community. The school would join a national programme for supporting gifted and talented pupils. Children's success would be celebrated across the school.
- *Make a positive contribution:* Pupils would be encouraged to become

resilient, responsible, reflective and resourceful learners who make a positive contribution not only to their own learning but to that of others. Pupils would be encouraged and expected to assume responsibility for themselves, for each other, for their environment and for their community as appropriate to their age and stage of development. The school would join the Eco-Schools programme to raise awareness and promote eco-friendly actions and sustainable life styles. It would work towards the International Schools Award to ensure that pupils make a positive contribution internationally as well as locally and nationally. Access through the internet and other means to the world wide community would build an understanding of world issues, bring students in contact with pupils from other cultures and backgrounds, and help develop their roles as global citizens. Supporting relief work and a variety of charities, such as Jeans for Genes, Comic Relief and Children in Need, would be fun as well as worthwhile and memorable.

- *Economic wellbeing:* Personalised learning and catering for preferred learning styles are fundamental in helping children make the progress of which they are capable and enabling them to gain qualifications later on. A high level of employability skills, high levels of achievement and high levels of confidence and self esteem equip young people to engage fully in the world of work. Good qualifications give young people more possibilities and choices. Our aspiration is that when our pupils leave secondary school they are ready to play a full part in their community and in society. A programme of visitors from a range of occupations, including former pupils, would help to raise aspirations and encourage ambition.

Community Cohesion

20. The following information relating to the proposals —

- a) how the school will promote and contribute to community cohesion;
- b) how the school will increase inclusion and equality of access for all social groups; and
- c) how the school will collaborate with other schools, and in relation to secondary school proposals how the new school will collaborate with colleges and training providers.

- a) Schools have a duty to contribute to working towards a society in which
 - there is a common vision and sense of belonging by all communities
 - the diversity of people's background is understood and valued
 - similar life opportunities are available to all
 - strong and positive relationships exist and continue to be developed in the work place, in schools, and in the wider community

A school's contribution to community cohesion embraces the following three areas: teaching and learning and curriculum; equality and excellence; and, engagement and extended services.

The existing schools are attracting children from a wide range of social, ethnic and cultural backgrounds. A number of languages are spoken by families from across the world, and a variety of religions are now represented in the schools. This rich mix of people and resources within the schools and their extended communities provides the foundation for valuing diversity and fostering community cohesion.

The two existing schools have their own distinctive cultures and ethos. The first priority in relation to community cohesion is to bring the schools together as one cohesive community with a shared identity, ethos and culture. The close and effective working relationship within the soft Federation has laid the ground for achieving the strong and enduring cohesion necessary for success.

These strategic aims are strongly aligned to our core values, based on the fundamental worth of all human beings. Diocesan expectations promote a school ethos that recognises the importance of the individual and fosters a strong sense of community through shared responsibility. There would be a commitment to pupil-voice being appropriately part of the decision making processes and the School Council would play a major role in this.

The curriculum too would be designed to help children to understand the diverse nature of society and to promote community cohesion by developing good attitudes and aptitudes, as well as facilitating the acquisition of knowledge and skills. For example, Religious Education would support children in learning about and learning from world religions. Children would be given opportunities to investigate the world around them, from the local to the global. Through exploring culture, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organized and shaped by people's values and actions, and how communities can live and work together.

Collective worship plays an important part in the life of a Church school. It has a significant role in developing and maintaining the Christian ethos and values and providing space for shared reflection and response. By including material and resources which show that the Christian faith is a world wide multi cultural faith, relevant to twenty first century life, and by sensitive and appropriate use of the Bible and other material, including that from other faiths, collective worship strongly contributes to the valuing of diversity and the promotion of mutual understanding.

b) The admissions policy for the school would ensure that all children from the community in which the school is placed would be able to attend it. There would be no selection on the grounds of faith or ability. All children would be welcomed and included into the school community.

Whilst forging its own identity, the new school would be expected to be fully and actively committed to closing the attainment and achievement gap; developing common values of citizenship based on dialogue, mutual respect and valuing diversity; contributing to building good community relations and challenging all types of discrimination and inequality; and removing the barriers to access, participation, progression, attainment and achievement.

The aim of providing high quality education through personalised learning for pupils of all abilities is fundamental to closing the attainment gap and removing barriers to access, progression and achievement. Treating others as you would like to be treated by them would be the 'golden rule' for interpersonal relationships within the school and between the school and its parents and families. It would be the guiding principle for developing the school community's interactions with others locally, regionally and globally. We aim to build a school that is at the heart of its community and a school community that has a compassionate heart for others.

c) The Diocese would expect the school to play a full part within the Sunderland

family of schools and within the Diocesan family of schools and to develop mutually beneficial partnerships.

School staff would work together with the Red House Academy and its feeder schools in developing and participating in CPD. They would collaborate with other City schools' staff and Diocesan schools' staff at a variety of conferences and courses.

Governors would be encouraged to participate in training and conferences provided by the local authority, the Diocese and other organisations.

Parents would be encouraged to work together within the school. Sporting competitions and other regional events would provide the opportunity for joining with parents from other local schools and further afield.

As a Church of England school there would be easy access to other Anglican schools across the region. There are Church of England schools in a variety of locations in rural, coastal, urban and suburban areas.

From time to time the Diocese holds special services or events for its schools when they are invited to celebrate and learn together. The annual Schools Services, held in July, are a good example of this, when hundreds of school leavers from church schools and community schools across the Diocese gather in the Cathedral to mark this significant stage in their school career.

Community cohesion also entails looking beyond the local and regional community to national and international communities. We would encourage the school to develop links with schools in other parts of the country and as a Church of England school it would have a ready made network to tap into. The world-wide Anglican Communion would also support international links, most easily with our link Diocese of Lesotho.

Single sex or co-educational school

21. Where the school is to admit pupils of a single sex —

a) evidence of local demand for single sex education and how this will be met if the proposals are approved; and

b) A statement giving details of the likely effect the alteration will have on the balance of provision of single sex education in the area.

The proposal is for a co-educational primary school.

Location

22. A statement about —

a) the location of the site (including, where appropriate, the postal address or addresses if the school is to occupy a split site);

b) whether the school will occupy a single or split site;

c) the accessibility of the site (or if the school is to occupy a split site the accessibility of the accommodation);

d) the current ownership and tenure (freehold or leasehold) of the site and the proposed use of any buildings already on the site;

e) details of the tenure (freehold or leasehold) on which the site of the school will be held, and if the site is to be held on a lease, details of the proposed lease including details of any provisions which could obstruct the governing body or the head teacher in the exercise of any of their functions under any of the Education Acts or place indirect pressures upon funding bodies;

f) whether the site is currently used for the purposes of another school which will no longer be required for the purposes of that school. If so, provide details as to why the site will no longer be required for the purposes of that school; and

g) the estimated costs of providing the site and a statement about how the costs will be met.

- a) & b) It is proposed to establish the new school in the current Hylton Red House Primary School building in Rotherham Road, Red House, Sunderland SR5 5QL.
- c) An increase in pupil numbers would require a reconfiguration of access to the site prior to opening.
- d) & e) The site and current Hylton Red House Primary School building are owned by the local authority. It is proposed that priority health and safety and condition works will be addressed by the LA before conveying it to the Durham Diocesan Board of Finance on the opening of the new VA school. The playing fields would remain in the ownership of the local authority.
- f) The site is currently used for Hylton Red House Primary School which it is proposed would close at the end of August 2013.
- g) Since the site of one of the closing schools is owned by the LA and the other by the diocesan Board of Finance (as Trustees). Negotiations between the local authority and the Diocese are progressing towards an agreement which is likely to involve an exchange of sites.

Implementation

23. The date when it is planned that the proposals will be implemented, or where the proposals are to be implemented in stages, information about each stage and the date on which each stage is planned to be implemented.

The proposals would be implemented 1st September 2013.

24. Where the proposals are to establish a voluntary controlled or foundation school, a statement as to whether the proposals are to be implemented by the LA or by the proposers, and if the proposals are to be implemented by both,

a) a statement as to the extent that they are to be implemented by each body, and

b) a statement as to the extent to which the capital costs of

implementation are to be met by each body.

N/A

Project Costs

25. A statement of the estimated capital cost of the proposals and the extent to which the costs are to be met by the proposers and/or the LA.

Discussions are proceeding between the Diocese and the LA with a view to ensuring that on handover to the new governing body the Hylton Red House School site and buildings will be fit for purpose. Pre opening costs would be met by the LA. Once the new school is open the new governing body would assume responsibility for capital works via the LCVAP and DFC funding streams.

26. A copy of a confirmation from the Secretary of State or LA or the Learning and Skills Council for England (as the case may be) that funds will be made available (including costs to cover any necessary site purchase).

N/A

27. Details of how it is proposed to fund the proposer's share of the capital costs of implementing the proposals (if any).

The Diocese understands that the capital costs for implementation would be met by the local authority.

Travel

28. The proposed arrangements for travel of pupils to the school.

For pupils from the current Hylton Red House Primary School there would be no change to their journey to school.

Of the pupils at Bishop Harland CE VA Primary School, 13% live closer to the proposed new school, 24% will have their journeys increased by up to 0.5 mile and 63% will have their journeys increased by no more than 0.56 mile.

We would work with the existing schools and the LA to draw up a Green Travel Plan emphasising road safety and encouraging healthy lifestyles.

Federation

29. Details of any proposals for the school to be federated with one or more schools (by virtue of section 24 of EA 2002 and section 12).

N/A

Curriculum

30. Confirmation that the school will meet the general requirements in relation to curriculum contained in section 78 of EA 2002 and an outline of any

provision that will be in addition to the basic curriculum required by section 80 of EA 2002, in particular any 14-19 vocational education.

The new school would conform to the primary National Curriculum and other statutory requirements. Underpinned by the Christian ethos the well planned and relevant curriculum would:

- ensure that all children are challenged and supported to achieve the highest standards of which they are capable.
- provide a rich and innovative curriculum that meets the needs of all children within a framework of national expectations.
- offer high quality teaching and support that recognises and plans for all abilities and talents
- maintain a safe environment for pupils and staff
- promote community cohesion and help develop a sense of community

Within this broad and balanced curriculum, personalising the pupils' learning would be pivotal. A detailed knowledge and understanding of individual pupils' needs would be essential for the development of innovative responses to their needs. We would use a wide range of learning methodologies designed to cater for individual learning styles and to encourage a sense of fun and a venturesome culture. Personalised learning would demand robust approaches to differentiation, acceleration and progression as well as creative learning design, rigorous planning, and meticulous implementation of Individual Learning Plans. Effective systems for tracking progress and for assessment and record keeping would be developed to support personalisation.

Learning how to learn would be a core element of the curriculum within a safe and secure learning environment. All pupils would be equally valued, would learn in an atmosphere of collaboration, where they are encouraged to exercise responsibility for their learning and reflect on it, and so develop the resilience and resourcefulness required for success in learning in any context, now and in the future.

A relentless focus on literacy would underpin every aspect of learning and teaching, ensuring not only that learners have the basic skills to fully access the curriculum but also that they develop the higher order skills associated with greater achievement in both a school and working context.

Pupils would experience a range of learning situations: lead lessons, small team and independent learning, as well as a more traditional class approach. Each learning situation would be determined by the specific learning outcomes required by the lesson/theme/module. Technology would further enhance a rich and varied learner entitlement and enable access to learning resources, both real and virtual, well beyond the traditional confines of the school. Staff at all levels would continue to adopt a rigorous approach to their own self review and assessment as part of the school's pursuit of outstanding education.

Voluntary aided schools

31. In addition, where the school is to be a voluntary aided school —

- a) details of the Trust on which the site is to be held; and
- b) confirmation that governing body will be able and willing to carry out their obligations under Schedule 3 to SSFA 1998.

- (a) The Durham Diocesan Board of Finance would be the Trustees of the school.
- (b) The Diocesan Board of Education supports all VA schools to carry out their

obligations under Schedule 3 to SSFA 1998.

Staff

32. Not applicable – removed by amending Regulations.

Foundation Schools

33. Where the school is to be a foundation school, confirmation as to whether the new school —

a) will have a foundation established otherwise than under SSFA 1998 and, if so, the identity of that foundation;

b) will belong to a group of schools for which a foundation body acts under section 21 of SSFA 1998; or

c) will not fall within sub-paragraph (a) or (b).

N/A

34. Where the school is to be a foundation school which has a foundation:
a) the name of the foundation where known;

b) the rationale for the foundation and the particular ethos that it will bring to the school;

c) the details of membership of the foundation, including the names of the members;

d) the entitlement to appoint charity trustees and the number of trustees to be appointed;

e) the proposed constitution of the governing body;

f) details of the foundation's charitable objects;

g) where the majority of governors are to be foundation governors, a statement that a parent council will be established in accordance with section 23A of EA 2002;

h) a statement that the requirements set out in the School Organisation (Requirements as to Foundations) (England) Regulations will be met;

i) a statement of how the foundation will contribute to the advancement of education at the school and how it is envisaged it will help to raise standards; and

j) a statement of how the foundation will contribute to the advancement of community cohesion and the impact the foundation will have on the diversity of school provision in the area.

N/A

Special educational needs

35. Information as to whether the school will have provision that is recognised by the LA as reserved for children with special educational needs and, if so, the nature of such provision and the proposed number of pupils for whom such provision is to be made.

Local authority provision for up to 10 children with language difficulties is currently based at Hylton Red House Primary School. Most of these pupils have a statement of special educational needs. The provision is accessed through local authority commissioning of places, rather than at the discretion of the school admissions policy.

The new school would retain this provision and the Local Authority are committed to continuing to commission up to 10 places in the Language Provision within the terms of the new funding arrangements to be published in April 2013. This arrangement will be kept under review subject to future funding arrangements.

Pupils return to their home school on a Friday. Overall the proportion of pupils who are supported at school action plus or have a statement of special educational needs is average.

36. Details of the proposed policy of the school relating to the education of pupils with special educational needs.

The supportive ethos and culture of a Church school are particularly attractive to families of pupils with special needs. Many of our existing schools have higher than average numbers of pupils with statements of special educational needs.

The new school would cater for the full range of abilities including children with statements. Through collaborative working with outside professional services, children's needs would be met as early as possible, in order to remove barriers and to ensure that children do not become distracted or disengaged from learning. Programmes of learning would be specifically tailored to meet the needs of all pupils, with targeted learning opportunities provided to support and extend the learning of individuals or groups. This inclusive approach would ensure that each learner continues to make the progress of which s/he is capable.

37. Where the school will replace existing educational provision that would be recognised by the LA as reserved for children with special educational needs:

a) a statement on how the proposer believes the proposal is likely to lead to improvements in the standard, quality and/or range of educational provision for these children;

b) details of the specific educational benefits that will flow from the proposals in terms of —

i) improved access to education and associated services including the curriculum, wider school activities, facilities and equipment with reference to the LA's Accessibility Strategy;

- ii) improved access to specialist staff, both education and other professionals, including any external support and/or outreach services;
- iii) improved access to suitable accommodation; and
- iv) improved supply of suitable places.

N/A

Relevant experience of proposers

38. Evidence of any relevant experience in education held by the proposer, or proposers (other than a local authority) including details of any involvement in the improvement of standards in education.

The Church of England, through its parish and diocesan system, continues to engage with every community in the nation, regardless of social and economic circumstances. The Church of England has a long history of involvement in Education. In many communities, and for many generations, only Church education was available for 'the poor of the parish'. Local Education Authorities were established in 1902 and since then there have been many changes in the organisation of the education service of this country. Throughout this period Church of England schools have continued to play a major role in the system.

The Church of England has a good track record in education. Historically many Church Schools are village schools, but others support urban communities and some support communities in very challenging environments. Today about one million pupils nationally are educated in Church of England schools, and around a quarter of the primary schools in the country have an Anglican foundation. Diocesan authorities work with LEAs as partners to ensure the highest quality of education possible.

Each Church of England diocese is required by law to set up an Education Board whose function is to look after the interests of its church schools. Diocesan Education Boards work with head teachers, governors, LEAs and the DfE to uphold and enrich the distinctive contribution of Church schools to the state education system. The Durham Diocesan Board of Education aims to facilitate the collaboration of governors, teachers, parents, church and other partners to ensure that the quality of education offered to the children in its church schools is of the highest standard.

The Diocese is supported by the Church of England's National Society which was founded in 1811 and which provides all dioceses across the country with legal and professional advice. The National Society works with the DfE to ensure that our schools flourish and develop their Christian distinctiveness in ways that enrich and offer diversity to the national provision of maintained schools.

Although steeped in history, the Church of England continues to encourage and support its schools to look forward and innovate. Over recent years schools have been encouraged to work together, and a variety of models of collaborative working have been developed. Many examples exist within C of E schools in the diocese, such as clusters, partnerships, networks and 'soft' and 'hard' federations.

Local churches and members of the community support Church schools in our Diocese by providing a range of skills through membership of the governing

bodies. In addition, the Diocesan Board of Education complements the local authorities' services by providing its own dedicated support to staff and governing bodies through a range of appropriate services, courses, conferences, resources and targeted help and advice. Structures have been developed to support school improvement and schools causing concern.

The Diocesan Board of Education includes in its membership serving and former headteachers as well as clergy and lay people with experience and expertise in education.

Durham and Newcastle Dioceses have established a joint education team to support their schools. The small team comprises highly professional officers who offer a wide range of experience to schools. This is supplemented by a range of part-time consultants and volunteers who support individual aspects of the work.

Planning permission

39. Where the establishment of the new school involves development for the purpose of the Town and Country Planning Act 1990, a statement as to whether planning permission has been obtained and, if it has not been obtained, details of when it is anticipated that it will be obtained.

As part of the arrangements for the local authority to improve access and egress for vehicles, which would address some of the concerns raised in the initial consultation, any planning permission would be sought as appropriate to establish a safe and secure entrance for pupils at the beginning and end of the school day. Any plans for developing access and egress arrangements would be developed in full consultation with the Red House Nursery School Governing Body as the two schools occupy the same site. Capital costs would be met as appropriate by the Local Authority prior to the new school opening.

Independent schools entering the maintained sector

40. A statement that the requirements of section 11 (3) are met.

N/A

41. A statement as to whether the premises will meet the requirements of the Education (School Premises) Regulations 1999 and, if not:

a) details of how the premises are deficient; and

b) details of how it is intended to remedy the deficiency.

N/A

