

## Cabinet

**Thursday, 27 October 2022, 10.00 am, County Hall**

### Membership

#### Councillors:

Cllr Simon Geraghty (Chairman), Cllr Marc Bayliss, Cllr Adrian Hardman, Cllr Marcus Hart (Vice Chairman), Cllr Adam Kent, Cllr Karen May, Cllr Richard Morris, Cllr Tracey Onslow, Cllr Andy Roberts and Cllr Mike Rouse

### Appendices Supplement

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Agenda produced and published by the Democratic Governance and Scrutiny Manager, County Hall, Spetchley Road, Worcester WR5 2NP. To obtain further information or hard copies of this agenda, please contact Sheena Jones (01905 846011) email: [democraticservices@worcestershire.gov.uk](mailto:democraticservices@worcestershire.gov.uk)

All the above reports and supporting information can be accessed via the Council's website [here](#)

Date of Issue: Wednesday 19 October

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- All proprietary materials and products are to be used strictly in accordance with the manufacturers recommendations.

CDM 2015

Client notified of duties: CDM\_PD\_Date

Principal Designer: CDM\_PD\_Name

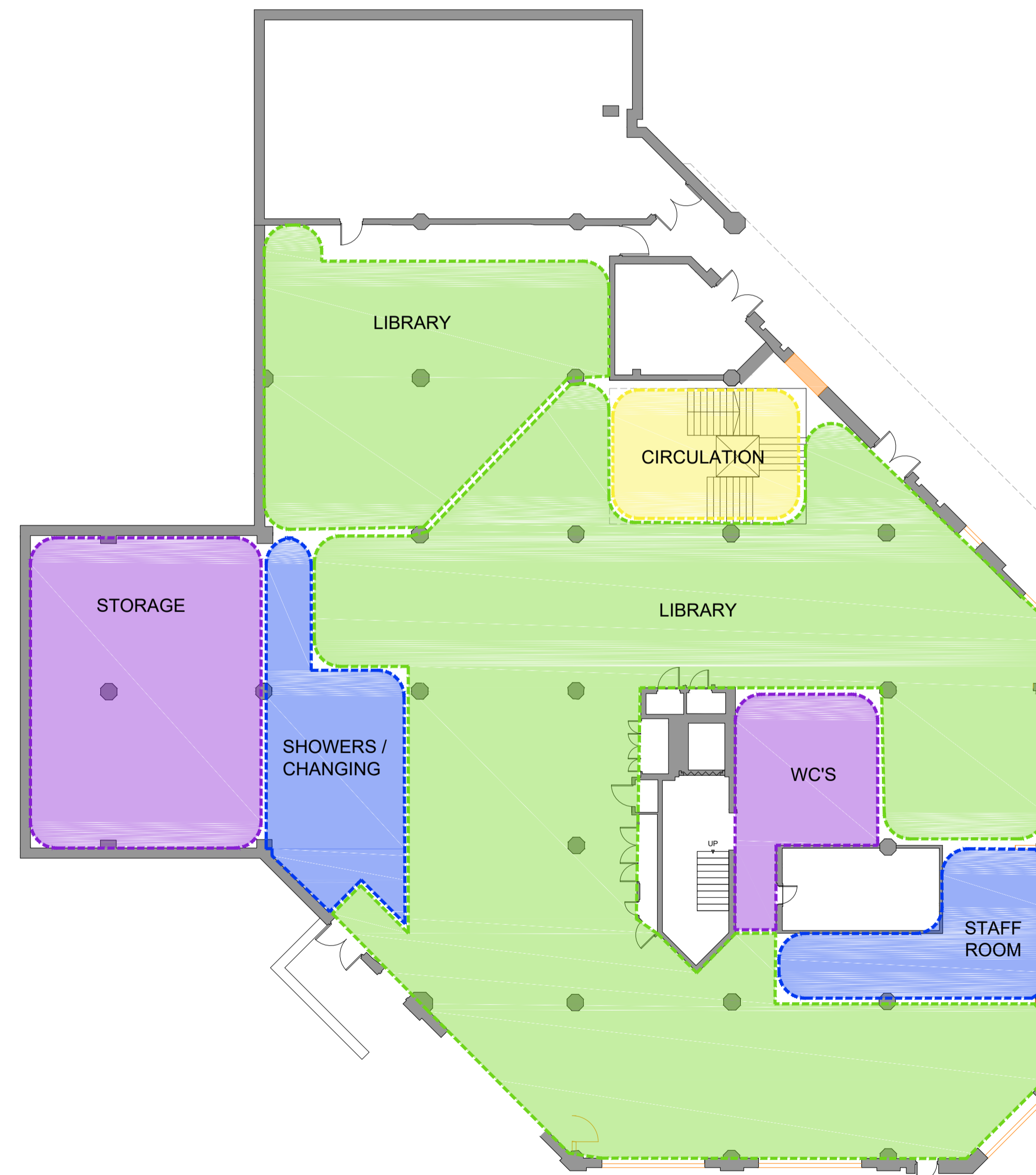
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- EXISTING ASSUMED STRUCTURE
- SPECIFIC ALTERATIONS
- COMMUNAL / SHARED SPACE
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- SHARED USE
- SERVICING - WCS / PLANT
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P03	26/09/22	BS	PBH
Revised following client request			
P02	23/09/22	BS	PBH
Revised following client request			
P01	24/08/22	BS	PBH
Issued for Information			
REV	Date	Drawn by -	Checked by -

Status Purpose of Issue  
S2 For Information

drawing stage FEASIBILITY

client BROMSGROVE AND REDDITCH BOROUGH COUNCIL

project REDDITCH TOWN HALL

drawing title TOWN HALL LOWER GROUND FLOOR PROPOSED ZONES

date 24/08/22 drawn BS  
scale@A1 1:150 checked PBH  
AEW Reference Number 00000

Rev P03

Job No 12905-AEW-01-00-DR-A-0151

aew architects  
0161 214 4370  
www.aewarchitects.com

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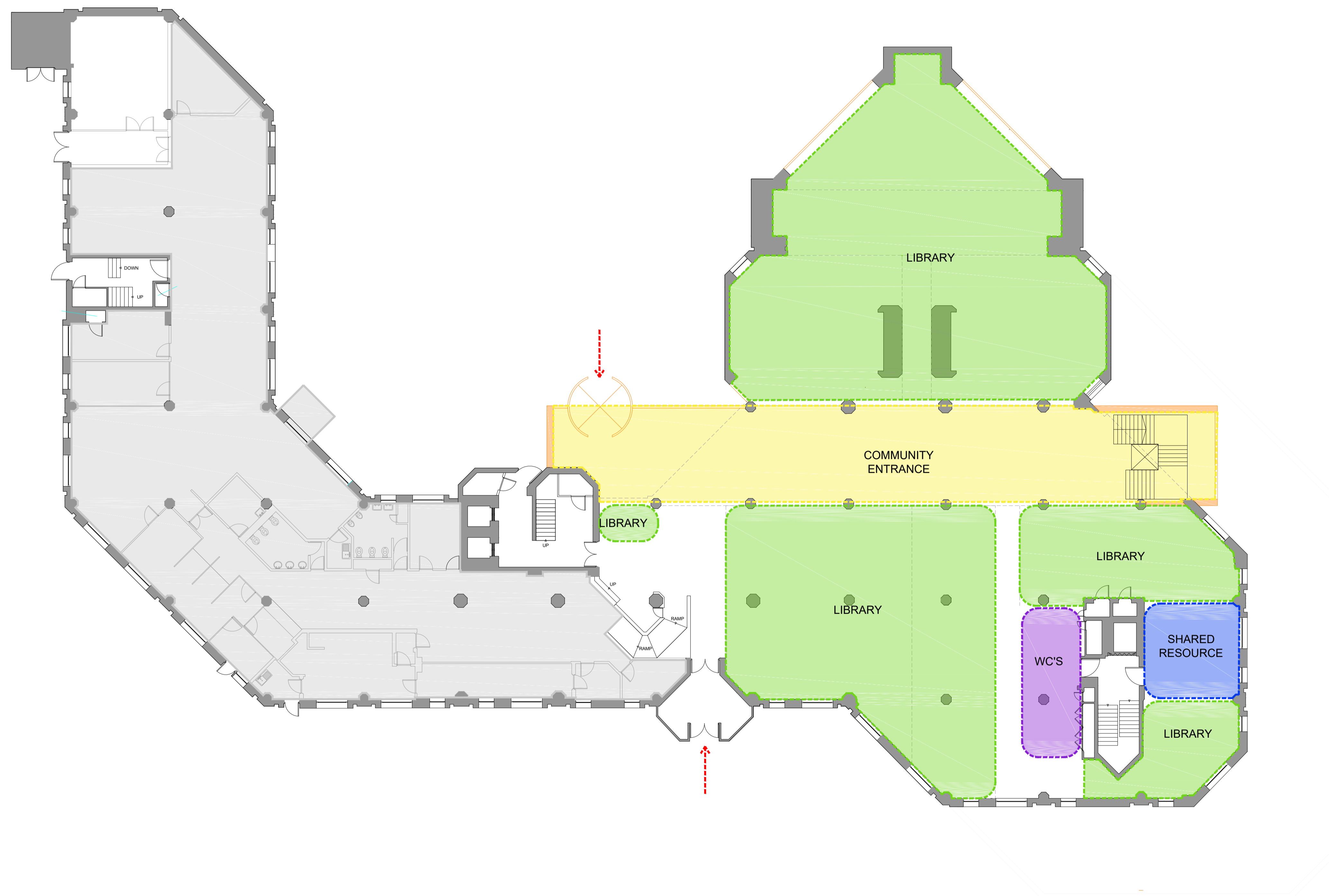
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- PUBLIC ACCESS
- NHS AREA - OUTSIDE OF CURRENT SCOPE

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P02 23/09/22 BS PBH

Revised following client request

P01 24/08/22 BS PBH

Issued for Information

REV Date Drawn by - - Checked by - -

Status Purpose of Issue

S2 For Information

drawing stage FEASIBILITY

client

EDDISONS

project

REDDITCH TOWN HALL

drawing title

TOWN HALL

GROUND FLOOR

PROPOSED ZONES

date 24/08/22 drawn BS

scale@A1 1:150 checked PBH

AEW Reference Number 00000

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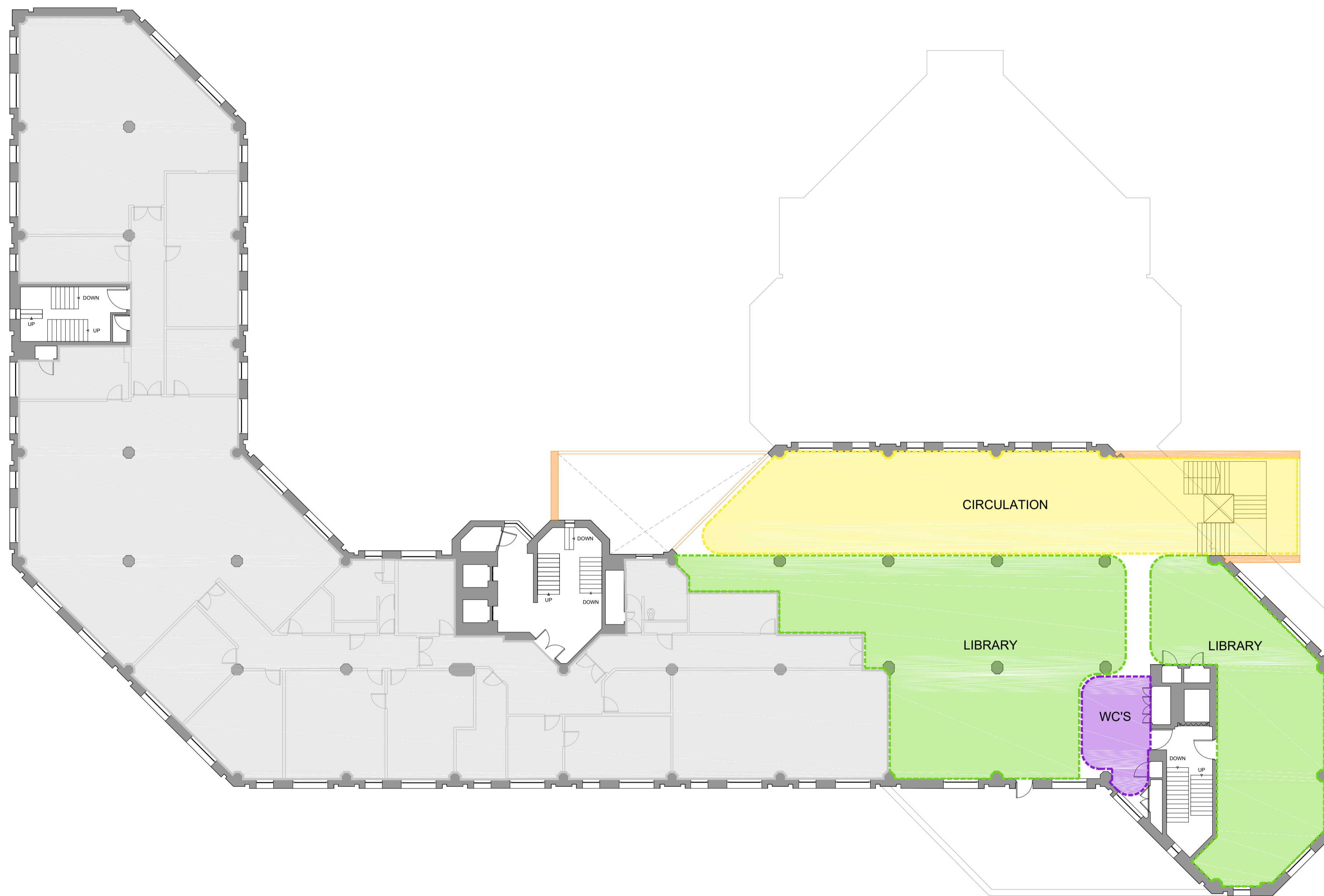
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- SPECIFIC ALTERATIONS
- COMMUNAL / SHARED SPACE
- LIBRARY USE
- SHARED USE
- SERVICING - W/C'S / PLANT
- NHS AREA - OUTSIDE OF CURRENT SCOPE

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P02 23/09/22 BS PBH

Revised following client request

P01 24/08/22 BS PBH

Issued for Information

REV Date Drawn by - - Checked by - -

Status Purpose of Issue

S2 For Information

drawing stage **FEASIBILITY**

client

**EDDISONS**

project

**REDDITCH TOWN HALL**

drawing title

**TOWN HALL  
FIRST FLOOR  
PROPOSED ZONES**

date 03/05/22 drawn BS

scale@A1 1:150 checked PBH

AEW Reference Number 00000

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- COMMUNAL / SHARED SPACE
- LIBRARY USE
- SHARED USE
- SERVICING - W/C'S / PLANT
- RELOCATED COUNCIL USE

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Revised following client request

P01 24/08/22 BS PBH

Issued for Information

REV Date Drawn by - - Checked by - -

Status Purpose of Issue

S2 For Information

drawing stage **FEASIBILITY**

client

**EDDISONS**

project **REDDITCH TOWN HALL**

drawing title **TOWN HALL  
SECOND FLOOR  
PROPOSED ZONES**

date 03/05/22 drawn BS

scale@A1 1:150 checked PBH

AEW Reference Number 00000

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## Relocation of Redditch Library: Consultation Planning

### Background:

- In June 2021 Redditch secured a historic investment of £15.6 million Town Deal which will help fund ambitious new projects for the town. The funding represents one of the single largest government investments in Redditch since it became a new town in the 1960s.
- As a result of this funding, the following projects are being proposed to boost the economy and productivity of the town:
  - Development of a new digital manufacturing and innovation centre
  - Redevelopment of the current Redditch Library site (where it is proposed the Redditch Library will be relocated to the Redditch Borough Council Town Hall)
  - Town Centre public realm Improvements
- It is being proposed that Redditch Library relocates to Redditch Borough Council Town Hall, where the designated area will be refurbished to provide a new community 'one stop' which offers flexible use to a variety of occupiers.

### Consultation Activity Plan:

The Redditch Library Report is scheduled to go to Worcestershire County Council Cabinet on 27<sup>th</sup> October, where it will be proposed that a 90-day public consultation about the relocation of the library should commence on 7<sup>th</sup> November 2022 and end on 24<sup>th</sup> February 2023.

**Proposed Consultation Activity:** The following information presents the **proposed** activity to be completed during the consultation period to ensure residents and key stakeholders are informed and aware of the consultation, and the opportunities available to provide feedback on the relocation. The activity includes surveys (online surveys and alternative options if required), face to face meetings and visuals of the proposed plans (hard copies and digital copies)

Activity	Details	Indicative Dates (subject to Cabinet approval)
<b>Surveys:</b> <ul style="list-style-type: none"> <li>• <b>Online</b> – found on WCC / Consultation site</li> <li>• <b>Paper</b> – access to the online survey will be available in the library on public computers and devices with support from library staff. Paper copies can be made available if people require it.</li> <li>• <b>Telephone</b> – an option for the Library Service at Home customers</li> </ul>	For online surveys, an overview of the rationale for change and implementation plans should be included as an introduction. 3D visuals to also be included on the consultation website and available to view in the library building.	<b>7<sup>th</sup> November 2022 to 24<sup>th</sup> February 2023</b>
<b>Feedback from younger library users i.e. 10+ (approach tbc)</b>	Gaining feedback from younger library users will be valuable to see what services they deem as important and what they think about the library relocation.  Approach to obtaining this feedback is tbc	<b>7<sup>th</sup> November 2022 to 24<sup>th</sup> February 2023</b>

<b>Face to Face meetings</b>	1 x Redditch Library (Formal Presentation and meeting)	<b>Face to Face meetings to be staggered throughout the Consultation Period</b>
	1 x Kingfisher Centre (Pop up stall / area) (Library staff to attend this tbc)	
	1 x Redditch Library (Formal presentation and meeting)	
	1 x Kingfisher Centre (Pop up stall / area)	
	1 x Redditch Library (Formal presentation and meeting)	
<b>Additional Meetings with identified stakeholders</b>	Redditch Library staff to identify key groups of library users and interested parties who may benefit from having a meeting about the consultation and plans.	<b>TBC</b>
<b>Visuals and Digital 3D model</b>	Paper Visuals – to be placed in Redditch Library	<b>7<sup>th</sup> November 2022 to 24<sup>th</sup> February 2023</b>
	Digital 3D model and Digital plans – to be placed on WCC website, Redditch Library website, RBC website.	

**Promoting the Consultation:** To make residents aware of the consultation the following engagement and communication channels have been proposed (this proposed plan can evolve as activity commences). Internal Comms for all staff i.e. via OurSpace intranet pages to also be considered to make people aware of activity.

<b>Activity</b>	<b>Details</b>	<b>Timings</b>
Consultation Information on WCC website	Provide an overview of the proposal, where the plans can be viewed, rationale for change, impacts, information about consultation and face to face meetings, link to online survey, details on how to request a paper survey	7 <sup>th</sup> November 2022 to 24 <sup>th</sup> February 2023
Information on Redditch Library and RBC websites	Provide an overview of proposal, how to take part in the survey, face to face meeting dates, link to WCC consultation webpage.	7 <sup>th</sup> November 2022 to 24 <sup>th</sup> February 2023
Social Media messaging on WCC, Redditch Library and partner pages (tbc)	Proposed one liner, consultation information and link to online survey.	<ul style="list-style-type: none"> <li>• Consultation Start – 7<sup>th</sup> November</li> <li>• Before each Face-to-Face meeting (tbc)</li> <li>• Prior to consultation ending (tbc)</li> </ul>

Email to Redditch Library members and Partners / Community Groups	Provide an overview of the proposal, where the plans can be viewed, rationale for change, impacts, information about consultation and face to face meetings, link to online survey, details on how to request a paper survey	<ul style="list-style-type: none"> <li>• Consultation Start – 7<sup>th</sup> November</li> <li>• Before each Face-to-Face meeting (tbc)</li> <li>• Prior to consultation ending (tbc)</li> </ul>
Press Release	Provide an overview proposal, where plans can be viewed, rationale for change, impacts, information about consultation and face to face meetings, link to online survey, details on how to request a paper survey	<ul style="list-style-type: none"> <li>• Consultation Start – 7<sup>th</sup> November</li> <li>• Before each Face-to-Face meeting (tbc)</li> <li>• Prior to consultation ending (tbc)</li> </ul>
FAQs for Library Staff to discuss the relocation plans.	Library staff to be provided with FAQs so they can talk to the public about the plans if anyone enquires.	7 <sup>th</sup> November 2022 to 24 <sup>th</sup> February 2023

\*\*\* End of Document \*\*\*

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# Project Screening

## Impact Assessment Id: #386

### 1. Your Details

**Name of person completing screening assessment**

Emily Morrall

**Job Title**

Programme Portfolio Lead

**Directorate**

Commercial and Change

**Service Area**

Transformation and Commercial

**Email Address**

EMorrall@worcestershire.gov.uk

**Connection to project (e.g. project manager)**

Project Manager

### 2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

**Project Name**

Relocation of Redditch Library

**Name of Project Sponsor**

Hannah Perrott

**Name of Project Manager**

Emily Morrall

**Name of Project Lead**

Rob Elmes

**Project Reference (if known)****Please give a brief description of the project**

In June 2021 Redditch secured a historic investment of £15.6 million Town Deal which will help fund ambitious new projects for the town. Plans involve the re-development of the current Redditch Library site which includes the demolition of the existing library building and the delivery of a new public square and associated commercial development. Worcestershire County Council is actively supporting the regeneration of Redditch within its Town Plan and wants to work collaboratively with the Borough Council on the re-location of the existing Library into other suitable premises. Early discussions have started with Redditch Borough Council to further develop the plan and approval is sought from Cabinet to approve the high level plans and set of requirements for the proposed newly located Library and authorise the commencement of public consultation.

The project purely involves relocation of the existing library services from their current location into a shared Community Hub space in Redditch Town Hall, a distance of 0.2 miles from the current library building.

### 3. Data Protection

**We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.**

**Name of Information Asset Owner**

**Hannah Perrott**

Senior officer responsible for the project's information assets

**Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.** **No**

**Appearance:**

photograph, physical description

**Basic Identifiers:**

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

**Contact Details:**

address, email address, home phone number, mobile phone number, postcode

**ID Number:**

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

**Employment:**

work related training/awards

**Financial:**

income/financial/tax situation

**Lifestyle:**

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

**Technology:**

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

**As you answered 'No', please explain your reasoning below:**

The project involves the proposal to relocate the current Redditch library to a newly developed space with Redditch Town Hall.

Personal data on library users is collected as a part of the day to day operations of the library, but not stored onsite. Access to this data would not change. Data on library users presented as part of the Cabinet Report and Business Case is anonymous and collated for statistical purposes and non identifiable.



## 4. Equality

**We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.**

**Does the project relate to an area where data/research indicates that inequalities are already known to exist? No**

**Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?**

**Age No**

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

**Disability No**

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Re-Assignment No**

e.g. The process of transitioning from one gender to another.

**Marriage/Civil Partnership Status No**

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy/Maternity No**

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race No**

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion or Belief No**

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex No**

**Sexual Orientation No**

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Health Inequalities No**

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

**As you answered 'No' to all the questions, please explain your reasoning below:**

The library service is a universal service for all. No changes to service delivery are anticipated. The new building will be fully DDA compliant and access to disabled parking will exist in the new location, as it does now. This project is purely about a change of location for existing services. The service will be delivered across 2 floors in the new location, rather than multiple floors including mezzanine in the current location. Disabled toilet provision will not be changed. Gender neutral toilets are not currently provided, but can be included in building build.

## 5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

### Could the project have an impact on any of the following factors?

#### **Social and Economic No**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health No**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing No**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services No**

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

#### **As you answered 'No' to all the questions, please explain your reasoning below:**

No access to services will be changed as a result of this project. Service provision will remain unchanged, it is purely a location change.

## 5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

### Could this project have an impact on the categories listed below?

**Greenhouse Gas (GHG) Emissions (including CO2) Yes**

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

**Efficient Use of Resources Yes**

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

**Transport No**

e.g. number of people travelling, alternative transport modes.

**Waste No**

e.g. increase in waste generated or an increase in waste recycling.

**Wildlife and Biodiversity Yes**

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

**Pollution to Land or Water No**

e.g. risk of pollution to the local environment.

**Pollution to Air No**

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

**Resilience to climate change No**

e.g. risks of extreme weather and climate impacts on the project.

**Historic Environment Yes**

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

**Procurement Yes**

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

## 7. Results of Screening

<b>Data Protection</b>	Does not need a full impact assessment
<b>Equality and Public Health</b>	Does not need a full impact assessment
<b>Environmental Sustainability</b>	Will require a full impact assessment

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## Environmental Sustainability Full Impact Assessment

### Impact Assessment Id: #386

#### 1.0 Screening Information

**Project Name**

Relocation of Redditch Library

**Name of Project Sponsor**

Hannah Perrott

**Name of Project Manager**

Emily Morrall

**Name of Project Lead**

Rob Elmes

**Please give a brief description of the project**

In June 2021 Redditch secured a historic investment of £15.6 million Town Deal which will help fund ambitious new projects for the town. Plans involve the re-development of the current Redditch Library site which includes the demolition of the existing library building and the delivery of a new public square and associated commercial development. Worcestershire County Council is actively supporting the regeneration of Redditch within its Town Plan and wants to work collaboratively with the Borough Council on the re-location of the existing Library into other suitable premises. Early discussions have started with Redditch Borough Council to further develop the plan and approval is sought from Cabinet to approve the high level plans and set of requirements for the proposed newly located Library and authorise the commencement of public consultation.

The project purely involves relocation of the existing library services from their current location into a shared Community Hub space in Redditch Town Hall, a distance of 0.2 miles from the current library building.

**Data Protection screening result**

Does not need a full impact assessment

**Equality and Public Health screening result**

Does not need a full impact assessment

**Environmental Sustainability screening result**

Will require a full impact assessment

## 1.1 Background and Purpose

### Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document. Cabinet report to be uploaded when finalised. Due for publication on 14 September 2022.

Redditch Borough Council are submitting a bid to redevelop Redditch Town Centre. As a part of this bid, Redditch require support from Worcestershire County Council specifically on proposals to relocate library services from the current building in Redditch Town Centre into a new Community Hub at Redditch Town Hall. The town development including and building works and demolition are being led by Redditch Borough Council and as such will be subject to separate governance and impact assessments. This impact assessment focuses on the impact of relocation of library services only.

### Upload Business Case or Support documents

No files uploaded

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The project involves the transfer of Library and DWP services from their current location in the dedicated Redditch Library building to a new space to be created within Redditch Town Hall. Worcestershire County Council are asked to approve the relocation of services, from a service delivery and financial perspective, and support the physical move from building to building. Building works and demolition of the current library building will be led by Redditch Borough Council.

### Project Outcomes

Briefly summarise what the project will achieve.

The relocation of services will support ongoing development of Redditch Town Centre

### Is the project a new function/service or does it relate to an existing Council function/service?

Existing

### Was consultation carried out on this project?

Yes

## 1.2 Responsibility

### Directorate/Organisation

People

### Service Area

Communities

## 1.3 Specifics

### Project Reference (if known)

Not Recorded

### Intended Project Close Date \*

May 2023

## 1.4 Project Part of a Strategic Programme

### Is this project part of a strategic programme?

No

## 2 Greenhouse Gas Emissions

**Could the project result in an increase in GHG emissions (including CO2)?** No

Please be mindful that the Council has committed to reduce its GHG emissions to zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing the assessment.

**Have you undertaken an assessment of the project to know if there will likely be an increase in GHG emissions?** No

## 3 Resources

**Will the project result in increased consumption of electricity, gas or other heating fuels?** No

e.g. project may require use of additional buildings, lighting and heating in buildings, additional ICT equipment, etc.

**Will the project reduce energy needs and result in reduced consumption?** Yes

e.g. disposal of WCC property assets

**Will the project require additional water resources leading to an increase in water consumption?** No

e.g. increased use of water through construction processes

**Might there be a decrease in water consumption?** Yes

e.g. will the project involve water saving measures or initiatives

**Please explain your answer below:**

Library services may see a reduction in water consumption when part of a shared building.

**Will the project result in the use of other resources, materials or minerals?** No

e.g. use of natural resources such as wood; or use of aggregate minerals?

## 4 Transport

**Will the project result in more people needing to travel?** No

e.g. will there be additional cars on the road

**Have alternative transport modes been considered?** No

e.g. could use be made of public transport/walking/cycling etc.

## 5 Waste

**Is there likely to be an increase in waste as a result of the project?** No

e.g. construction waste, packaging waste etc.

**Have opportunities to prevent, minimise, reuse or recycle waste been identified and considered?** No

e.g. will recycling facilities be available as part of the project

## 6 Wildlife and Biodiversity

**Will there be any negative impacts on the natural environment? No**

e.g. will the project involve removal of green space/trees; have wildlife surveys been considered; result in enhancements to green infrastructure; increased biodiversity opportunities etc.?

**Has a preliminary ecological appraisal been undertaken? No**

**Has there been consideration of statutory assessments? No**

e.g. Sustainability Appraisals, Strategic Environmental Assessments and Habitat Regulations Assessment Screening?

N.B. This is a matter of legal compliance - All plans and projects (including planning applications) which are not directly connected with, or necessary for, the conservation management of a habitat site, require consideration of whether the plan or project is likely to have significant effects on that site. This consideration – typically referred to as the 'Habitats Regulations Assessment screening' – should take into account the potential effects both of the plan/project itself and in combination with other plans or projects.

## 7 Pollution to land/air/water

**Is there a risk of pollution to the local environment? No**

e.g.

- will there be surface water run-off or discharge into local water source?
- will there be any impact on local water quality?
- will any waste water require treatment?
- is there the potential for spillage of chemicals?
- is there the potential for emissions to air from combustion processes resulting in poor air quality?

## 8 Resilience to climate risks

**Could climate risks affect your project? No**

N.B. some projects may be more sensitive to future changes in the climate e.g. hotter and drier summers; milder and wetter winters; increased likelihood of extreme weather events. These climate risks may affect project delivery and should be considered at the early stages of project development.

**Has the impact of extreme weather events on the project been considered? No**

e.g. heat waves and flooding.

**Is there a business/project continuity plan in place to ensure climate risks are minimised? No**

e.g. can you ensure that the project is resilient to climate risks and can continue to deliver on outcomes.

**Could the project exacerbate climate risks? No**

e.g. increase flood risk or worsen temperature extremes in the locality.

**Will the project result in the use of other resources, materials or minerals? No**

e.g. use of natural resources such as wood; or use of aggregate minerals?



## 9 Historic Environment

**Have you checked with the WCC Historic Environment team as to whether there are any impacts on the Historic Environment (negative or positive)?**

**Yes**

Check every development with the Historic Environment Team at the planning stage of each project. Further assessment may be required depending on the nature and scale of development. There may also be design options that would negate any need for further assessment (and lessen costs), or even opportunities to enhance heritage assets or their setting through the development.

**Please explain your answer below:**

There has been some debate about whether the existing Library Building should be added to the List of Buildings of Special Architectural or Historic Interest. Confirmation was received on the 20 December 2021 that the Secretary of State for Digital, Culture, Media and Sport has made his decision not to list and is minded to issue a Certificate of Immunity from Listing (COI) for Redditch Library.

**Does the development have the potential to result in any impacts to the historic environment or opportunities for enhancement?**

**No**

If yes, then further assessment will be required. This could take the form of a watching brief during groundworks if the potential is clearly understood and relatively low, or a more comprehensive desk-based and/or field investigation prior to development.

## 10 Procurement

**Could any procurement associated with the project have a detrimental environmental impact? No**

e.g. procurement of goods from overseas that have to be shipped; use of unsustainable materials or materials that cannot be recycled at the end of their use?

**Is there likely to be increased Greenhouse Gas emissions from products purchased for the project? No**

e.g. carbon emissions from transport and manufacturing

**Will you be able to make use of sustainable products? No**

e.g. recycled, local, ethical etc.

**Have you considered the Public Services (Social Value) Act 2012? No**

All major contracts let by the Council (those of more than £100,000 in total value) will be expected to deliver a meaningful contribution to our vision of Social Value in the county. The Act requires us to consider how the services we commission and procure might improve the economic, social and environmental well-being of the local area.

– please see: [Social Value](#)

## 11 Declaration

**I have confirmed that to the best of my knowledge that the information I have provided is true, complete and accurate**

**I have confirmed that I will make sure that Environmental Sustainability has been and continues to be considered throughout the project life cycle and should circumstances change in the project a further Environmental Sustainability Assessment Screening will be carried out.**

## 12 Application Details

### Last Updated Date Time

18/10/2022 15:04:32

### Screening Submitted Date Time

31/08/2022 14:01:37

### Last Reopened Date Time

No Date Recorded

### Full Impact Submitted Date Time

18/10/2022 15:04:32

### Approved/Rejected Date Time

No Date Recorded

### Current User Dashboard Request Status

Submitted

## 13.0 People with access to the original screening

[Emily Morrall \(EMorrall@worcestershire.gov.uk\)](mailto:EMorrall@worcestershire.gov.uk)

## 13.1 People with access to this environmental sustainability assessment

[Emily Morrall \(EMorrall@worcestershire.gov.uk\)](mailto:EMorrall@worcestershire.gov.uk)

## 14 Direct Questions

No Questions Asked



# Worcestershire Joint Local Health and Wellbeing Strategy

2022-2032



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Version 1 November 2022

# Foreword

## I am delighted to launch Worcestershire's Joint Local Health and Wellbeing Strategy for 2022-2032.

This Strategy is a call to action; to accelerate our efforts to improve mental health and wellbeing and prevent mental ill-health in Worcestershire.

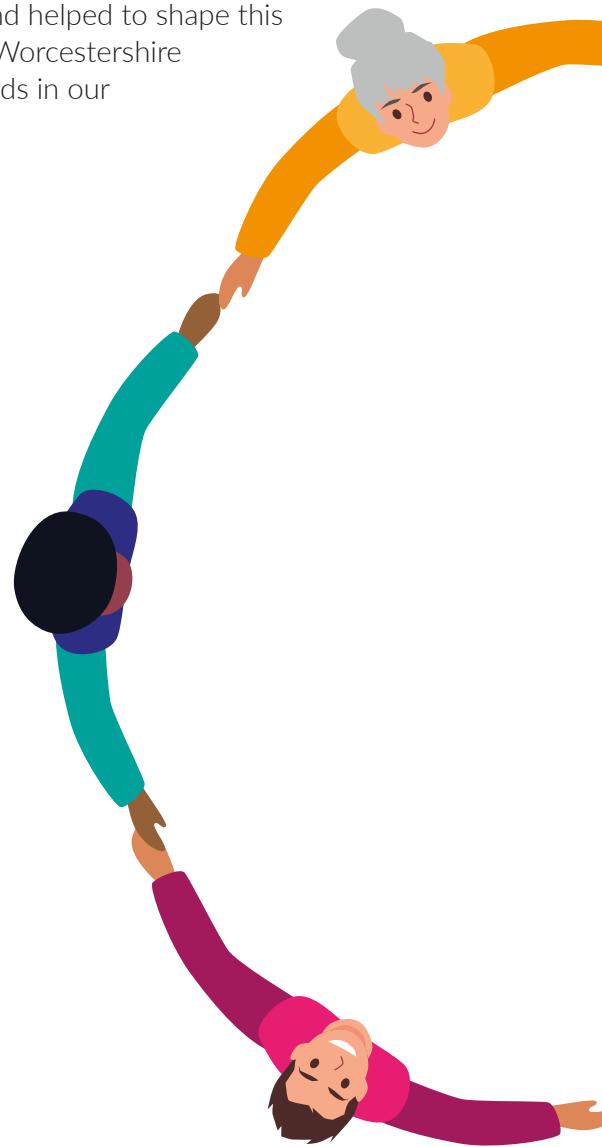
We will do this by taking collective action on the things we all need to have good mental health and wellbeing. We want our children to have the best start in life, our young people to have hope and aspiration for the future, and all of us to live longer, more independent lives in good health, with fewer people going on to need care and support.

Prevention is the key to these efforts. We need to prevent people becoming unwell in the first place, prevent the escalation of illness if it occurs, and ultimately prevent dependency on the health and social care system.

We know that the COVID-19 pandemic has affected all of us in different ways and has widened inequalities in health outcomes between the best and worst off in our county. We will maintain a relentless focus on addressing these disparities, enabling people to be socially and financially independent and able to meet the challenges that arise over the coming years.

My thanks go to every one of you who responded to our consultation and helped to shape this Strategy. We will continue to engage with people who live and work in Worcestershire over the lifetime of the Strategy to ensure we adapt to the changing needs in our local communities. We have a huge task ahead of us. Please join me and all the members of the Health and Wellbeing Board as we work together to make a difference to the health, wellbeing, and prosperity of everyone in Worcestershire.

**Councillor Karen May**, Cabinet Member with Responsibility for Health and Wellbeing and Chair of Worcestershire's Health and Wellbeing Board



# Section 1: Developing the Joint Local Health and Wellbeing Strategy

This section explains what the Joint Local Health and Wellbeing Strategy is and who the Health and Wellbeing Board are.

## What is the Health and Wellbeing Board?

The Health and Wellbeing Board (HWB) brings together the organisations responsible for improving health and wellbeing in Worcestershire. Its members include elected councillors and officers from County and District Councils, representatives from Worcestershire Children First, Local NHS organisations including the Integrated Care Board (ICB), Primary Care Networks (PCN), Herefordshire and Worcestershire Health and Care NHS Trust, and Worcestershire Acute Hospitals NHS Trust, the local voluntary and community sector, Healthwatch Worcestershire, the Local Enterprise Partnership and West Mercia Police. It also has a range of sub-groups that focus on specific age groups or topics and issue such as the Children and Young People's Strategic Partnership and the Being Well Strategic Group.

More information about the HWB can be found on the [County Council website](#).

## What is the Joint Local Health and Wellbeing Strategy?

The Joint Local Health and Wellbeing Strategy is a document that outlines the health and wellbeing priorities for a local area. In this Strategy, we have set out what we need to focus on to improve the health and wellbeing of the people who live and work in Worcestershire. This is based upon the best available evidence as detailed in our Joint Strategic Needs Assessment (JSNA).

The Strategy sets out a vision and key priorities for our partnership work to improve health and wellbeing and reduce inequalities over the next 10 years. It is a 'living document' that will evolve and adapt to changing needs as it is implemented through shorter term action plans. These detailed action plans will include appropriate outcome measures to monitor progress over time.

The HWB and its Strategy sets the strategic direction for many other strategies, forums and committees across Worcestershire, and ensures resources are utilised in the best way possible and to benefit those with the greatest needs.

## How do we work with the Integrated Care System?

The newly formed Integrated Care Partnership (ICP) is responsible for joining up services across the NHS, Local Authority, and voluntary and community sector partners to meet the health needs of the population. Through its clear focus on improving mental health and wellbeing, this Joint Local Health and Well Being Strategy will form a significant part of Integrated Care Strategy that the ICP will be publishing in December 2022.



# Section 2: How we can improve health and wellbeing

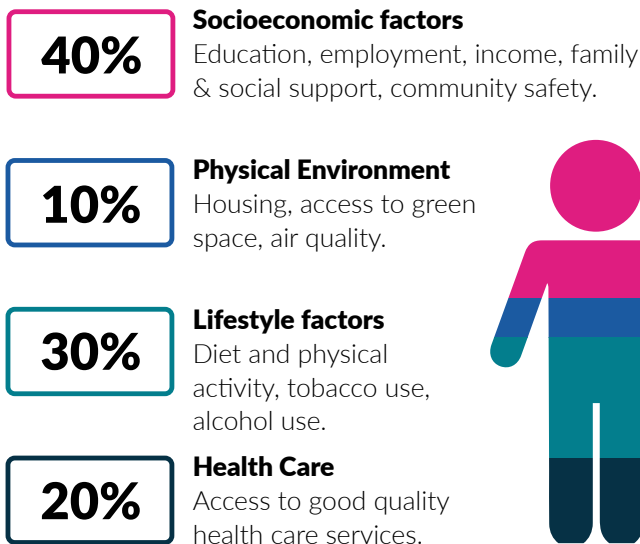
The HWB has used the best available evidence to identify what our population needs, and which evidence-based approaches could work to improve health and wellbeing and prevent poor health. These health approaches were used in the development of this Strategy and will be used to deliver the strategy. This includes a focus on prevention, the wider determinants of health and tackling health inequalities. They are explained below and require working together and integrating with communities and partner agencies across all of Worcestershire.

## Wider determinants of health

Many factors contribute to our health and wellbeing and only around 20 percent relate to good quality health care services.

The wider determinants of health are a diverse range of social, economic and environmental factors which have an influence on our health. These include our education, employment, housing, neighbourhood and community, as well as the lifestyles we follow. Factors like deprivation, low income and poor housing mean that some people experience poorer health and reduced quality of life. These potentially avoidable health inequalities have been exacerbated throughout the COVID-19 pandemic, often most impacting those who already experience worse health outcomes.

The HWB will consider these factors to help achieve its vision and priorities over the next 10 years.



[Adapted from an illustration of the impact of healthcare and non-healthcare factors on a person's health. Source: Institute for Clinical Systems Improvement Going Beyond Clinical Walls. Solving Complex Problems (October 2014).]

## Reducing health inequalities

Health inequalities are unfair and avoidable differences in health across the population and between different groups of people. They are socially determined by factors beyond an individual's control. The COVID-19 pandemic has had a disproportionate effect on people from different ethnicities, and those in specific jobs, such as front-line care, transport and hospitality, and those living in deprived areas, therefore making existing inequalities worse.

In general, the population of Worcestershire is healthy and there are many health-related measures where Worcestershire performs better than the national average. However, there are some areas in Worcestershire where people's health is worse than expected, and the average measures reported at County and District council level mask the differences in health outcomes experienced by some communities. For example, people living in more deprived areas have a shorter healthy life expectancy meaning they live more of their life in ill health than those living in more affluent areas.

### Spotlights on our communities

Throughout this Strategy we have included spotlights on some of the activity in the local community. Initiatives, activities, and funding change over time as they are reflective of local need.

## Prevention and early intervention

Prevention is about helping people stay healthy, happy and independent for as long as possible. This means reducing the chances of problems arising in the first place and, when they do, supporting people to manage them as effectively as possible.

Focusing our energy and resources on prevention and early intervention will mean fewer people go on to develop specialist health and care needs. For example, by identifying the needs of children, young people and their parents early we can prevent poor outcomes later in life. This approach can prevent needs escalating to a point that requires specialist interventions such as child protection and adult social care. Similarly, if we provide advice, guidance and support regarding the needs of older people we can prevent avoidable admissions to hospital and help maximise independence in later life.

### In the words of the late Desmond Tutu:

“There comes a point where we need to stop just pulling people out of the river. Some of us need to go upstream and find out why they are falling in.”

## Prevention triangle

**Prevention approaches** can be divided into three categories (prevent, reduce, delay) as shown in the triangle below. These aim to firstly take action across the whole population to prevent avoidable health needs, then in more targeted groups, to take action to reduce the risk and impact of health needs. These categories describe the type of intervention that could be provided and who they might be best suited to.



**Delay:** taking action to support individuals and families to manage long term health needs, preventing complications and improve, as much as possible, people's quality of life. For example, rehabilitation programmes to support people with a mental health condition to return to or stay in work.

**Reduce:** taking action to reduce the impact of problems at the earliest possible stage. Stop them getting worse and/or targeting actions at groups who have an increased risk of developing needs. For example taking measures to reduce high blood pressure, support for families affected by substance misuse.

**Prevent:** taking action to prevent problems and reduce risk before they even happen across the whole population. For example, vaccination programmes or supporting people to make healthier choices through education programmes about healthy eating and being active.

### Spotlight: Health and Housing in Worcestershire

Housing associations, Local Authorities and the NHS in Worcestershire have come together to create a unique role to improve health outcomes through housing. A new post 'Head of Housing and Health Partnerships' has been created and will work across organisations to reach as many as 200,000 people living in social housing across the county. Work will include a focus on mental health in the community, rough sleeping and homelessness, and providing health and care job opportunities for residents. The project will also explore wider areas, such as reducing pressures on adult social care and NHS services, enabling longer term independent living and focusing on reducing health inequalities.



# Section 3: Health and wellbeing in Worcestershire

This section explains the journey so far, why we're prioritising mental health and wellbeing and shows some of the local Worcestershire evidence.

## The journey so far

The HWB started considering its new Strategy in the summer of 2020, following an update on latest health needs outlined in the updated Joint Strategic Needs Assessment (JSNA).

The HWB reviewed evidence and the needs of Worcestershire and identified possible priorities for the new Strategy. The possible priorities were based on the evidence from the JSNA, the opportunities for system-wide action on prevention and inequalities, and the ability of the HWB to address the challenges presented by each priority. The development was also informed by engagement with almost 40 voluntary and community sector organisations. Following this, a public consultation was launched to hear your views on the priorities. Further information about this consultation is in section four.

## Why focus on mental health and wellbeing?

The World Health Organisation definition of mental wellbeing is 'a state where everyone is able to realise their potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to their community.'

We know that good mental health and wellbeing is an important part of all our experiences in life and that it is something that affects other areas of our health too. Better mental health and wellbeing is linked to improved physical health and living longer in better health. It also protects us from some mental and physical health conditions as it increases our resilience, helps us make healthy choices and improves our relationships and quality of life.

Our mental health and physical health are interconnected. Having good mental and physical health and wellbeing is the key to enable people to live happy, prosperous and independent lives. Research shows that people with mental ill health

are more likely to have a preventable physical health condition such as heart disease. Nearly one in three people with a long-term physical health condition also has a mental health condition, most often depression or anxiety.

Poor mental health also affects the economy, from lost employment to additional costs to health and public services. It is estimated that lost productivity, benefits payments, and costs to the NHS from mental ill health are around £70 billion a year in England.

Poor mental health is becoming more common. A nationwide survey of children and young people estimated that one in eight of 5 to 19-year-olds were likely to be experiencing mental ill health. Poor mental health when we're younger can mean an increased risk of mental ill health when we're older and developing unhealthy behaviours.



## Worcestershire picture

The infographic below shows some of the evidence that helps us understand the mental health and wellbeing of people who live and work in Worcestershire.

### Depression 2020/21

**73,197** people (**14.7%**) in Worcestershire

Adults 18+ (QOF) which is higher than the England rate of **12.3%**

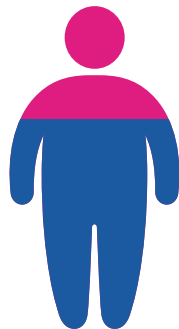


By **2032** the number of **people aged 85+** is set to increase by **61%** from **17,700** in 2021 to **28,500** in 2032



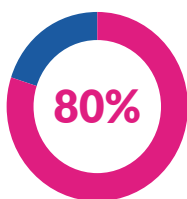
Almost **two thirds** (**64.2%**) of adults are **overweight or obese**.

This is similar to the national average of **63.5%** (2019/20)



**80%** of children and young people

felt that the pandemic has had a negative impact on their emotional wellbeing.\*\*

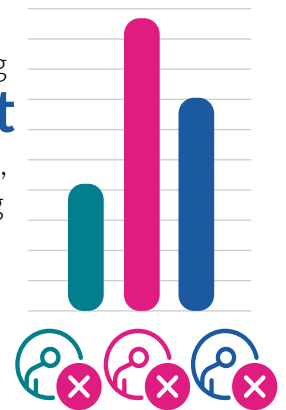


**4370** people are currently living with **dementia** in Worcestershire (2020 PHOF) Public health profiles



In June 2022 there were **11,015** people claiming **unemployment**

benefits in Worcestershire, yet employers are reporting vacancies are harder to fill\* (March 2020, **8,305**, June 2020 **18,510**, June 2021 **15,345**)



**37,469** households in Worcestershire (**14.5%**) are thought to be living in **fuel poverty**, the figure for England is **13.2%** (2020)



**7%** of adults reported they had not been able to find **mental health and wellbeing support**\*\*\*



\*74% of respondents reported they had a vacancy that they were finding hard to fill. Herefordshire and Worcestershire Chamber of Commerce Quarterly Economic Survey report (Q1 2022)

\*\*Worcestershire Healthwatch Report 2022 (202 responses)

\*\*\*Worcestershire Healthwatch Survey in 2020 (170 out of 1450 responses)





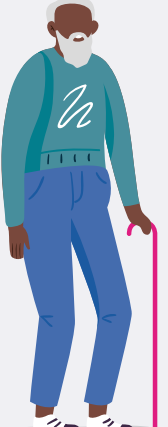
# The impact of COVID-19 pandemic

Before COVID-19 there was already a persistent gap in life expectancy and in the number of years people lived in good health between the most and least affluent areas. COVID-19 has exacerbated existing health inequalities and certain groups have experienced disproportionate effects on their mental health. We also do not fully understand the effects of long COVID-19 on our population.

Whilst the negative impacts of COVID-19 are significant, there have also been some positive impacts. Communities have responded to COVID-19 by supporting one another in new ways. More people are recognising the importance of both their physical and mental health and are more willing and able to talk about mental health and wellbeing than ever before.

It is important to remember that COVID-19 is not the only infectious disease that can impact our health and wellbeing.

Here are some of the ways COVID-19 has affected us:

Preconception and pregnancy	Infancy and early years (0-5)	Childhood and adolescence (5-24)	Working age and adults (16-64)	Older people
				
<ul style="list-style-type: none"> <li>• Anxiety about impact of COVID-19 on baby</li> <li>• Financial worries</li> <li>• Anxiety about access to care</li> <li>• Isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Changes to routine</li> <li>• Isolation from friends</li> <li>• Impact of parental stress and coping</li> <li>• Lack of social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• School progress and exams</li> <li>• Boredom</li> <li>• Existing mental health problems</li> <li>• Isolation from friends</li> <li>• Impact of parental stress</li> <li>• Carer stress</li> </ul>	<ul style="list-style-type: none"> <li>• Balancing home and work life</li> <li>• Being out of work</li> <li>• Anxiety about impact on family</li> <li>• Financial worry</li> <li>• Isolation</li> <li>• Carer stress</li> </ul>	<ul style="list-style-type: none"> <li>• Isolation and disruption of routine</li> <li>• Anxiety from being dependent on services</li> <li>• Financial worry</li> <li>• Fear about impact of COVID-19 if infected</li> <li>• Carer stress</li> </ul>

10 Different impacts of COVID-19 across the life course (Adapted from LGA and PHE Health Matters Image)

## Spotlight: Inspire Community Café, Redditch

Karen has spent the last 10 years running grass-roots community projects on an estate in Redditch. During lockdown she opened the Inspire Community Café with some local volunteers, purchased a van, and organised a food parcel scheme that reached over 400 vulnerable people. Now, following the ease of lockdowns, the café continues to provide formal and informal mental health support and a range of community activities, befriending and support groups.

## Section 4: Capturing community views

This section looks at how we captured community views and involved you in the development of the Strategy.

### The consultation

We wanted to make sure that the Joint Local Health and Wellbeing Strategy is driven by the needs and experiences of the people who live and work here. We have taken several approaches to find out what 'being well' means to the residents of Worcestershire.

We asked people to respond to a formal consultation survey on the development of the Strategy. The consultation was shared widely throughout the county, to individuals, partners, communities, and voluntary organisations. It asked respondents to share their views on the proposed priorities and vision; what 'being well' means to them; and thoughts on the impact of the COVID-19 pandemic.

Over the 12-week period, the consultation survey received 1627 responses (online and paper copies). Of those completed, 97% were from residents and 3% were from organisations which included: Voluntary and Community Sector (VCSE), Public Sector, Health, Leisure and Education.

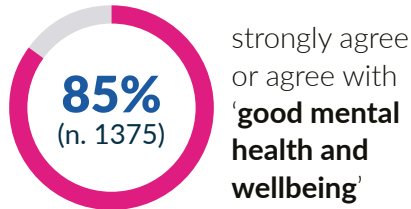
In addition to the formal consultation, we have undertaken research in the community with a variety of groups and organisations to understand the lived experiences of many different Worcestershire residents. The results from all this engagement work will continue to inform the development of action plans which will support the delivery of the Strategy. The HWB is committed to ongoing engagement in the community, with findings being used to refine action plans and support the Strategy as it evolves over the 10-year period.



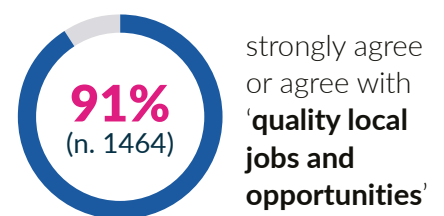
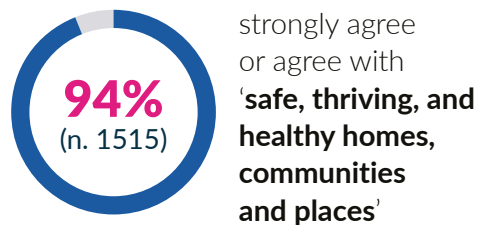
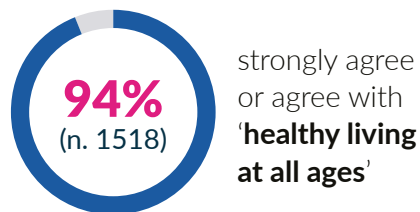
# Consultation findings: what you said

The public consultation ran from February 7th – May 6th 2022 and received 1627 responses.

## Your thoughts on our proposed priorities:



The Health and Wellbeing Board have identified the following 3 things that we all need to **be well in Worcestershire**, we asked how much you agreed with these topics:



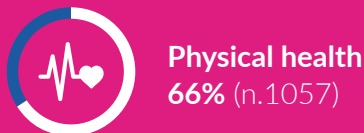
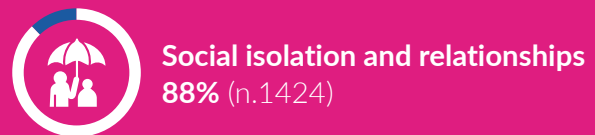
\*(n.) = the number of responses to the question

## Being well & COVID-19

Being well means different things to different people! You told us that these 3 things are the most important:



80% (n.1288) think that COVID-19 has decreased the health and wellbeing of people living and working in Worcestershire – the following 3 things have been most negatively affected:



# What else is important to you...

We analysed your responses and these are the things that you said are **important to you**.

## Information & advice

- Accessible and inclusive information and advice to support wellbeing.
- Knowing what information is available and where to find it.

*“...people may need access to advice and help to understand how they can remain healthy when their routines suddenly change.”*

## Accessing services

- Being able to access health and wellbeing services in a variety of ways.
- Having services that are tailored to individual needs.
- Clear communication between services and the public.

*“Physical access to community facilities, particularly for those unable to access the internet (although increased online access is a positive, particularly for those with mobility/access issues.)”*

## The rising cost of living

- Healthy living- the cost of healthy food and access to physical activities.
- Homes & communities- rising costs impacting household budgets.
- Jobs & opportunities- quality jobs, support to find employment, the cost of public transport.

*“The world looks like a different place, post-Covid, and a less safe, less predictable, less familiar one.”*

## Reliable & affordable transport

- Access to safe, reliable, and affordable public transport particularly in rural areas to support employment and access to services.
- Good infrastructure for safe active travel.

*“Transport is a real issue for rural communities. Where I live if you don't drive it's very difficult to get to work.”*

## Physical health

- Having good physical health and mental health.
- Access to affordable physical activity opportunities in your local community and at work.

*“Physical and mental health are linked. Poor physical health can lead to poor mental health and vice versa. Both needs to be addressed.”*

## Your local environment

- Opportunities to access well-maintained recreational and green spaces.
- Enjoying the benefits of being outdoors and protecting your local environment and countryside.

*“Our environment, countryside and heritage play a significant and often underestimated role to promote health and wellbeing.”*

## Measuring progress

- Understanding how priorities will be achieved and measured.
- Remaining flexible to meet changing needs of the population.

*“...it needs a cohesive practical delivery plan, delivering a local service to local people. It also needs a good prevention strategy.”*

## Your feedback will...

- Inform the development of the Strategy and its action plans.
- Shape the Board's commitment to ongoing engagement.
- Put Worcestershire residents' views at the centre of the 10 year Strategy.
- Be shared with all HWB partners.

Findings analysed from **1627** responses

# Section 5: Our Joint Local Health and Wellbeing Strategy

This section outlines our vision and priorities for the Joint Local Health and Wellbeing Strategy.

## Vision and priorities

Based on all the evidence and feedback from the consultation in sections three and four, the HWB concluded that the overarching priority for its new 10-year Strategy should be mental health and wellbeing, supported by action in areas that we all need to be well in Worcestershire which are: healthy living at all ages; safe, thriving and healthy homes, communities and places; and quality local jobs and opportunities.



### Our Vision

The vision of the HWB is 'working together for better health and wellbeing in Worcestershire'.



### Our Priorities

The focus of the Strategy is on good mental health and wellbeing, supported by action on the wider determinants of good mental health and wellbeing outlined here.



## Our Priority: Good mental health and wellbeing

This Strategy demonstrates the important role mental health and wellbeing plays in all aspects of our health; that's why we want to improve mental health and wellbeing for everyone in Worcestershire. We will continue to support work across the wider health and wellbeing agenda that contributes to better mental health and wellbeing.

We will work together across the system to improve mental health and wellbeing, supporting people to live well in good health for as long as possible, particularly those who have poorer health outcomes. This means we all have a role to play, public, private, and voluntary and community sector as well as everyone who lives and works in Worcestershire.

The consultation findings highlighted several areas that are important to you, from tailored and accessible information and advice through to specialist mental health services and support. We recognise the issues in accessing the services and support you need to have good mental health and wellbeing. We also

recognise the significant impact that the COVID-19 pandemic and rising cost of living has had and continues to have on mental and physical health. The HWB will continue to work with system partners to assure these issues are being addressed.

There is a wealth of existing work already being delivered across the system that contributes to improved mental health and wellbeing, and we will continue to recognise this as an important part of achieving our vision and priorities.

Providing support at individual, community and societal levels, with action at every stage of life, and in the places where people are born, raised, live, learn and work can help to prevent poor mental health and wellbeing.

**A whole system approach that places greater emphasis on prevention is critical to improve mental health and wellbeing in Worcestershire.**

YOU SAID

***“There are many individuals who are struggling at the moment and will increasingly struggle as circumstances (e.g., cost of living etc.) get more difficult”***

***“Good mental health and wellbeing is the foundation upon which people can build happy and productive lives and relationships”***

***“Mental health and wellbeing is a community back bone... health and wellbeing is my highest priority”***



### Spotlight: Now We're Talking

The Now We're Talking (NWT) campaign started in 2018 to raise awareness of the NHS Healthy Minds Service and wider mental health support. The NWT campaign has forged strong links with partner organisations and is the face of mental health communications in Herefordshire and Worcestershire. Their recent video campaign 'We're In Your Corner' hopes to reduce the stigma surrounding suicidal thoughts and highlight where to get support.

Other recent campaigns include mental health signposting, initiatives around art, nature, and sport as well as outreach with schools and colleges and at public events.



## Spotlight: The Five Ways to Wellbeing

The Five Ways to Wellbeing is a great tool for improving our mental wellbeing. It captures a range of evidence-based approaches to building and maintaining good mental wellbeing for the whole population, from infancy into older age. There are a range of local initiatives that support the Five Ways to Wellbeing including:



### Connect:

- Approaches like the Good Neighbour Networks and the Stay Connected Pledge are keeping communities connected.
- Local initiatives, like Pershore Wellbeing Hub, provide a range of information and support to improve wellbeing and connect.



### Be active:

- Free resistance bands and exercise leaflets are available for the over 50s through the Living Well for Longer programme.
- Physical activity and leisure opportunities are available for all ages and abilities across the Districts.



### Take notice:

- Worcestershire has a wealth of arts, nature, and cultural opportunities.
- Our museums offer a variety of collections and exhibitions covering centuries of the county's history.



### Keep learning:

- Free and low-cost adult and family courses are available online and in local community venues.
- The Herefordshire and Worcestershire Wellbeing and Recovery College offers courses to give people the tools and skills they need on their wellbeing and recovery journey.



### Give:

- The NHS, Here2Help, and our volunteer centres all provide opportunities to 'give' across the county.
- Benefits include enhancing skills, improved wellbeing, opportunities to socialise, and a significant range of societal benefits.

## Our ambitions for good mental health and wellbeing:

### 1. We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire.

#### This includes:

- Promoting good mental wellbeing and resilience (the ability to cope with challenges).
- Preventing mental ill-health (including spotting the signs and intervening early).
- Supporting access to appropriate services and support including recovery from mental ill-health.
- Tackling the stigma around mental ill-health.
- Providing accessible and inclusive information, advice and support in appropriate formats.
- Responding to factors which are affecting mental health and wellbeing, for example the current cost of living, relationships and loneliness.

### 2. We will continue to align and support local partnership strategies that contribute to improving mental health and wellbeing.

#### This includes:

- Sharing data, intelligence, and resources.
- Working collaboratively, improving integration and communication.
- Contributing to the work of other relevant groups for example of the Mental Health Collaborative.

### 3. We will maintain our commitment to reducing inequalities by focusing on:

- People living in deprived areas.
- People with poorer health outcomes including those with severe mental illness.
- People living with disabilities, co-morbidities, and long-term health conditions.
- People facing multiple disadvantages including those experiencing homelessness, refugees, and traveller communities.
- People who misuse drugs or alcohol.

### 4. We will continue to engage with local communities over the lifetime of this Strategy.

#### This includes:

- Having ongoing and meaningful conversations about mental health and wellbeing.
- Ensuring lived experience insights are central to decision making, service design and delivery.
- Feeding back to the community about the impact of their views.



## Supported by: Healthy living at all ages

Mental and physical health go hand in hand, and it is important to improve health and wellbeing across the life course. Healthy living at all ages aims to ensure that everyone is supported to make healthy choices, particularly supporting those most vulnerable. This includes supporting people to maintain a healthy weight, to do more physical activity, limit alcohol intake and quit smoking.

Positive early experience is vital to ensure children are ready to learn, ready for school and have good life chances. As children grow and develop, it is both the physical environment around them and the social environment they experience that supports their development.

**It is vital to give every child the best start in life; ensuring good physical and mental health before, during and after pregnancy is important for both mother and baby.**

It's important we keep active and healthy throughout our working lives. Having a workplace and lifestyle which supports our health and wellbeing is vital to achieve this. We will work with all partners to respond to factors which impact our adult lives and affect our mental and physical health and wellbeing.

We want to focus on improving the life experience and outcomes for all children and young people in Worcestershire, as we know building resilience and preventing and reducing risk from an early age will have long life benefits. We will do this working alongside the Children and Young People's Plan.

We know that resilient children do better at school, better in adolescence and grow up to be resilient

adults; and in turn resilient parents will support their children well through childhood and adolescence.

Appropriate and timely experiences and support for young people on their journey to adulthood is essential to ensure future health and wellbeing. Supporting and enabling adults to live well and take responsibility for their own health and wellbeing enables us to reach our potential and stay well through life's tough times.

We will support those children, families, and individuals facing adversity, including those living in the most deprived communities to prevent, reduce and delay poor health and to work towards tackling inequalities.

As we get older, looking after your mental and physical wellbeing can help to slow down age-related functional decline and reduce the need for specialist care. To support people to age well, we need to maintain independence in the home and ensure the best possible outcomes for older people, Carers and those living with co-morbidities or long-term health conditions (for example, dementia).

Preventing loneliness for all ages has a significant impact on many aspects of our physical and mental health. We can promote opportunities to spend time with others, like physical activity or intergenerational activities, which can have a positive impact across the life course.

**Healthy lifestyles combined with wider preventative measures like vaccinations, health screening or early intervention services, will enable us to all start well, live well and age well.**

### **Spotlight: Social Prescribing – Children, Adolescents, and Families**

The Social Prescribing Children, Adolescents and Families (CAF) service supports children and young people aged 8 – 18 years and their families. The CAF team was set up in response to the issues facing families and young people in our most disadvantaged areas within North Bromsgrove District. The programme has been set up by the Bromsgrove and District Primary Care Network (PCN) and is delivered by Onside. A similar service has been developed in Droitwich, Ombersley the Rurals PCN, and by Wyre Forest Network of Independent Practices (WFNIP) and Wyre Forest Health Partnership.

A care coordinator and social prescriber provide non-medical holistic support on a 1-1 basis with issues such as education, mood, anxiety, family relationships, loneliness, exercise.

***“The Social Prescriber has been a great support with school and been able to talk things through privately outside of family. She has been someone to vent to after my mother's death and phone calls when needed were useful. I feel less stressed with school, less overthinking and feel more positive. She is a helpful and down to earth Social Prescriber.”*** – Young Person W. Barnt Green Surgery.

### Spotlight: Health walks

The Worcestershire Health Walks programme offers free short group walks led by trained volunteers. Health Walks take place across the county and are a great way to explore our Green Flag award winning parks and green spaces.

*“After having a Cardiac Arrest walking has become important to maintain my fitness. It gets me out and about and, being a walk leader, a purpose for getting up and getting moving. Although I lead the Group, it’s not my Group – we all take responsibility for each other. I like how everyone has a different story and to hear about other people’s lives.”*

Lickey End, Bromsgrove Health Walk Volunteer



#### You said:

*“There are obvious times in one’s lives when things may dramatically change, such as employment, pregnancy, when people may need access to advice and help to understand how they can remain healthy when their routines suddenly change.”*

*“I think that if you are emotionally well, this enables you to embrace physical challenges, and it motivates you to engage in physical activity.”*

## Our ambitions for healthy living at all ages

### 1. We will support people to start well, live well and age well so they can live a greater proportion of their lives in good health.

#### This includes:

- Enabling children and families to access the services and support they need for good mental health and wellbeing, from pre-conception through to adulthood. Including enhanced support for children and families facing adversity, disadvantage or with poorer or emerging physical and mental health needs
- Supporting early years and educational settings to effectively promote good mental health and wellbeing.
- Working with partners to enable people to work for as long as they want and are able to.

### 2. We will enable people to improve and maintain their own health and wellbeing and make healthy lifestyle choices.

#### This includes:

- Understanding the barriers to healthy lifestyles at different stages in life and for our most vulnerable groups.
- Promoting physical activity and social opportunities that are accessible for everyone.
- Promoting good oral health and encouraging people to eat healthier and maintain a healthier weight.
- Encouraging people to reduce their alcohol consumption, stop smoking and tackle substance misuse.
- Deliver effective vaccination and screening programmes that reach all groups of our population.

### 3. We will support people to live healthy and independent lives for longer, with appropriate support and care available when they need it.

#### This includes:

- Providing effective and accessible services to those who need them.
- Delivering the right support for people during life transitions like illness, job loss, pregnancy, divorce, or retirement.
- Providing support for people living with long term health conditions, co-morbidities, and disabilities.

## Supported by: Safe, thriving and healthy homes, communities and places

As we discussed in section two, the wider determinants of health have a great impact on our lives. Whether we live in cities, towns or rural areas, the communities we live in really matter for our wellbeing. With 85% of our county being classed as rural, and urban areas having good access to parks, open spaces and public rights of way, there are many opportunities which support healthier lifestyles.

Communities make a vital contribution to health and wellbeing. The assets within communities, such as skills and knowledge, social networks and community organisations are all building blocks for good health. They will also connect people with wellbeing opportunities in their communities including arts, culture, and physical activity.

Having a safe and secure home in good physical condition can promote good mental health and wellbeing. In contrast, exposure to housing insecurity or affordability issues may contribute to poor mental health. The HWB will support existing partnerships who already aim to improve the amount of good quality affordable housing in Worcestershire to meet the needs of the population now and into the future.

**The wider natural and built environment (including access to green space, leisure opportunities and active transport) can also influence our health and wellbeing. The COVID-19 pandemic has made many of us more aware of how much we value our outdoor spaces for our health and wellbeing**

People can face multiple disadvantages depending on where they live. Families in the most deprived areas are less likely to have access to green space, and people who live near poorly maintained green space are less likely to use it.

Crime and antisocial behaviour are more prevalent in deprived areas as well as feelings of loneliness, lack of a sense of community and belonging, and poorer social networks.

**We can change how we think about the relationship between our surroundings and our health, enabling residents to have access to the things they need to live a healthy life in their community.**

### Spotlight: Asset Based Community Development

An Asset Based Community Development (ABCD) approach places the emphasis on identifying and connecting the resources that already exist in communities. Building on community strengths and connections can enhance health, wellbeing and resilience, enabling people to participate in and benefit from community groups and activities.

A network of Community Builders has been employed through District Councils and community partners to focus on growing neighbourhood connections and supporting resident-led actions.

A small group of local mums were supported by a Community Builder to set up and lead a new “Stay and Play” parent and toddler group up on the Abbeydale estate in Redditch. The first stay and play session had 20 families attending and there has been a wealth of positive feedback:

*“This has given me purpose and focus, I was worried at first but I’m getting more confident each week, it has improved my anxiety and mental health because I feel like I’m doing something that is making people happy and can socialise again.”*

**YOU SAID**

*“It’s important to work toward improving and maintaining a healthy environment in the home and in the local community”*

*“People need to feel safe in their own homes and communities. They need to feel valued and included within their community...and that they are not alone”*



### Spotlight: Repair Cafés

Repair Cafés (RCs) are a community-led initiative helping society to reduce its waste, forming an opportunity for social cohesion and the learning of new skills. People can bring broken items to be mended while they wait, allowing the opportunity to watch and help with the repair and have a drink and chat in the café. Volunteers are central to the initiative.

*“I have at least two or three enquiries each week from community groups who ask for help and advice in starting their own RC. They are so inclusive and not only enable people to put their practical skills to good environmental, economic and social use but provide an opportunity for these skills to be passed on to a new generation. RCs bring people together from all kinds of backgrounds and cultures - they’re a win-win community initiative”* Repair Café Malvern Hills

### Spotlight: Community Transport

Community Transport plays an important role in the county’s Passenger Transport network and most schemes are run by the voluntary and community sector with volunteers being at the heart of the services.

Schemes are active in identifying vulnerable people and providing a tailored service which can build confidence, reduce loneliness and support people to remain independent.

*“Community Transport has given me back my independence”*

For example, community transport in Wyre Forest and North Worcestershire helps people of all ages from Students to Pensioners with appointments at medical centres or hospitals, lunch clubs, day centres or shopping trips covering over 400 journeys a week.

## Our ambitions for safe, thriving and healthy homes, communities and places:

### 1. We will continue to improve access to healthy, safe, affordable, and warm homes that support a better quality of life and good mental health and wellbeing.

This includes:

- Supporting people on low incomes to keep their homes warm and well-insulated.
- Working to reduce the number of people at risk of homelessness.
- Helping people to live more independently and assist in reducing pressures on the health and social care sectors.
- Supporting the delivery of the Housing Strategy and collaborating on policy.

### 2. We will work to improve our communities and places, ensuring that good mental health and wellbeing is central to everything we do

This includes:

- Working to reduce crime and antisocial behaviour and promoting community safety.
- Enhancing community connectedness and enabling communities to develop local solutions through an asset-based approach.
- Ensuring a range of local and affordable activities and events are available to people of all ages.

### 3. We will continue to protect our environment and promote the positive benefits it has for our mental health and wellbeing.

This includes:

- Maximising the usage of and access to green space and outdoor activities.
- Providing safe and accessible opportunities for active and sustainable travel.
- Understanding and addressing air quality and climate change in Worcestershire.

## Supported by: Quality local jobs and opportunities

Jobs and opportunities are influential for our mental health and wellbeing. They matter for health directly, as well as underpinning other factors that influence health and wellbeing such as income or social networks.

A quality job is important for mental health and wellbeing and provides an income and opportunity to make social connections. 'Quality' work is defined as having a safe and secure job with good working hours and conditions, supportive management and opportunities for training and development. This also includes opportunities to improve health and wellbeing of employees in the workplace.

Conversely, low-quality work including low job security or low job satisfaction is associated with worse health outcomes such as prolonged stress. Low-quality work is unequally distributed across society, reflecting broader inequalities.

Research suggests that volunteering and acts of giving and kindness can help improve your mental wellbeing. Volunteers make a significant contribution to improving the lives of people in our county. There are many opportunities to volunteer locally through our voluntary infrastructure organisations and system partners. We need to ensure that support mechanisms are in place including appropriate training.

Worcestershire has relatively high employment, but still faces challenges. After more than doubling in 2020, claimant count unemployment has fallen steadily over 2021 but remains 33% higher than

before the pandemic. The impact has been greatest on young people with 4.1% of those aged 18-24 now claiming unemployment related benefits.

**Our aim is for Worcestershire to be a prosperous county with quality local jobs and opportunities.**

Unemployment has many negative consequences on health and wellbeing such as being a source of stress, a cause of poverty, associated with unhealthy coping behaviours such as smoking and drinking. People who are unemployed have twice the rate of common mental health conditions, and unemployment is associated with an increased risk of mortality and morbidity.

For people living with a mental health condition, learning disability or problematic alcohol or drug use, it is disproportionately difficult to find a job or remain employed. Enabling people to obtain or retain work and volunteer opportunities is a crucial part of the economic success and wellbeing of every community and industry.

**YOU SAID**

*"A job -be it paid or voluntary - contributes to a person's sense of worth and value..."*

*"Here we need to make sure that opportunities are open to all, people who are furthest away from the job market can present with multiple complex needs..."*



Source: PHE Health Matters

### **Spotlight: Suicide Prevention and Workplaces**

As part of the Herefordshire & Worcestershire Suicide Prevention Programme, an initiative has been rolled out to encourage and support employers and employees to raise awareness about suicide and support available, tackle mental health stigma, and embed suicide prevention within the company culture.

A mental health and wellbeing resource hub for businesses, including a downloadable suicide prevention policy has also been created. A high number of local businesses have enrolled in the initiative including those from Manufacturing, Social Work, Construction and Agriculture.

Herefordshire and Worcestershire Fire Service is one organisation benefitting from the learning and resources offered by the scheme. Resources have been shared with stations across the counties and the service is being supported to explore training opportunities for staff.

### **Spotlight: The Youth Hub, at The Hive**

The Youth Hub is a career advice drop-in facility for young people based at The Hive, Worcester.

The Hub is aimed at 15- to 24-year-olds and provides a 'one stop shop' to support young people in finding the right career path: providing 1-1 advice with a dedicated advisor, employability workshops and training.

**“The young person had a real desire to work but has struggled since leaving school to maintain employment due to his learning difficulties. The Career Advisor explored a number of options – the young person completed a course and 20-hour placement which will give him great experience to gain paid employment.”**

It is a partnership between Worcestershire County Council, The Department of Work and Pensions and The Worcestershire Local Enterprise Partnership.

## **Our ambitions for quality local jobs and opportunities:**

### **1. We will work to improve access to quality jobs, training, and volunteering opportunities.**

This includes:

- Enabling access to suitable training opportunities directly through workplaces and via apprenticeships, internships, further and higher education and courses within communities.
- Supporting activity to strengthen and increase the number and variety of volunteering opportunities across the system.
- Recognising access issues and barriers for all ages, including access to reliable and affordable public transport.

### **2. We will work to improve our communities and places, ensuring that having good mental health and wellbeing is central to everything we do.**

This includes:

- Supporting people with mental and physical health conditions, disabilities or those facing multiple disadvantages to get back to and remain in work.
- Enabling opportunities for in-work development, contributing to the future workforce.

### **3. We will work with businesses and organisations to promote inclusive, healthy, and productive workplaces.**

This includes:

- Ensuring workplaces are health promoting environments and that people are supported with poor mental health, long term health conditions and disabilities.
- Supporting employers to build and retain a healthy, inclusive, and diverse workforce.
- Protecting people from adverse working conditions that can damage health.
- Encouraging flexibility to enable people to balance work and family life.



# Section 6: From strategy to action

This section explains how we plan to deliver and measure progress on the Strategy.

## Delivering the Strategy

To achieve our vision, action is required by a range of different organisations, communities, and individuals from across the system. It is essential to work together to ensure the Strategy is implemented. Board members, statutory, private and voluntary sector organisations, communities, families and individuals all have a role to play in delivering action plans and achieving outcomes.

A set of detailed plans with clear actions, milestones and timescales will be developed, outlining how the Strategy will be delivered. Action plans will be driven by the best available evidence, local need, previous learning, and findings from the Strategy consultation. We will use population and whole system approaches, however, we will ensure we focus and target areas and communities which need it most.

It is important that this Strategy are informed by both robust evidence and people's views and experiences. As such, the HWB is committed to ongoing engagement and supporting co-production and community-led approaches.

## Measuring progress

### The Board will support implementation by:

- Ensuring that the Strategy is widely available and raising awareness of it at every opportunity.
- Providing leadership and advocacy.
- Seeking participation and contributions from our public, private, health, voluntary and community sector, and education partners.
- Facilitating debate on difficult issues.
- Building relationships and enabling partner organisations to align policies, services, resources, and activities to increase their collective impact on health and wellbeing.
- Promoting examples of good work.
- Overseeing progress and offering challenge and support where necessary.

### The Board will hold statutory partners to account for implementation of the Strategy by:

- Delegating to the 'Being Well Strategic Group' the responsibility to agree a set of detailed plans with clear actions, responsibilities, milestones, and timescales. The Being Well Delivery Group may task and delegate to other boards, partnerships, and forums where appropriate and agreed by the HWB.
- Receiving progress reports against action plans from the Strategic Group.
- Tracking progress against a set of performance indicators which will be reported annually to the Board.



## The outcomes framework

A range of outcomes and indicators will be used to measure the impact of this Strategy. We will use a mix of local data, engagement, feedback and case studies.

The diagram below has been developed from a model produced by 'What Works Wellbeing' to combine the best available national and local data sources.

This outcomes framework will give an overall view of the progress and improvement towards delivering the Strategy. Monitoring these measures will help to inform local decision-making, helping us better understand the wellbeing of Worcestershire, and how we can act to improve it.

This framework will be monitored by the board and will continue to be reviewed and updated to ensure it uses the most relevant and best quality data available. More specific sets of outcomes and performance indicators will form part of the action plans to assess the impacts of this Strategy, particularly through aligning with ongoing work to develop an outcomes framework to support the wider focus of the Integrated Care System. We are also seeking better ways to reflect mental health outcomes in children and young people. The diagram below shows the priorities and indicators that will be measured throughout the life of the Strategy on key aspects of health and wellbeing that contribute to our vision. These measures are a mix of national and local measures, more detailed and varied measures will be embedded into action plans to continuously monitor data to show our progress.



We want to achieve...	Measures	Key indicators
Good Mental Health and Wellbeing	Adult wellbeing Adult mental health Child mental health	Personal wellbeing** Depression prevalence and incidence**** Measure to be confirmed
We will support this through...	Measures	Key indicators
<b>Healthy living at all ages</b>	<ul style="list-style-type: none"> <li>■ Best start in life</li> <li>■ Healthy behaviours</li> <li>■ Loneliness</li> <li>■ Overall health</li> </ul>	New data set expected Physical activity, alcohol, smoking* Obesity* Loneliness* Healthy life expectancy*
<b>Quality local jobs and opportunities</b>	<ul style="list-style-type: none"> <li>■ Education</li> <li>■ Employment</li> <li>■ Income</li> <li>■ Deprivation</li> </ul>	Not in Education, Employment or Training (NEET)* Unemployment rate** Median gross weekly pay** Children in low-income households* Overall Index of Multiple Deprivation Score*
<b>Safe, thriving, and healthy homes, communities, and places</b>	<ul style="list-style-type: none"> <li>■ Natural environment</li> <li>■ Homes</li> <li>■ Community</li> <li>■ Crime and security</li> </ul>	Use of parks and open spaces*** Fine particulate pollution* Homelessness reduction duty* Satisfaction with local area*** Sense of belonging*** Volunteering*** Violent crime*

Measures in this table are taken from a variety of local and national sources:

\*Public Health Outcomes Framework (PHOF)

\*\*Office for National Statistics Nomis (ONS NOMIS)

\*\*\*Worcestershire County Council Viewpoint Survey

\*\*\*\*Quality and Outcomes Framework (QOF)

## Glossary:

**Asset Based Community Development (ABCD):** ABCD is an approach to sustainable community-driven development. It builds on the assets that are found in the community and mobilises individuals, associations, and institutions to come together to realise and develop their strengths.

**Health disparities and health inequalities:** Unfair and avoidable differences in health across the population and between different groups of people. Terms are used interchangeably.

**Health and Wellbeing Board (HWB):** The HWB oversees the new system for local health commissioning. It leads on the strategic planning and co-ordination of NHS, Public Health, Social Care, and related Children's Services.

**Integrated Care Systems (ICS):** Partnerships of organisations that come together to plan and deliver joined up health and care services, and to improve the lives of people who live and work in their area.

**Joint Strategic Needs Assessment (JSNA):** An annual statutory report that provides a summary of the latest public health data and information for Worcestershire, it also identifies emerging issues for the county.

**Whole Population Approach:** Is aimed at improving the health outcomes of an entire population. It is about improving the physical and mental health outcomes and wellbeing of people within and across an area while also reducing health inequalities.

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# Project Screening

## Impact Assessment Id: #399

### 1. Your Details

**Name of person completing screening assessment**

Lucy Chick

**Job Title**

Senior Public Health Practitioner

**Directorate**

Chief Executive Unit (inc Finance)

**Service Area**

Public Health

**Email Address**

LChick@worcestershire.gov.uk

**Connection to project (e.g. project manager)**

Project Lead

### 2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

**Project Name**

Joint Local Health and Wellbeing Strategy

**Name of Project Sponsor**

Dr Tanya Richardson

**Name of Project Manager**

N/a

**Name of Project Lead**

Lucy Chick

**Project Reference (if known)**

n/a

**Please give a brief description of the project**

New Joint Local Health and Wellbeing Board strategy for Worcestershire, a statutory duty for the Health and Wellbeing Board to have a strategy which articulates the county health needs and the priorities and actions which will improve health and wellbeing for the county population. The Strategy sets out a vision and key priorities for the board, including all its partners to improve health and wellbeing and reduce inequalities over the next 10 years

### 3. Data Protection

**We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.**

**Name of Information Asset Owner**

**Kath Cobain**

Senior officer responsible for the project's information assets

**Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.** **No**

**Appearance:**

photograph, physical description

**Basic Identifiers:**

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

**Contact Details:**

address, email address, home phone number, mobile phone number, postcode

**ID Number:**

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

**Employment:**

work related training/awards

**Financial:**

income/financial/tax situation

**Lifestyle:**

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

**Technology:**

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

**As you answered 'No', please explain your reasoning below:**

The strategy is a record of strategic direction and priorities for action, it does not identify specific individuals or hold any personal information. Progress against the strategy ambitions will be monitored through publicly available data and ratified sources which does not identify any personal information. The table of data to be published is outlined in the document.

## 4. Equality

**We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.**

**Does the project relate to an area where data/research indicates that inequalities are already known to exist? Yes**

**Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?**

**Age Yes**

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

**Disability Yes**

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Re-Assignment Yes**

e.g. The process of transitioning from one gender to another.

**Marriage/Civil Partnership Status Yes**

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy/Maternity Yes**

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race Yes**

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion or Belief Yes**

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex Yes**

**Sexual Orientation Yes**

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Health Inequalities Yes**

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

## 5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

### Could the project have an impact on any of the following factors?

#### **Social and Economic Yes**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health Yes**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing Yes**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services Yes**

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.



## 5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

### Could this project have an impact on the categories listed below?

**Greenhouse Gas (GHG) Emissions (including CO2) No**

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

**Efficient Use of Resources Yes**

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

**Transport Yes**

e.g. number of people travelling, alternative transport modes.

**Waste No**

e.g. increase in waste generated or an increase in waste recycling.

**Wildlife and Biodiversity No**

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

**Pollution to Land or Water No**

e.g. risk of pollution to the local environment.

**Pollution to Air No**

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

**Resilience to climate change No**

e.g. risks of extreme weather and climate impacts on the project.

**Historic Environment No**

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

**Procurement No**

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

## 7. Results of Screening

<b>Data Protection</b>	Does not need a full impact assessment
<b>Equality and Public Health</b>	Will require a full impact assessment
<b>Environmental Sustainability</b>	Will require a full impact assessment

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## Equality and Public Health Full Impact Assessment

### Impact Assessment Id: #399

#### 1.0 Screening Information

**Project Name**

Joint Local Health and Wellbeing Strategy

**Name of Project Sponsor**

Dr Tanya Richardson

**Name of Project Manager**

N/a

**Name of Project Lead**

Lucy Chick

**Please give a brief description of the project**

New Joint Local Health and Wellbeing Board strategy for Worcestershire, a statutory duty for the Health and Wellbeing Board to have a strategy which articulates the county health needs and the priorities and actions which will improve health and wellbeing for the county population. The Strategy sets out a vision and key priorities for the board, including all its partners to improve health and wellbeing and reduce inequalities over the next 10 years

**Data Protection screening result**

Does not need a full impact assessment

**Equality and Public Health screening result**

Will require a full impact assessment

**Environmental Sustainability screening result**

Will require a full impact assessment

## 1.1 Background and Purpose

### Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

Health and Wellbeing Boards were established under the Health and Social Care Act 2012 to act as a forum in which key leaders from the local health and care system could work together to improve the health and wellbeing of their local population. The Joint Local health and wellbeing strategy (JLHWS) supports this collaborative working, outlining plans to improve the health and wellbeing and reduce health inequalities in the local population.

Following the annual Joint Strategic Needs Assessment (JSNA) in 2019, a working group reviewed the identified health needs and considerations for Worcestershire. The Health and Wellbeing Board reviewed evidence and local data throughout 2021 and concluded that the overarching priority for its 10-year strategy should be good mental health and wellbeing.

Members of the Health and Wellbeing Board, supported by the Public Health team, held a detailed and far-reaching public consultation to gather the views of residents, partners and stakeholders to ensure that the strategy is driven by the needs and experiences of those who live and work in Worcestershire. This consultation survey was available for 12 weeks and received 1627 responses. Alongside the survey, 30 focus groups were commissioned from a range of community groups and organisations to gather feedback on the boards priorities.

The findings from the consultation were feedback to Health and Wellbeing Board members and discussed with system leaders. The feedback helped to shape the new JHLWS and the ambitions within and will be used to help shape action plans which will support the delivery of the strategy.

### Upload Business Case or Support documents

- [□ HWB Strategy 2022-2032 - HWB 27.09.2022 FINAL.docx](#)
- [□ JLHWS DRAFT HWB 27.9.22.pdf](#)

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The draft strategy attached to this submission will be agreed at the November Council and Cabinet meetings, following this action plans to support the delivery of the strategy will be developed with the Health and Wellbeing Board and Being Well Strategic Group who will oversee the delivery of the strategy. An outcomes framework

will give an overall view of the progress and improvement towards delivering the Strategy . Monitoring these measures will help to inform local decision-making, helping us better understand the wellbeing of Worcestershire, and how we can act to improve it. More specific sets of outcomes and performance indicators will form part of the action plans to assess the impacts of this Strategy.

### Project Outcomes

Briefly summarise what the project will achieve.

Ultimately the strategy aims to improve the health and wellbeing of the Worcestershire population and tackling health inequalities.

Therefore ensuring we target our work with the most vulnerable in the community by deprivation or other health needs.

The strategy will support our partners and stakeholders across the county to work together and meet the ambitions of the strategy.

### Is the project a new function/service or does it relate to an existing Council function/service?

Existing

### Was consultation carried out on this project?

Yes

## 1.2 Responsibility

### Directorate/Organisation

Chief Executive Unit (inc Finance)

### Service Area

Public Health

## 1.3 Specifics

### Project Reference (if known)

n/a

### Intended Project Close Date \*

November 2032

## 1.4 Project Part of a Strategic Programme

### Is this project part of a strategic programme?

Yes

### An overarching screening has already been carried out for the following areas:

Not recorded

### Upload previous impact assessment documents if available

No files uploaded

## 2 Organisations Involved

Please identify the organisation(s) involved:

Herefordshire & Worcestershire STP

Worcestershire Acute Hospitals NHS Trust

Worcestershire Health and Care NHS Trust

Worcestershire County Council

Worcestershire CCGs

Other - Health watch Worcestershire, Voluntary Sector Organisations (representatives) Police representatives, Primary Care (PCN) - Integrated Care System. Integrated Care Board (ICB - replacing Worcestershire CCG).

Details of contributors to this assessment:

Name	Sam Collison
Job title	Service Manager Public Health
Email address	scollison@worcestershire.gov.uk

## 3.0 Who will be affected by the development and implementation

Please identify group(s) involved:

Communities

## 3.1 Information and evidence reviewed

### What information and evidence have you reviewed to help inform this assessment? \*

JSNA 2019, Ethnographic Study, Consultation findings, Healthwatch evidence

[https://www.worcestershire.gov.uk/info/20122/joint\\_strategic\\_needs\\_assessment/1500/jsna\\_summaries](https://www.worcestershire.gov.uk/info/20122/joint_strategic_needs_assessment/1500/jsna_summaries)

## 3.2 Summary of engagement or consultation undertaken

### Who and how have you engaged, or why do you believe engagement is not required? \*

A formal 12-week consultation survey closed on 2nd May 2022, which asked a series of questions to gather views and gauge agreement with the vision, priority and supporting areas. In addition to the survey, which was shared widely through the County, 30 focus groups were commissioned from a range of community groups and organisations.

## 3.3 Summary of relevant findings

### Please summarise your relevant findings. \*

The survey received 1,627 responses within the 12-week period. Respondents reflected both positive and negative sentiments towards the survey questions. Common topic areas across all the comments received were explored further by analysts and presented to the Health and Wellbeing Board for review.

Residents accounted for 97% of responses with 3% from organisations (including voluntary and community sector, public sector, health, education, leisure, and manufacturing). Generally, the sample is reflective of an older and white British population and that of the Worcestershire County Council Viewpoint Panel to which the consultation was circulated. Proxy demographics also suggest that 77% of respondents were female. The wider engagement work aimed to reach sectors of the population who are not traditionally represented in consultations to ensure their views were captured

Quantitative and qualitative analysis of the responses demonstrated strong agreement with the proposed vision and priority areas and the qualitative analysis highlighted further areas for discussion and development. Over 85% agreed with the main priority and over 90% with each of the supporting priorities.

Respondents highlighted key considerations and recommendations in shaping the final strategy. This included the desire for outcomes and measures of the strategy to be clearly defined to measure progress over the course of the strategy and ensure it remains flexible to changing needs in the population.

Across the responses, respondents stressed the importance of physical health alongside mental health and cited ongoing impacts of the COVID-19 pandemic on the cost of living and mental health and wellbeing.

Respondents welcomed a holistic approach to health and wellbeing and reiterated the need for the whole system to work together to be able to reach the Health and Wellbeing Boards desired vision.

A key issue raised by a large proportion of respondents was access to services, information and advice. It was suggested that there is a lack of awareness of local services and opportunities through the community and the workforce, referencing a lack of communication between services and to the public.

In addition to the above, the impact of the rising cost of living was of significant concern to respondents. This included reference to the cost of fuel and travel, cost of housing and home costs and cost of healthy lifestyles.

## 4 Protected characteristics - Equality

Please consider the potential impact of this activity (during development & implementation) on each of the equality groups outlined below. **Please select one or more impact box(es) below for each equality group and explain your rationale.** Please note it is possible for the potential impact to be both positive and negative for the same equality group and this should be recorded. Remember to consider the impact on e.g. staff, public, patients, carers etc. who are part of these equality groups.

### Age

Potential positive impact selected. Potential neutral impact selected.

#### Explanation of your reasoning:

The new strategy is an all-age strategy focusing on the health and wellbeing of Worcestershire residents and those who work in Worcestershire across the life-course from pre- conception/birth to death. Targeted activity will focus on age-groups identified by the joint strategic needs assessment who have health needs and aims to support to improve these health outcomes. The strategy particularly identifies young people and older people as groups of interest.

### Disability

Potential positive impact selected. Potential neutral impact selected.

#### Explanation of your reasoning:

The new strategy will identify the health needs of those with a disability and work to improve health and wellbeing across the life-course. The strategy will maintain our commitment to reducing health inequalities by focusing on people living with disabilities, co-morbidities and long term health conditions.

### Gender reassignment

Potential neutral impact selected

#### Explanation of your reasoning:

We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire through promoting good mental health and wellbeing and resilience to all, this includes gender reassignment. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

### Marriage and civil partnerships

Potential neutral impact selected.

#### Explanation of your reasoning:

We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire through promoting good mental health and wellbeing and resilience to all, this includes those married or in civil partnerships. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

### Pregnancy and maternity

Potential positive impact selected.

#### Explanation of your reasoning:

The new strategy is an all-age strategy focusing on the health and wellbeing of Worcestershire residents and those who work in Worcestershire across the life-course from pre- conception/birth to death. Targeted activity will focus on age-groups identified by the joint strategic needs assessment who have health needs and aims to support to improve these health outcomes. The strategy particularly identifies young people and families is of particular interest, including pre & post birth, ensuring every child has the best start in life. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

### Race including travelling communities

Potential positive impact selected. Potential neutral impact selected.

#### Explanation of your reasoning:

**The new strategy is an all-age strategy focusing on the health and wellbeing of Worcestershire residents and those who work in Worcestershire across the life-course from pre- conception/birth to death. Targeted activity will focus on age-groups identified by the joint strategic needs assessment who have health needs and aims to support to improve these health outcomes. This includes those from varied communities and backgrounds. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery. The strategy is committed to reducing inequalities and will do this by ensuring those facing disadvantages including traveller communities.**

### Religion and belief

Potential neutral impact selected.

#### Explanation of your reasoning:

We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire through promoting good mental health and wellbeing and resilience to all, this includes those from all religious backgrounds and from different beliefs. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

### Sex

Potential neutral impact selected.

#### Explanation of your reasoning:

We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire through promoting good mental health and wellbeing and resilience to all, this includes all sexes. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

**Sexual orientation**

Potential neutral impact selected.

**Explanation of your reasoning:**

We will take a whole population approach to improving mental health and wellbeing and preventing mental ill-health across Worcestershire through promoting good mental health and wellbeing and resilience to all, this includes all sexes and sexual orientations. The board and the strategy will continue to engage with communities to ensure lived experience and insights are central to decision making and service delivery.

## 5 Characteristics - Public health

**Other vulnerable and disadvantaged groups**

Potential positive impact selected.

**Explanation of your reasoning:**

The strategy takes a whole population approach, but also identifies groups of interest who may be vulnerable or living with disadvantages. The strategy focuses on prevention, the wider determinants of health and tackling health inequalities. The strategy has an ambition to maintain a commitment to reducing health inequalities, it will do this by focusing on (amongst others) people facing multiple disadvantages including those most vulnerable and traveller communities to support them to improve health and wellbeing and prevent ill-health.

**Health inequalities**

Potential positive impact selected.

**Explanation of your reasoning:**

The Strategy sets out a vision and key priorities for our partnership work to improve health and wellbeing and reduce inequalities over the next 10 years. Tackling health inequalities is central to the ambitions and delivery of the strategy. It aims to support communities and individuals facing adversity, including those living in the most deprived communities to prevent, reduce and delay poor health and to work towards tackling inequalities.

**Social and economic**

Potential positive impact selected.

**Explanation of your reasoning:**

The strategy outlines the overarching priority for its new 10-year Strategy should be mental health and wellbeing, supported by action in areas that we all need to be well in Worcestershire which are: healthy living at all ages; safe, thriving and healthy homes, communities and places; and quality local jobs and opportunities. Communities make a vital contribution to health and wellbeing. The assets within communities, such as skills and knowledge, social networks and community organisations are all building blocks for good health. The strategy will support communities to connect people with local wellbeing opportunities including arts, culture, and physical activity.

**Physical health**

Potential positive impact selected.

**Explanation of your reasoning:**

Mental and physical health go hand in hand, and it is important to improve health and wellbeing across the life course. The strategy identifies a supporting priority of Healthy living at all ages, which aims to ensure that everyone is supported to make healthy choices, particularly supporting those most vulnerable. This includes supporting people to maintain a healthy weight, to do more physical activity, limit alcohol intake and quit smoking. The strategy will support people to start well, live well and age well so they can live a greater proportion of their lives in good health.

**Mental health and wellbeing**

Potential positive impact selected.

**Explanation of your reasoning:**

This strategy is a call to action; to accelerate our efforts to improve mental health and wellbeing and prevent mental ill-health in Worcestershire. Based on all the evidence and feedback from the public consultation the HWB concluded that the overarching priority for its new 10-year Strategy should be mental health and wellbeing, supported by action in areas that we all need to be well in Worcestershire which are: healthy living at all ages; safe, thriving and healthy homes, communities and places; and quality local jobs and opportunities. The strategy will monitor local data and evidence across the life of the strategy to measure progress in



tackling poor mental health and improving wellbeing.

### Access to services

Potential positive impact selected.

#### Explanation of your reasoning:

We will work together across the system to improve mental health and wellbeing, supporting people to live well in good health for as long as possible, particularly those who have poorer health outcomes. Providing support at individual, community and societal levels, with action at every stage of life, can help to prevent poor mental health and wellbeing. This includes an ambition to supporting access to appropriate services and support including recovery from mental ill-health.

## 6 Actions to mitigate potential negative impacts

You have confirmed that there are no negative impacts for equality protected characteristics and public health characteristics.

## 7 When will you review this equality and public health estimate(EPHIA)?

The EIA will be reviewed in line with updates to the ten-year strategy which will be an evolving document. The strategy will also be supported by action plans, this assessment will be used in the development of those plans.

## 8 Declaration

The following statement has been read and agreed:

- All public bodies have a statutory duty under the Equality Act 2010 to set out arrangements to assess and consult on how their policies and functions impact on the 9 protected characteristics: Age; Disability; Gender Reassignment; Marriage & Civil Partnership; Pregnancy & Maternity; Race; Religion & Belief; Sex; Sexual Orientation
- Our Organisation will challenge discrimination, promote equality, respect human rights, and aims to design and implement services, policies and measures that meet the diverse needs of our service, and population, ensuring that none are placed at a disadvantage over others
- All staff are expected to deliver and provide services and care in a manner which respects the individuality of service users, patients, carers etc, and as such treat them and members of the workforce respectfully, paying due regard to the 9 protected characteristics

I confirm to the best of my knowledge that the information I have provided is true, complete and accurate

I confirm that I will make sure that Equality and Public Health have been and continue to be considered throughout the project life cycle and that, if circumstances change in the project, a further Equality and Public Health Impact Assessment Screening will be carried out.

## 8 Application Details

### Last Updated Date Time

10/10/2022 10:06:31

### Screening Submitted Date Time

14/09/2022 12:14:02

### Last Reopened Date Time

No Date Recorded

### Full Impact Submitted Date Time

23/09/2022 16:00:14

### Approved/Rejected Date Time

10/10/2022 10:06:31

### Current User Dashboard Request Status

Complete

## 9.0 People with access to the original screening

[Lucy Chick \(LChick@worcestershire.gov.uk\)](mailto:LChick@worcestershire.gov.uk)

## 9.1 People with access to this equality and public health assessment

[Lucy Chick \(LChick@worcestershire.gov.uk\)](mailto:LChick@worcestershire.gov.uk)

10

## Direct Questions

**Question:**

Has the H&WB strategy been passed by SCULPT for accessibility?

Asked by Deborah Tillsley (DTillsley@worcestershire.gov.uk) at 26/09/2022 08:40:05

Lucy Chick (LChick@worcestershire.gov.uk) has been asked this question.

**Response:**

The final document has been designed and prepared by the internal Design & Print graphics team who ensure they meet all SCUPLT accessibility guidelines. Graphics and images are accessible & uses suitable colours and design also do an accessibility check. It was also written with accessibility in mind using the SCUPLT guidelines, all writers have completed SCUPLT training.

Lucy Chick (LChick@worcestershire.gov.uk) at 26/09/2022 11:03:31

(User was not logged in when response was submitted. Identity Unverified)

Add Response

**Question:**

Hi Lucy, you have suggested that there will be a positive impact, based on protected characteristics of 'pregnancy and maternity' and race. Can you please explain or clarify how this strategy will positively effect and impact those who share these specific characteristics, please? Thanks

Asked by Maddy Cameron (MCameron@worcestershire.gov.uk) at 04/10/2022 15:32:09

Lucy Chick (LChick@worcestershire.gov.uk) has been asked this question.

**Response:**

The health and wellbeing strategy covers a generalised view of the health and wellbeing of Worcestershire which inherently focuses on tackling inequalities and addressing health needs across a wide spectrum. Pregnancy and maternity are inextricably linked to the priorities of the strategy and is interlinked within the priority and supporting areas. As with both and all protected characteristics identified, specific interventions will be picked up in the action plans overseen by the board, understanding the impact and opportunities within current needs and services. The Strategy aims to address a number of the issues faced by the population of Worcestershire including those specifically recognised as having adversity, inequality, health needs and where health and wellbeing can be improved.

Work to support women and families will focus on ensuring women are supported before and during pregnancy as well as ensuring children have the best start in life, this commitment is outlined in the strategy. The 'Start for Life' Needs Assessment and National data has fed into this work and highlighted the disproportionate effect on pregnant women of COVID-19 and other health needs. The priorities outlined within the document including work on the wider determinants of health will help to address the highlighted needs and target activity to this population, this includes work to support maternal mental health linked to isolation and loneliness.

With regards to race, recent data outlines a new population profile for Worcestershire and highlights demographic groups of interest, it helps the board to target activity in diverse communities and populations most affected by avoidable health needs, for example this includes work on mental health and isolation for migrant communities recently settled in the county.

Lucy Chick (LChick@worcestershire.gov.uk) at 07/10/2022 17:03:04

Add Response

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## Environmental Sustainability Full Impact Assessment

### Impact Assessment Id: #399

#### 1.0 Screening Information

**Project Name**

Joint Local Health and Wellbeing Strategy

**Name of Project Sponsor**

Dr Tanya Richardson

**Name of Project Manager**

N/a

**Name of Project Lead**

Lucy Chick

**Please give a brief description of the project**

New Joint Local Health and Wellbeing Board strategy for Worcestershire, a statutory duty for the Health and Wellbeing Board to have a strategy which articulates the county health needs and the priorities and actions which will improve health and wellbeing for the county population. The Strategy sets out a vision and key priorities for the board, including all its partners to improve health and wellbeing and reduce inequalities over the next 10 years

**Data Protection screening result**

Does not need a full impact assessment

**Equality and Public Health screening result**

Will require a full impact assessment

**Environmental Sustainability screening result**

Will require a full impact assessment

## 1.1 Background and Purpose

### Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

Health and Wellbeing Boards were established under the Health and Social Care Act 2012 to act as a forum in which key leaders from the local health and care system could work together to improve the health and wellbeing of their local population. The Joint Local health and wellbeing strategy (JLHWS) supports this collaborative working, outlining plans to improve the health and wellbeing and reduce health inequalities in the local population.

Following the annual Joint Strategic Needs Assessment (JSNA) in 2019, a working group reviewed the identified health needs and considerations for Worcestershire. The Health and Wellbeing Board reviewed evidence and local data throughout 2021 and concluded that the overarching priority for its 10-year strategy should be good mental health and wellbeing.

Members of the Health and Wellbeing Board, supported by the Public Health team, held a detailed and far-reaching public consultation to gather the views of residents, partners and stakeholders to ensure that the strategy is driven by the needs and experiences of those who live and work in Worcestershire. This consultation survey was available for 12 weeks and received 1627 responses. Alongside the survey, 30 focus groups were commissioned from a range of community groups and organisations to gather feedback on the boards priorities.

The findings from the consultation were feedback to Health and Wellbeing Board members and discussed with system leaders. The feedback helped to shape the new JHLWS and the ambitions within and will be used to help shape action plans which will support the delivery of the strategy.

### Upload Business Case or Support documents

- [□ HWB Strategy 2022-2032 - HWB 27.09.2022 FINAL.docx](#)
- [□ JLHWS DRAFT HWB 27.9.22.pdf](#)

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The draft strategy attached to this submission will be agreed at the November Council and Cabinet meetings, following this action plans to support the delivery of the strategy will be developed with the Health and Wellbeing Board and Being Well Strategic Group who will oversee the delivery of the strategy. An outcomes framework

will give an overall view of the progress and improvement towards delivering the Strategy . Monitoring these measures will help to inform local decision-making, helping us better understand the wellbeing of Worcestershire, and how we can act to improve it. More specific sets of outcomes and performance indicators will form part of the action plans to assess the impacts of this Strategy.

### Project Outcomes

Briefly summarise what the project will achieve.

Ultimately the strategy aims to improve the health and wellbeing of the Worcestershire population and tackling health inequalities.

Therefore ensuring we target our work with the most vulnerable in the community by deprivation or other health needs.

The strategy will support our partners and stakeholders across the county to work together and meet the ambitions of the strategy.

### Is the project a new function/service or does it relate to an existing Council function/service?

Existing

### Was consultation carried out on this project?

Yes

## 1.2 Responsibility

### Directorate/Organisation

Chief Executive Unit (inc Finance)

### Service Area

Public Health

## 1.3 Specifics

### Project Reference (if known)

n/a

### Intended Project Close Date \*

November 2032

## 1.4 Project Part of a Strategic Programme

### Is this project part of a strategic programme?

Yes

### An overarching screening has already been carried out for the following areas:

Not recorded

### Upload previous impact assessment documents if available

No files uploaded

## 2 Greenhouse Gas Emissions

### Could the project result in an increase in GHG emissions (including CO2)? Yes

Please be mindful that the Council has committed to reduce its GHG emissions to zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing the assessment.

### Have you undertaken an assessment of the project to know if there will likely be an increase in GHG emissions? No

## 3 Resources

### Will the project result in increased consumption of electricity, gas or other heating fuels? No

e.g. project may require use of additional buildings, lighting and heating in buildings, additional ICT equipment, etc.

### Will the project reduce energy needs and result in reduced consumption? No

e.g. disposal of WCC property assets

### Will the project require additional water resources leading to an increase in water consumption? No

e.g. increased use of water through construction processes

### Might there be a decrease in water consumption? No

e.g. will the project involve water saving measures or initiatives

### Will the project result in the use of other resources, materials or minerals? No

e.g. use of natural resources such as wood; or use of aggregate minerals?

## 4 Transport

**Will the project result in more people needing to travel? Yes**

e.g. will there be additional cars on the road

**Please explain your answer below:**

Providing safe and accessible opportunities for active and sustainable travel will have an impact in terms of more people travelling, although this will be promoted to be in a sustainable manner.

**Have alternative transport modes been considered? Yes**

e.g. could use be made of public transport/walking/cycling etc.

**Please explain your answer below:**

The wider natural and built environment (including access to green space, leisure opportunities and active transport) can also influence our health and wellbeing. The strategy aims to improve access to quality jobs, training and volunteering, this includes recognising access issues and barriers for all ages, including access to reliable and affordable public transport.

## 5 Waste

**Is there likely to be an increase in waste as a result of the project? No**

e.g. construction waste, packaging waste etc.

**Have opportunities to prevent, minimise, reuse or recycle waste been identified and considered? No**

e.g. will recycling facilities be available as part of the project

## 6 Wildlife and Biodiversity

**Will there be any negative impacts on the natural environment? No**

e.g. will the project involve removal of green space/trees; have wildlife surveys been considered; result in enhancements to green infrastructure; increased biodiversity opportunities etc.?

**Has a preliminary ecological appraisal been undertaken? No**

**Has there been consideration of statutory assessments? No**

e.g. Sustainability Appraisals, Strategic Environmental Assessments and Habitat Regulations Assessment Screening?

N.B. This is a matter of legal compliance - All plans and projects (including planning applications) which are not directly connected with, or necessary for, the conservation management of a habitat site, require consideration of whether the plan or project is likely to have significant effects on that site. This consideration – typically referred to as the 'Habitats Regulations Assessment screening' – should take into account the potential effects both of the plan/project itself and in combination with other plans or projects.

## 7 Pollution to land/air/water

**Is there a risk of pollution to the local environment? No**

e.g.

- will there be surface water run-off or discharge into local water source?
- will there be any impact on local water quality?
- will any waste water require treatment?
- is there the potential for spillage of chemicals?
- is there the potential for emissions to air from combustion processes resulting in poor air quality?



## 8 Resilience to climate risks

**Could climate risks affect your project? No**

N.B. some projects may be more sensitive to future changes in the climate e.g. hotter and drier summers; milder and wetter winters; increased likelihood of extreme weather events. These climate risks may affect project delivery and should be considered at the early stages of project development.

**Has the impact of extreme weather events on the project been considered? No**

e.g. heat waves and flooding.

**Is there a business/project continuity plan in place to ensure climate risks are minimised? No**

e.g. can you ensure that the project is resilient to climate risks and can continue to deliver on outcomes.

**Could the project exacerbate climate risks? No**

e.g. increase flood risk or worsen temperature extremes in the locality.

**Will the project result in the use of other resources, materials or minerals? No**

e.g. use of natural resources such as wood; or use of aggregate minerals?

## 9 Historic Environment

**Have you checked with the WCC Historic Environment team as to whether there are any impacts on the Historic Environment (negative or positive)?**

**No**

Check every development with the Historic Environment Team at the planning stage of each project. Further assessment may be required depending on the nature and scale of development. There may also be design options that would negate any need for further assessment (and lessen costs), or even opportunities to enhance heritage assets or their setting through the development.

**Does the development have the potential to result in any impacts to the historic environment or opportunities for enhancement?**

**No**

If yes, then further assessment will be required. This could take the form of a watching brief during groundworks if the potential is clearly understood and relatively low, or a more comprehensive desk-based and/or field investigation prior to development.

## 10 Procurement

**Could any procurement associated with the project have a detrimental environmental impact? No**

e.g. procurement of goods from overseas that have to be shipped; use of unsustainable materials or materials that cannot be recycled at the end of their use?

**Is there likely to be increased Greenhouse Gas emissions from products purchased for the project? No**

e.g. carbon emissions from transport and manufacturing

**Will you be able to make use of sustainable products? No**

e.g. recycled, local, ethical etc.

**Have you considered the Public Services (Social Value) Act 2012? No**

All major contracts let by the Council (those of more than £100,000 in total value) will be expected to deliver a meaningful contribution to our vision of Social Value in the county. The Act requires us to consider how the services we commission and procure might improve the economic, social and environmental well-being of the local area.

– please see: [Social Value](#)

## 11 Declaration

I have confirmed that to the best of my knowledge that the information I have provided is true, complete and accurate

I have confirmed that I will make sure that Environmental Sustainability has been and continues to be considered throughout the project life cycle and should circumstances change in the project a further Environmental Sustainability Assessment Screening will be carried out.

## 12 Application Details

### Last Updated Date Time

12/10/2022 10:10:42

### Screening Submitted Date Time

14/09/2022 12:14:02

### Last Reopened Date Time

11/10/2022 17:33:47

### Full Impact Submitted Date Time

11/10/2022 17:37:18

### Approved/Rejected Date Time

12/10/2022 10:10:42

### Current User Dashboard Request Status

Complete

## 13.0 People with access to the original screening

[Lucy Chick \(LChick@worcestershire.gov.uk\)](mailto:LChick@worcestershire.gov.uk)

## 13.1 People with access to this environmental sustainability assessment

[Lucy Chick \(LChick@worcestershire.gov.uk\)](mailto:LChick@worcestershire.gov.uk)

## 14 Direct Questions

### Question:

Many thanks for completing the Environmental Sustainability FIA.

Please note the following comments. Your responses are required before we can approve completion of the FIA:

Vulnerable individuals within the community are much more exposed to the negative impacts of climate change (e.g. flooding and extreme heat events) and negative environmental impacts (such as poor air quality) affecting those who are more vulnerable than others (e.g. elderly, homeless, those with underlying health conditions). The Health and Wellbeing Strategy will play a large part in addressing the impacts (and related health inequalities) of climate change in the County. Section 8 - Resilience to Climate Risk should ideally address this significant issue and the impact that the strategy can have. There is little reference to climate change in the strategy itself - perhaps this should be more prominent?

The subsequent action plans which will outline how the strategy will be delivered and include more specific sets of outcomes and performance indicators will require a new Joint Impact Assessment to be completed please.

Katie Bruton  
Sustainability Team

Asked by Katie Bruton (KBruton@worcestershire.gov.uk) at 28/09/2022 13:02:35

Lucy Chick (LChick@worcestershire.gov.uk) has been asked this question.

### Response:

Thank you for your response, the proposed Strategy has been approved by the Health and Wellbeing Board for submission to Cabinet & Council. We can make sure any references to the environmental impacts and the impacts on those who are most vulnerable and embedded into the action plans. This will be in particular relation to the wider determinants of health in the supporting actions for 'safe, thriving and healthy homes, communities and places' and the 'quality local jobs and opportunities'. Within the development of these action plans we will also consider ongoing assessments and reviews, particularly when the strategy itself is updated. We will also be doing this in conjunction with the board and with engagement across our partners and stakeholders for which input is welcomed.

Lucy Chick (LChick@worcestershire.gov.uk) at 04/10/2022 14:23:51

Add Response

### Question:

Many thanks for your response, we would welcome references to the identified environmental impacts and those most vulnerable within the action plans.

Having reviewed the strategy again, there are more areas within the strategy which could be pulled through into the FIA please, particularly some of the positive aspects, such as p20: Supporting people on low incomes to keep their homes warm and well-insulated - this will have an impact in terms of use of resources (Q2) and impacts on Greenhouse Gas emissions (Q2), for example.

Also on p20: Providing safe and accessible opportunities for active and sustainable travel - this will have an impact in terms of more people travelling (albeit in a sustainable manner), so the answer should probably be 'Yes' for Q4.

Resilience to climate risks (Q8) we feel should really be a key thread throughout the Strategy. The impact of extreme heat during heatwaves, for example, does not feature in the strategy, yet the heatwaves this summer resulted in 3,000 excess summer deaths.

Appreciate the strategy has already been approved by the H&WB, but we would welcome the opportunity to input into any future strategy updates.

Asked by Katie Bruton (KBruton@worcestershire.gov.uk) at 11/10/2022 14:14:19

Lucy Chick (LChick@worcestershire.gov.uk) has been asked this question.

### Response:

Response from Lucy Chick - In accepting your query regarding Q4 and Q2 and amending this to say 'yes' – it's resubmitted my assessment and removed your question so I can't answer your other comments. However, it would be safe to say that we would welcome the opportunity to discuss building stronger links and references to the wider environmental and sustainability impacts within the action plans as requested.

Katie Bruton (KBruton@worcestershire.gov.uk) at 12/10/2022 10:08:37

Add Response

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# Worcestershire's Children and Young People's Plan

## Priorities

2022 – 2024

### The best start to life

Early help and support to parents through pregnancy and early years. Preventing risks escalating and needs becoming more complex requiring child protection and care.

### Access to the Right Education, Health and Social Care Intervention

Inclusivity in mainstream schools; School sufficiency for children with SEN; Working with parents and carers; Quality and timeliness of assessments of EHCP to assess need and provide services.

### Access to emotional health and wellbeing and mental health support

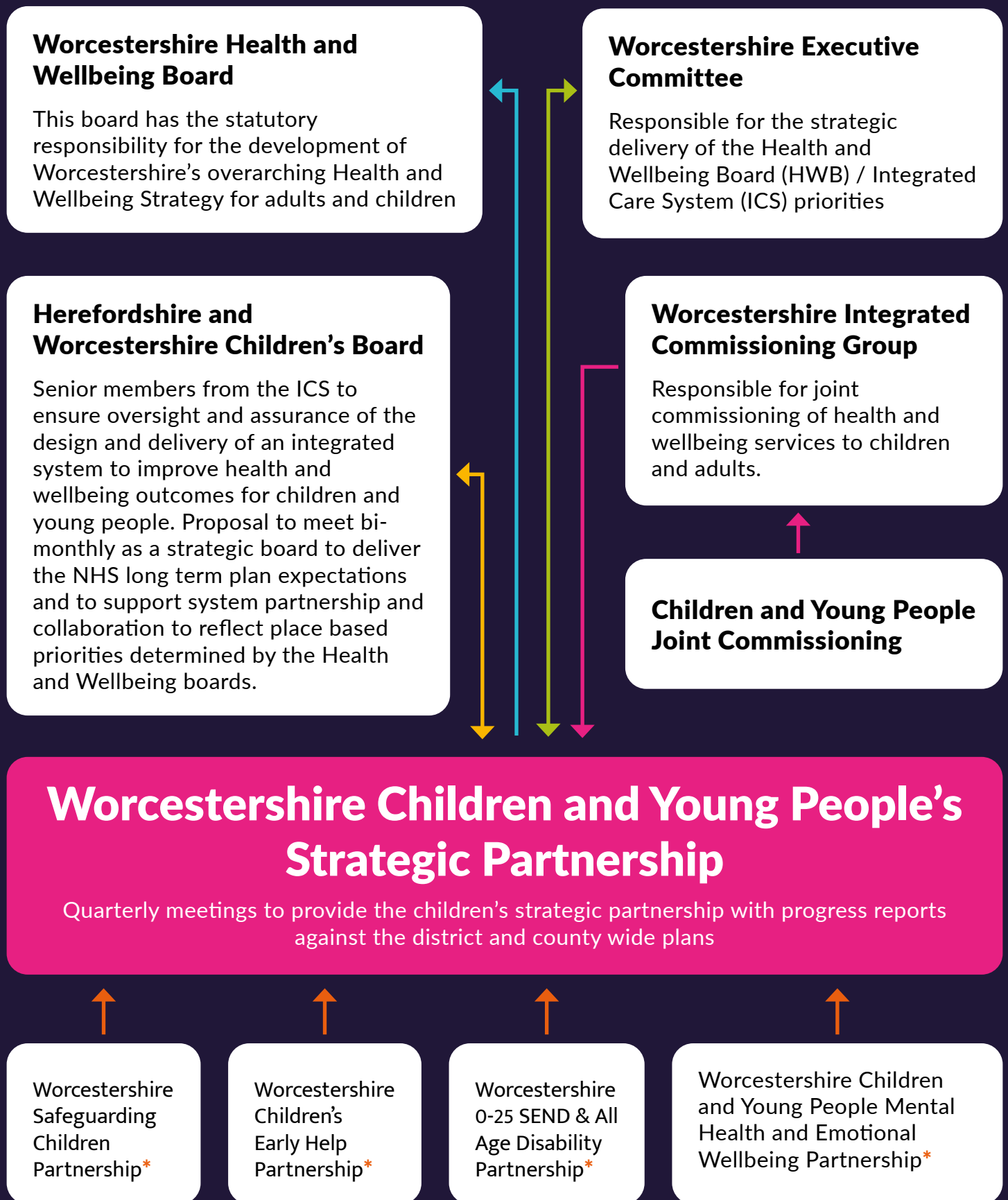
Interventions that promote and enable mental health stability for the individual parent and/or child

### Working together to keep children safe from harm

Get Safe: Identify and support Children and young people at risk and experiencing criminal exploitation. QAPP: Multi-agency quality of practice and learning. Serious Case Reviews: Multi-agency learning



# Governance - Children and Young People's Strategic Partnership Board



\* These groups are county-wide partnerships responsible for the planning and delivery of services specific to the remit of the group. They are collectively responsible for the delivery of the Children and Young People Plan (CYPP) for Worcestershire. The CYPP is developed in conjunction with the agreed priorities of the Corporate Plan, Health & Wellbeing Board priorities and the Integrated Care System.

# Measures and Key Performance Indicators (KPIs)

## Early Help Partnership

	Baseline April 2022		Progress Data
Children reach the expected level of development at their two-and-a-half-year review	Worcs 21/22: 87.6%	England 21/22: 81%	To be above the England Average
% take up of two-and-a-half-year review	Worcs 21/22: 71%	England 21/22: (NA)	To be above the England Average
Prevalence of Childhood obesity at Reception and Year 6	Worcs 20/21: NA	England 20/21 Reception: 14.4% Year 6: 25.5%	An improving trend against national data  2021/22: Available November 2022
School readiness – accessing 2ys early years setting	Worcs 75%	England 69%	To be above the England Average
Number of schools with an Early Help Offer	Worcs Maintained ALL Academy ALL Independent 5	England [if available]	100% of Schools in Worcestershire to have an Early Help Offer

Find out more online: [Worcestershire Early Help Strategy](#)

## Children & Young People's Emotional Wellbeing & Mental Health Partnership

	Baseline April 2022		Progress Data
A reducing number of children and young people who require suitable alternative education arrangements to be made due to mental ill health preventing them from attending school	Worcs 21/22: 307	National data not available	An improving trend against base data
CYP absent from school for more than 50% of the available sessions (severe absence) due to mental ill health. Data to be provided where other health inequalities present	Worcs 21/22: 1426	England [if available]	An improving trend against base data
Health assessments for Children Looked After	Worcs 75.3%	England 2021: 91.00%	To be in line with England Average
Number of children and young people who have access to NHS mental health provision. This will include both early intervention and specialist support CAMHS.	Worcs 21-22: 3,338	HWICS monthly target 22-23: 9270	An improving trend against HWICS target
Children and Young People will experience a positive outcome from CAMHS interventions	National routine outcome measures are agreed but not yet reported		

Find out more online: [Herefordshire and Worcestershire Children and Young People \(CYP\) Mental Health and Emotional Wellbeing Local Transformation Plan 2021/22](#)

## All Age Disability 0-25 Strategic Partnership

	Baseline April 2022		Progress Data
Increase the % of statutory advice reports for EHCNA that are submitted within 6 weeks of the request.	Worcs 2021/22: 55.1% annual average	England [if available]	An improving trend against base data and in line with Eng averages if available
Increase the % of children with an EHCP receiving education in mainstream schools	Worcs 2021: 30%	England [if available]	An improving trend against base data and in line with Eng averages if available
Increase the % of EHCPs issued within 20 weeks (minus exceptions)	Worcs 2021/22: 57.7%: annual average	England [if available]	An improving trend against base data and in line with Eng averages if available
Reduce the number of children placed in independent non-maintained schools	Worcs 2021: 7%	England [if available]	An improving trend against base data and in line with Eng averages if available

Find out more online: [Worcestershire SEND Accelerated Progress Plan \(APP\)](#)

## Worcestershire Safeguarding Children Partnership

	Baseline April 2022		Progress Data
A reduced % of repeat Child Protection plans within 2 years	Worcs 21/22: 20.5%	England 2021: 22%	An improving trend against base data and above national averages
Timeliness in care proceedings against the 26 weeks target.	Worcs 21/22: 0%	England 21/22: 46 weeks	An improving trend against base data and above national averages

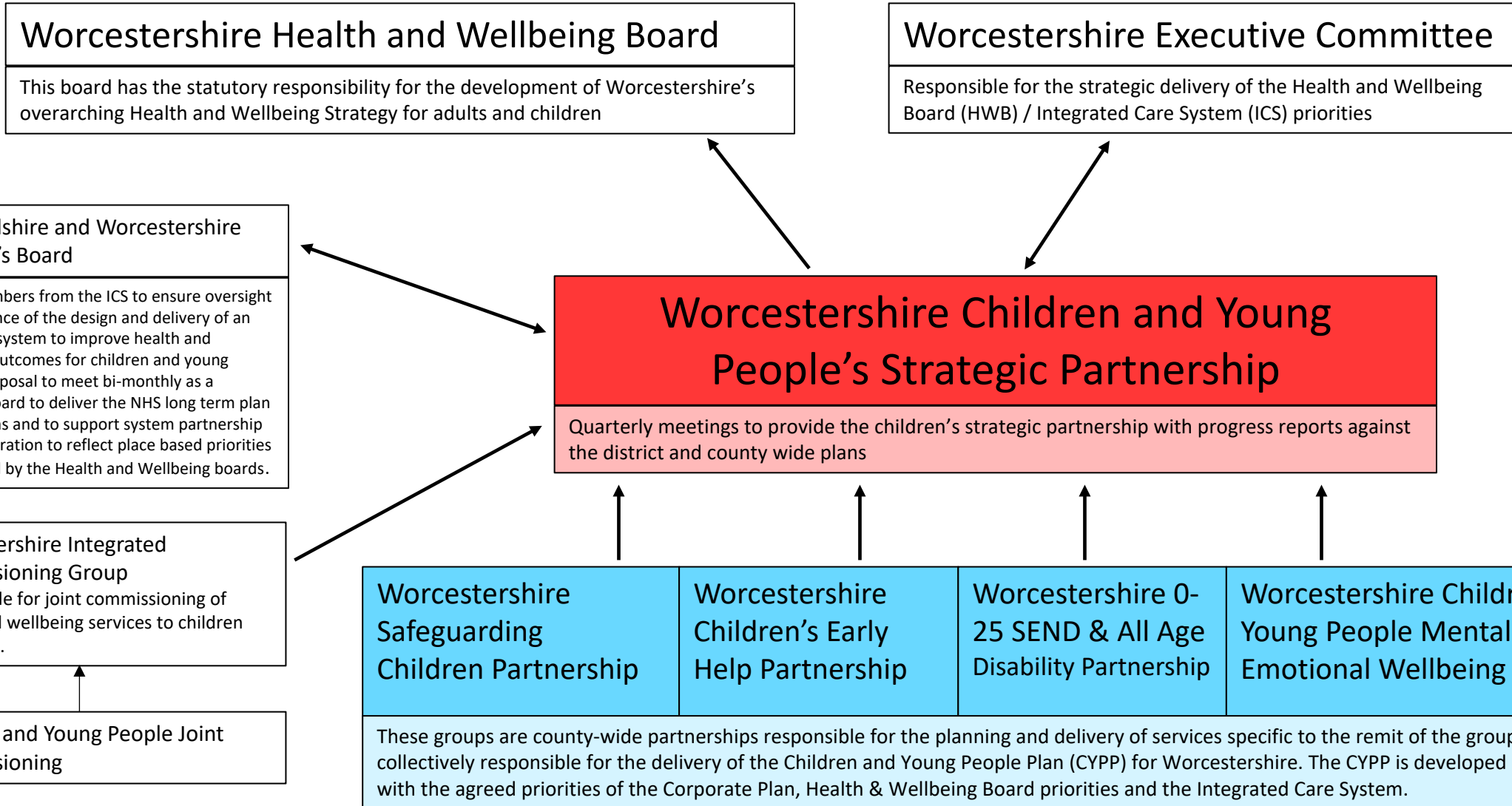
Find out more online: [Worcestershire Children & Young People's Plan 2022 - 2024](#)



At the heart of everything we do  
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# Governance - Children and Young People's Strategic Partnership Board



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# **Worcestershire Children and Young People's Plan**

## **Feedback from Overview and Scrutiny Performance Board**

Overview and Scrutiny Performance Board considered the draft Children and Young People's Plan at its meeting on 20 July 2022. The Cabinet Member with Responsibility for Children and Families attended the meeting with the Director of Children's Services. The Board made the following comments about the draft of the Plan which was presented to it:

1. The Board suggested that it is made clear that the Plan will be refreshed (rather than completely revised) at the end of the 2-year period;
2. Whilst accepting that it is a challenge to present the Plan in a user-friendly way, the Board recommended that baseline data be added to allow progress against targets to be evaluated;
3. The Board recommended that further explanation of the role of children and young people in the development of the Plan should be included (in particular reference to the Youth Cabinet could be included); and
4. Membership of Worcestershire Safeguarding Children Partnership should be updated to include all district councils

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# Project Screening

## Impact Assessment Id: #404

### 1. Your Details

**Name of person completing screening assessment**

Rachel Watkins

**Job Title**

Business Officer (Partnerships)

**Directorate**

Worcestershire Children First

**Service Area**

Resources

**Email Address**

rwatkins2@worcschildrenfirst.org.uk

**Connection to project (e.g. project manager)**

Project manager

### 2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

**Project Name**

Children & Young People's Plan

**Name of Project Sponsor**

Tina Russell

**Name of Project Manager**

Rachel Watkins

**Name of Project Lead**

Rachel Watkins

**Project Reference (if known)****Please give a brief description of the project**

The Children & Young People's Plan is a multi-agency strategic document that underpins the all-age Health & Wellbeing Strategy. It sets out a framework for agencies to work together to improve outcomes for children and young people. It is currently part of the WCC policy framework.

### 3. Data Protection

**We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.**

**Name of Information Asset Owner**

**Tina Russell**

Senior officer responsible for the project's information assets

**Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.** **No**

**Appearance:**

photograph, physical description

**Basic Identifiers:**

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

**Contact Details:**

address, email address, home phone number, mobile phone number, postcode

**ID Number:**

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

**Employment:**

work related training/awards

**Financial:**

income/financial/tax situation

**Lifestyle:**

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

**Technology:**

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

**As you answered 'No', please explain your reasoning below:**

The plan is a high level strategic document which sets out priorities and outcomes for partnership agencies' work with children and young people. It does not involve any personal data.

## 4. Equality

**We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.**

**Does the project relate to an area where data/research indicates that inequalities are already known to exist? Unsure**

**Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?**

**Age No**

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

**Disability No**

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Re-Assignment No**

e.g. The process of transitioning from one gender to another.

**Marriage/Civil Partnership Status No**

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy/Maternity No**

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race No**

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion or Belief No**

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex No**

**Sexual Orientation No**

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Health Inequalities No**

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

## 5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

### Could the project have an impact on any of the following factors?

#### **Social and Economic No**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health No**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing No**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services No**

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

#### **As you answered 'No' to all the questions, please explain your reasoning below:**

The plan is a high level strategic document which sets out priorities and outcomes for partnership agencies' work with children and young people. Other partnership plans in place below this would be responsible for their own impact/s.



## 5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

### Could this project have an impact on the categories listed below?

**Greenhouse Gas (GHG) Emissions (including CO2) No**

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

**Efficient Use of Resources No**

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

**Transport No**

e.g. number of people travelling, alternative transport modes.

**Waste No**

e.g. increase in waste generated or an increase in waste recycling.

**Wildlife and Biodiversity No**

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

**Pollution to Land or Water No**

e.g. risk of pollution to the local environment.

**Pollution to Air No**

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

**Resilience to climate change No**

e.g. risks of extreme weather and climate impacts on the project.

**Historic Environment No**

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

**Procurement No**

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

**As you answered 'No' to all the questions, please explain your reasoning below:**

The Children and Young People's Plan focuses on health and social care outcomes for children and young people. The aims and outcomes are focused around existing service delivery and as far as I am aware do not have an impact on environmental stability.

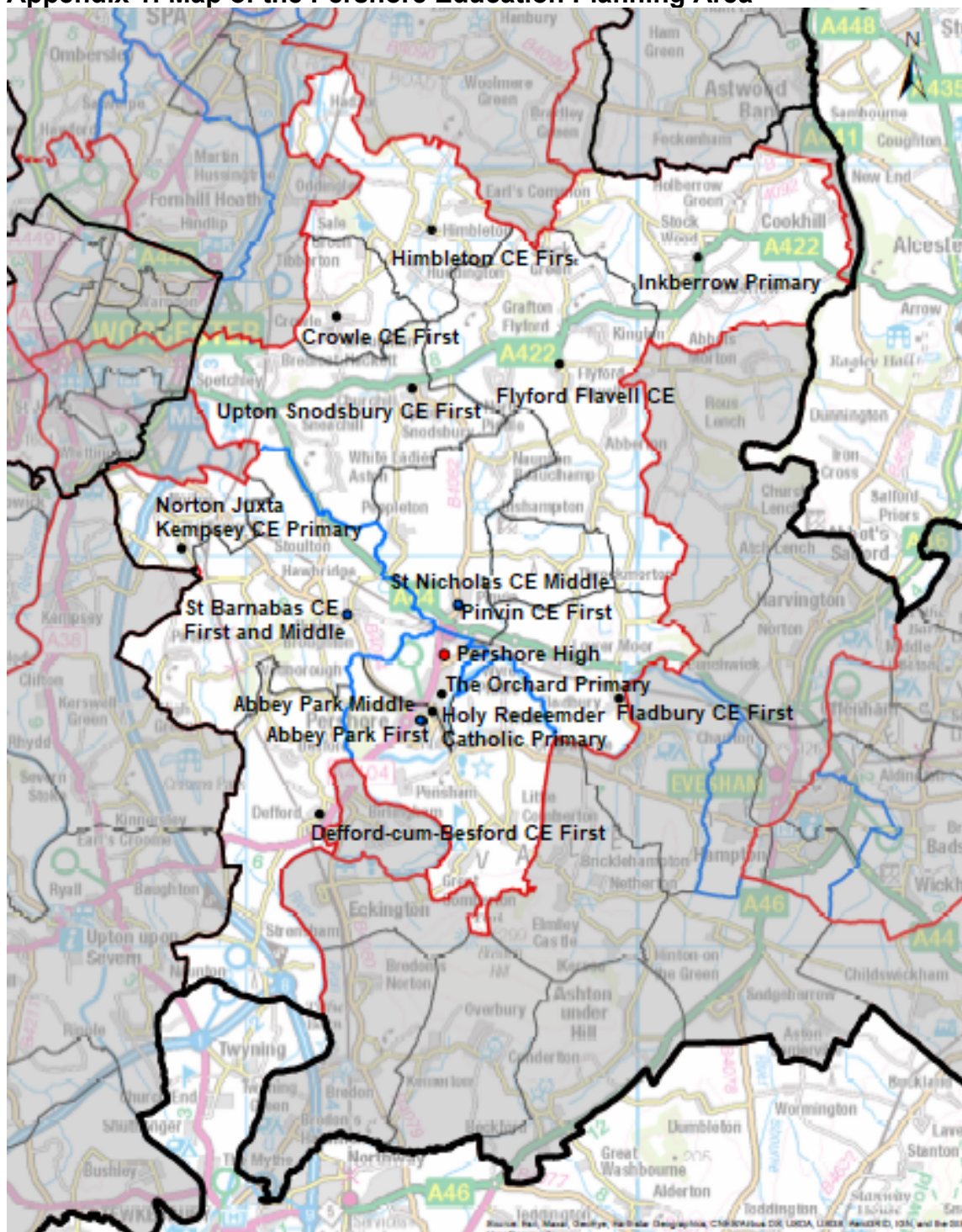
## 7. Results of Screening

<b>Data Protection</b>	Does not need a full impact assessment
<b>Equality and Public Health</b>	Does not need a full impact assessment
<b>Environmental Sustainability</b>	Does not need a full impact assessment

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## Appendices

### Appendix 1: Map of the Pershore Education Planning Area



## Appendix 2: Schools in Pershore Education Planning Area

DFE No	Name	Historic Phase	Phase change	PAN 20/21	NOR Sept 21	Ofsted	Type	Academy Trust
2119	Abbey Park First & Nursery	First		30	156	Good	Community	
3056	Himbleton C.E. First	First	Primary-21/22	14	75	Good	VC	
5201	Flyford Flavell First	First	Primary-20/21	22	102	Good	Community	
3368	Holy Redeemer Catholic Primary	Primary	N/A	30	174	Outstanding	VA	
2079	Inkberrow Primary	First	Primary-19/20	30	188	Outstanding	Academy	Avonreach
3081	Norton Juxta Kempsey C.E. Primary	First	Primary-19/20	30	201	Good	Academy	Avonreach
2121	Orchard Primary School	First	Primary-19/20	30	197	Good	Academy	Avonreach
3208	St Barnabas C.E. First and Middle	First/ Middle		30	211	RI	Academy	DOWMAT
3028	Crowle C.E. First	First	*	15	63	Good	Academy	DOWMAT
3029	Defford-cum-Besford C.E. School	First		12	55	Good	VC	
3324	Fladbury C.E. First	First		20	82	Good	VA	
3088	Pinvin C.E. First	First		25	97	Good	Academy	DOWMAT
3108	Upton Snodsbury C.E. First	First		14	49	Outstanding	VC	
2906	Abbey Park Middle	Middle		84	117	RI	Community	
3205	St Nicholas' C.E. Middle	Middle		112	222	RI	Academy	DOWMAT
4030	Pershore High	High	Secondary-21/22	282	1204	Good	Academy	Avonreach

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### Key:

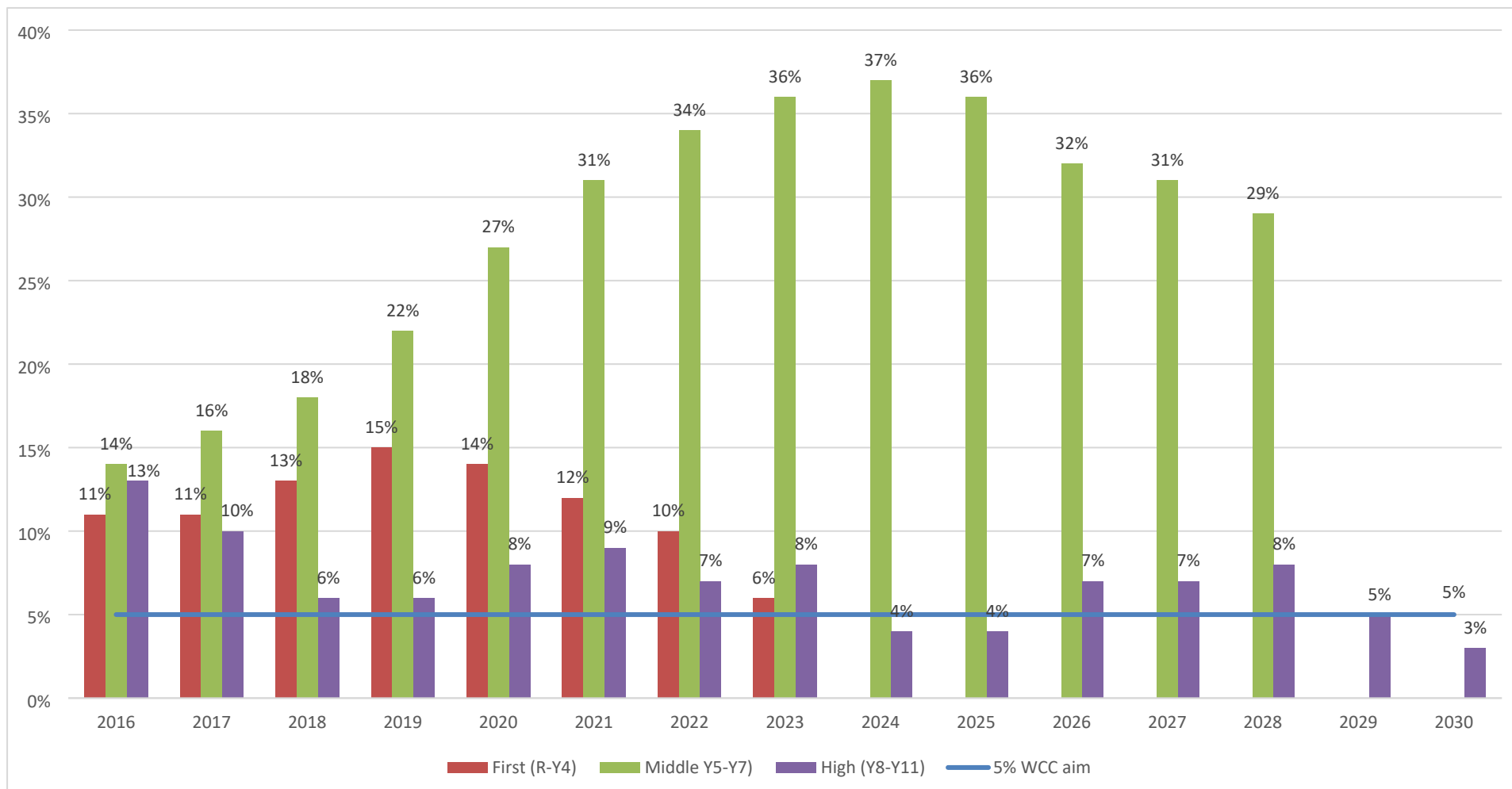
Autumn 2021 Schools consulting on proposals to make significant changes

Consulted on change of age range change to primary for 22/23 – awaiting RSC decision, postponed pending outcome of Pershore Review / Consultation

**Appendix 3: Education journeys in Pershore Education Planning Area academic year 2021/22**

	Three-tier journey			Two-tier journey
	Abbey Park Middle pyramid	St Barnabas CE Middle pyramid	St Nicholas CE Middle pyramid	
<b>First/Primary</b>	Abbey Park First School  <i>Reception – Year 4</i>	St Barnabas First & Middle School Defford-cum Besford  <i>Reception – Year 4</i>	Crowle CE First Fladbury CE First Pinvin CE First Upton Snodsbury CE First  <i>Reception – Year 4</i>	The Orchard Primary Inkberrow Primary Norton-Juxta-Kempsey Primary Flyford Flavell Primary Himbleton Primary  <i>Reception – Year 6</i>
<b>Middle</b>	Abbey Park Middle  <i>Year 5 – Year 7</i>	St Barnabas First and Middle School  <i>Year 5 – Year 7</i>	St Nicholas Middle School  <i>Year 5 – Year 7</i>	N/A
<b>High/Secondary</b>	Pershore High  <i>Year 8 – Year 13</i>	Pershore High  <i>Year 8 – Year 13</i>	Pershore High  <i>Year 8 – Year 13</i>	Pershore High  <i>Year 7– Year 13</i>

**Appendix 4: Percentage Surplus Places across the Pershore Education Planning area in each phase based on approved changes and forecast pupil numbers 2016-2030**



**Appendix 5: Number of pupils on roll at converted primary schools in years 4, 5 and 6 and retention rates for September 2019 and 2021.**

*Table 1: Number on roll and retention rates at Inkberrow C.E. Primary*

<b>Intake</b>	Year 4	Year 5	Year 6	Total pupils on roll at school	Retention rate between year 4 and 5
<b>2018</b>	30	0	0	128	
<b>2019</b>	19	26	0	152	86%
<b>2020</b>	24	25	29	190	131%
<b>2021</b>	27	25	23	188	104%

*Table 2: Number on roll and retention rates at Norton-Juxta-Kempsey CE Primary*

<b>Intake</b>	Year 4	Year 5	Year 6	Total pupils on roll at school	Retention rate between year 4 and 5
<b>2018</b>	23	0	0	133	
<b>2019</b>	26	12	0	154	52%
<b>2020</b>	39	23	16	185	88%

*Table 3: Number on roll and retention rates at The Orchard Primary*

<b>Intake</b>	Year 4	Year 5	Year 6	Total pupils on roll at school	Retention rate between year 4 and 5
<b>2018</b>	34			149	
<b>2019</b>	30	24		168	71%
<b>2020</b>	30	30	23	186	100%

## Appendix 6: Number of pupils on roll at middle schools 2015-2021

Table 4: Number on roll at Abbey Park Middle School

	Year 5	Year 6	Year 7	Total
<b>2015</b>	65	65	67	197
<b>2016</b>	59	71	63	193
<b>2017</b>	69	63	73	205
<b>2018</b>	67	72	62	201
<b>2019</b>	46	71	73	190
<b>2020</b>	36	51	74	161
<b>2021</b>	36	34	47	117

Table 5: Number on roll in middle school year groups at St Barnabas CE First and Middle School

	Year 5	Year 6	Year 7	Total
<b>2015</b>	59	78	56	193
<b>2016</b>	71	62	73	206
<b>2017</b>	62	70	60	192
<b>2018</b>	49	57	63	169
<b>2019</b>	48	55	58	161
<b>2020</b>	34	49	50	133
<b>2021</b>	24	35	38	100

Table 6: Number on roll at St Nicholas CE Middle

	Year 5	Year 6	Year 7	Total
<b>2015</b>	97	111	100	308
<b>2016</b>	104	96	111	311
<b>2017</b>	93	104	89	286
<b>2018</b>	109	90	102	301
<b>2019</b>	98	108	89	295
<b>2020</b>	90	100	98	288
<b>2021</b>	72	86	64	222



## Appendix 7: Summary of proposals, process, decision makers and dependencies:

School	What is the change?	Admissions changes	Change in pupil places	Change to feeder links	Proposer	Non-Statutory or Statutory process	Decision Making body	Dependencies / related proposals	Changes reliant on this change
Abbey Park First and Nursery School	Change of age range from First to Primary (3-9 to 2-11) including integration of Governor-led 2 year old provision into school age range. Amalgamation with Abbey Park Middle School.	PAN remaining at 30	increases in 60 places 30 nursery places 30 Pre-School places	Pupils feed directly to Abbey Park Middle after year 4, new feeder link to Pershore High after year 6	LA is the sole proposer and decision maker for alterations - increase capacity of school by more than 30 pupils	Statutory Process	LA or Schools Adjudicator	Abbey Park Middle Pershore High Capital investment to amalgamate the two schools	
Abbey Park Middle School	Amalgamation (closure)	Amalgamation (closure)	decrease in 252 places		LA can propose to close one school and enlarge / change the age range / transfer site of an existing school to accommodate displaced pupils	Statutory Process	LA or Schools Adjudicator	Abbey Park First Pershore High Year 7 places	None
Defford-Cum-Besford CoE School	Change of age range from First to Primary (4-9 to 4-11) & enlargement of premises.	PAN remaining at 12	increase in 24 school age places	Pupils feed directly to St Barnabas Middle after year 4, new feeder link to Pershore High at Year 7	The Governing Body of the school can propose and decide to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils and 25%). The Governing Body of voluntary schools only can propose an alteration of change of age range by up to 2 years	Non-Statutory	Governing Body	Pershore High Capital investment for additional accommodation	Removal of admissions point at St Barnabas C.E. for year 5 pupils

Fladbury CofE First School	Change of age range from First to Primary (4-9 to 3-11) including integration of the Governor-led nursery provision into the school age range. Enlargement of premises.	PAN reduction from 20 to 15	increase in 5 school age places 15 nursery places	Pupils feed directly to St Nicholas after year 4, new feeder link to Pershore High after year 6	The Governing Body of the school can propose and decide to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils and 25%. The Governing Body of voluntary schools only can propose an alteration of change of age range by up to 2 years	Statutory (as 3 years)	Governing Body	Pershore High Capital investment for additional accommodation	St Nicholas Middle
Pershore High School	Enlargement of premises (Increase in capacity)	Increase in places at year 7, removal of intake point for year 8	increase of 192 places (Year 7 only)	Inclusion of all new primary schools (from September 2023 at earliest)	Academy Trust can propose a change that is not contentious or subject to objections from the LA, may propose to expand their physical capacity (by more than 30 pupils) by following a fast-track process. Where the fast track requirements are not met, proposed expansions will require a full business case.	Statutory Process - Fast Track or Full Business Case	RSC	Capital investment for additional accommodation	All proposals
Pinvin CofE First School	Change of age range from First to Primary (4-9 to 3-11) to open a Pre-School as pupils. Amalgamation with St Nicholas Middle School	Increase in PAN from 25 to 45	increase in 165 school age places plus nursery places	Pupils feed directly to St Nicholas after year 4, new feeder link to Pershore High after year 6	Academy Trusts proposing to change the age range of their schools by three years or more, make any age range change which is contentious, or which will set a precedent for schools in their local area, must submit a full business case. Proposed changes to amalgamate an academy with (an) other academy/academies will require a full business case.	Statutory Process - Fast Track or Full Business Case	RSC	Pershore High	St Nicholas Middle

St Nicholas' CofE Middle School	Amalgamation (closure)	Amalgamation (closure)	decrease in 336 places		Academy Trust can propose changes to amalgamate an academy with (an)other academy/academies will require a full business case.	Statutory Process - Fast Track or Full Business Case	RSC	Feeder schools Pershore High Year 7 places	
St Barnabas CofE First and Middle School	Change of age range from First to Primary (4-12 to 2-11) to incorporate nursery as pupils	Increase in PAN from 30 to 45. Removal of intake point at Year 5 from September 2023.	decrease in 75 places plus nursery places	Pupils feed into Pershore High after year 6 rather than year 7.	Academy Trusts proposing to change the age range of their schools by three years or more, make any age range change which is contentious, or which will set a precedent for schools in their local area, must submit a full business case.	Statutory Process - Fast Track or Full Business Case	RSC	Defford-cum Besford Pershore High Year 7 places	
Upton Snodsbury CofE First School	Change of age range from First to Primary (4-9 to 4-11) & enlargement of premises.	PAN remaining at 14	increase in 28 school age places	Pupils feed directly to St Nicholas after year 4, new feeder link to Pershore High after year 6	The Governing Body of the school can propose and decide to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils and 25%). The Governing Body of voluntary schools only can propose an alteration of change of age range by up to 2 years	Non-Statutory	Governing Body	Pershore High	St Nicholas Middle

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## Appendix 8 - Consultation Pack

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Public consultation – 11<sup>th</sup> October to 26<sup>th</sup> November 2021

# Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Pershore



Dear families, residents and other interested stakeholders,

## **Introduction**

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk).

## **Have your say! Engagement with stakeholders and residents**

It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible from this [Worcestershire County Council Pershore Review webpage](#) or the individual schools' websites. An online survey is available for you to respond to these proposals.

The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

Worcestershire Children First and individual schools are holding consultation events to allow stakeholders to learn more about the proposals and give the opportunity to provide feedback. A summary of the events can be found on our [Pershore EPA Review consultation webpage](#).

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **Background information**

Worcestershire County Council, as the Local Authority responsible for education provision, has a statutory responsibility to make sure there are enough school places for children and young people who live in the county, and to make sure these places are of good quality with enough space to promote parental choice and diversity.

The Pershore Education Planning Area is made up of 16 schools serving the town of Pershore and surrounding rural areas. From September 2019 several schools have had proposals agreed to change the age range of their school to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of six schools in the Pershore area currently operate as Primary and Secondary schools. The following school changes have either been made or proposed:

- a) The Orchard, Inkberrow, and Norton-Juxta-Kempsey CE converted to Primary school age range (up to year six) in September 2019. Avonreach Multi-Academy Trust gained approval from the Regional Schools Commissioner (RSC) to vary age range of the three first schools and the high school (approved Dec 2018);
- b) Pershore High converted to a Secondary school in September 2021, although they still operate their historic intake point at year 8 as well, meaning pupils either start at year 7 (two-tier pyramid) or year 8 (three tier pyramid). Avonreach Multi-Academy Trust gained approval for the age range change from the Regional Schools Commissioner (RSC) in December 2018;
- c) Flyford Flavell converted to a Primary school in Sept 2020, approved in April 2020 by Worcestershire County Council; and
- d) Himbleton C.E. converted to a Primary from Sept 2021, approved in October 2020 by Himbleton Governing Body.

Crowle C.E. have submitted an application to the RSC to convert to a primary school from Sept 2022, the decision-making body is the RSC.

Fladbury C.E. First have consulted with parents and stakeholders on the proposal to convert to a primary school but have not yet determined this decision.



Figure 1 details the current school structure in the Pershore area.

**Figure 1: Pyramid Structure in Pershore Education Planning Area by school type and highlighted where tier changes have been approved, consulted but not yet agreed or proposed**

<b>High Schools</b>	<b>Pershore High (Avonreach MAT)</b>
<b>Named Feeder Schools</b>	Abbey Park Middle (Community) <b>Flyford Flavell Primary School (Community)</b> <b>Inkberrow Primary (Avonreach MAT)</b> <b>Norton Juxta Kempsey Primary (Avonreach MAT)</b> <b>Orchard Primary (Avonreach MAT)</b> St Barnabas CE First & Middle (DOWMAT) St Nicholas' CE Middle (DOWMAT)

Middle Schools	Abbey Park Middle	St Barnabas CE First & Middle	St Nicholas' CE Middle
<b>Named Feeder Schools</b>	Abbey Park First and Nursery (Community) <b>Orchard Primary (DOWMAT)</b>	Defford cum Besford CE First (Voluntary) Eckington CE First * (Voluntary) <b>Norton Juxta Kempsey CE Primary (Avonreach MAT)</b>	Crowle CE First (DOWMAT) Fladbury CE First (Voluntary) <b>Flyford Flavell Primary (Community)</b> <b>Himbleton CE Primary (Voluntary)</b> <b>Inkberrow Primary (Avonreach MAT)</b> Pinvin CE First (DOWMAT) Upton Snodsbury CE First (Voluntary)

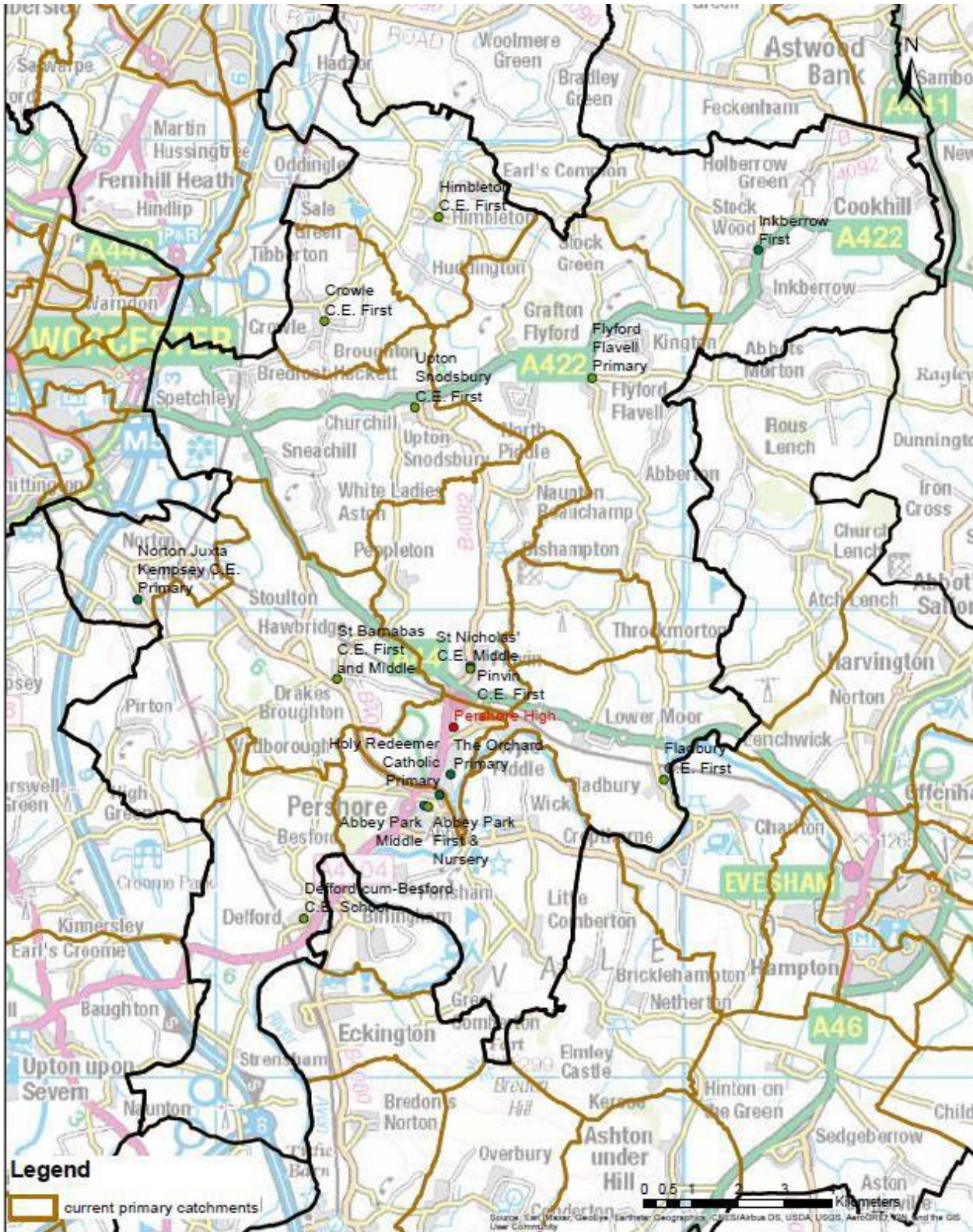
**The following schools do not have any feeder school links to middle or high schools in Pershore**

Holy Redeemer Catholic Primary\*

\*Children resident in Birlingham are part of a shared catchment area with Eckington C.E. First in the Evesham area and Defford-cum-Besford C.E. First in the Pershore area. This shared catchment area also applies to the Middle and High schools of Bredon Hill Academy and Prince Henry's High in the Evesham area and St Barnabas C.E. First and Middle, Drakes Broughton and Pershore High School.

\*\*Children resident in Birlingham attending Eckington C.E. First School as the catchment area school should consider transfer, on attaining nine years of age, to Drakes Broughton, St Barnabas C.E. First and Middle School (Pershore Area) as this is the catchment area school at that age. Parents should also be aware there is no catchment area priority to Middle Schools in the Evesham area.

Figure 2 shows a map of all of the schools in the Pershore Education Planning Area (EPA)



## **What is being proposed?**

Schools and education partners are collectively seeking a singular approach to education provision in this area in the form of an **area wide-transition to a two-tier (Primary and Secondary) system of education**. This will involve all First and/or Middle schools changing to Primary schools and the High School becoming a Secondary school for all the Year 7 pupils in the area.

An area-wide transition requires a number of changes to schools to be coordinated to ensure changes are made in line with other schools so that pupil journeys would not be detrimentally impacted.

These proposals include:

- a. Change of age range of the following first schools to primary schools, resulting in permanent expansion of the physical capacity at:
  - i. Crowle CE First School (RSC approval of change already sought)
  - ii. Fladbury CE First School (Governing Body decision) with PAN reduction and lowering age range to incorporate pre-school age children
  - iii. Upton Snodsbury CE First (Governing Body decision)
  - iv. Defford-cum-Besford CE First (Governing Body decision)
- b. Change of age range of St Barnabas CE First & Middle School to primary age range (RSC decision) and lowering to incorporate pre-school age children
- c. Change of age range and amalgamation of Abbey Park Middle and Abbey Park First school to provide a single primary school on this site, and incorporating 2 year old pre-school provision into the school age range (LA decision)
- d. Change of age range and amalgamation of St Nicholas C.E. Middle School and Pinvin CE First School to provide a single Primary school on this site (RSC decision), including a PAN increase from 25 to 30 pupils per year and opening of pre-school provision by lowering age range of the school
- e. Permanent expansion of physical capacity, increase in the schools PAN, and change of feeder school links for all Pershore Primary schools at Pershore High School for additional year 7 pupils (RSC decision)

The schools mentioned above have prepared individual consultation documents to detail their Governing Body or Academy Trust proposals and the reasons for the proposals. These can be accessed from the schools' individual webpages about the consultation, links to these can be found on the [Pershore consultation webpage](#).

In line with age range changes already approved, these changes would collectively result in all schools in a two-tier education system for all schools in the Pershore Education Planning Area.

Figure 3 details the proposed school structure in the Pershore area.

**Figure 3: Pyramid Structure in Pershore Education Planning Area by school type if proposals are agreed**

<b>High Schools</b>	<b>Pershore High (Avonreach MAT)</b>
<b>Named Feeder Primary Schools</b>	Abbey Park Primary (Community) Crowle CE Primary (DOWMAT) Defford cum Besford CE Primary (Voluntary) Fladbury CE Primary (Voluntary) Flyford Flavell Primary School (Community) Himbleton CE Primary (Voluntary) Inkberrow Primary (Avonreach MAT) Norton Juxta Kempsey Primary (Avonreach MAT) Orchard Primary (Avonreach MAT) Pinvin & St Nicholas' CE Primary (DOWMAT) St Barnabas CE Primary (DOWMAT) Upton Snodsbury CE Primary (Voluntary)

**Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during key stage 1 and 2.

This creates a risk to ensuring clear and high quality education journeys for pupils.

Please see individual school proposals for specific reasons why schools are proposing changes.

## **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

### **For Local Authority Maintained (Community, Voluntary, Foundation) schools:**

#### ***Expansion & Change of Age Range***

The Governing Body of the school can propose and decide for all types of mainstream schools to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils **and** 25%). The Governing Body of voluntary and foundation schools only can propose an alteration of change of age range by up to 2 years (excluding adding or removing a sixth form).

Worcestershire County Council is the sole proposer and decision maker for prescribed alterations for community, voluntary or foundation schools to permanently enlarge premises and increase the capacity of a school (if the capacity of the school will increase by more than 30 pupils **and** 25%). Worcestershire County Council can propose and decide for prescribed alterations relating to change of age range of a community, voluntary or foundation school. For changes that are expected to be in place for more than 2 years, Local Authorities can propose a change of age range by following the statutory process, which requires the publication of Public Notices and an adequate representation period.

#### **Amalgamations**

The Local Authority and/or Governing Body (depending on school category) can publish a proposal to amalgamate two or more schools following the statutory process. This may include the closure one school (or more) and enlargement/change the age range/transfer of site of an existing school, to accommodate the displaced pupils. Alternatively, LAs may propose to amalgamate schools by closure of all schools involved and replace them with a new school.

When proposing changes, LA's and GBs should act reasonably, and in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

### **For Academy Schools:**

#### ***Expansion & Change of Age Range***

Academy schools that are rated 'good' or 'outstanding' at their last inspection, are in good financial health, and are proposing a change that is not contentious or subject to objections from the LA, may propose to expand their physical capacity and / or change the age range of their school by up to two years (including adding nursery provision but excluding adding or removing a sixth form) by following a fast-track process. Academy Trusts proposing to change the age range of their schools by three years or more, those which want to add or

remove a sixth form, make any age range change which is contentious, or which will set a precedent for schools in their local area, must submit a full business case.

The Regional Schools Commissioner (RSC) is the sole decision maker for proposals for Academy schools. The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **For the Amalgamation of schools:**

In ALL cases, proposed changes to amalgamate an academy with (an)other academy/academies will require a full business case. There are two ways to do this:

I. The academy trust may propose to close one (or more) academy and expand the remaining academy. The amalgamated academy will retain its school number, as it is not a new school, even if its age range has changed.

II. Alternatively, the academy trust may propose to close all the academies involved and replace them with a new school.

### **Changes to Admissions Policies**

#### **Published Admissions Number (PAN) where an enlargement of premises has not taken place.**

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affected admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

#### ***Admission Arrangements***

An age range change may, in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

[Consultation on school admission arrangements](#)

## **The Impact of the Proposals**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child will have a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School Accommodation**

These proposals would have an impact on accommodation at some schools. Some schools would require additional facilities, while for others these changes would create surplus accommodation. There may be opportunities to consider additional specialist and or multi-agency provision in those schools that identify surplus accommodation.

### **School staff**

Implications for school staff would include reductions in some schools and the need for more staff in other schools. For the two academy Middle schools, this could result in a small number of redundancies for existing staff and the costs associated with this. The Education and Skills Funding Agency (ESFA) have been notified of this concern and are working with the Multi Academy Trust. Individual schools and Trusts will work as far as possible to support staff as part of the proposed changes.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

Abbey Park Middle and Pershore High School have Mainstream Autism Resources Base provision on site for children and young people with an identified Autism diagnosis and an EHCP naming resourced provision. There is no indication that this provision would need to alter significantly apart from the age range for both bases in line with the school age ranges.

## **Financial**

### ***Capital***

These proposals will have capital and revenue implications for a number of different education providers in this area. Detailed feasibilities have begun at required schools to understand full capital and revenue costs and accommodation implications.

Capital costs to deliver accommodation changes as required to all schools are estimated to be in the region of £4million across all changes and across funding bodies based on a cost per pupil place model, though costs are expected to be higher in part due to the impact of Covid-19 on materials.

It is anticipated based on this method that the proposed changes to the four LA maintained schools, will cost circa £2m which will require LA funding. If the proposals proceed WCF will seek commitment from Cabinet to fund the changes to the LA Maintained schools (subject to feasibility and viability).

The expectation will be that the DfE will support funding for Academy Trusts in either revenue or capital funding requirements.

Changes to Pershore High (Academy) is estimated to cost approximately £2.8m. Pershore High has been named in the first 50 schools of the DfE rebuilding programme<sup>1</sup> which provides an opportunity to incorporate the changes required at the school into a wider scheme. The ESFA are working with the complex capital team on this matter.

### ***Funding considerations for decision makers***

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

### ***Revenue***

Revenue implications for schools are yet to be fully determined – whilst middle schools may be at increased risk from financial deficits during the change period as pupil numbers decrease, Primary and Secondary schools will have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

### **Other education areas**

Some schools in Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

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<sup>1</sup> [School Rebuilding Programme - GOV.UK \(www.gov.uk\)](http://www.gov.uk)



Evesham operates mostly a three-tier education system (First, Middle and High schools) with intake points that differ to those of Pershore and are at Year 6 (Middle) and Year 9 (High). There are three Primary schools in the Evesham area. The 5-year average shows 4 to 5 pupils moving from the Evesham planning area to Pershore planning area for Year 8 intake at Pershore High. 2021 is the only year with data for Year 7 which showed 2 children moving from Evesham to Pershore. Pupils' resident of Birlingham, Eckington can currently transfer to a Middle School in Pershore or stay in Evesham schools. If Middle Schools in Pershore close, there would no longer be a normal phase transfer point for Eckington pupils. Families could apply for places into an existing year group. In September 2021 no children leaving Year 5 in Eckington transferred to a Pershore Middle school.

Droitwich operates mostly a three-tier education system which is in line with the Pershore transition points (First, Middle and High schools) with intake points at Year 5 (Middle) and Year 8 (High). There are four Primary schools in the Droitwich area. At High school level the 5 year average shows an average of 12 Year 8 pupils from Droitwich choosing schools in the Pershore education planning area each year. For Year 5, the 5-year average shows 10 pupils moving from Droitwich to Pershore. In September 2021 there were no Year 7 pupils moving from Droitwich to Pershore. The proposed change of age ranges in Pershore would remove the same year group transition / intake points as Droitwich. Therefore, families in Droitwich wanting to move to Pershore High for Secondary school provision would need to apply at Year 7 or request to transfer for year 8 if places are available.

Worcester operates a two-tier education system (Primary and Secondary schools) with intake points in Year 7 (Secondary). This would align with the proposed changes in the Pershore area. In September 2021, there were 5 pupils living in Worcester, attending a Pershore Middle or Primary school that were successful in obtaining a place in the Year 7 intake at Pershore High. Additional Year 7 places at Pershore Secondary School may encourage more families living in Worcester to consider Pershore as an alternative to a Worcester Secondary school. In September 2021, 23 pupils residing in the Pershore area chose Blessed Edward Oldcorne Catholic College in Worcester, transitioning from Holy Redeemer Catholic Primary School in Pershore which is a natural feeder. The 5-year average shows that just over 80% of pupils at Holy Redeemer transfer to Blessed Edward Oldcorne Catholic College each year.

## How and when, if approved, would the proposals be implemented?

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

**Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### **School changes**

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

### **Impact**

- Final year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (year 6)
- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering year 7 places

**Option 2: Year groups 5 & 6 closed in Middle schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

## School changes

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

## Impact

- Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year.

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

## School changes

- All First schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023.
- Change of age range and removal of year 5 intake for St Barnabas for September 2023.
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

## Impact

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in year 5 in 2022
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made.

## **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the schools
- Staff, Governors, Board Members of school and other local schools
- Multi-Academy Trusts
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

## **How to respond to the consultation**

### **Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase anyone with an interest can express their views on the proposals and options expressed in this document and the individual school consultations.

It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible via the [Worcestershire County Council Pershore Review webpage](#) or the individual school websites. An online survey is accessible from these websites. If you require a paper copy, please email [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk) or one of the schools.

The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

Worcestershire Children First and schools are holding a number of consultation events to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of the events can be found on the [Persnore EPA Review consultation webpage](#).

## **What happens next?**

### **How the decision will be made?**

At the conclusion of this consultation period individual Governing Body / Academy Trusts / Local Authority will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Proposers (Governing Body / Local Authority / Academy Trust) will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- Existing guidance, regulation and policy
- the response to the public consultation;
- the quality of education provision at the schools;
- the ability of the school to manage the proposed change;
- demand for places at the school and in the local area; and
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

### **Governing Body Decisions**

If the Governing Bodies decide to support the proposals, they will need to be satisfied that the appropriate fair and open local consultation period has been carried out and they have given full consideration to all the responses received. Before making any changes GBs should ensure that:

- they have consulted with the LA to ensure the proposal is aligned with local place planning arrangements;
- they have secured any necessary funding;
- they have identified suitable accommodation and sites;
- they have secured planning permission and/or agreement on the transfer of land where necessary. The proposal can be approved subject to planning permission being granted;
- they have the consent of the site trustees or other land owner where the land is not owned by the GB;
- where a school is designated as having a religious character, they have the consent of the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body, where appropriate; and
- the admissions authority is content for the published admissions number (PAN) to be changed where this forms part of expansion plans, in accordance with the School Admissions Code.

### **Cabinet Decisions**

Where the statutory process for maintained schools is required and the Local Authority are the decision maker, Officers at the County Council will prepare a report for Cabinet detailing the arguments for and against the change. The anonymised responses of the public consultation will be shared with Cabinet along with the Governors' comments on the issues raised.

If Cabinet decides to support the proposal, the County Council will publish formal Public Notice. The public will then have a final opportunity to comment or object within a four-week timescale laid down in law. Notices are published in the local press and displayed outside the Schools. At the end of the four weeks any feedback or objections will be reported to the Cabinet for a final decision.

## **Regional Schools Commissioner Decisions**

For Academy schools, the Academy Trust Board will then submit a significant change request to the Regional Schools Commissioner (RSC) alongside any requests to vary school admission arrangements.

The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **Related proposals**

Where proposals appear to be related to other proposals, the decision-makers must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

The Local Authority will, as far as possible, seek to coordinate all proposals.

**It is very important that all those involved have a say. Please submit your comments by noon on Friday 26th November 2021 by completing the online response form available on the school websites and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.**

**Relevant documents:**

Cabinet Member Decision on Change of Age Ranges & Policy: [Cabinet Member Decision on Change of Age Ranges & Policy](#)

Cabinet Report: Responding to Change of Age Range requests from Maintained Community Schools or Change of Age Range Consultations form other types of Schools Jan 2020: [Cabinet Report: Responding to Change of Age Range requests](#)

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HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)

Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup>  
November 2021

# Proposed Change of Age Range and Amalgamation of Abbey Park First & Nursery School and Abbey Park Middle School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk) or the school:

<b>Address</b>	Abbey Park First and Nursery School, Abbey Road, Pershore, Worcestershire, WR10 1DF	Abbey Park Middle School Abbey Road Pershore Worcestershire WR10 1DF
<b>Emails</b>	<a href="mailto:office@abbeyparkfirst.worcs.sch.uk">office@abbeyparkfirst.worcs.sch.uk</a>	<a href="mailto:office@abbeyparkmiddle.worcs.sch.uk">office@abbeyparkmiddle.worcs.sch.uk</a>
<b>Phone number</b>	01386 552722	01386 552667



## Have your say...

It is very important that all those involved or have an interest have a say, we welcome your views.

An online survey can be accessed from the school website or [Worcestershire County Council Pershore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses must be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

Date & Time	Location & address	Delivery
19 <sup>th</sup> October 9AM	Abbey Park Middle School hall	Face-to-face
19 <sup>th</sup> October 6PM	Abbey Park Middle School hall	Face-to-face

Yours sincerely,

Rebecca Scully & Rachel Clements

Headteacher / Chair of Governors



**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **School Details**

Name and Address:	Abbey Park First School, Abbey Road, Pershore, Worcestershire, WR10 1DF		
Status:	Community		
Ofsted Rating / Date:	Good 17 <sup>th</sup> October 2017		
Current age range:	3 to 9	Proposed age range:	2 to 11
Total pupil capacity as of 1 <sup>st</sup> September 2021:	150 plus 26 Nursery	Proposed total pupil capacity:	210 plus 30 Nursery 30 Pre-School
Published admission number (PAN) as of 1 <sup>st</sup> September 2021:	30	Proposed PAN:	30
Currently pupils transition to:	Middle School at Year 5	Proposed for pupils to transition to:	High School at Year 7

Name and Address:	Abbey Park Middle School, Abbey Road, Pershore, Worcestershire, WR10 1DF		
Status:	Community		
Ofsted Rating / Date:	Requires Improvement, 23 <sup>rd</sup> October 2018		
Current age range:	9 to 12 (Years 5-7)		
Total pupil capacity as of 1 <sup>st</sup> September 2021:	252		
Published admission number (PAN) as at 1 <sup>st</sup> September 2021:	84		
Proposal:	The Middle School is proposed to close, amalgamating Years 5 & 6 into Abbey Park Primary School.		

## **Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

At no point did our Federation of schools request or want a change of age. In all previous consultations our community and stake holders did not support change of age. However, running two systems alongside each other is not viable.

## What is proposed

### ***Federation of schools to become one Primary***

It is proposed to alter the age range of Abbey Park Schools Federation from 3-9 (First) and 9 - 12 (Middle) to become one primary school from ages 3 -11.

Children in year 4 at the school would remain at the school for years 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Historic and Forecast number on roll at Abbey Park First / Primary School:

	<b>Pre-School</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Total</b>
Oct 2020	20	26	27	39	28	30	28	38	51	74	361
Oct 2021	13	25	31	28	38	29	30	36	34	47	311
Oct 2022	26	26	30	30	30	38	35	36#	42	34	327
Oct 2023	30	30	30	30	30	30	38	38	39*		295
Oct 2024	30	30	30	30	30	30	30	38	40		288

Based on 5-year average transfer rates and anticipated stay on rates to year 5 based on similar school conversions. Includes children from expected new housing developments and half from the catchment of Orchard Primary over the school's PAN of 30. \*In option 1 this class is in Abbey Park Middle but in options 2 & 3 it is in Abbey Park Primary. #In option 3 this class is in Abbey Park Primary but in options 2 & 3 it is in Abbey Park Middle School.

The first school is currently built to support 150 school aged pupils and 26 nursery pupils, with 154 school aged pupils currently on roll in reception to Year 4. This is the result of having a 'bulge' birth year which resulted in us increasing the PAN for one year group only. This is a temporary increase and from Sep 2024, numbers will reduce again.

The Pupil Admission Number (PAN) will remain at 30. This PAN restricts intakes to 30 and the current year 2 bulge year to 38.

The middle school is currently built to support 252 pupils, with 117 pupils currently on roll. Year 7 numbers are currently 47 but this will reduce to 34 next year.

### ***Incorporate 2 year old Pre-School children***

It is proposed to lower the age range of Abbey Park Schools Federation from 3 years to 2 years to incorporate provision for two-year-olds into the maintained offer of the school alongside provision for three and four-year olds. In order to do so the age range of the school must be lowered.

Changing the age range of the school and operating two-year-old provision as part of the maintained school will have a number of benefits:

Children attending the two-year old provision can be integrated fully into the school community. Parents and carers will benefit from the opportunity to pay for services using online methods. Registration of all children will be consistent, as will tracking of attendance and attainment.

The school offer a fully inclusive environment, linking with Health and Social care professionals, which allows the school to identify early concerns and address barriers which are preventing swift progress whilst developing excellent relationships with families. The introduction of children into this journey from two will further this programme and support the school to continue to improve outcomes for children and support vulnerable families.

In addition, being able to ensuring the staff: pupil ratios reflect children's needs rather than the provision's legal requirements will enable all children to transfer to their Reception Class with a greater understanding of needs, interest, strengths and difficulties which will allow them to flourish.

### **Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during key stage 1 and 2.

This creates a risk to ensuring clear and high-quality education journeys for pupils.

We have seen a sharp decrease in numbers at middle school.

Abbey Park Pre-School & Nursery has growing numbers of children over the last several years. The following table details the number of pre-school children over the last 4 years:

Academic Year	Funded 2 year olds on role	Funded 3 & 4 year olds on roll
2019/20	27	30
2020/21	19 will increase each term expected to be 28 by Summer Term	29

Parents and staff would support two-year-old children to be included on the school roll as with three- and four-year olds and have acknowledged that this would make processes easier including the ability to pay for services using an online cashless alternative.

Parents and Carers also appreciated the approach to create developmentally appropriate provision which reflects the strengths and needs of all children in the nursery school without division according to age.

Some parents have requested extending the provision to provide full day sessions for two-year olds. The school responded to this and are now offering full day provision including lunch for children. The school also offer lunch sessions to 2-year-old children eligible for funding and / or Early Years Pupil Premium funding. Developmental needs are always considered when extending session outside the normal 3 hours for such young children. Their needs remain the priority focus throughout.

### **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

#### **For Local Authority Maintained (Community, Voluntary, Foundation) schools:**

##### ***Expansion & Change of Age Range***

Worcestershire County Council is the sole proposer and decision maker for prescribed alterations for community, voluntary or foundation schools to permanently enlarge premises and increase the capacity of a school (if the capacity of the school will increase by more than 30 pupils **and** 25%). Worcestershire County Council can propose and decide for prescribed alterations relating to change of age range of a community, voluntary or foundation school. For changes that are expected to be in place for more than 2 years, Local Authorities can propose a change of age range by following the statutory process, which requires the publication of Public Notices and an adequate representation period.

##### ***Amalgamations***

The Local Authority and/or Governing Body (depending on school category) can publish a proposal to amalgamate two or more schools following the statutory process. This may include the closure one school (or more) and enlargement/change the age range/transfer of site of an existing school, to accommodate the displaced pupils. Alternatively, LAs may propose to amalgamate schools by closure of all schools involved and replace them with a new school.

When proposing changes, LA's and GBs should act reasonably, and in line with the principles of public law, to ensure that the changes do not have a negative impact on the education of pupils in the area.

### **Changes to Admissions Policies**

***Published Admissions Number (PAN) where an enlargement of premises has not taken place.***

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affected

admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

### **Admission Arrangements**

An age range change may, in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

### **Consultation on school admission arrangements**

### **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **Quality of provision and breadth of curriculum**

We have experienced, highly skilled teachers and staff to support all children in EYs, KS1 and KS2.

### **Accommodation Required**

The proposal is to refurbish where possible and remodel where necessary the current accommodation to provide the facilities required to create a 1 Form Entry Primary school in line with current DfE school building guidance, Building Bulletin 103. No additional new school buildings are required as part of this proposal as there is ample capacity across the existing two schools.

These proposals retain the Blossom Vale Children's Centre by the school, as well as looking to incorporate the Pre-School (currently based in temporary mobile accommodation) within the main school buildings. The Feasibility Study completed suggests the mobile building will become surplus to requirements.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

Implications for school staff would include reductions in some schools and the need for more staff in other schools. For Abbey Park Schools Federation, this could result in a small number of potential redundancies for existing staff and the costs associated with this. The Local Authority have been notified of this concern and every effort will be made to minimise the impact on staff and avoid redundancies.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support, in particular, pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

Abbey Park Middle School and Pershore High School have Mainstream Autism Resources Base provision on site for children and young people with an identified Autism diagnosis and an EHCP naming resourced provision. There is no indication that this provision would need to alter significantly apart from the age range for both bases in line with the school age ranges.

### **Financial – Capital**

These proposals will have capital and revenue implications for a number of different education providers in this area. Detailed feasibilities have been commissioned at required schools to understand full capital and revenue costs and accommodation implications.

To reconfiguration Abbey Park First and Middle schools into a Primary School will require capital funding.

### **Financial – Revenue**

Revenue implications for schools are yet to be fully determined – whilst middle schools may be at increased risk from financial deficits during the change period as pupil numbers decrease, Primary and Secondary schools will have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

### **Funding considerations for decision makers**

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

### **Other education areas**

Some schools in Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

Evesham operates mostly a three-tier education system (First, Middle and High schools) with intake points that differ to those of Pershore and are at Year 6 (Middle) and Year 9 (High). There are three Primary schools in the Evesham area. 2021 is the only year with data for Year 7 which showed 2 children moving from Evesham to Pershore. Pupils' resident of Birlingham, Eckington can currently transfer to a Middle School in Pershore or stay in Evesham schools. If Middle Schools in Pershore close, there would no longer be a normal phase transfer point for Eckington pupils. Families could apply for places into an existing year group. In September 2021 no children leaving Year 5 in Eckington transferred to a Pershore Middle school.

Droitwich operates mostly a three-tier education system which is in line with the Pershore transition points (First, Middle and High schools) with intake points at Year 5 (Middle) and Year 8 (High). There are four Primary schools in the Droitwich area. For Year 5, the 5-year average shows 10 pupils moving from Droitwich to Pershore. In September 2021 there were no Year 7 pupils moving from Droitwich to Pershore. The proposed change of age ranges in Pershore would remove the same year group transition/intake points as Droitwich. Therefore, families in Droitwich wanting to move to Pershore High for Secondary school provision would need to apply at Year 7 or request to transfer for year 8 if places are available.

Worcester operates a two-tier education system (Primary and Secondary schools) with intake points in Year 7 (Secondary). This would align with the proposed changes in the Pershore area.



## How and when, if approved, would the proposals be implemented?

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created an [Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

### **Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

#### **School changes**

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

#### **Impact**

- Final year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (year 6).
- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering year 7 places.

### **Option 2: Year groups 5 & 6 closed in Middle schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### School changes

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

### Impact

- Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year.

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### School changes

- All First schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023.
- Change of age range and removal of year 5 intake for St Barnabas for September 2023.
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

### Impact

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in year 5 in 2022.
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage.
- This gives families the least amount of time before changes are made.

## **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
- Staff, Governors, Board Members of school and other local schools
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

## **How to respond to the consultation**

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It is very important that all those involved or have an interest have a say, we welcome your views.

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We are holding consultation event(s) to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in on page 2 of this document.

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### **How the decision will be made?**

At the conclusion of this consultation period the Governing Body and Local Authority will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Governing Body and Local Authority will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- the response to the public consultation;
- the quality of education provision at the schools;
- the ability of the school to manage the proposed change
- demand for places at the school and in the local area; and
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of

expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

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### **Related proposals**

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The Local Authority will, as far as possible, seek to coordinate all proposals.

It is very important that all those involved have a say. Please submit your comments by noon on Friday 26<sup>th</sup> November 2021 by completing the online response form available on the school and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.

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Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup>  
November 2021

# Proposed change of age range and enlargement of premises of Defford-cum- Besford First School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals, if agreed, would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk), or the school:

<b>Address</b>	Hill View, Defford, WR8 9BH
<b>Email</b>	office@defford-cum-besford.worcs.sch.uk
<b>Phone number</b>	01386 750 321

## Have your say...

It is very important that all those involved or who have an interest have a say; we welcome your views.

An online survey can be accessed from the school website or [Worcestershire County Council Pershore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses must be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

<b>Date &amp; Time</b>	<b>Audience</b>	<b>Location &amp; address</b>	<b>Delivery</b>
14.10.21 6:30pm	School parents	Defford-cum-Besford CE First School hall	Face-to-face
2.11.21 6:30pm	Local residents	Defford-cum-Besford CE First School hall	Face-to-face
10.11.21 6:30pm	Local residents	NA	Virtual (via Zoom)

Yours sincerely,

Mr James Riley  
Chair of Governors  
Defford-cum-Besford Church of England First School

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **School Details**

Name and Address:	Defford-cum-Besford CE First School Hill View Defford		
Status:	Voluntary Controlled		
Ofsted Rating / Date:	Good, March 2020		
Current age range:	4 to 9	Proposed age range:	4 to 11
Total pupil capacity as at 1 <sup>st</sup> September 2021:	60	Proposed total pupil capacity:	84
Published admission number (PAN) as at 1 <sup>st</sup> September 2021:	12	Proposed PAN:	12
Currently pupils transition to:	Middle Schools Year 5	Proposed for pupils to transition to schools:	Pershore High Year 7

## **Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and the surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

## **What is being proposed?**

### **First school transitioning to a Primary school**

It is proposed to alter the age range of Defford-cum-Besford First School from 4-9 to 4-11. This would change the school from a first school to a primary school.

Children in year 4 at the school would remain at the school for years 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Historic and forecast number on roll at Defford-cum-Besford School:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Oct 2019	8	12	12	9	10			51
Oct 2020	12	8	13	10	9			52
Oct 2021	11	12	8	13	10			54
Oct 2022	7	12	12	9	14	8		62
Oct 2023	12	7	11	13	13	14	8	78
Oct 2024	7	11	11	12	9	8	9	67

Based on 5-year average transfer rates and anticipated stay-on rates to year 5. Includes expected additional children from housing developments. Also based on similar school conversions.

The school is currently built to support 60 pupils, with 54 pupils currently on roll. The Pupil Admission Number would remain at 12 pupils; therefore the total capacity would increase to 84 pupils.

### **Why is it being proposed?**

Defford-Cum-Besford CE First School is a Church school, with a distinctive Christian character. It aims to provide a strong educational, moral and spiritual framework in which all children can grow, develop and achieve their full potential. Defford-cum-Besford CE First School includes a vibrant preschool that works alongside their Reception children. This provides a strong foundation for the children's future learning throughout Key Stage 1 and 2. The school has 3 classes with children leaving at the end of Year 4.

The children leave the school at the end of Year 4, halfway through their Key Stage 2 education. This proposal would allow the school to support children and families right until their end of Year 6, the end of Key Stage 2.

The proposed change would allow us to provide a consistent setting for local children from the age of 4 through to 11. It would allow us to build a strong link with Pershore High to ensure a smooth transition to Secondary school.

Over the past 3 years our number on roll has been gradually growing. This is a testament to the quality of education offered by the school and the strong nurturing culture we provide.

Defford-cum-Besford CE First School is financially sustainable. This proposal will allow us to improve our offer to our pupils and families, increasing the positive impact we are able to have on young people's lives in the community.

Changes to schools in the Pershore education planning area over several years have led to uncertainty and sustainability concerns across the education planning area. One school exists outside of the tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; two further schools have already consulted on change of age range.

Over the last two years, we have seen parents in the Pershore area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools.

This creates a risk to ensuring clear and good quality education journeys for pupils.

### **Related proposals**

Pershore High School are consulting on increasing their physical capacity to take more Year 7 pupils. Pershore High School are also consulting on including a feeder link to Defford-cum-Besford for Year 7 pupils.



## **Who can propose and decide the changes?**

**For Local Authority Maintained (Community, Voluntary, Foundation) schools:**

### ***Expansion & Change of Age Range***

The Governing Body of the school can propose and decide for all types of mainstream schools to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils **and** 25%). The Governing Body of voluntary and foundation schools only can propose an alteration of change of age range by up to 2 years (excluding adding or removing a sixth form).

## **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools. These proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **Quality of provision and breadth of curriculum**

Our curriculum is currently being revised, updated and improved. This work will support us in keeping children in Years 5 and 6, ensuring they have the knowledge and skills they need to complete Key Stage 2 and that they are ready for Key Stage 3 at Secondary School.

Mr Holdstock's previous headship was of a primary school and he has experience teaching Years 5 and 6. His experience would help us in recruiting a suitable new teacher and expanding our curriculum to include the additional challenges of upper Key Stage 2.

### **Accommodation Required**

Additional accommodation is required to change the school from a First School to a Primary School. This accommodation proposal would provide the school the additional classroom space to allow the school to keep another two year groups whilst also maintaining the additional room that is used to support learners with Special Educational Needs and to offer before and after school care to those families who rely upon it.

The proposal is to extend the current accommodation at the rear of the property in the location of the existing SEN area to provide an additional classroom, replacement SEN room and a cloaks/toilet area. Access to the new and existing accommodation will be provided by utilising the existing corridor and a new corridor. This will deal with one of the current issues of the school access to Willow's classroom, whereas currently this is through the SEN area or the hall, which is currently disruptive to any activities carried out in these areas. The new corridor will provide individual access to all areas eliminating any disruptiveness to these rooms.

The new accommodation will still allow access into the boiler room and rear of the school, essential for fire egress and servicing purposes. It will be necessary to upgrade the boiler plant as the current capacity will be exceeded by the new accommodation.

The new accommodation will meet school standard, BB103 and be delivered by experienced property surveyors under a school led project. Consideration will be given to mitigate any environmental impacts both during construction and during operation of the building.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

An additional member of the teaching staff would be required to deliver the Year 5 and 6 curriculum. Staffing requirements would remain under review to ensure the needs of pupils are met.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

Provision for children with SEND and our Vulnerable Learners will not change.

### **Financial**

These proposals will have capital and revenue implications for Defford-cum-Besford school. A detailed feasibility study has been completed for Defford-cum-Besford to understand full capital and revenue costs and accommodation implications.

The new building will capital allocation from WCF to the school. An initial detailed feasibility report is complete and the project is expected to cost around £375,000. Should proposals proceed, WCF will be asking Cabinet to support the capital funding required.

Revenue implications are yet to be fully determined. As a Primary school we would have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

## Funding considerations for decision makers

When determining these proposals, the Governing Body will need to be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g., trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

## Other education areas

Some schools in the Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

## How and when, if approved, would the proposals be implemented?

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

### **Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### **School changes**

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

### **Impact**

- Final year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (year 6)
- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering year 7 places

**Option 2: Year groups 5 & 6 closed in Middle schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

**School changes**

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

**Impact**

- Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

**School changes**

- All First schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023
- Change of age range and removal of year 5 intake for St Barnabas for September 2023..
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

## ***Impact***

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in year 5 in 2022
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made

## **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
- Staff, Governors, Board Members of school and other local schools
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

## **How to respond to the consultation**

### **Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase anyone with an interest can express their views on the options expressed in this document and the individual school consultations.

It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible from the [Worcestershire County Council Pershore Review webpage](#) the school website.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding consultation event(s) to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in on page 2 of this document.

## **What happens next?**

### **How the decision will be made**

At the conclusion of this consultation period the Governing Body will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Governing Body will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- the response to the public consultation;
- the quality of education provision at the school;
- the ability of the school to manage the proposed change to support the continued improvements at the school;
- demand for places at the school and in the local area; and
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

### **Governing Body Decisions**

If the Governing Bodies decide to support the proposals, they will need to be satisfied that the appropriate fair and open local consultation period has been carried out and they have given full consideration to all the responses received. Before making any changes GBs should ensure that:

- they have consulted with the LA to ensure the proposal is aligned with local place planning arrangements;
- they have secured any necessary funding;
- they have identified suitable accommodation and sites;
- they have secured planning permission and/or agreement on the transfer of land where necessary. The proposal can be approved subject to planning permission being granted;
- they have the consent of the site trustees or other land owner where the land is not owned by the GB;
- where a school is designated as having a religious character, they have the consent of the trustees of the school, the diocese or relevant diocesan board, or any other relevant faith body, where appropriate; and
- the admissions authority is content for the published admissions number (PAN) to be changed where this forms part of expansion plans, in accordance with the School Admissions Code.

### **Related proposals**

Where proposals appear to be related to other proposals, the decision-makers must consider the related proposals together. A proposal should be regarded as related if its implementation

(or non-implementation) would prevent or undermine the effective implementation of another proposal.

**It is very important that all those involved have a say. Please submit your comments by noon on Friday 26<sup>th</sup> November 2021 by completing the online response form available on the school website and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.**

**Relevant documents:**

Cabinet Member Decision on Change of Age Ranges & Policy: [Cabinet Member Decision on Change of Age Ranges & Policy](#)

Cabinet Report: Responding to Change of Age Range requests from Maintained Community Schools or Change of Age Range Consultations form other types of Schools Jan 2020: [Cabinet Report: Responding to Change of Age Range requests](#)

School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)

Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup>  
November 2021

# Proposed change of Age Range and Enlargement of Premises of Fladbury CofE First School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk) or the school:

<b>Address</b>	Church Street Fladbury Pershore Worcestershire WR10 2QB
<b>Email</b>	office@fladbury.worcs.sch.uk
<b>Phone number</b>	01386 860301



## Have your say...

It is very important that all those involved or have an interest have a say, we welcome your views.

An online survey can be accessed from the school website or Worcestershire County Council [Persore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses must be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

Date & Time	Location & address	Delivery
10/11/2021 7-8pm	At Fladbury School Hall	Face-to-face

Yours sincerely,



Julie Wilson  
Headteacher



Sue Johnston  
Chair of Governors

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **School Details**

Name and Address:	Fladbury CE First School		
Status:	Voluntary		
Ofsted Rating / Date:	Good 31/01/2018		
Current age range:	4 to 9	Proposed age range:	3 to 11
Total pupil capacity as at 1 <sup>st</sup> September 2021:	100	Proposed total pupil capacity:	105 plus 15 nursery
Published admission number (PAN) as at 1 <sup>st</sup> September 2021:	20	Proposed PAN:	15
Currently pupils transition to:	Middle School at Year 5	Proposed for pupils to transition to:	High School at Year 7

## **Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

Fladbury First School is a Voluntary Aided First School serving the villages of Fladbury, Wyre Piddle and Upper and Lower Moor. Fladbury School is, with the church St John the Baptist, at the very heart of an active village. The school draws from 3 villages serving those communities well with Christian worship and Christian values embedded in school life. The school is an important and highly respected integral part of the churches presence and teaching in these villages. We need our school to thrive to continue in these villages and with consideration to parents' responses, the Governing Bodies view is that this can be best achieved by increasing our age range to become a primary school and amending our pupil admission number (PAN).

## **What is proposed**

### ***First to Primary***

It is proposed to alter the age range of Fladbury First School from 4 to 9 to a 3 to 11 Primary School. This would change the school from a first school to a primary school and incorporate the pre-school age children into the maintained offer of the school.

Children in year 4 at the school would remain at the school for year 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Lowering the age range of the school and operating three-year-old provision as part of the maintained school will have a number of benefits. Children attending the three-year old provision can be integrated fully into the school community. Parents and carers will benefit from the opportunity to pay for services using online methods. Registration of all children will be consistent, as will tracking of attendance and attainment.

Historic and Forecast number on roll at Fladbury First School:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Oct 2020	15	22	14	12	14			77
Oct 2021	17	15	22	14	14			82
Oct 2022	11	17	15	22	14	14		93
Oct 2023	15	11	17	15	22	14	14	106
Oct 2024	15	15	11	17	15	22	14	109

Based on 5-year average transfer rates and anticipated stay on rates to year 5 based on similar school conversions. Includes expected additional children from housing developments. After 2021 the intake is restricted to 15 and any higher years over PAN are capped allowing no further additions.

The school is currently built to support 100 pupils, with 82 pupils currently on roll. It is proposed to decrease the Pupil Admission Number (PAN) from 20 to 15 to enable to additional year groups on the school site. We will maintain mixed years groups of 15 children per year to ensure consistent classes and key stage of circa 30 children. An historic PAN of 20 creates difficulty with grouping especially across the Key Stage and a PAN of 15 would enable a consistent and appropriate groupings.

Fladbury Pre-School class has had growing numbers over the last few years. The following table details the number of pre-school children over the last 4 years:

Academic Year	Funded 3 & 4 year olds on roll
2018/19	22
2019/20	24
2020/21	20

The pre-school age children would share the space with Reception class.

### **Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during key stage 1 and 2.

This creates a risk to ensuring clear and high quality education journeys for pupils.

Fladbury CE First School is a rural school with a Good Ofsted judgement and Outstanding SIAMs report. For the last 7 years the school has had an increasing number on roll (49 to 82), a trend which demonstrates the success and popularity of our school. This proposal for conversion would enable Fladbury to continue to remain financially stable and provide more school places for local children. Conversion would ensure a clear and high quality educational journey, for our pupils.

### **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

#### **For Local Authority Maintained (Community, Voluntary, Foundation) schools:**

##### ***Expansion & Change of Age Range***

The Governing Body of the school can propose and decide for all types of mainstream schools to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils **and** 25%). The Governing Body of voluntary and foundation schools only can propose an alteration of change of age range by up to 2 years (excluding adding or removing a sixth form).

##### **Changes to Admissions Policies**

##### ***Published Admissions Number (PAN) where an enlargement of premises has not taken place.***

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affected admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

## ***Admission Arrangements***

An age range change may, in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

### **[Link to Consultation on school admission arrangements](#)**

## **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

## **Quality of provision and breadth of curriculum**

After consultation with parents and stakeholders the perceived impact on the quality of education for children is that it would be positive on a number of counts.

- The continuity of education through the primary years would be enhanced if children were to continue their primary education in one setting.
- Staff are fully trained and have experience in teaching children through key stage two.
- An understanding of the requirements of upper key stage 2 curriculum along with consultation with other primary schools have resulted in an appreciation of the facilities required to teach this age group and provide suitable resources.
- The educational outcomes for all pupils would be improved as staff would know and understand the needs of each individual child for an additional 2 years
- Provide more opportunity for siblings to attend the same school
- Provide contact with parents' and carers over a longer period of time providing a continuous relationship which would work to the benefit of all children particularly those with special educational needs.
- Align the school with other schools within the area  
Enable the school to grow its staff team resulting in a broader skill set and the capacity to deliver an excellent bespoke curriculum which sustains school improvements.

## **Accommodation Required**

Additional accommodation is required to convert to a Primary School. The school in Fladbury is situated at the centre of the village on a site adjacent to the village hall and Parish Church. The site can be extended with additional accommodation provided and a proposed PAN reduction to 15. Thereby serving 105 pupils with an additional 15 in the Pre School and four correctly sized classrooms.

After completing due diligence and consulting with architects and the Diocese, the Governing Body have identified how suitable accommodation could be achieved. The construction work could be phased. Phase 1 would be to initially enlarge two undersized classrooms and construct one new classroom. Phase 2 would be to complete the provision of appropriate classrooms and remodel the two remaining undersized classrooms to form one correctly sized room and a smaller teaching space for Design and Technology.

The school will move towards managing classes by making use of space within the school building during construction work.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

The impact of conversion would require an additional teacher.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

### **Financial – Capital**

These proposals will have capital and revenue implications for Fladbury CofE First School. A detailed feasibility study has been completed for the school to understand full capital and revenue costs and accommodation implications.

The new building will require capital allocation from WCF to the school. An initial detailed feasibility report is complete and the project is expected to cost circa £539,000. If proposals proceed, WCF will request Cabinet support the capital required.

### **Financial – Revenue**

Revenue implications for schools are yet to be fully determined – whilst middle schools may be at increased risk from financial deficits during the change period as pupil numbers decrease, Primary and Secondary schools will have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

## Funding considerations for decision makers

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

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Some schools in Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

## How and when if approved would the proposals be implemented?

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

### **Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

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## School changes

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

## Impact

- Final year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (year 6).

- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering year 7 places.

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### **School changes**

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### **Impact**

- Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year.

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### ***Impact***

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in year 5 in 2022
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made.

### **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
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### **How to respond to the consultation?**

#### **Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase anyone with an interest can express their views on the options expressed in this document and the individual school consultations.

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The Governing Body will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

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- demand for places at the school and in the local area;
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

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(or non-implementation) would prevent or undermine the effective implementation of another proposal.

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School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)



Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup>  
November 2021

# Proposed Change of Age Range and Enlargement of Premises of Upton Snodsbury CofE First School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk) or the school:

<b>Address</b>	Upton Snodsbury CofE First School School Lane Upton Snodsbury Worcester, WR7 4NH
<b>Email</b>	<a href="mailto:Primary@upsnodsfirsr.worcs.sch.uk">Primary@upsnodsfirsr.worcs.sch.uk</a>
<b>Phone number</b>	01905 381288

## Have your say...

It is very important that all those involved or have an interest have a say, we welcome your views.

An online survey can be accessed from the school website or [Worcestershire County Council Pershore Review webpage](#). If you are unable to access the online response form, please email the school office.

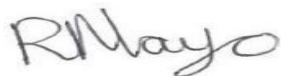
Paper responses must be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

Date & Time	Location & address	Delivery
Wednesday 3rd November at 7pm	Upton Snodsbury C of E First School School Lane Upton Snodsbury WR7 4NH	Face to Face
Friday 19 <sup>th</sup> November at 6pm	<a href="#">Join Zoom Meeting</a> Meeting ID: 244 881 7665 Passcode: School	Virtual (via Zoom)

Yours sincerely,



Mrs Rachel Mayo



Mr Matt Croft

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **School Details**

Name and Address:	Upton Snodsbury CofE First School School Lane Upton Snodsbury Worcester, WR7 4NH		
Status:	Voluntary Controlled		
Ofsted Rating / Date:	Outstanding. January 2016		
Current age range:	4 to 9	Proposed age range:	4 to 11
Total pupil capacity as of 1 <sup>st</sup> September 2021:	70	Proposed total pupil capacity:	98
Published admission number (PAN) as of 1 <sup>st</sup> September 2021:	14	Proposed PAN:	14
Currently pupils transition to:	Middle School at Year 5	Proposed for pupils to transition to:	High School at Year 7

## **Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

Upton Snodsbury C of E First School is a small, rural school which was deemed by Ofsted as 'outstanding' in January 2016. The school serves a community which experiences a range of protocols, year groups and procedures for transition to subsequent schools. If we reached our pupil capacity level, we could ease school population overcrowding experienced by urban schools. Our on-entry data evidences that Upton Snodsbury C of E First School attracts a significant number of out of catchment area pupils with a range of transition protocols should they continue their education within their particular catchment area. A number of our pupils attend from Worcester which offers a two-tier system. As a result, the school loses children before the end of Year 4 and this has greatly impacted our Number on Roll (NOR). In addition, September 2021 saw around a third of children in Year 4 decide not to continue their education at the local middle school. Informal feedback from parents has suggested that this number will increase for September 2022 and therefore the middle schools would be impacted.

## **What is being proposed?**

### **First school transitioning to a Primary School**

It is proposed to alter the age range of Upton Snodsbury C of E First School from 4-9 to 4-11. This would change the school from a first school to a primary school.

Children in year 4 at the school would remain at the school for year 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Historic and Forecast number on roll at Upton Snodsbury C of E School:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
Oct 2020	11	14	7	15	11			58
Oct 2021	6	11	14	7	14			52
Oct 2022	14	6	11	14	6	11		62
Oct 2023	13	14	6	11	13	6	11	74
Oct 2024	22	13	14	6	11	13	6	85

Based on 5-year average transfer rates and anticipated stay on rates to year 5 based on similar school conversions. Includes expected additional children from housing developments.

The school is currently built to support 70 pupils, with 49 pupils currently on roll.

The Pupil Admission Number (PAN) will remain at 14 pupils. A total of 98 pupils could be on roll.

## **Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during key stage 1 and 2.

This creates a risk to ensuring clear and high-quality education journeys for pupils.

Upton Snodsbury C of E First School is a rural school at risk of continuing in the category of a small school as per the Worcestershire Policy on Small Schools. This proposal will allow Upton Snodsbury C of E First School to make better use of existing accommodation and staffing to remain financially sustainable and continue to provide school places for local children.

## **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

### **For Local Authority Maintained (Community, Voluntary, Foundation) schools:**

#### ***Expansion & Change of Age Range***

The Governing Body of the school can propose and decide for all types of mainstream schools to permanently enlarge premises and increase capacity of a school if the increase will result in a change of less than 30 pupils **and** 25%). The Governing Body of voluntary and foundation schools only can propose an alteration of change of age range by up to 2 years (excluding adding or removing a sixth form).

#### **Changes to Admissions Policies**

##### ***Published Admissions Number (PAN) where an enlargement of premises has not taken place***

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affected admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

##### ***Admission Arrangements***

An age range change may in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

##### **[Consultation on school admission arrangements](#)**



## **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **Quality of provision and breadth of curriculum**

By converting to Primary the school would be able to continue to provide a high quality of provision and breadth of the curriculum. Additionally, we will be working with the other local schools, some of whom are already converted, within our area to collaborate on such activities and to ensure resources are available to enrich the curriculum. This would lead to improved outcomes at Key Stage 2 by continuing upward trajectory of progress as children transition at logical times through the key stages. All staff currently employed at Upton Snodsbury are qualified to teach across the whole primary age range and have previous experience of working in schools offering full primary provision.

### **Accommodation Required**

Additional accommodation is required including at least two further teaching spaces to cater for the additional year groups. A feasibility report has been completed presenting options to be considered. Year groups would continue to be mixed with a PAN of 14.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

There would be no reduction for any option, but in the long term an additional teacher would need to be employed. The existing leadership structure of one Headteacher will be retained. Class teachers will lead on specific subject areas and key aspects of provision.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

## **Financial – Capital**

These proposals will have capital and revenue implications for Upton Snodsbury CofE First school. A detailed feasibility study has been completed for the school to understand full capital and revenue costs and accommodation implications.

## **Funding considerations for decision makers**

### **Financial – Revenue**

Revenue implications for schools are yet to be fully determined. However, the uncertainty in the pyramid is causing falling numbers of children to currently choose the school, increasing risk from a financial deficit in the short term. However, long term due to the increase in numbers and pupil-led funding this will mean we would be financially sustainable. It is likely to take time before revenue costs for the primary school are directly aligned with pupils in the classroom.

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When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g., trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

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School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)





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Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup>  
November 2021

# Proposed Change of Age Range of St Barnabas CofE First and Middle School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk) or the school:

<b>Address</b>	St. Barnabas CE First and Middle School, Stonebow Road, Drakes Broughton, Pershore, Worcestershire WR10 2AW
<b>Email</b>	office@st-barnabasfirstmiddle.worcs.sch.uk
<b>Phone number</b>	01905 840366



## Have your say...

It is very important that all those involved or have an interest have a say, we welcome your views.

An online survey can be accessed from the school website or [Worcestershire County Council Pershore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses must be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

Date & Time	Location & address	Delivery
Thursday 21 <sup>st</sup> October 3.30pm	St. Barnabas CE First and Middle School, Stonebow Road, Drakes Broughton, Persnore, Worcestershire WR10 2AW	Face-to-face
Thursday 21 <sup>st</sup> October 1pm	Topic: Persnore Area Age Range Consultation Time: Oct 21, 2021 13:00 London <a href="#">Join Zoom Meeting</a> Meeting ID: 831 6368 5420 Passcode: 648005	Virtual (via Zoom)

Yours sincerely,



Stephen Booth  
Headteacher



Quintin Spears  
Chair of Local Academy Board



Claire Davies  
DoWMAT CEO

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

**School Details**

Name and Address:	St. Barnabas CE First and Middle School, Stonebow Road, Drakes Broughton, Pershore, Worcestershire WR10 2AW		
Status:	Academy		
Ofsted Rating / Date:	Requires Improvement January 2020		
Current age range:	4 to 12	Proposed age range:	3 to 11
Point(s) of Entry:	Reception & Year 5	Proposed point(s) of entry:	Reception
Total pupil capacity as of 1 <sup>st</sup> September 2021:	390	Proposed total pupil capacity:	315 plus Nursery
Published admission number (PAN) as of 1 <sup>st</sup> September 2021:	30 (Yrs R,1,2,3,4)  80 (Yrs 5,6,7)	Proposed PAN:	45 (Yrs R-6)
Currently pupils' transition to:	Middle School at Year 5	Proposed for pupils to transition to:	High School at Year 7

**Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

St Barnabas CE First & Middle School currently enjoys the unique status of being the only combined First & Middle School in the UK. The school provides education for children aged from four in our Reception class, to twelve-year old students in Year 7.

We value our Voluntary Controlled status and our close links with the local church as well as being part of the Diocese of Worcester Multi Academy Trust (DOWMAT). We also work closely with the Worcestershire Diocesan Board of Education Team.

Members of the Local Academy Board, teachers, support staff, parents and friends work together to ensure that the wellbeing of the children is at the heart of all that we do. We ensure that the lively, stimulating and caring environment within the school enables the children to

progress to achieve their academic potential and to develop as balanced, well-adjusted, thoughtful and polite young people.

We see education as a partnership between children and adults and look to work closely with our families to empower our pupils to develop a lifelong interest in learning.

St. Barnabas CE First and Middle School joined the Diocese of Worcester Multi Academy Trust in March 2017 and, as a result, benefits from a dynamic collaborative network of 15 academies and the extensive school improvement support the Trust offers.

### **What is proposed**

It is proposed to alter the age range of St Barnabas CofE First and Middle School from 4-12 to 3-11. This would change the school from a first & middle school to a primary school.

Children would remain at the school for Years 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Historic and Forecast number on roll at St Barnabas First and Middle School:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Oct 2020	18	23	24	26	21	34	49	50	245
Oct 2021	24	23	28	29	31	33	39	53	260
Oct 2022	36	26	25	30	31	35	35	40	258
Oct 2023	40	38	28	27	32	33	37		235
Oct 2024	33	40	38	28	27	32	33		231

Based on 5-year average transfer rates and anticipated stay on rates to year 5 based on similar school conversions. Includes children from expected new housing developments.

The school is currently built to support 390 pupils, with 211 pupils currently on roll. The primary school could accommodate a total of 315 pupils.

### ***Incorporate 3 year old nursery children***

It is proposed to lower the age range of St Barnabas CE First & Middle School from 4 years to 3 years to incorporate provision for three-year-olds into the offer of the school. In order to do so the age range of the school must be lowered.

Changing the age range of the school and operating three-year-old provision as part of the maintained school will have a number of benefits:

Children attending the three-year old provision can be integrated fully into the school community. Parents and carers will benefit from the opportunity to pay for services using online methods. Registration of all children will be consistent, as will tracking of attendance and attainment.

The school offer a fully inclusive environment, linking with Health and Social care professionals, which allows the school to identify early concerns and address barriers which

are preventing swift progress whilst developing excellent relationships with families. The introduction of children into this journey from two will further this programme and support the school to continue to improve outcomes for children and support vulnerable families.

In addition, being able to ensure the staff: pupil ratios reflect children's needs rather than the provision's legal requirements will enable all children to transfer to their Reception Class with a greater understanding of needs, interest, strengths and difficulties which will allow them to flourish.

### **Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 11 to 12) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during Key Stage 1 and 2.

This creates a risk to ensuring clear and high-quality education journeys for pupils.

St. Barnabas has seen the impact of this over recent years, especially since the conversion of one of its main feeder first school to a primary in 2020. Previously the school catered for three classes in each of its year groups 5, 6, and 7. Moving forward the school is looking to take in one class of up to 30 pupils in Years 5 and 6, moving to a 45 intake as housing developments in the area result in more children needing a school place.

St Barnabas CE First and Middle School Pre-School has growing numbers of children over the last several years. The following table details the number of pre-school children over the last 4 years:

Academic Year	Funded 3 & 4 year olds on roll
2018/19	31
2019/20	24
2020/21	22

Parents and Carers also appreciated the approach to create developmentally appropriate provision which reflects the strengths and needs of all children in the nursery school without division according to age.

## **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

### **For Academy Schools:**

#### ***Expansion & Change of Age Range***

Academy schools that are rated 'good' or 'outstanding' at their last inspection, are in good financial health, and are proposing a change that is not contentious or subject to objections from the LA, may propose to expand their physical capacity and / or change the age range of their school by up to two years (including adding nursery provision but excluding adding or removing a sixth form) by following a fast-track process. Academy Trusts proposing to change the age range of their schools by three years or more, those which want to add or remove a sixth form, make any age range change which is contentious, or which will set a precedent for schools in their local area, must submit a full business case.

The Regional Schools Commissioner (RSC) is the sole decision maker for proposals for Academy schools. The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **Changes to Admissions Policies**

#### ***Published Admissions Number (PAN) where an enlargement of premises has not taken place.***

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affected admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

#### ***Admission Arrangements***

An age range change may, in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

### [Consultation on school admission arrangements](#)

#### **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

#### **Quality of provision and breadth of curriculum**

All teachers at St. Barnabas CE Middle School are qualified to teach across the whole primary age range and have previous experience of working in schools offering full primary provision.

The staff have a range of expertise which covers the full primary curriculum. In addition, the school works closely within the DoWMAT to share best practice and ensure teaching provision and the quality of education is up to date and of high quality.

The proposed changes will have no detrimental impact on the quality of education for any of its pupils.

In addition, despite the changes, the new St. Barnabas CE Primary School will benefit from all the specialist facilities currently on offer to Year 7 pupils; especially with regard to PE, Science, and IT.

#### **Accommodation Required**

No additional accommodation is required to support this change.

Over the past four years, St. Barnabas has benefitted from over £500,000 from the Conditions Improvement Fund (CIF), designed to support improvements to academy buildings, plus Section 106 funding. This has enabled the Trust to make substantial renovations to the building and to provide a new modern classroom base to replace old mobiles. The buildings are bright and spacious and there is ample capacity to support the school's intention to become a one and a half intake primary school, with a PAN of 45.

#### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the

transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

Implications for school staff would include reductions in some schools and the need for more staff in other schools. For the two academy Middle schools, this has already resulted in a number of redundancies for existing staff and the costs associated with this. Further redundancies will be expected as part of the re-organisation. The Education and Skills Funding Agency (ESFA) have been notified of this concern and are working with the Multi Academy Trust. Individual schools and Trusts will work as far as possible to support staff as part of the proposed changes.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support, in particular, pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

### **Financial – Capital**

These proposals will have capital and revenue implications for a number of different education providers in this area. Detailed feasibilities have begun at required schools to understand full capital and revenue costs and accommodation implications.

The expectation will be that the DfE will support funding for Academy Trusts in either revenue or capital funding requirements.

### **Financial – Revenue**

Revenue implications for schools are yet to be fully determined – whilst middle schools may be at increased risk from financial deficits during the change period as pupil numbers decrease, Primary and Secondary schools will have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

### **Funding considerations for decision makers**

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g., trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

### **Other education areas**

Some schools in Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

Evesham operates mostly a three-tier education system (First, Middle and High schools) with intake points that differ to those of Pershore and are at Year 6 (Middle) and Year 9 (High). There are three Primary schools in the Evesham area. 2021 is the only year with data for Year 7 which showed 2 children moving from Evesham to Pershore. Pupils' resident of Birlingham, Eckington can currently transfer to a Middle School in Pershore or stay in Evesham schools. If Middle Schools in Pershore close, there would no longer be a normal phase transfer point for Eckington pupils. Families could apply for places into an existing year group. In September 2021 no children leaving Year 5 in Eckington transferred to a Pershore Middle school.

Droitwich operates mostly a three-tier education system which is in line with the Pershore transition points (First, Middle and High schools) with intake points at Year 5 (Middle) and Year 8 (High). There are four Primary schools in the Droitwich area. For Year 5, the 5-year average shows 10 pupils moving from Droitwich to Pershore. In September 2021 there were no Year 7 pupils moving from Droitwich to Pershore. The proposed change of age ranges in Pershore would remove the same year group transition / intake points as Droitwich. Therefore, families in Droitwich wanting to move to Pershore High for Secondary school provision would need to apply at Year 7 or request to transfer for year 8 if places are available.

Worcester operates a two-tier education system (Primary and Secondary schools) with intake points in Year 7 (Secondary). This would align with the proposed changes in the Pershore area.

### **How and when if approved would the proposals be implemented?**

As part of this consultation, stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

#### **Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**



#### **School changes**

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.



### Impact

- Final year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (year 6).
- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering year 7 places.

**Option 2: Year groups 5 & 6 closed in Middle schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### School changes

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid.

### Impact

- Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year.

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### ***School changes***

- All First schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023.
- Change of age range and removal of year 5 intake for St Barnabas for September 2023.
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

### ***Impact***

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in year 5 in 2022
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made.

### **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
- Staff, Governors, Board Members of school and other local schools
- Multi-Academy Trust
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

### **How to respond to the consultation**

#### **Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase anyone with an interest can express their views on the options expressed in this document and the individual school consultations.

It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible from this Worcestershire County Council [Pershore Review webpage](#) or the school website.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding consultation event(s) to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in on page 2 of this document.

## **What happens next?**

### **How the decision will be made**

At the end of the consultation period the Academy Trust will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Academy Trust will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- the response to the public consultation;
- the quality of education provision at the schools;
- the ability of the school to manage the proposed change to support the continued improvements at the school;
- demand for places at the school and in the local area; and
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

### **Regional Schools Commissioner Decisions**

For Academy schools, the Academy Trust Board will then submit a significant change request to the Regional Schools Commissioner (RSC) alongside any requests to vary school admission arrangements.

The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **Related proposals**

Where proposals appear to be related to other proposals, the decision-makers must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

The Local Authority will, as far as possible, seek to coordinate all proposals.

It is very important that all those involved have a say. Please submit your comments by noon on Friday 26<sup>th</sup> November 2021 by completing the online response form available on the school and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.

**Relevant documents:**

Cabinet Member Decision on Change of Age Ranges & Policy: [Cabinet Member Decision on Change of Age Ranges & Policy](#)

Cabinet Report: Responding to Change of Age Range requests from Maintained Community Schools or Change of Age Range Consultations form other types of Schools Jan 2020: [Cabinet Report: Responding to Change of Age Range requests](#)

School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)



# The Pinvin Federation

Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup> November 2021

## Proposed Change of Age Range and Amalgamation of Pinvin CofE First School and St Nicholas' CofE Middle School

### Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worschildrenfirst.org.uk](mailto:PershoreReview@worschildrenfirst.org.uk) or the school:

<b>Address</b>	Pinvin CE First School Main Street, Pinvin, Pershore, Worcestershire WR10 2ER	St. Nicholas CE Middle School Main Street, Pinvin, Pershore, Worcestershire WR10 2ER
<b>Emails</b>	office@pinvinfed.co.uk	office@pinvinfed.co.uk
<b>Phone numbers</b>	01386 554196	01386 554196

## Have your say...

It is very important that all those involved or have an interest have a say, we welcome your views.

An online survey can be accessed from the school website or Worcestershire County Council [Persore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses must be submitted to the school office.

The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in the table below:

Date & Time	Location & address	Delivery
Monday 18 <sup>th</sup> October 3.30pm	St. Nicholas CE Middle School Main Street, Pinvin, Persore, Worcestershire WR10 2ER	Face-to-face
Monday 18 <sup>th</sup> October 1pm	Topic: Virtual Meeting - Proposed amalgamation of Pinvin Federation Time: Oct 18, 2021 01:00 PM Greenwich Mean Time  <a href="#">Join Zoom Meeting</a>  Meeting ID: 968 6670 3539 Passcode: 8bwfj9	Virtual (via Zoom)

Yours sincerely,



Sandra Jennings  
Headteacher



Trevor Knight  
Chair of Governors



Claire Davies  
DoWMAT CEO

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## **School Details**

Name and Address:	Pinvin CofE First School, Main Street, Pinvin, Pershore, Worcestershire WR10 2ER		
Status:	Academy		
Ofsted Rating / Date:	Good		
Current age range:	4 to 9	Proposed age range:	3 to 11
Total pupil capacity as of 1 <sup>st</sup> September 2021:	125	Proposed total pupil capacity:	315 plus Nursery
Published admission number (PAN) as of 1 <sup>st</sup> September 2021:	25	Proposed PAN:	45
Currently pupils transition to:	Middle School at Year 5	Proposed for pupils to transition to:	High School at Year 7

Name and Address:	St Nicholas' CofE Middle School, Main Street, Pinvin, Pershore, Worcestershire WR10 2ER
Status:	Academy
Ofsted Rating / Date:	Requires Improvement June 2021
Current age range:	9 to 12 (Years 5 – 7)
Total pupil capacity as at 1 <sup>st</sup> September 2021:	336
Published admission number (PAN) as at 1 <sup>st</sup> September 2021:	112
Proposal:	The Middle School will close their Year 7 provision and amalgamate Years 5 & 6 into Pinvin Primary School.

## **Background information**

The Pershore Education Planning Area is made up of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

Pinvin CE First School is a one form entry first school in the rural village of Pinvin. It is situated immediately next to St Nicholas CE Middle School, which is a larger than the average-sized middle (deemed primary) school with additional facilities.

The two schools are federated; they share one Head teacher and operate under the same Local Academy Board. On 1st April 2017, both schools converted to academy status as part of the Diocese of Worcester Multi Academy Trust (DoWMAT) and now benefit from a dynamic collaborative network of 15 academies and the extensive school improvement support offered by the Trust.

Both schools are very proud of the Federation which offers a secure, inclusive and caring environment where everyone is valued and respected as part of the learning community. The Federation's Christian Values are an integral part of the ethos and their motto; 'Together, We Inspire, Discover and Achieve' lies at the heart of both schools.

The Federation is committed to ensuring all pupils have the opportunity to excel, attain their very best and have the opportunity to fulfil their ambitions. The learning experience offered is both stimulating and motivating; one of high expectations, that equips and prepares pupils for the 21st Century, including a better understanding of British Values in a global context.

We believe that everyone in school should enjoy learning and feel proud of their achievements. To fulfil this, we provide a curriculum which aims to be engaging and purposeful and one which is underpinned by high expectations. Our goal is to prepare every child so that they can make a positive contribution to the society in which they live and develop character for life. We also have excellent additional resources including a well - stocked Music Room, a Science laboratory and a well-equipped Art and DT room where children learn cook 3 course meals and use band saws.

The Federation strongly values the relationship with our parents, stakeholders and members of the community; recognising that effective partnerships are essential in ensuring the very best for all pupils.



## **What is proposed**

### **First to Primary**

It is proposed to alter the age range of Pinvin CofE First School from 4-9 to 3-11. This would change the school from a first school to a primary school.

Children in Year 4 at the school would remain at the school for Year 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

Historic and Forecast number on roll at Pinvin CofE First and St Nicholas' CofE Middle School:

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
Oct 2020	19	17	19	23	30	98	100	90	396
Oct 2021	23	21	21	24	23	80	94	102	388
Oct 2022	28	36	29	38	31	49#	86		297
Oct 2023	36	34	43	38	47	33	42*		273
Oct 2024	33	40	39	45	41	49	36		283

Based on 5-year average transfer rates and anticipated stay on rates to year 5 based on similar school conversions. Includes children from expected new housing developments, plus any newly arrived children from Abbey Park, Orchard and Fladbury catchments over respective PANs from 2022. #In option 3 this class is in Pinvin CofE Primary School but in options 1 & 2 it is in St Nicholas' CofE Middle School. \*In option 3 this class is in Pinvin CofE Primary School but in options 2 & 3 it is in St Nicholas' Middle CofE School.

The First school is currently built to support 125 pupils, with 97 pupils currently on roll.

It is proposed to increase the Pupil Admission Number (PAN) from 25 to 45.

### **Middle**

It is proposed to close St Nicholas' CofE Middle School and amalgamate with Pinvin CofE First School, if the proposal to change the age range of Pinvin CofE First School from to 3-11 is approved.

Children would remain at the primary school for Years 5 and 6. Children in Year 6 would then transition to a Secondary School for Year 7 onwards.

The school is currently built to support 336 pupils, with 221 pupils currently on roll. Year 7 numbers are 64.

### **Opening Pre-School provision**

The school is also consulting on establishing a pre-school to run alongside its successful Reception class. The Nursery will benefit from quality teaching and an excellent, well-equipped classroom base, with an exciting outdoor area. The nursery will work closely with the Reception class to form a smooth, seamless transition into the first year of primary school for each pupil. The school is intending to set the nursery up to run from April 2022.

It is proposed to lower the age range of the school from 4 years to 3 years to incorporate provision for three and four-year-olds into the offer of the. Changing the age range of the school and operating three and four-year-old provision as part of the school will have a number of benefits:

Children attending the provision can be integrated fully into the school community. Parents and carers will benefit from the opportunity to pay for services using online methods. Registration of all children will be consistent, as will tracking of attendance and attainment.

The school offer a fully inclusive environment, linking with Health and Social care professionals, which allows the school to identify early concerns and address barriers which are preventing swift progress whilst developing excellent relationships with families. The introduction of children into this journey from two will further this programme and support the school to continue to improve outcomes for children and support vulnerable families.

In addition, being able to ensuring the staff: pupil ratios reflect children's needs rather than the provision's legal requirements will enable all children to transfer to their Reception Class with a greater understanding of needs, interest, strengths and difficulties which will allow them to flourish.

### **Why is it being proposed?**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during key stage 1 and 2.

This creates a risk to ensuring clear and high quality education journeys for pupils.

The impact of these changes within the Pershore Pyramid has resulted in a substantial drop in the numbers of pupils taking a middle school place at St. Nicholas CE Middle School and more children transferring to Pershore High School at the end of Year 6. As a result, the school is now operating three classes in each of its Year groups, 5.6 and 7, instead of 4 classes, as previously. This is likely to reduce again during the next academic year to two classes in each year group.

Verbally parents have expressed support for pre-school provision to be included on the school roll. Parents and Carers also appreciated the approach to create developmentally appropriate provision which reflects the strengths and needs of all children without division according to age.

## **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

### **For Academy Schools:**

#### ***Expansion & Change of Age Range***

Academy schools that are rated 'good' or 'outstanding' at their last inspection, are in good financial health, and are proposing a change that is not contentious or subject to objections from the LA, may propose to expand their physical capacity and/or change the age range of their school by up to two years (including adding nursery provision but excluding adding or removing a sixth form) by following a fast-track process. Academy Trusts proposing to change the age range of their schools by three years or more, those which want to add or remove a sixth form, make any age range change which is contentious, or which will set a precedent for schools in their local area, must submit a full business case.

The Regional Schools Commissioner (RSC) is the sole decision maker for proposals for Academy schools. The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

#### ***For the Amalgamation of schools:***

In ALL cases, proposed changes to amalgamate an academy with (an)other academy/academies will require a full business case. There are two ways to do this:

I. The academy trust may propose to close one (or more) academy and expand the remaining academy. The amalgamated academy will retain its school number, as it is not a new school, even if its age range has changed.

II. Alternatively, the academy trust may propose to close all the academies involved and replace them with a new school.

### **Changes to Admissions Policies**

***Published Admissions Number (PAN)*** where an enlargement of premises has not taken place.

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affecting admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process

described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

### **Admission Arrangements**

An age range change may, in certain circumstances require changes to admission arrangements in order to implement the change. In such cases, schools must follow the admissions variation process.

An amalgamation is also likely to require an in-year variation of the school's admission arrangements. A request for an alteration to admission arrangements, in line with process, can be made at the same time as the school makes an application for a significant change.

### [Consultation on school admission arrangements](#)

### **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools, these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **Quality of provision and breadth of curriculum**

All teachers across the Pinvin Federation are qualified to teach across the whole primary age range and have previous experience of working in schools offering full primary provision. The Middle school also has specialist teachers who have specialised in KS1, KS2 and KS3 curriculum.

The staff have a range of expertise which covers the full primary curriculum. In addition, the school works closely within the DoWMAT to share best practice and ensure teaching provision and the quality of education is up to date and of high quality.

The proposed changes will have no detrimental impact on the quality of education for any of its pupils.

In addition, despite the changes, the new Pinvin CE Primary School will continue to benefit from all the specialist facilities currently on offer to our pupils; especially with regard to Science, Art and DT, MFL, and Music.

### **Accommodation Required**

No additional school buildings are required as part of this proposal as there is currently existing capacity within the Middle school accommodation. The school will move towards managing classes by designating additional rooms within the first school to accommodate the increased number of children and utilising the current middle school classrooms to house children from Year 3 upwards.

Over the past four years, the Pinvin Federation has benefitted from over £100,000 from the Conditions Improvement Fund (CIF), designed to support improvements to academy buildings. This has enabled the Trust to make substantial renovations to the building and to provide new security fencing. The buildings are bright and spacious and there is ample capacity to support the school's intention to become a one and a half intake primary school, with a PAN of 45.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

Implications for school staff would include reductions in some schools and the need for more staff in other schools. For the two academy Middle schools, this has already resulted in a small number of redundancies for existing staff and the costs associated with this. Further redundancies will be expected as part of the re-organisation. The Education and Skills Funding Agency (ESFA) have been notified of this concern and are working with the Multi Academy Trust. Individual schools and Trusts will work as far as possible to support staff as part of the proposed changes.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

### **Financial – Capital**

These proposals will have capital and revenue implications for a number of different education providers in this area. Detailed feasibilities have begun at required schools to understand full capital and revenue costs and accommodation implications.

The expectation will be that the DfE will support funding for Academy Trusts in either revenue or capital funding requirements.

### **Financial – Revenue**

Revenue implications for schools are yet to be fully determined – whilst middle schools may be at increased risk from financial deficits during the change period as pupil numbers decrease, Primary and Secondary schools will have an increase in numbers and pupil-led funding, however it is likely to take time before revenue costs for primary schools are directly aligned

with pupils in the classroom. The revenue implications will need to be reviewed and carefully managed on a school-by-school basis.

### **Funding considerations for decision makers**

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. trustees of the school, diocese or relevant diocesan board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

### **Other education areas**

Some schools in Pershore education planning area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because of the proposed feeder school changes and the proposed changes of age range will alter the intake points.

Evesham operates mostly a three-tier education system (First, Middle and High schools) with intake points that differ to those of Pershore and are at Year 6 (Middle) and Year 9 (High). There are three Primary schools in the Evesham area. 2021 is the only year with data for Year 7 which showed 2 children moving from Evesham to Pershore. Pupils' resident of Birlingham, Eckington can currently transfer to a Middle School in Pershore or stay in Evesham schools. If Middle Schools in Pershore close, there would no longer be a normal phase transfer point for Eckington pupils. Families could apply for places into an existing year group. In September 2021 no children leaving Year 5 in Eckington transferred to a Pershore Middle school.

Droitwich operates mostly a three-tier education system which is in line with the Pershore transition points (First, Middle and High schools) with intake points at Year 5 (Middle) and Year 8 (High). There are four Primary schools in the Droitwich area. For Year 5, the 5-year average shows 10 pupils moving from Droitwich to Pershore. In September 2021 there were no Year 7 pupils moving from Droitwich to Pershore. The proposed change of age ranges in Pershore would remove the same year group transition / intake points as Droitwich. Therefore, families in Droitwich wanting to move to Pershore High for Secondary school provision would need to apply at Year 7 or request to transfer for year 8 if places are available.

Worcester operates a two-tier education system (Primary and Secondary schools) with intake points in Year 7 (Secondary). This would align with the proposed changes in the Pershore area.

### **How and when if approved would the proposals be implemented?**

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

**Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### School changes

- Change of age range at First schools in 2022 and 2023. All First schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove Year 7 for Middle schools from September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in pyramid.

### Impact

- Final Year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in Middle schools in 2023/2024 (Year 6).
- Students applying for Middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at point of application that Middle schools will not be delivering Year 7 places.

### Option 2: Year groups 5 & 6 closed in Middle schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

### School changes

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in Year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in pyramid.

### Impact

- Middle school September 2022 Year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year.

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21		2021/22		2022/23		2023/24		2024/25	
Year 5		Year 5		Year 5		Year 5		Year 5	
Year 6		Year 6		Year 6		Year 6		Year 6	
Year 7		Year 7		Year 7		Year 7		Year 7	
Primary	Middle	High							

### **School changes**

- All First schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023.
- Change of age range and removal of Year 5 intake for St Barnabas for September 2023..
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in pyramid

### **Impact**

- This will require emergency variation to admissions changes but will mean clearer pathway for pupils in Year 5 in 2022
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made.

### **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
- Staff, Governors, Board Members of school and other local schools
- Multi-academy Trust
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

### **How to respond to the consultation**

**Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase anyone with an interest can express their views on the options expressed in this document and the individual school consultations.



It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible from this [Worcestershire County Council Pershore Review webpage](#) or the school website.

The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding consultation event(s) to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. A summary of events can be found in on page 2 of this document.

### **What happens next?**

#### **How the decision will be made**

At the conclusion of this consultation period the Academy Trust will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Academy Trust will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- the response to the public consultation;
- the quality of education provision at the schools;
- the ability of the school to manage the proposed change to support the continued improvements at the school;
- demand for places at the school and in the local area; and
- funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received.

#### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

#### **Regional Schools Commissioner Decisions**

For Academy schools, the Academy Trust Board will then submit a significant change request to the Regional Schools Commissioner (RSC) alongside any requests to vary school admission arrangements.

The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received

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The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **Related proposals**

Where proposals appear to be related to other proposals, the decision-makers must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

The Local Authority will, as far as possible, seek to coordinate all proposals.

**It is very important that all those involved have a say. Please submit your comments by noon on Friday 26<sup>th</sup> November 2021 by completing the online response form available on the school website and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.**

### **Relevant documents:**

Cabinet Member Decision on Change of Age Ranges & Policy: [Cabinet Member Decision on Change of Age Ranges & Policy](#)

Cabinet Report: Responding to Change of Age Range requests from Maintained Community Schools or Change of Age Range Consultations from other types of Schools Jan 2020: [Cabinet Report: Responding to Change of Age Range requests](#)

School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)



Public Consultation – 11<sup>th</sup> October to 26<sup>th</sup> November 2021

# Proposed Enlargement of Premises of Pershire High School

## Introduction

This document helps to explain the background to the proposals and the steps of this process, including:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- how and when the proposals if agreed would be implemented;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershireReview@worcschildrenfirst.org.uk](mailto:PershireReview@worcschildrenfirst.org.uk) or the school:

<b>Address</b>	Pershire High School Station Road Pershire High School Worcestershire WR10 2BX
<b>Email</b>	2021consultation@pershire.worcs.sch.uk
<b>Phone number</b>	01386 552471

## Have your say...

It is very important that all those involved or have an interest have a say; we welcome your views.

An online survey can be accessed from the [school website](#) or [Worcestershire County Council Pershore Review webpage](#). If you are unable to access the online response form, please email the school office.

Paper responses should be submitted to the school office.

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding a virtual consultation event to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. Due to the risks of transmission of COVID the school is currently holding all large events remotely as Teams Live events. You do not require special software in order to participate. The presentation will be recorded and there will be an opportunity to ask questions during the live event which will form part of a Frequently Asked Questions document which will be published alongside the recording for those who cannot attend. Details of the event can be found in the table below:

Date & Time	Location & address	Delivery
Wednesday 3 <sup>rd</sup> November 2021 at 6pm	<a href="#">Join the Teams Live event</a>	Teams Live Event, Recording and FAQs


Yours sincerely,



Phil Hanson  
Headteacher



Nick Young  
Chair of Governors



Clive Corbett  
Executive Officer  
Avonreach Multi Academy  
Trust

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

## School Details

Name and Address:	Persnore High School Station Road Persnore High School Worcestershire WR10 2BX		
Status:	Academy		
Ofsted Rating / Date:	Good (September 2017)		
Current age range:	11-18	Proposed age range:	11-18
Point(s) of Entry:	Year 7 and Year 8	Proposed point(s) of entry:	Year 7
Total pupil capacity as of 1 <sup>st</sup> September 2021:	1468	Proposed total pupil capacity:	1660
Published admission number (PAN) as of 1 <sup>st</sup> September 2021:	Year 7: 90 Year 8: 282	Proposed PAN:	Year 7: 282
Current Feeder schools (Sept 2021) Year 7 entry:	Norton Juxta Kempsey CE Primary Orchard Primary Inkberrow Primary	Proposed feeder schools (Sept 2023):	Norton Juxta Kempsey CE Primary Orchard Primary Inkberrow Primary Flyford Flavell Primary Himbleton Primary  and the following schools named at the time of consultation: Abbey Park First School and Abbey Park Middle Pinvin CE First and St Nicholas CE Middle St Barnabas CE First and Middle Defford cum Besford CE First Crowle CE First Fladbury CE First Upton Snodsbury CE First.
Current Feeder Schools (Sept 2021) Year 8 entry:	Abbey Park Middle St Nicholas Middle St Barnabas First and Middle		

## **Background information**

The Pershore Education Planning Area consists of 16 Schools serving the town of Pershore and surrounding rural area. From September 2019 several schools had proposals agreed to change age ranges to create an option for a two-tier (Primary and Secondary school) system of education for families. A total of 6 schools in the Pershore area currently operate as Primary and Secondary schools.

The Regional Schools Commissioner (RSC) gave permission in December 2018 for Pershore High School to accept Year 7 students from 3 Avonreach Primary Schools which also had permission to change their age range to become primary schools. Since that time Flyford Flavell and Himbleton First Schools have also had permission from the Local Authority to become Primary Schools and Pershore High School's admissions policy for 2022 makes provision for pupils from Flyford Flavell to join Year 7 (from 2022). Himbleton Year 6 students will not join Year 7 until September 2023. Governors of Pershore High School wish to ensure that there is continuity of education for pupils within catchment area schools regardless of their age of transfer according to their approved Admission Policy.

## **What is being proposed?**

The school currently has capacity to provide education for 1468 pupils, with 1207 pupils currently on roll. The Published Admission Number (PAN) for entry in Year 8 is 282 and in Year 7 is 90. We currently have 90 Year 7 students on roll.

If all remaining First and Middle Schools in the Pershore area were to convert to Primary schools (Reception to Year 6), Pershore High School would be the only school in the area with a Year 7. The proposal is for the school to expand the PAN to 282 pupils in Year 7 to accommodate all Year 7 pupils in the Pershore area.

Historic and Forecast number on roll at Pershore High School if proposals are agreed:

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Sixth Form 1</b>	<b>Sixth Form 2</b>	<b>Total</b>
October 2020	0	220	230	228	241	107	100	1,126
October 2021	90	216	227	237	235	102	98	1,205
October 2022	90	266	225	236	246	100	93	1,256
October 2023	282	251	270	229	240	104	91	1,467
October 2024	275	282	253	272	231	102	95	1,510

Based on 5-year average transfer rates and anticipated stay on rates. Includes children from expected new housing developments.

## **Why is it being proposed?**

Changes to schools in the Pershore Education Planning Area over several years have led to uncertainty and sustainability concerns across the education planning area. At present, one school exists outside of the Pershore tier structure in the two-tier Catholic pyramid; six schools have changed or have approved changes to two-tier; and two further schools have already consulted on change of age range proposals.

The creation of additional places in Years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty in providing a Key Stage 3 (Year 7, ages 11 to 12) curriculum in particular.

Over the last two years when a choice has been available, we have seen parents in the area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools during Key Stages 1 and 2.

This creates a risk to ensuring clear and high quality education journeys for pupils.

From September 2021, Pershore High School took its first intake of Year 7 students for 47 years. A new curriculum has been designed to support the learning of students in this year group, which adds to the successful Year 8 and 9 curricula to ensure a coherent Key Stage 3 provision, designed to prepare students for success at GCSE and beyond. Governors are committed to ensuring that there is continuity of education for all pupils within the Pershore area and proposes this expansion in order to provide a clear pathway for pupils from newly converted primary schools into the secondary phase of their education.

### **Who can propose and decide the changes?**

All schools in the Pershore pyramid have agreed to consult on the proposal for an area-wide transition to a two-tier system of education, however, there is no single decision-making body that can legally agree such a change for all schools. The Local Authority in their capacity as Education Authority have agreed to coordinate this consultation but are not able to solely determine these changes. For details on the types of changes and the decision-making powers for each school, please see below:

#### **For Academy Schools**

##### ***Expansion & Change of Age Range***

Academy schools that are rated 'good' or 'outstanding' at their last inspection, are in good financial health, and are proposing a change that is not contentious or subject to objections from the LA, may propose to expand their physical capacity by following a fast-track process.

#### **Changes to Admissions Policies**

##### ***Published Admissions Number (PAN) where an enlargement of premises has not taken place***

Changes to admissions policies include alterations to the Published Admissions Number (PAN) of schools, as well as changes to feeder school links and other changes affecting admission to a school. Admission authorities must set a PAN for each 'relevant age group' when determining their admission arrangements. If an admission authority of a mainstream school wishes to increase or decrease PAN, without increasing the overall capacity of the buildings, this would be classed as an admissions change, not a prescribed alteration. The statutory process described in this guidance would not need to be followed (please see the [School Admissions Code](#) for further details of the processes admission authorities must follow).

In certain circumstances such as a proposed age range change or an amalgamation of schools, it may require changes to school admission arrangements in order to implement the proposals. To view any linked admission proposals, please see [consultation on school admission arrangements](#).

Pershore High School is conducting a parallel consultation on its 2023 Admissions Policy to allow for the expansion of the Year 7 PAN. The admissions consultation documentation can be found on the [Pershore High School 2021 Consultation webpage](#).

### **The Impact of the Proposal**

Worcestershire County Council is committed to supporting schools; these proposals are expected to provide the following benefits to Pershore schools and local families:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

### **Quality of provision and breadth of curriculum**

Pershore High School is a 'good' school with outstanding features (Ofsted September 2017). Since being given permission for a limited number of Year 7 places in December 2018 curriculum leaders have redesigned the Key Stage 3 curriculum to incorporate this additional year group. The curriculum is expected to be broadened if the proposed change goes ahead and all Year 7 students are taught at Pershore High School, for example all students in Year 7 would be taught two modern foreign languages (currently one). The school has the full range of specialist facilities required to teach all year groups in Key Stages 3, 4 and 5 however, additional accommodation will be required to provide capacity for increased pupil numbers (see below) should this proposed change be agreed.

The Leadership Team is currently reviewing the pastoral structure of the school and will make provision for expanded pupil numbers should agreement for the proposed change be made. The school is currently divided into 3 vertical houses containing students of all ages. Tutoring is undertaken through vertical tutor groups within the House System each of which contains students from all year groups from Year 7 to Year 13. It is the school's intention to divide the school population into 4 houses to accommodate increasing pupil numbers whilst maintaining high quality pastoral care.

### **Accommodation Required**

The school is one of 50 nationally to be chosen for the DfE Schools Rebuilding Programme (SRP). Discussions with the DfE Team have included the potential increase in pupil numbers that would result from this proposal. The feasibility team from the DfE SRP are undertaking a full review of accommodation and initially suggest that the proposed increase in pupil numbers will require the following additional teaching accommodation:

- 6 x General classrooms
- 1 x ICT/Computing Classroom
- 1x Science Laboratory
- 1x 3D Art
- 1x Constructional Textiles



This totals an additional basic teaching area of 655m<sup>2</sup>.

Further analysis will be undertaken to assess the need for additional shared spaces including kitchen and dining, changing rooms, hall, toilets, storage and office space.

### **School Transport**

Changes to schools can have an impact on transport for individual pupils. However, the current Transport policy is designed to support schools and pupils in a settled education planning area, therefore, the policy is currently out of line for all options during transition phase but would be suitable once a single pathway is in place.

To manage this, for those pupils attending a school at the time of the change ordinarily eligible for transport support, special transport arrangements may be put in place to assist during the transition phase. Once the changes have been implemented any new pupils joining the school will be subject to the normal application of the transport policy.

### **School staff**

In order to meet the needs of an increasing school population Pershore High School Leadership Team will recruit suitably qualified teachers to deliver the curriculum across Key Stages 3 to 5. Curriculum and staff planning for the potential increase in pupil numbers is currently being undertaken. Once the outcome of this proposal is known, a recruitment process will be undertaken to ensure staff are in place for September 2023. In addition, there will be the requirement for an increased number of support staff and a review of current provision and future needs is currently underway.

### **Vulnerable pupils**

It is envisaged that the change to a single tier system will make education transitions clearer and more straightforward and support in particular pupils from vulnerable backgrounds.

There is a strong Gypsy, Roma, Traveller community within the wider Pershore area and a specific assessment will be undertaken to ensure pupils from this community are supported during this change.

Pershore High School have Mainstream Autism Resources Base provision on site for children and young people with an identified Autism diagnosis and an EHCP naming resourced provision. There is no indication that this provision would need to alter significantly apart from the age range for both bases in line with the school age ranges.

### **Financial – Capital**

These proposals will have capital and revenue implications for a number of different education providers in this area. Detailed feasibilities have begun at required schools to understand full capital and revenue costs and accommodation implications.

The expectation will be that the DfE will support funding for Academy Trusts in either revenue or capital funding requirements.

Changes to Pershore High (Academy) are estimated to cost approximately £2.8m. Pershore High has been named in the first 50 schools of the DfE rebuilding programme<sup>1</sup>, which provides an opportunity to incorporate the changes required at the school into a wider scheme. The ESFA are working with the complex capital team on this matter.

## **Financial – Revenue**

Pupil led funding means that there is a lag between students enrolling in a school and the funding being made available due to the lagged funding model for schools. Governors and Trustees will need to be assured that the school can be supported by a pupil growth fund in order to meet the revenue costs of a significant rise in pupil numbers. This will be undertaken in conjunction with the Local Authority and the Education and Skills Funding Authority (ESFA) who fund academies.

## **Funding considerations for decision makers**

When determining these proposals, the decision-maker in each case should be satisfied that any necessary funding required to implement the proposal will be available and that all relevant local parties (e.g. Trustees of the school, Diocese or relevant Diocesan Board) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

## **Other education areas**

Some schools in the Pershore Education Planning Area attract pupils from outside of the Pershore area, for example from Evesham, Droitwich and Worcester. These proposals could impact the number of pupils able to transition into the Pershore schools because the proposed feeder school changes and changes of age range will alter the intake points.

In the main, Evesham operates a three-tier education system (First, Middle and High schools) with intake points that differ to those of Pershore; these are at Year 6 (Middle) and Year 9 (High). There are three Primary schools in the Evesham area. The 5-year average shows 4 to 5 pupils moving from the Evesham Education Planning Area to Pershore Education Planning Area for Year 8 intake at Pershore High. 2021 is the only year with data for Year 7, which showed 2 children moving from Evesham to Pershore.

Similarly, Droitwich predominantly operates a three-tier education system, which is in line with the Pershore transition points (first, middle and high schools) with intake points at Year 5 (middle) and Year 8 (high). There are four primary schools in the Droitwich Education Planning Area. At high school level, the 5 year average shows an average of 12 Year 8 pupils from Droitwich choosing schools in the Pershore Education Planning Area each year. In September 2021 there were no Year 7 pupils moving from Droitwich to Pershore. The proposed change of age ranges in Pershore would remove the same year group transition / intake points as Droitwich. Therefore, families in Droitwich wanting to move to Pershore High for secondary school provision would need to apply at Year 7 or request to transfer for Year 8, if places are available.

Worcester operates a two-tier education system (primary and secondary schools) with intake points in Year 7 (secondary). This would align with the proposed changes in the Pershore Education Planning Area. In September 2021, there were 5 pupils living in Worcester, attending a Pershore middle or primary school that were successful in obtaining a place in the Year 7 intake at Pershore High School. Additional Year 7 places at Pershore High School in

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<sup>1</sup> [School Rebuilding Programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/school-rebuilding-programme)

September 2023 may encourage more families living in Worcester to consider Pershore as an alternative to a Worcester secondary school.

**How and when if approved would the proposals be implemented?**

As part of this consultation stakeholders are being asked to consider, if approved, when they would like the changes to take effect from. We have created a [Pershore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershore Education Planning Area should the proposals be approved, and the year groups available at each school.

There are three options to manage the proposed changes:

**Option 1: Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

**School changes**

- Change of age range at first schools in 2022 and 2023. All first schools to convert to primary by September 2023
- Removal of Year 5 intake and change of age to remove Year 7 from middle schools in September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in pyramid

**Impact**

- Final Year 5 intake in September 2022 at Abbey Park Middle and St Nicholas Middle to be the only year group on roll in middle schools in 2023/2024 (Year 6)
- Students applying for middle school places (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) for September 2022 will not know at the point of application that middle schools will not be delivering Year 7 places

**Option 2: Year groups 5 & 6 closed in middle schools early, impacting pupils’ journeys and greater impact for families. Children would need to change school after Year 5 for one year. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

## School changes

- Most first schools to convert to primary in 2022. All first and middle schools to convert to primary by September 2023
- Closure of Abbey Park Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in Year 5 to transfer back to a primary for Year 6. Change of age range of St Barnabas CE First and Middle for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in pyramid

## Impact

- Middle school September 2022 Year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from Reception to Year 4 to Reception to Year 6 on roll in single year

**Option 3: Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.**

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

## School changes

- All first schools to convert for September 2022
- Emergency variation in admission arrangements for Abbey Park Middle School and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023
- Change of age range and removal of Year 5 intake for St Barnabas for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in Year 7 in Pershore Education Planning Area

## Impact

- This would require emergency variation to admissions changes but will mean clearer pathway for pupils in Year 5 in 2022
- Rapid change for first schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made

## **Who is being consulted?**

The consultation will be made available to:

- Parents and carers of pupils attending / known to the school
- Staff, Governors, Board Members of school and other local schools
- Multi-Academy Trusts
- Local Parish, District and County Councillors
- Immediate neighbours of individual schools
- Local Member of Parliament
- Cabinet Member Responsible for Children and Families
- Cabinet Member Responsible for Education
- Unions
- Any other local stakeholder

## **How to respond to this consultation**

### **Consultation Phase – Monday 11<sup>th</sup> October to Friday 26<sup>th</sup> November 2021**

During the consultation phase, anyone with an interest can express their views on the options expressed in this document and the individual school consultations.

It is very important that all those involved or have an interest have a say; we welcome your views.

All of the information available is accessible from the [Worcestershire County Council Pershore Review webpage](#) or the [school website](#).

The seven-week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021. It is very important that all those wishing to respond to these proposals do so within this timeframe.

We are holding consultation event(s) to allow our stakeholders to learn more about our proposals and give the opportunity to provide feedback. Detail regarding Pershore High School's consultation event can be found on page 2 of this document.

## **What happens next?**

### **How the decision will be made**

At the conclusion of this consultation period, the Academy Trust will consider any issues that have been raised before deciding whether to publish or submit statutory proposals to make changes.

The Academy Trust will consider evidence from various sources in order to reach a considered view on the merits of the proposal. In particular the following factors:

- the response to the public consultation
- the quality of education provision at the school
- the ability of the school to manage the proposed change
- demand for places at the school and in the local area
- whether funding to cover the capital costs of the proposed change has been secured, and that there are no issues with the school's current budget and/or finances. In the

case of expansions, academies must show they have sufficient funding for additional pupils, until lagged funding is received

### **Submission of formal proposals**

The proposers will take note of issues raised during the consultation. At the conclusion of the consultation period, a decision will be made whether to submit a formal proposal to the decision makers, requesting their support.

### **Regional Schools Commissioner Decisions**

For Academy schools, the Academy Trust Board will then submit a significant change request to the Regional Schools Commissioner (RSC) alongside any requests to vary school admission arrangements.

The RSC will consider a range of factors and make a balanced judgement when deciding whether to approve or reject a proposal. The RSC may also defer the approval pending further evidence. Where proposed changes are particularly controversial and could attract adverse public or press attention; the RSC may choose to escalate such proposed changes to the Secretary of State for a decision.

### **Related proposals**

Where proposals appear to be related to other proposals, the decision-makers must consider the related proposals together. A proposal should be regarded as related if its implementation (or non-implementation) would prevent or undermine the effective implementation of another proposal.

The Local Authority will, as far as possible, seek to coordinate all proposals.

**It is very important that all those involved have a say. Please submit your comments by noon on Friday 26<sup>th</sup> November 2021 by completing the online response form available on the school website and [WCC website](#). If you are unable to access the online response form you can obtain a paper copy from the school office.**

### **Relevant documents:**

Cabinet Member Decision on Change of Age Ranges & Policy: [Cabinet Member Decision on Change of Age Ranges & Policy](#)

Cabinet Report: Responding to Change of Age Range requests from Maintained Community Schools or Change of Age Range Consultations from other types of Schools Jan 2020: [Cabinet Report: Responding to Change of Age Range requests](#)

School Sufficiency and Organisation for the Pershore Area September 2021: [School Sufficiency and Organisation for the Pershore Area](#)

HeadTeacher Board record of decision Avonreach Multi-Academy Trust Change of Age ranges for The Orchard, Inkberrow, Norton-Juxta-Kempsey and Pershore High Dec 2018 [\[ARCHIVED CONTENT\] \(nationalarchives.gov.uk\)](#)

## Pershore Education Planning Area Review

### Why do we need to review the Pershore education planning area?

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area.

In September 2019 three first schools in the Pershore area were approved to change to primary schools by the Regional Schools Commissioner along with Pershore High School to create an option for a two-tier system of education for families.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in a forecast level of surplus places in these year groups. By 2023 we anticipate that two of the middle schools in the area will be operating at around 50% capacity, which creates significant difficulty to provide key stage 3 (Year 7, ages 10 to 11) curriculum in particular.

Over the last two years, we have seen parents in the Pershore area choosing a Primary and Secondary (two-tier system) education in their school admissions applications, with an increasing percentage choosing to remain at already converted primary schools and a number choosing to transfer from first to primary schools.

This creates a risk to ensuring clear and quality education journeys for pupils.

Ultimately, this transition is being undertaken because we want to ensure:

- every child has a clear and transparent education journey;
- schools are supported to deliver good education outcomes in a stable and known education system; and
- schools are able to deliver a full curriculum and remain sustainable and financially viable.

During 2020/21 Worcestershire Children First (WCF) has facilitated engagement with education stakeholders including all schools in the pyramid; Multi-Academy Trust (MAT) CEOs; the Regional Schools Commissioner (RSC); and the Diocese to find agreed solutions to manage this risk within the education planning area.

In July 2021 all of the schools' governing bodies and Multi-Academy Trusts (MATs) confirmed their agreement / intentions to consult on the proposed change to a two-tier Education Planning area, seek changes of age range (where necessary) and in the instance of the Middle Schools amalgamate with the First Schools.

The transition to a fully two-tier education system in the Pershore education planning area was considered by Cabinet in September 2021. For more information see [agenda and minutes](#).



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[https://www.worcestershire.gov.uk/info/20921/pershore\\_education\\_planning\\_area\\_review/2490/pershore\\_education\\_planning\\_area\\_review](https://www.worcestershire.gov.uk/info/20921/pershore_education_planning_area_review/2490/pershore_education_planning_area_review)

## Pershore Education Planning Area Review

### Have your say! Engagement with stakeholders and residents

It is very important that all those involved or have an interest have a say, we welcome your views.

All of the information available is accessible from this webpage or the individual schools' websites including consultation documents detailing:

- the background to proposals;
- who can propose and decide on changes;
- what is being proposed;
- why it is being proposed;
- the impact of the proposals;
- who is being consulted;
- how to submit a consultation response; and
- what happens at the end of the consultation period.

If you require any additional information not included in this document to enable you to make a response, please contact [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk).

### Public Consultation Engagement (11<sup>th</sup> October to 26<sup>th</sup> November 2021)

This marks the first opportunity to have a say about what is important in the transition of school age ranges.

#### Consultation document

To learn more about the proposals, please view the [whole area consultation document](#).

#### Individual school proposals

To learn more about the individual school proposals, please visit each school's website (linked below) including information of consultation events:

##### [Abbey Park First & Middle Schools](#)

- Tuesday 19<sup>th</sup> October, 9am – face-to-face event
- Tuesday 19<sup>th</sup> October, 6pm – face-to-face event

##### [Defford-cum-Besford First School](#)

- Thursday 14<sup>th</sup> October, 6.30pm – face-to-face event for school parents

- Tuesday 2<sup>nd</sup> November, 6.30pm – face-to-face event for local residents
- Wednesday 10<sup>th</sup> November, 6.30pm – virtual event (Zoom)

#### Fladbury CE First School

- Wednesday 10<sup>th</sup> November, 7pm-8pm – face-to-face event

#### Pershore High School

- Wednesday 3<sup>rd</sup> November, 6pm – virtual event (Teams Live)

#### Pinvin CE First and St Nicholas' CE Middle or Diocese of Worcester Multi-Academy Trust (DoWMAT)

- Monday 18<sup>th</sup> October, 1pm – virtual event (Zoom)
- Monday 18<sup>th</sup> October, 3.30pm – face-to-face event

#### St Barnabas CofE First and Middle School or Diocese of Worcester Multi-Academy Trust (DoWMAT)

- Thursday 21<sup>st</sup> October, 1pm – virtual event (Zoom)
- Thursday 21<sup>st</sup> October, 3.30pm – face-to-face event

#### Upton Snodsbury CofE First School

- Wednesday 3<sup>rd</sup> November, 7pm – face-to-face event
- Friday 19<sup>th</sup> November, 6pm – virtual event (Zoom)

We have created a [Pershore education journey tracker](#) for pupils, parents and professionals to see in detail how the three options would change the journey for pupils in the Pershore education planning area should the proposals be approved, and the year groups available at each school.

### **Overarching consultation, video presentation and consultation sessions**

A [video presentation](#) is now available to view, outlining the proposals included in the consultation.

WCF held consultation sessions on Monday 1<sup>st</sup> November 2021 to provide an opportunity for you to ask any questions you may have and find out further information. If you were unable to attend but would like to ask any further questions, please email [PershoreReview@worcschildrenfirst.org.uk](mailto:PershoreReview@worcschildrenfirst.org.uk).

### **Survey**

We encourage you to share your views via the survey link below. The responses we receive will allow proposers and decision makers at the very earliest stage to ensure the needs of current residents as well as communities for generations to come will be met.

[BUTTON: [Please provide feedback via the survey](#)]

In certain circumstances such as a proposed age range change or an amalgamation of schools, it may require changes to school admission arrangements in order to implement

the proposals. To view any linked admission proposals, please see [Consultation on Proposed Admission Policies 2023/2024 Academic Year](#).

**Responses required by noon on Friday 26<sup>th</sup> November 2021**

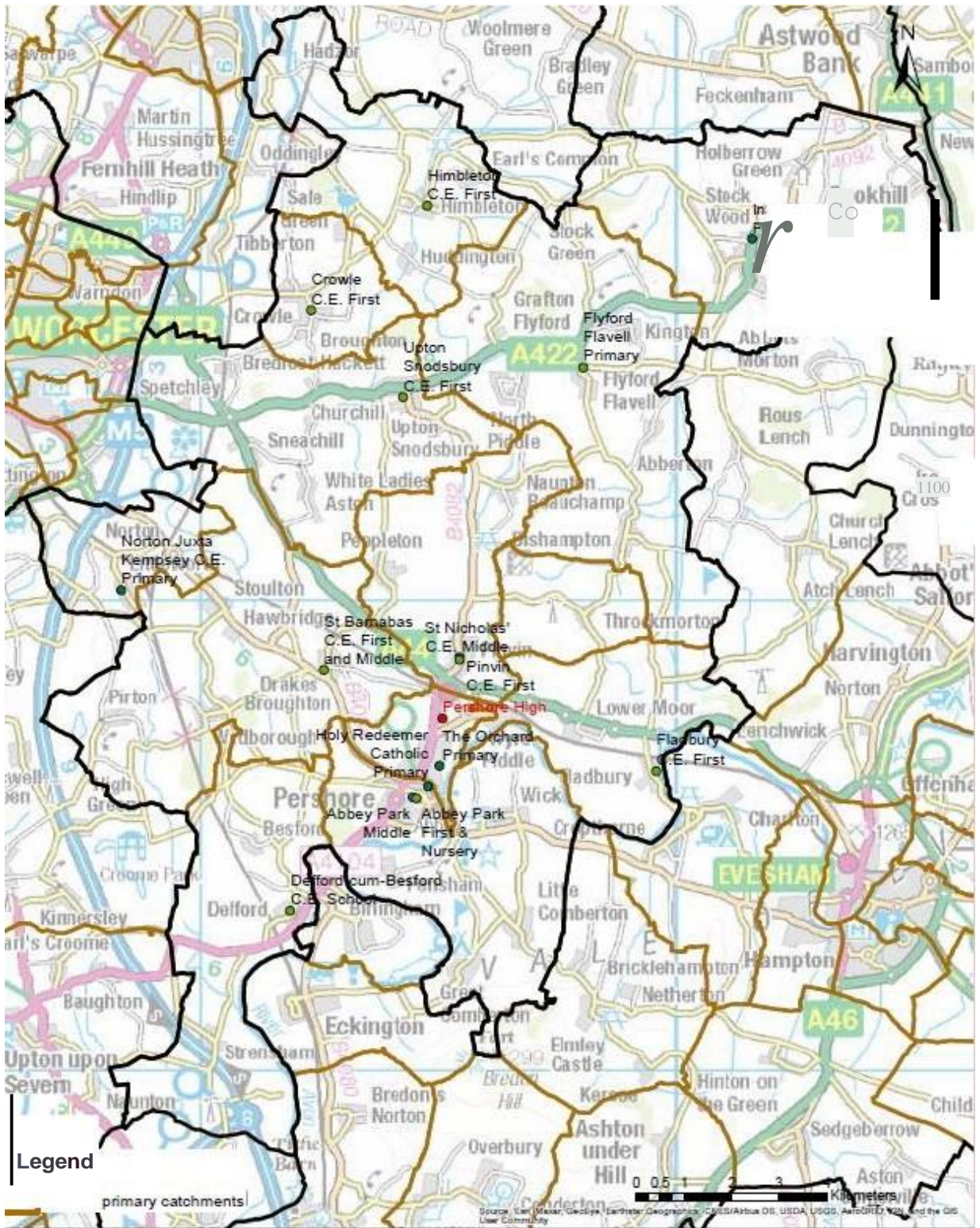
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[https://www.worcestershire.gov.uk/info/20921/pershore\\_education\\_planning\\_area\\_review/2490/pershore\\_education\\_planning\\_area\\_review/2](https://www.worcestershire.gov.uk/info/20921/pershore_education_planning_area_review/2490/pershore_education_planning_area_review/2)

## Pershore Education Planning Area Review

### What happens next?

- stage one: establishing the need for change – completed June 2021
- stage two: agreement from Governing Bodies and Multi-Academy Trusts to consult on proposal – completed September 2021
- stage three: consultation on proposals – October to November 2021
- stage four: submission of formal proposals – December 2021 – February 2022
- stage five: final decisions – February 2022
- stage six: If approved, implementation of proposals



## Consultation survey:



<https://online1.snapsurveys.com/interview/3d2ac4ff-9221-42e1-af43-f311996f7755>

Responses required by noon on  
Friday 26<sup>th</sup> November 2021

Please note only written responses via the survey will be considered as part of the consultation analysis

## Webpage:



<https://www.worcestershire.gov.uk/pershorereview>

Includes a copy of the whole Pershore area consultation document, details of schools' individual consultation events and the education journey tracker

**[PersshoreReview@worcschildrenfirst.org.uk](mailto:PersshoreReview@worcschildrenfirst.org.uk)**

## Abbey Park First and Middle Schools (Local Authority decision)

**Proposal:** Amalgamation of the 2 schools to provide a single primary school and closure of year 7

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	<i>Abbey Park First: 3-9 Abbey Park Middle: 9-12</i>	2-11
<b>Point(s) of entry</b>	<i>Abbey Park First: Reception Abbey Park Middle: Year 5</i>	Reception
<b>Transition</b>	Pupils transfer to a middle school at year 5 and a high school at year 7	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	<i>Abbey Park First: 150 plus 26 Nursery (3-4) Abbey Park Middle: 252</i>	210 plus 60 Nursery (2-4)
<b>Published Admission Number*</b>	<i>Abbey Park First: 30 Abbey Park Middle: 84</i>	30

**Consultation events for this setting:** Took place on 19<sup>th</sup> October 2021

**Email:** [office@abbeyparkfirst.worcs.sch.uk](mailto:office@abbeyparkfirst.worcs.sch.uk) / [office@abbeyparkmiddle.worcs.sch.uk](mailto:office@abbeyparkmiddle.worcs.sch.uk)

**Website** (including the schools' consultation document):

<https://abbeypark.worcs.sch.uk/pershore-pyramid-consultation/>



## Defford-cum-Besford CE First School (Governor decision)

**Proposal:** Conversion from first to primary school by alteration of age range

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	4-9	4-11
<b>Point(s) of entry</b>	Reception	Reception
<b>Transition</b>	Pupils transfer to a middle school at year 5	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	60	84
<b>Published Admission Number</b>	12	12

### Upcoming consultation events for this setting:

- Tuesday 2<sup>nd</sup> November, 6.30pm – face-to-face event for local residents
- Wednesday 10<sup>th</sup> November, 6.30pm – virtual event (Zoom)

**Email:** [office@defford-cum-besford.worcs.sch.uk](mailto:office@defford-cum-besford.worcs.sch.uk)

**Website** (including the school's consultation document):

<https://www.deffordschool.co.uk/consultation-for-primary-conversion/>

## Fladbury CE First School (Governor decision)

**Proposal:** Conversion from first to primary school and incorporation of the pre-school age children into the maintained offer of the school by altering the age range from 4-9 to 3-11

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	4-9	3-11
<b>Point(s) of entry</b>	Reception	Reception
<b>Transition</b>	Pupils transfer to a middle school at year 5	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	100	105 plus 15 place nursery
<b>Published Admission Number</b>	20	15

### Upcoming consultation events for this setting:

- Wednesday 10<sup>th</sup> November, 7pm-8pm – face-to-face event

**Email:** [office@fladbury.worcs.sch.uk](mailto:office@fladbury.worcs.sch.uk)

**Website** (including the school's consultation document):

<https://www.fladbury.worcs.sch.uk/childrens-area/primary-conversion/>

## Pershore High School (Regional Schools Commissioner decision)

**Proposal:** Increase of places in year 7 and change of feeder school links for all Pershore primary schools

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	11-18	11-18
<b>Point(s) of entry</b>	Year 7 and year 8	Year 7 only
<b>Total pupil capacity</b>	1468	1660
<b>Published Admission Number</b>	<i>Year 7: 90</i> <i>Year 8: 282</i>	<i>Year 7: 282</i>
<b>Feeder schools (Sept 2021) year 7 entry</b>	Norton Juxta Kempsey CE Primary Orchard Primary Inkberrow Primary	Norton Juxta Kempsey CE Primary Orchard Primary Inkberrow Primary Flyford Flavell Primary Himbleton Primary  and the following schools (named at the time of consultation): Abbey Park First School & Abbey Park Middle

		Pinvin CE First & St Nicholas CE Middle St Barnabas CE First and Middle Defford cum Besford CE First Crowle CE First Fladbury CE First Upton Snodsbury CE First
<b>Feeder schools (Sept 2021) year 8 entry</b>	Abbey Park Middle St Nicholas Middle St Barnabas First and Middle	

**Upcoming consultation events for this setting:**

- Wednesday 3<sup>rd</sup> November, 6pm – virtual event (Teams Live)

**Email:** [2021consultation@pershore.worcs.sch.uk](mailto:2021consultation@pershore.worcs.sch.uk).

**Website** (including the school's consultation document):

<http://www.pershore.worcs.sch.uk/2021Consultation>

## Pinvin CE First and St Nicholas' CE Middle Schools (RSC decision)

**Proposal:** Amalgamation of the 2 schools to provide a single primary school and closure of year 7

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	<i>Pinvin CE First: 4-9</i> <i>St Nicholas' CE Middle: 9-12</i>	3-11
<b>Point(s) of entry</b>	Pinvin CE First: Reception St Nicholas' CE Middle: Year 5	Reception
<b>Transition</b>	<i>Pinvin CE First: Pupils transfer to a middle school at year 5</i> <i>St Nicholas' CE Middle: Pupils transfer to a high school at year 8</i>	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	<i>Pinvin CE First: 125</i> <i>St Nicholas' CE Middle: 336</i>	315 plus nursery
<b>Published Admission Number</b>	<i>Pinvin CE First: 25</i> <i>St Nicholas' CE Middle: 112</i>	45

**Consultation events for these settings:** Took place on 18<sup>th</sup> October 2021

**Email:** [office@pinvinfed.co.uk](mailto:office@pinvinfed.co.uk)

**Website** (including the schools' consultation document): <https://pinvinfed.co.uk/consultation>

## St Barnabas CofE First and Middle School (Regional Schools Commissioner decision)

**Proposal:** Conversion from first & middle to primary age range and creation of new early years provision

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	4-12	3-11
<b>Point(s) of entry</b>	Reception & year 5	Reception
<b>Transition</b>	Pupils transfer to a high school at year 8	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	390	315 plus nursery
<b>Published Admission Number</b>	30 (years R, 1, 2, 3 & 4) 80 (years 5, 6 & 7)	45 (years R-6)

**Consultation events for this setting:** Took place on 21<sup>st</sup> October 2021

**Email:** [office@st-barnabasfirstmiddle.worcs.sch.uk](mailto:office@st-barnabasfirstmiddle.worcs.sch.uk)

**Website (& consultation document):** <https://st-barnabas.dowmat.education/about/consultation/>

## Upton Snodsbury CE First School (Governor decision)

**Proposal:** Conversion from first to primary school by alteration of age range

	<b>Current</b>	<b>Proposed</b>
<b>Age range</b>	4-9	4-11
<b>Point(s) of entry</b>	Reception	Reception
<b>Transition</b>	Pupils transfer to a middle school at year 5	Pupils transfer to a high school at year 7
<b>Total pupil capacity</b>	70	98
<b>Published Admission Number</b>	14	14

### Upcoming consultation events for this setting:

- Wednesday 3<sup>rd</sup> November, 7pm – face-to-face event
- Friday 19<sup>th</sup> November, 6pm – virtual event (Zoom)

**Email:** [Primary@upsnodsfirst.worcs.sch.uk](mailto:Primary@upsnodsfirst.worcs.sch.uk)

**Website** (including the school's consultation document):

<https://www.uptonsnodsburyfirstschool.org.uk/change-of-age-consultation>

## Option 1

- Transition in line with natural progression
- All changes made by September 2024
- Students applying for middle school places now (1st September 2021 to 15th January 2022) would transfer to high school for year 7

2020/21		2021/22		2022/23		2023/24		2024/25	
Year 5		Year 5		Year 5		Year 5		Year 5	
Year 6		Year 6		Year 6		Year 6		Year 6	
Year 7		Year 7		Year 7		Year 7		Year 7	
Primary	Middle	High							



## Option 2

- Year groups in the middle schools close from 2023
- All changes made by September 2023
- Middle school's September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable) to reach high school in 2024



### Option 3

- All changes made by September 2023 by emergency variation to admissions
- No intake to middle schools in September 2022
- Rapid changes where accommodation may not be sufficient for pupil numbers



[Persnore Education Planning Area Review - YouTube:](https://www.youtube.com/watch?v=QZdoffnhLkK)  
<https://www.youtube.com/watch?v=QZdoffnhLkK>

# Pershore Context

The Pershore Education Planning Area is made up of 16 schools serving the town of Pershore and surrounding rural areas. From September 2019, numerous schools within the Pershore Education Planning Area have sought to change their age range towards a two-tier system of education.

	Historical	Current	Proposed
First	11	6	0
Primary	1	6	13
Middle	2	2	0
First and Middle	1	1	0
High	1	1	1
	<b>16</b>	<b>16</b>	<b>14</b>

# Proposals

Proposals include all First and/or Middle schools changing to Primary schools and the High School becoming a Secondary school for all the Year 7 pupils in the area.

The proposals being consulted on include:

- a. Conversion of the following first schools to primary, resulting in accommodation changes
  - i. Crowle CE First School (RSC approval of change already sought)
  - ii. Fladbury CE First School (Governor decision)
  - iii. Upton Snodsbury CE First (Governor decision)
  - iv. Defford-cum-Besford CE First (Governor decision)
- b. Conversion of St Barnabas CE First & Middle School to primary age range (RSC decision)
- c. Amalgamation of Abbey Park Middle and Abbey Park First school to provide a single primary school (LA decision)
- d. Amalgamation of St Nicholas C.E. Middle School and Pinvin CE First School to provide a single primary school (RSC decision) including a PAN increase from 25 to 30 pupils per year group
- e. Increase of places at Pershore High in year 7 (RSC decision); and a change of feeder school links for all Pershore Primary schools.

# What other proposals are there?

A number of other changes are being proposed including:

- a. St Barnabas CE First & Middle School are proposing to lower the age range of the school to incorporate pre-school age children as pupils (RSC decision)
- b. Abbey Park Middle and Abbey Park First school are proposing to lower the age range of the school to incorporate pre-school age children as pupils (LA decision)
- c. St Nicholas C.E. Middle School and Pinvin CE First School are proposing to lower the age range of the school to open a pre-school (RSC decision)

# Three options to manage this process

A [Pershire Education Journey Tracker](#) is available for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Pershire education planning area should the proposals be approved, and the year groups available at each school.

**Option 1:** Transition in line with natural progression. All changes made by September 2024. Students applying for Middle school places now (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) would transfer to High School for Year 7.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

**Option 2:** Year groups in the Middle Schools close from September 2023. All changes made by September 2023. Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable) to reach High School in 2024.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

**Option 3:** All changes made by September 2023 by emergency variation to admissions. No intake to Middle schools in September 2022. Rapid changes where accommodation may not be sufficient for pupil numbers.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

# What would the school system look like?

<b>High Schools</b>	Pershore High (Avonreach MAT)
<b>Named Feeder Primary Schools</b>	Abbey Park Primary (Community) Crowle CE Primary (DOWMAT) Defford cum Besford CE Primary (Voluntary) Fladbury CE Primary (Voluntary) Flyford Flavell Primary School (Community) Himbleton CE Primary (Voluntary) Inkberrow Primary (Avonreach MAT) Norton Juxta Kempsey Primary (Avonreach MAT) Orchard Primary (Avonreach MAT) Pinvin & St Nicholas' CE Primary (DOWMAT) St Barnabas CE Primary (DOWMAT) Upton Snodsbury CE Primary (Voluntary)



# Have your say!

- It is very important that all those involved or have an interest have a say, we welcome your views.
- All of the information available is accessible from the Worcestershire County Council Pershore Review webpage ([www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)) or the individual schools' websites. An online survey is available for you to respond to these proposals.
- The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021.
- Worcestershire Children First and individual schools are holding consultation events to allow stakeholders to learn more about the proposals and give the opportunity to provide feedback. A summary of the events can be found on the Pershore EPA Review consultation webpage.

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**Responses required by noon on  
Friday 26<sup>th</sup> November 2021**



**Survey QR Code**

**Website QR Code**



(Please see information board for full weblinks)

# What happens next?

**12 noon on 26<sup>th</sup> November 2021**  
Consultation closes

**End of November / December**  
Schools review consultation responses

**February 2022**  
Decisionmakers take decisions to proceed or not  
and if so by which timeline

WORCESTERSHIRE  
**CHILDREN FIRST**



# Pershore Education Planning Area Review **Consultation**

# Welcome and Introductions

**Marcus Hart**

Cabinet Member with Responsibility for Education

**Sarah Wilkins**

Director for Education & Early Help

**Rachel Kiernan**

Group Manager for Education Sufficiency & Place Planning

# Pershore Context

The Pershore Education Planning Area is made up of 16 schools serving the town of Pershore and surrounding rural areas. From September 2019, numerous schools within the Pershore Education Planning Area have sought to change their age range towards a two-tier system of education.

	Historical	Current	Proposed
First	11	6	0
Primary	1	6	13
Middle	2	2	0
First and Middle	1	1	0
High	1	1	1
	<b>16</b>	<b>16</b>	<b>14</b>

# Proposals

An area-wide transition would require a number of changes to schools to be coordinated to ensure changes are made in line with other schools so that pupil journeys would not be detrimentally impacted. This will involve all First and/or Middle schools changing to Primary schools and the High School becoming a Secondary school for all the Year 7 pupils in the area.

The proposals being consulted on include:

- a. Conversion of the following first schools to primary, resulting in accommodation changes
  - i. Crowle CE First School (RSC approval of change already sought)
  - ii. Fladbury CE First School (Governor decision)
  - iii. Upton Snodsbury CE First (Governor decision)
  - iv. Defford-cum-Besford CE First (Governor decision)
- b. Conversion of St Barnabas CE First & Middle School to primary age range (RSC decision)
- c. Amalgamation of Abbey Park Middle and Abbey Park First school to provide a single primary school (LA decision)
- d. Amalgamation of St Nicholas C.E. Middle School and Pinvin CE First School to provide a single primary school (RSC decision) including a PAN increase from 25 to 30 pupils per year group
- e. Increase of places at Pershore High in year 7 (RSC decision); and a change of feeder school links for all Pershore Primary schools.

# What other proposals are there?

A number of other changes are being proposed including:

- a. St Barnabas CE First & Middle School are proposing to lower the age range of the school to incorporate pre-school age children as pupils (RSC decision)
- b. Abbey Park Middle and Abbey Park First school are proposing to lower the age range of the school to incorporate pre-school age children as pupils (LA decision)
- c. St Nicholas C.E. Middle School and Pinvin CE First School are proposing to lower the age range of the school to open a pre-school (RSC decision)

# Three options to manage this process

A [Persore Education Journey Tracker](#) for pupils, parents and professionals to see in detail how the three options below would change the journey for pupils in the Persore education planning area should the proposals be approved, and the year groups available at each school.

**Option 1:** Transition in line with natural progression. All changes made by September 2024. Students applying for Middle school places now (1<sup>st</sup> September 2021 to 15<sup>th</sup> January 2022) would transfer to High School for Year 7.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

**Option 2:** Year groups in the Middle Schools close from 2023. All changes made by September 2023. Middle school September 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable) to reach High School in 2024.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

**Option 3:** All changes made by September 2023 by emergency variation to admissions. No intake to Middle schools in September 2022. Rapid changes where accommodation may not be sufficient for pupil numbers.

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7

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# What would the school system look like?

## High Schools

## Named Feeder Primary Schools

### Pershore High (Avonreach MAT)

Abbey Park Primary (Community)

Crowle CE Primary (DOWMAT)

Defford cum Besford CE Primary (Voluntary)

Fladbury CE Primary (Voluntary)

Flyford Flavell Primary School (Community)

Himbleton CE Primary (Voluntary)

Inkberrow Primary (Avonreach MAT)

Norton Juxta Kempsey Primary (Avonreach MAT)

Orchard Primary (Avonreach MAT)

Pinvin & St Nicholas' CE Primary (DOWMAT)

St Barnabas CE Primary (DOWMAT)

Upton Snodsbury CE Primary (Voluntary)

# Have your say! Engagement with stakeholders and residents

- It is very important that all those involved or have an interest have a say, we welcome your views.
- All of the information available is accessible from this [Worcestershire County Council Pershore Review webpage](#) or the individual schools' websites. An online survey is available for you to respond to these proposals.
- The seven week consultation period commences on Monday 11<sup>th</sup> October and closes at noon on Friday 26<sup>th</sup> November 2021.
- Worcestershire Children First and individual schools are holding consultation events to allow stakeholders to learn more about the proposals and give the opportunity to provide feedback. A summary of the events can be found on our [Persnore EPA Review consultation webpage](#).

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**Responses required by noon on  
Friday 26<sup>th</sup> November 2021**



Survey QR Code

Website



# What happens next?

- 12 noon 26<sup>th</sup> November 2021 - Consultation closes
- End of November / December – Schools review consultation responses
- February 2022 – Decision makers take decisions to proceed or not and if so by which timeline

## **Pershore Education Area Review**

We have drafted the below for you to use on your social media channels.

### **Suggested Tweets**

#### **#1**

Have your say on proposals to change the age ranges, amalgamate schools and expand pupil numbers at a number of schools in the Pershore area.

[www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

#### **#2**

Schools in Pershore have asked for age ranges of the schools to be reviewed and changes to be coordinated for there to be a clear and consistent education pathway for children in this education planning area.

Have your say at: [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

#### **#3**

We really want to hear the views of parents, carers, pupils and residents on the proposed changes to schools in the Pershore area.

Have your say at: [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

### **Suggested Facebook posts**

#### **#1**

Schools in Pershore have asked for age ranges of the schools to be reviewed and changes to be coordinated for there to be a clear and consistent education pathway for children in this education planning area.

We really want to hear the views of parents, carers, pupils and residents on these proposed changes.

Have your say at: [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

## **#2**

A public consultation on proposals to change age ranges, amalgamate schools and expand pupil numbers at a number of schools in the Pershore area has been launched.

Have your say about what is important about age ranges of schools and transitions.

Give your views at: [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

## **#3**

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns.

A public consultation has been launched on proposals to change age ranges, amalgamate schools and expand pupil numbers at a number of schools.

Have your say at: [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

## **Suggested Instagram posts**

### **#1**

Have your say on proposals to change the age ranges, amalgamate schools and expand pupil numbers at a number of schools in the Pershore area.

See link in bio [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

### **#2**

We really want to hear the views of parents, carers, pupils and residents on the proposed changes to schools in the Pershore area.

See link in bio [www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

#PershoreReview

## **Consultation on changes to school system in Pershore launched**

A public consultation on proposals to change age ranges, amalgamate schools and expand pupil numbers at a number of schools in the Pershore area has been launched.

Schools in Pershore have asked for age ranges of the schools to be reviewed and changes to be coordinated for there to be a clear and consistent education pathway for children in this education planning area .

The consultation runs from 11 October to 26 November 2021 and marks the first opportunity to have a say about what is important about age ranges of schools and transitions.

The results of the consultation will be discussed at February's Cabinet before a final decision is made for the Local Authority Maintained schools. The Regional Schools Commissioner and some Governing Bodies will also need to make final decisions in February in relation to other schools.

**Councillor Marcus Hart, Cabinet Member for Education, said:** "We really want to hear the views of parents, carers, pupils, school staff and residents on the proposed changes. The County Council and Worcestershire Children First have been liaising with Pershore schools and Academy Trusts for some time now about the current school system in Pershore and their desire for a coordinated approach to change of age ranges that is clear and consistent for children and families. The responses we receive will allow proposers and decision makers at the very earliest stage to ensure the needs of current residents as well as communities for generations to come will be met."

Following a direct approach from schools in the Pershore area in Autumn 2020, there has been a technical analysis to evaluate the risks and issues relating to the current organisation of the schools in the planning area.

The education provision in Pershore has tended to follow a three-tier journey, where pupils attend first schools from age 4-9, transfer to middle schools at age 9-12 and then transfer to high school at age 12 to complete their education.

Changes to schools in the Pershore education planning area over several years has led to uncertainty and sustainability concerns across the education planning area as there now exists a mixture of two-tier and three-tier with some schools in this area already converted to primary and secondary schools.

The creation of additional places in years 5, 6 and 7 as a result of the approved changes has resulted in an unsustainable level of surplus/excess places in these year groups.

Those schools that have already completed the transition will make no further changes.

For more information and to have your say on the proposals please visit:

<https://www.worcestershire.gov.uk/pershorereview>

QR code link to Pershore Education Area Review webpages



# HAVE YOUR SAY

ON PERSHORE EDUCATION PLANNING AREA

Get all the latest updates at:  
[www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)



# HAVE YOUR SAY



ON PERSHORE EDUCATION PLANNING AREA

Get all the latest updates at:  
[www.worcestershire.gov.uk/pershorereview](http://www.worcestershire.gov.uk/pershorereview)

WORCESTERSHIRE  
CHILDREN FIRST



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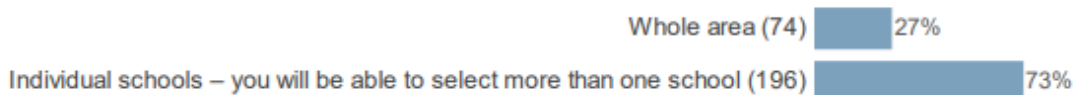
## **Appendix 9: Pershore EPA Consultation Responses**

<b>01 Pershore EPA Review – Public Consultation Responses</b>	<b>2</b>
<b>02 Abbey Park Consultation Responses</b>	<b>6</b>
<b>03 Defford-cum-Besford Consultation Responses</b>	<b>9</b>
<b>04 Fladbury First Consultation Responses</b>	<b>11</b>
<b>05 Upton Snodsbury Consultation Responses</b>	<b>13</b>
<b>06 St Barnabus CofE First and Middle School Consultation Responses</b>	<b>15</b>
<b>07 The Pinvin Federation (Pinvin First &amp; St Nicholas Middle School) Consultation Responses</b>	<b>17</b>
<b>08 Pershore High School Consultation Responses</b>	<b>20</b>

## 01 Pershore EPA Review – Public Consultation Responses

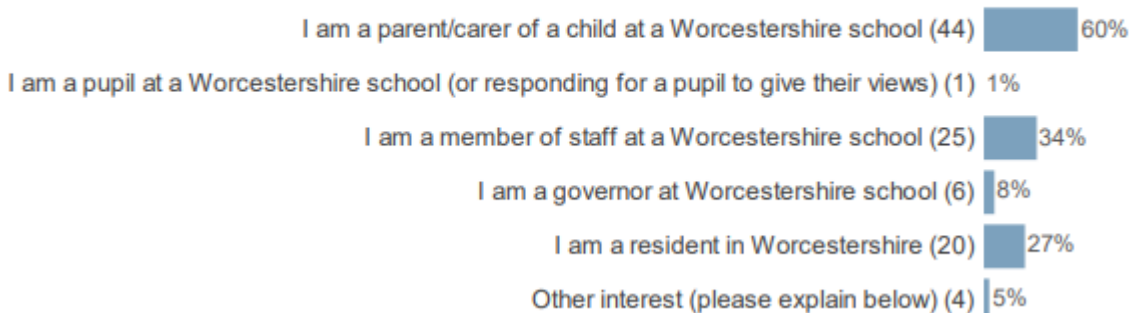
Total Responses: 270

**Would you like to respond on the proposals for individual school(s) or for the proposals as a whole?\***



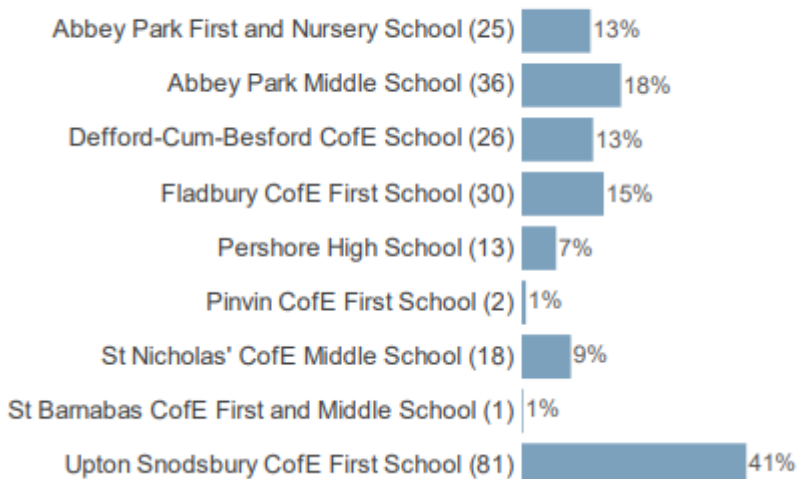
### Whole area

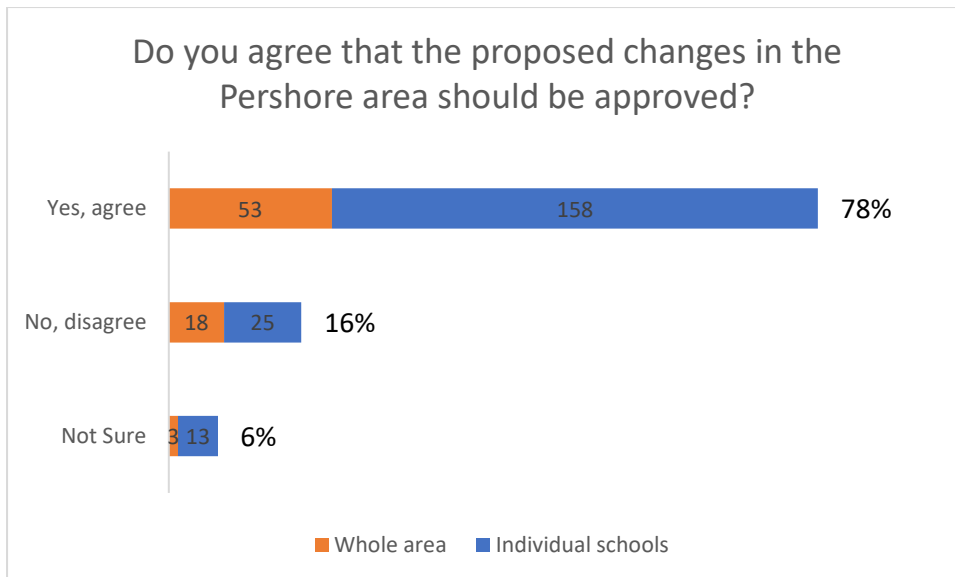
**Please tell us how you are involved in this consultation**  
**Please tick ALL that apply**



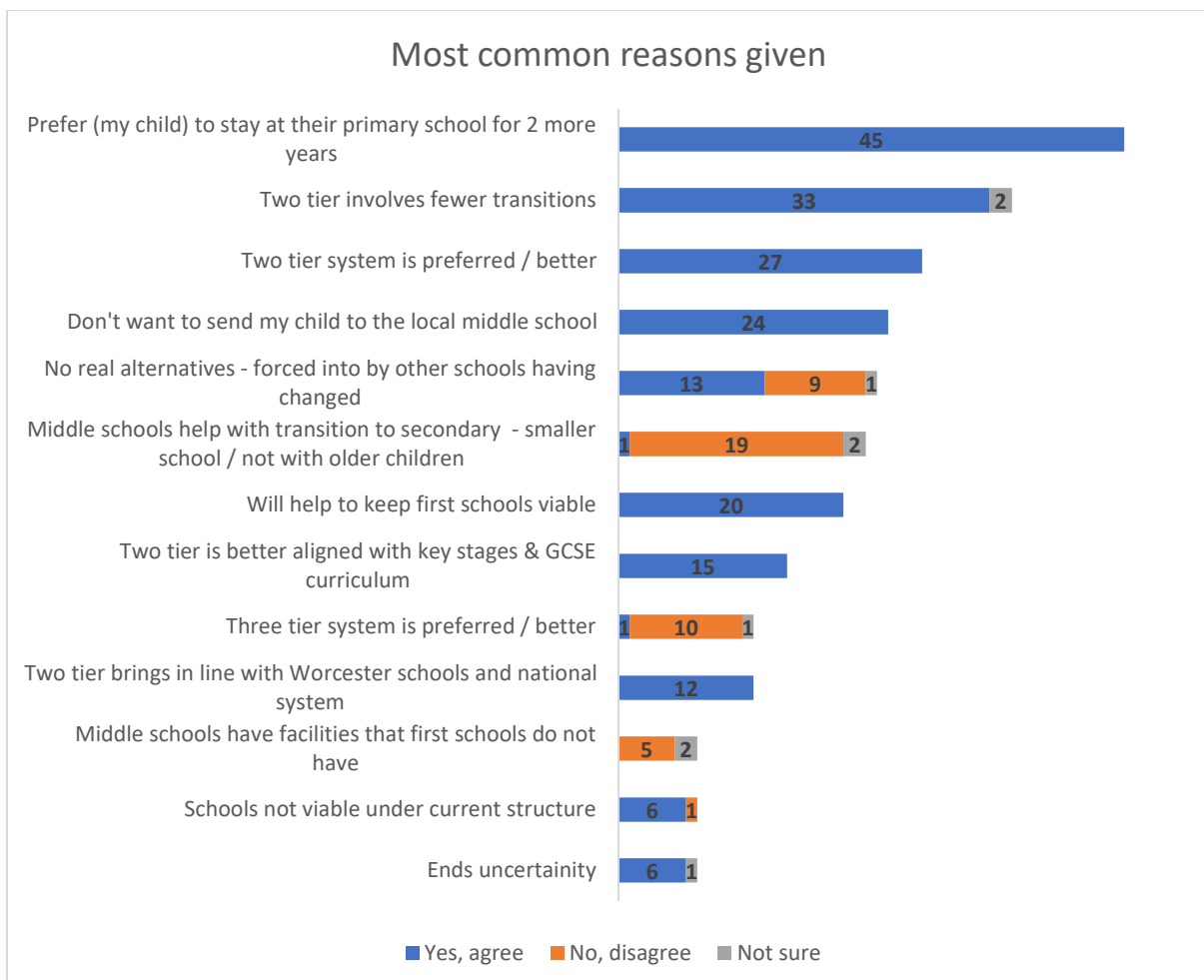
### Individual schools

**Which school(s) are you responding about?\***

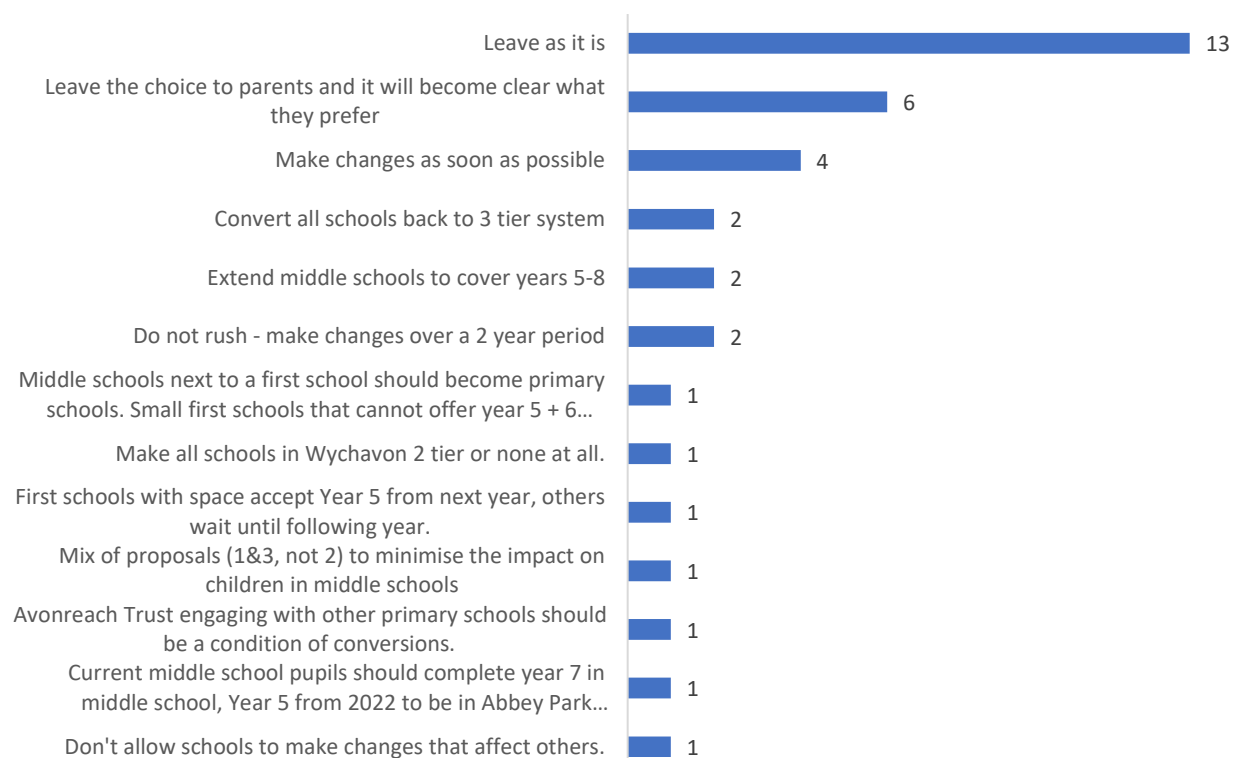




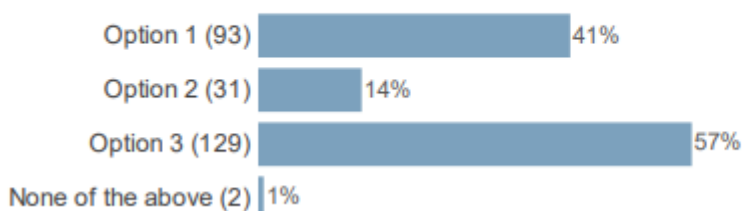
Only one answer has been counted for each response. It is possible to provide a different answer to this question for each school an individual is responding about. For the two responses where different answers were provided in respect of different schools the response has been taken in relation to the school their child currently attends.



## Do you have any alternative proposals?



## Which option(s) for the timing of changes would you consider it appropriate to take? Please tick ALL that apply



Option 1 - Transition in line with natural progression, coordinated age range changes and coordinated accommodation changes. All changes made by September 2024.

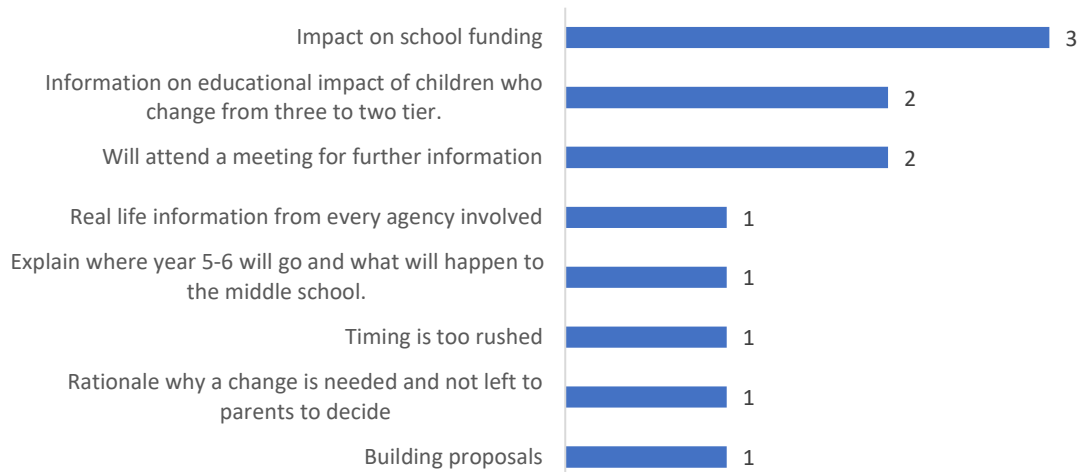
Option 2 - Year groups 5 & 6 closed in Middle Schools early, impacting pupils' journeys and greater impact for families. Children would need to change school after year 5 for one year. All changes made by September 2023.

Option 3 - Emergency variation to admissions changes resulting in limited time for consultation with stakeholders before the change is implemented. No intake into Middle Schools in 2022. All changes and accommodation would need to be made by 2022. All changes made by September 2023.

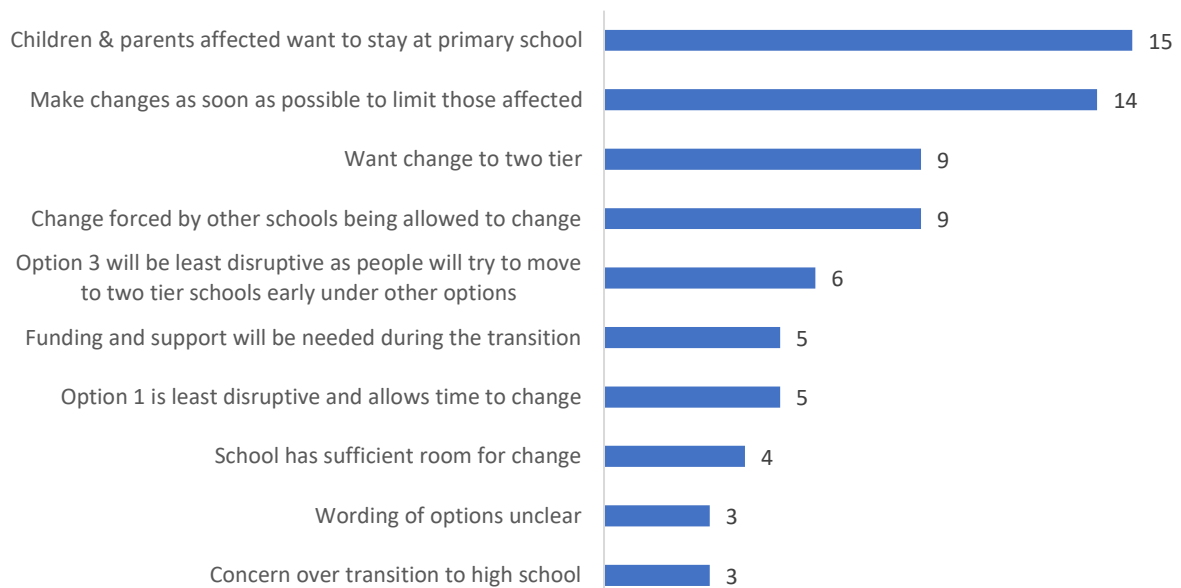
**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**



**What additional information would have been useful to allow you to respond to this consultation?**



**Most common other comments made in response to this proposal**





## Public consultation responses – 11<sup>th</sup> October to 26<sup>th</sup> November 2021

# Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Pershore



## Abbey Park First and Nursery School and Abbey Park Middle School

**Abbey Park First & Nursery School: 25 responses**

**Abbey Park Middle School: 36 responses**

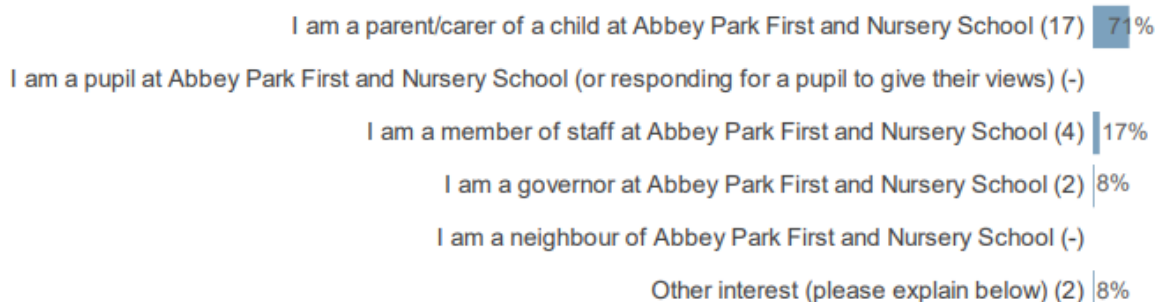
**Total responses: 61 responses**



## Abbey Park First and Nursery School

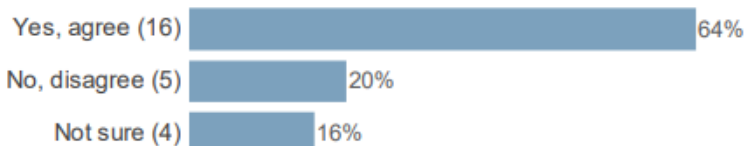
Please tell us how you are involved in this consultation for Abbey Park First and Nursery School.

Please tick ALL that apply

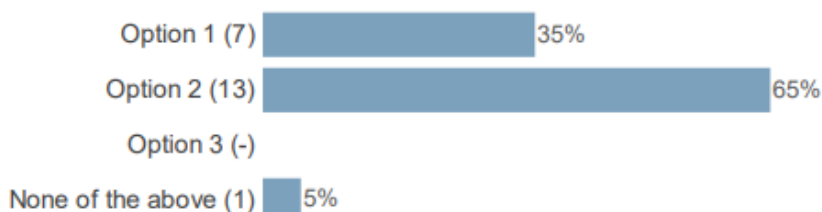


**Do you agree that the proposed changes for the schools listed below should be approved?\***

**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Abbey Park First and Nursery School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
Please tick ALL that apply



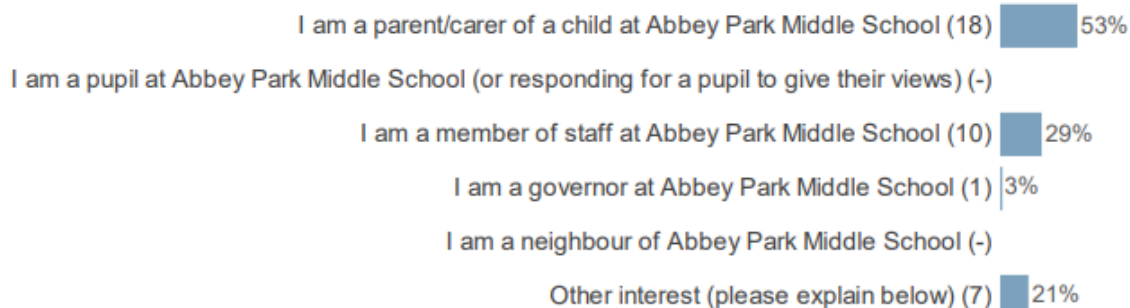
**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**



## Abbey Park Middle School

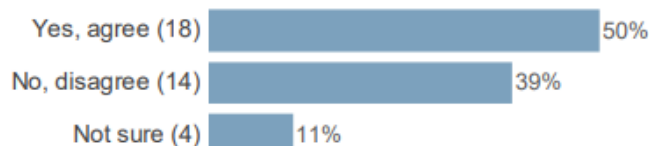
Total responses: 36

**Please tell us how you are involved in this consultation for Abbey Park Middle School.  
Please tick ALL that apply**

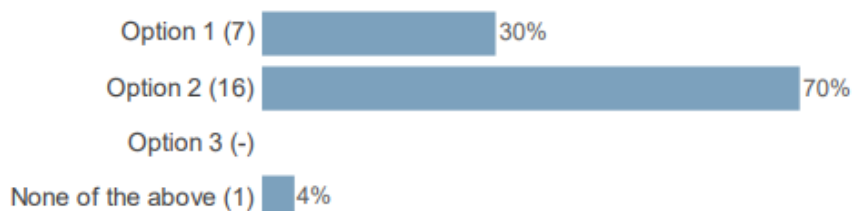


**Do you agree that the proposed changes for the schools listed below should be approved?\***

**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Abbey Park Middle School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
**Please tick ALL that apply**



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**





Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

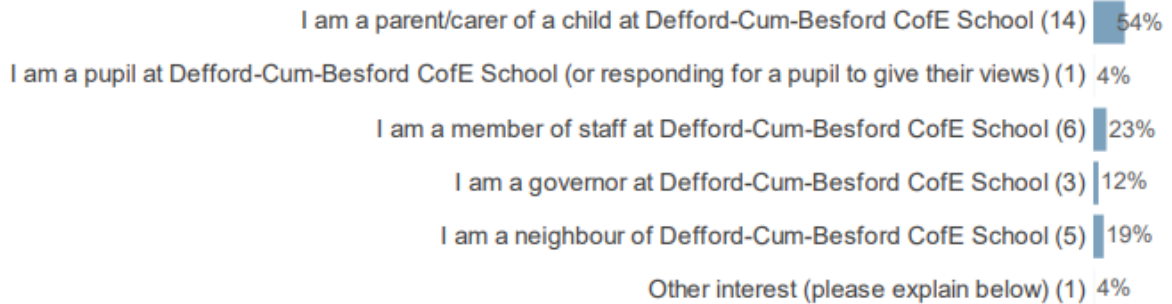
# Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Persore



## Defford-Cum-Besford CofE School

Total responses: 26

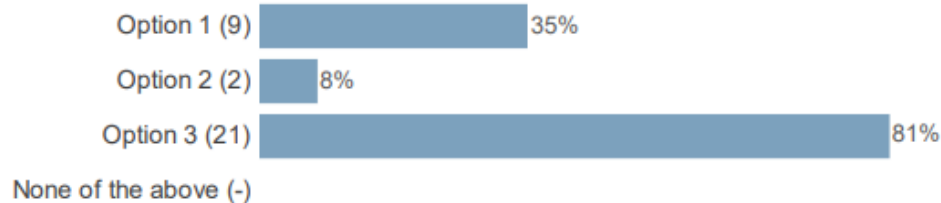
**Please tell us how you are involved in this consultation for Defford-Cum-Besford CofE School.  
Please tick ALL that apply**



**Do you agree that the proposed changes for the schools listed below should be approved?\***  
If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Defford-Cum-Besford CofE School)



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
Please tick ALL that apply



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**





Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

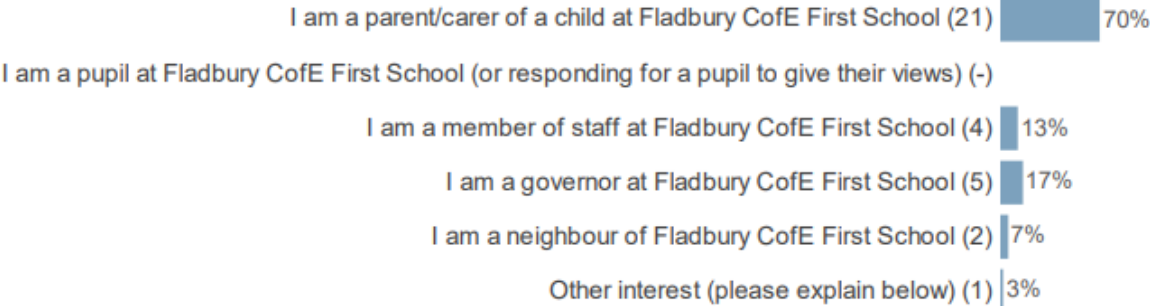
## **Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Persnore**



**Fladbury CofE First School**

Total responses: 30

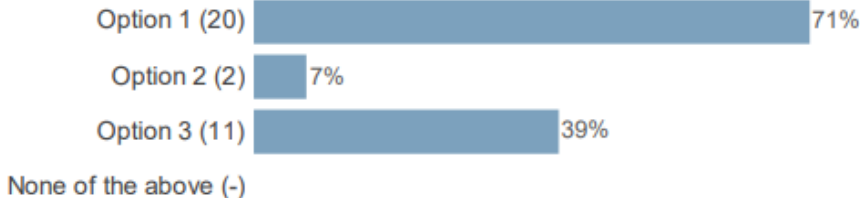
**Please tell us how you are involved in this consultation for Fladbury CofE First School.  
Please tick ALL that apply**



**Do you agree that the proposed changes for the schools listed below should be approved?\***  
**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Fladbury CofE First School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
**Please tick ALL that apply**



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**





**worcestershire**  
county council

WORCESTERSHIRE  
**CHILDREN FIRST**



Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

# **Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Persnore**



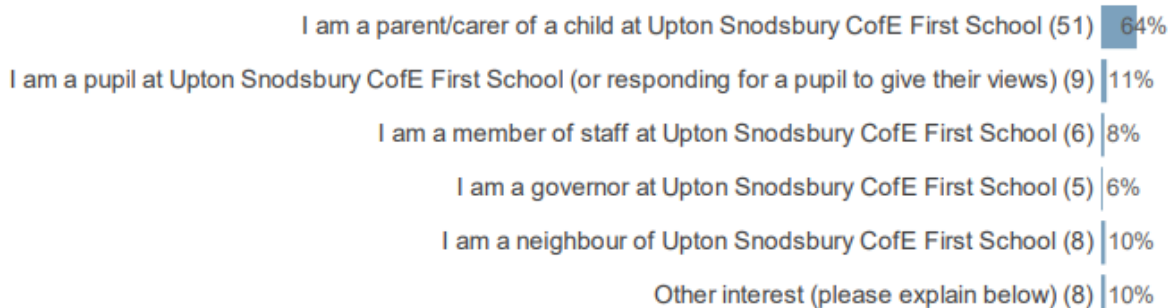
Upton Snodsbury C Of E First School  
Where a Love of Learning Grows

**Upton Snodsbury CofE First School**

Total responses: 81

**Please tell us how you are involved in this consultation for Upton Snodsbury CofE First School.**

**Please tick ALL that apply**



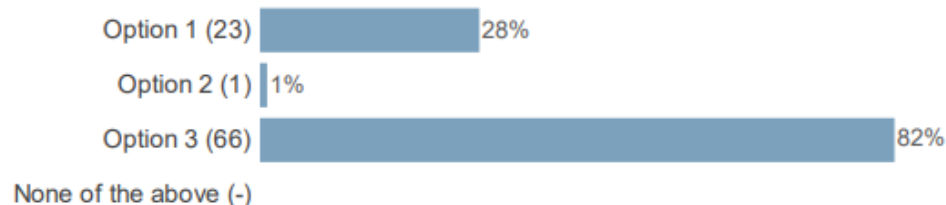
**Do you agree that the proposed changes for the schools listed below should be approved?\***

**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Upton Snodsbury CofE First School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***

**Please tick ALL that apply**



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**







Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

## **Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Persnore**



**St Barnabas CofE First and Middle School**

Total responses: 1

Involvement in the consultation as a parent/carer of a child at St Barnabas CofE First and Middle School.

**Do you agree that the proposed changes for the schools listed below should be approved?\***

**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (St Barnabas CofE First and Middle School)**

Yes, agree (1)  100%

No, disagree (-)

Not sure (-)

**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
**Please tick ALL that apply**

Option 1 (-)

Option 2 (-)

Option 3 (1)  100%

None of the above (-)

**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**

Yes (1)  100%

No (-)



Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

## **Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Pershore**



## **The Pinvin Federation (Pinvin CofE First and St Nicholas' CofE Middle School)**

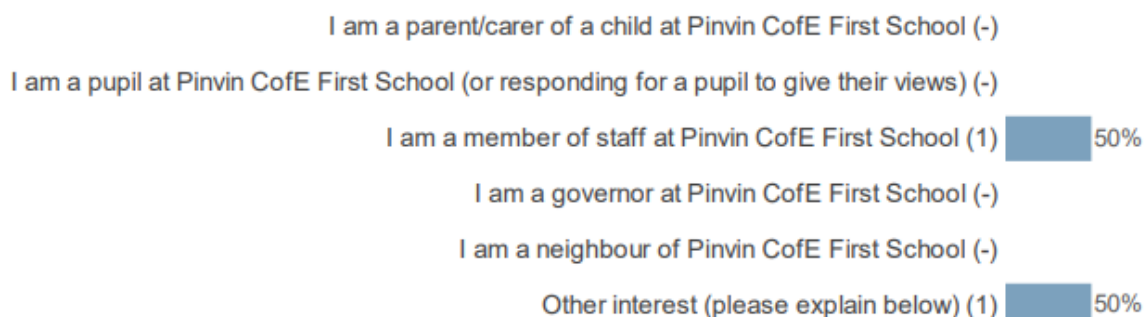
Pinvin: 2

St Nicholas: 18

**Total: 20**

## Pinvin CofE First school

**Please tell us how you are involved in this consultation for Pinvin CofE First School.  
Please tick ALL that apply**



**Do you agree that the proposed changes for the schools listed below should be approved?\***  
**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Pinvin CofE First School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
**Please tick ALL that apply**



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**

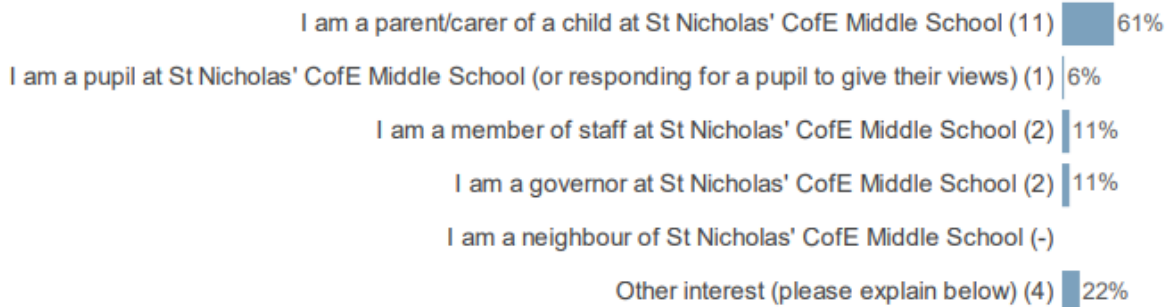


## St Nicholas' CofE Middle School

Total responses: 18

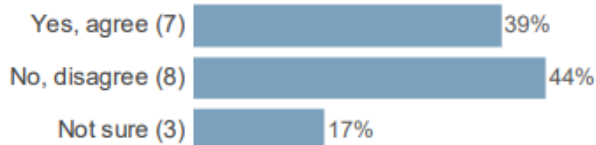
**Please tell us how you are involved in this consultation for St Nicholas' CofE Middle School.**

**Please tick ALL that apply**



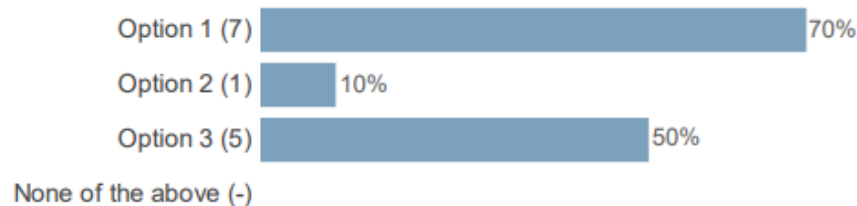
**Do you agree that the proposed changes for the schools listed below should be approved?\***

**If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (St Nicholas' CofE Middle School)**



**Which option(s) for the timing of changes would you consider it appropriate to take?\***

**Please tick ALL that apply**



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**





Public consultation responses – 11<sup>th</sup>  
October to 26<sup>th</sup> November 2021

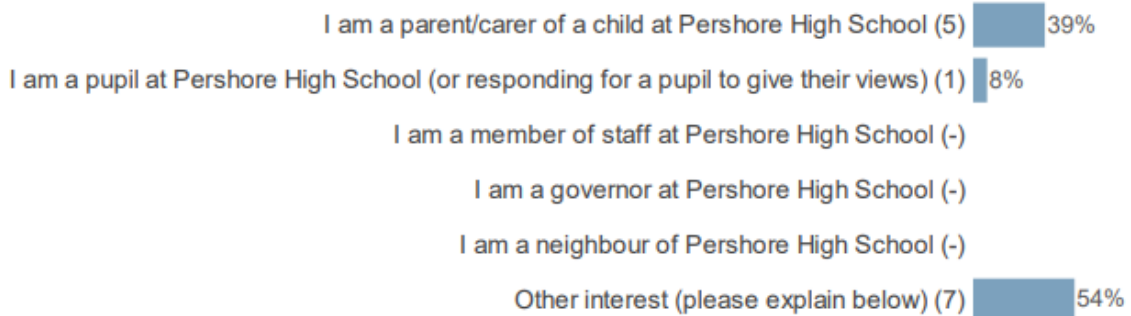
# Proposed Change of Age Range, Enlargement of Premises, and Amalgamation of Schools in Persnore



## Persnore High School

Total responses: 13

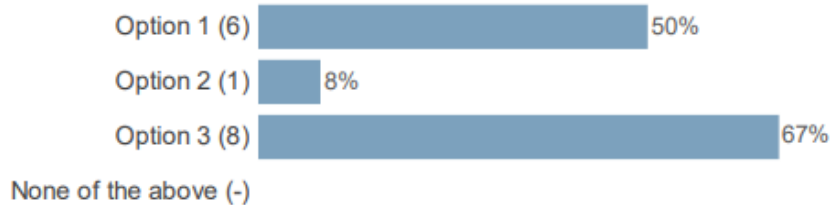
**Please tell us how you are involved in this consultation for Pershore High School.  
Please tick ALL that apply**



**Do you agree that the proposed changes for the schools listed below should be approved?\***  
If you agree or are not sure, you will next be asked about the options for the timing of the proposed change (Pershore High School)



**Which option(s) for the timing of changes would you consider it appropriate to take?\***  
Please tick ALL that apply



**Do you feel that you have been provided with sufficient information to make a decision on whether to support or challenge the proposed changes?**



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**Appendix 10: Pershore Education Planning Structure if proposed change to two-tier is agreed**

	<b>Two-tier journey</b>
<b>First/Primary</b>	The Orchard Primary Inkberrow Primary Norton-Juxta-Kempsey Primary Flyford Flavell Primary Himbleton Primary Crowle CE Primary Fladbury CE Primary Pinvin CE Primary Upton Snodsbury CE Primary St Barnabas Primary Defford-cum Besford Primary Abbey Park Primary  <i>Reception – Year 6</i>
<b>High/Secondary</b>	Pershore High  <i>Year 7– Year 13</i>

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## Appendix 11 – Process Timelines of proposals

### Option 1, slowest transition in line with natural progression

#### School changes

- Change of age range at First schools in '22 and '23. All schools to convert to Primary by September 2023
- Removal of Year 5 intake and change of age to remove year 7 for middle schools for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

#### Impact

- Final year 5 intake at Abbey Park Middle and St Nicholas to be the only year group on roll in 2023/2024 (year 6)
- Students applying for middle school places for September 2022 will not know at point of application that middle schools will not be delivering year 7



## Option 2, some disruption and greater impact for families

### School changes

- Most First schools to convert in '22. All schools to convert to Primary by September 2023
- Closure of Abbey Middle School and St Nicholas CE Middle from September 2023 and applications made by pupils in year 5 to transfer back to a Primary for Year 6. Change of age range of St Barnabas for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

### Impact

- Middle School 2022 year 5 intake would be required to make three school applications in three years (and three transport applications where applicable)
- Rapid change for Abbey Park First and Pinvin C.E. First which will jump from R-Y4 to R-Y6 on roll in single year

2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Year 5	Year 5	Year 5	Year 5
Year 6	Year 6	Year 6	Year 6	Year 6
Year 7	Year 7	Year 7	Year 7	Year 7
Primary	Middle	High		

## Option 3, fastest change with least consultation

### School changes

- All First Schools to convert for September 2022 (Except for DcB which could remain a first until September 2023)
- Emergency variation in admission arrangements for Abbey Park Middle and St Nicholas Middle School so that there is no intake in September 2022. School closure of Abbey Park Middle and St Nicholas Middle from September 2023
- Change of age range and removal of year 5 intake for St Barnabas for September 2023
- Increase of PAN and change of feeder links at Pershore High for 2023 to admit all pupils in year 7 in pyramid

### Impact

- This will require emergency variation to admissions changes, but will mean clearer pathway for pupils in year 5 in '22
- Rapid change for First schools – several require accommodation changes so it may be difficult to manage
- This gives families the least amount of time before changes are made.

	2020/21	2021/22	2022/23	2023/24	2024/25
Year 5	Primary	Primary	Primary	Primary	Primary
Year 6	Primary	Primary	Primary	Primary	Primary
Year 7	Primary	Primary	Primary	High	High
	Primary	Middle	High		

## Options comparison

### Option 1

- All First schools converted by September 2023
- All admissions changes undertaken for September 2023
- Final Middle School year group year 6 in 2023/24
- All changes made by September 2024

Risks:

Middle schools remain open until September 2024 with final year 6 group in 2023/24

### Option 2

- All First schools converted by September 2023
- All admissions changes undertaken September 2023
- Final Middle School year groups 5, 6 and 7 in 2022/23
- All changes made by September 2023

Risks:

September 2022 Middle School intake required to apply to move schools 3 times in 3 years

### Option 3

- All First schools converted by September 2022\*
- Emergency admissions variation for year 5 September 2022
- All other admissions changes undertaken September 2023
- Final Middle School year groups 6 and 7 in 2022/23
- All changes made by September 2023

Risks:

Least opportunities for families to be consulted  
Accommodation risk as all Firsts need to convert by September 2022  
Decision making bodies for emergency variations are different

\*With the exception of Defford-cum-Besford

## Appendix 12 – Breakdown of summary responses

Where respondents chose to respond for individual schools, each school received a summary report of these responses to review with the Governing Body or Academy Trust and / or Diocese. A summary of the responses for each school is detailed in Table 1 below, highlighting the preferences (where possible): Most school proposals received a majority in support of the proposals.

**Table 1: A summary of responses for individual schools**

	No. of respondents	Yes, agree	No, disagree	Not Sure	Process 1	Process 2	Process 3	None of the options
<b>Whole Area</b>	74	72%	24%	4%	48%	13%	46%	2%
<b>Abbey Park First and Nursery School</b>	25	64%	20%	16%	35%	65%	0%	5%
<b>Abbey Park Middle School</b>	36	50%	39%	11%	30%	70%	0%	4%
<b>Upton Snodsbury First</b>	81	98%	0%	3%	28%	1%	82%	0%
<b>Defford-cum-Besford CofE First</b>	26	100%	0%	0%	35%	8%	81%	0%
<b>Fladbury CofE First</b>	30	83%	7%	10%	71%	7%	39%	0%
<b>Pinvin CofE First</b>	2	50%	50%	0%	0%	0%	100%	0%
<b>St Nicholas' CofE Middle</b>	18	39%	44%	17%	70%	10%	50%	0%
<b>St Barnabas CofE First and Middle</b>	1	100%	0%	0%	0%	0%	100%	0%
<b>Pershore High</b>	13	85%	15%	0%	50%	8%	67%	0%

Note: Percentages are calculated based on the number of respondents answering the question and as it was possible to choose more than one process percentages may not sum to 100%.

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# Project Screening

## Impact Assessment Id: #215

### 1. Your Details

**Name of person completing screening assessment**

Jenny Haines

**Job Title**

Project Manager

**Directorate**

Worcestershire Children First

**Service Area**

Education and Early Help

**Email Address**

jhaines1@worcschildrenfirst.org.uk

**Connection to project (e.g. project manager)**

Project Manager

### 2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

**Project Name**

Pershore Education Planning Area - School Tier Change

**Name of Project Sponsor**

Sarah Wilkins

**Name of Project Manager**

Lucy Langdon

**Name of Project Lead**

Lucy Langdon

**Project Reference (if known)****Please give a brief description of the project**

Education Planning Area review in order to provide a single clear education route for pupils living in this area

### 3. Data Protection

**We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.**

**Name of Information Asset Owner**

**Sarah Wilkins**

Senior officer responsible for the project's information assets

**Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.** **No**

**Appearance:**

photograph, physical description

**Basic Identifiers:**

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

**Contact Details:**

address, email address, home phone number, mobile phone number, postcode

**ID Number:**

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

**Employment:**

work related training/awards

**Financial:**

income/financial/tax situation

**Lifestyle:**

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

**Technology:**

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

**As you answered 'No' , please explain your reasoning below:**

The project requires consideration and planning for school places that will be used by any child requiring a school place. This will not involve the use of any identifiable or personal data

## 4. Equality

**We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.**

**Does the project relate to an area where data/research indicates that inequalities are already known to exist? Yes**

**Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?**

**Age Yes**

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

**Disability Yes**

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Re-Assignment No**

e.g. The process of transitioning from one gender to another.

**Marriage/Civil Partnership Status No**

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy/Maternity No**

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race Yes**

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion or Belief Yes**

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex No**

**Sexual Orientation No**

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Health Inequalities No**

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

## 5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

### Could the project have an impact on any of the following factors?

#### **Social and Economic Yes**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health No**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing No**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services No**

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

## 5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

### Could this project have an impact on the categories listed below?

**Greenhouse Gas (GHG) Emissions (including CO2) Yes**

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

**Efficient Use of Resources No**

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

**Transport Yes**

e.g. number of people travelling, alternative transport modes.

**Waste Yes**

e.g. increase in waste generated or an increase in waste recycling.

**Wildlife and Biodiversity Yes**

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

**Pollution to Land or Water No**

e.g. risk of pollution to the local environment.

**Pollution to Air Yes**

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

**Resilience to climate change Yes**

e.g. risks of extreme weather and climate impacts on the project.

**Historic Environment Yes**

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

**Procurement Yes**

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

## 7. Results of Screening

<b>Data Protection</b>	Does not need a full impact assessment
<b>Equality and Public Health</b>	Will require a full impact assessment
<b>Environmental Sustainability</b>	Will require a full impact assessment

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Cabinet Report – October 2022

Agenda Item 9 - Redditch Railway Station

Appendix 1 - Scheme Visualisations









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**Cabinet Report – October 2022**

**Agenda Item 9 - Redditch Railway Station**

**Appendix 2 - Budget Cost Estimates**

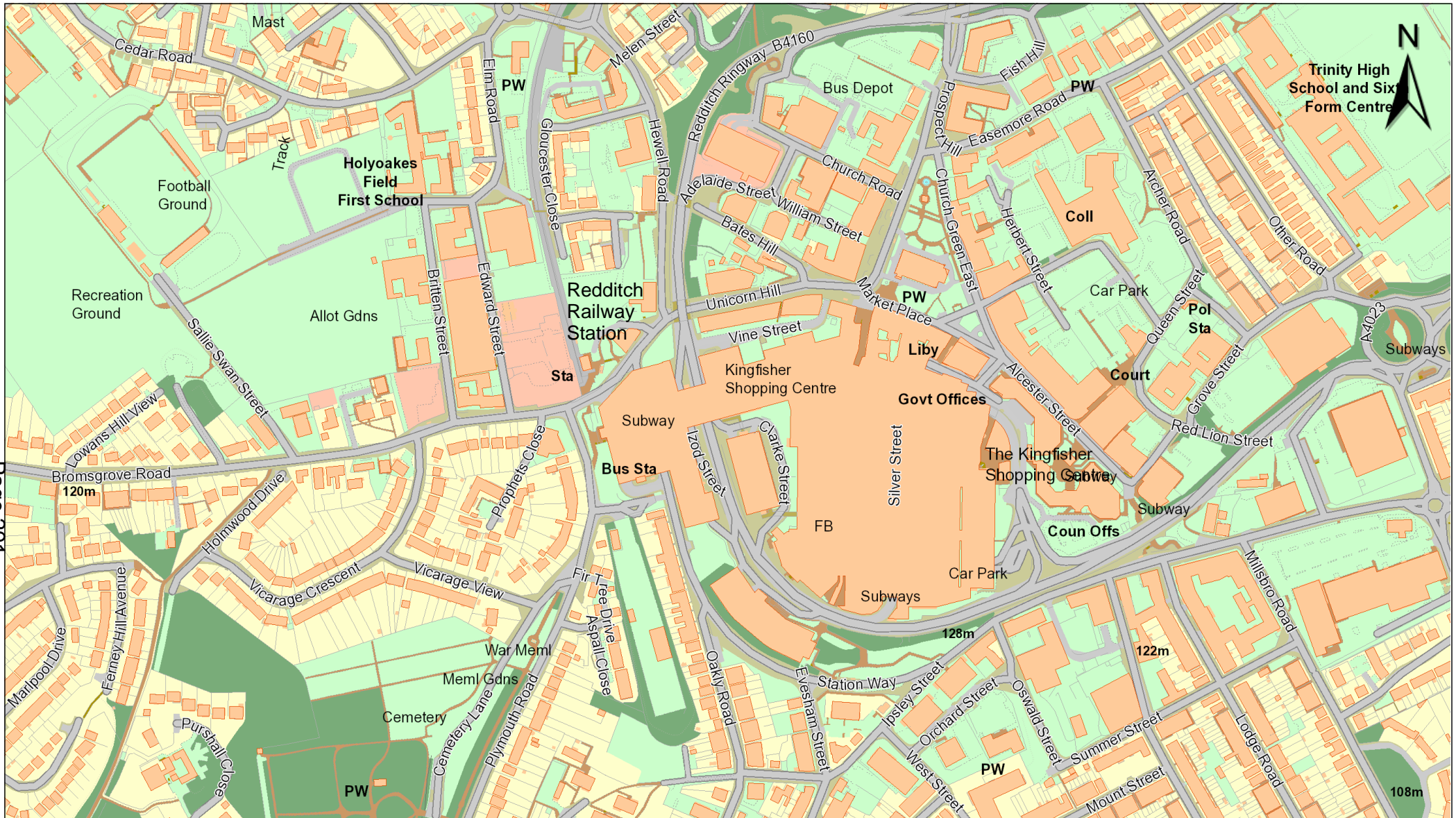
Provisional budget estimates based upon Preferred Option Station Building: Butterfly Roof

<b>Project Elements*</b>	<b>Station Option A – butterfly roof</b>
Facilitating Works	£1,000,000
Preferred Option Station Building	£5,000,000
Plaza	£1,000,000
Highways s278	£1,000,000
Car Park	£1,000,000
Remedial works on adjoining land	£1,000,000
<b>Total Capital Cost Estimate **</b>	<b>£10,000,000</b>

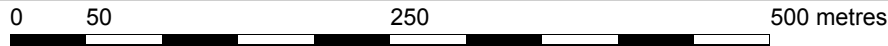
**\* Subject to further review and design development**

**\*\* Includes allowance for Client costs, fees, inflation and contingency**

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 Ordnance Survey 100024230.



Indicative Scale: 1:5,000

Date Printed: 17/10/2022

# Redditch Railway Station Location Plan



Worcestershire County Council  
 County Hall  
 Spetchley Road  
 Worcester  
 WR5 2NP

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# Project Screening

## Impact Assessment Id: #356

### 1. Your Details

**Name of person completing screening assessment**

Adele Clarkson

**Job Title**

Economic Regeneration Senior Project Manager

**Directorate**

Economy & Infrastructure

**Service Area**

Economy Major Projects & Waste

**Email Address**

AClarkson@worcestershire.gov.uk

**Connection to project (e.g. project manager)**

Project support

### 2. Project Summary

For the purposes of the impact assessment screening, we will refer to the activity or area being assessed as a project.

**Project Name**

Redditch Transport Interchange

**Name of Project Sponsor**

Penny Unwin

**Name of Project Manager**

Rachel Jarrett

**Name of Project Lead**

Rachel Jarrett

**Project Reference (if known)****Please give a brief description of the project**

This is Phase 1 to redevelop the existing station for Redditch to deliver a multimodal transport interchange (taxis, buses, walking, cycling and improved rail services). This phase will include the acquisition of adjacent buildings which will be demolished for the reconfiguration of the car park and development of Public Realm.

### 3. Data Protection

**We need to establish if the proposal involves processing personal data. Personal data is information that relates to an identified or identifiable individual.**

**Name of Information Asset Owner**

**Rachel Hill**

Senior officer responsible for the project's information assets

**Does the project, any project work stream or project outcome involve any personal data? Some examples of personal data are given below.** **No**

**Appearance:**

photograph, physical description

**Basic Identifiers:**

name, date of birth, age, biometric data, ethnic origin, gender, genetic data, race, sex

**Contact Details:**

address, email address, home phone number, mobile phone number, postcode

**ID Number:**

National Insurance Number, driving licence number, NHS number, online identifier, other general identifier

**Employment:**

work related training/awards

**Financial:**

income/financial/tax situation

**Lifestyle:**

health or social care, living habits, marital status, philosophical beliefs, political opinions, religion, sex life, trade union membership

**Technology:**

login/username, device MAC address (wireless network interface), device IMEI number, IP Address, location data (travel/GDPS/GSM data), website cookies

**As you answered 'No', please explain your reasoning below:**

We have only collated work email addresses for the project team and stakeholders which do not contain any of the data attributes above.



## 4. Equality

**We need to determine whether the project could affect residents and/or Council staff because they share any of the Protected Characteristics defined in the Equality Act 2010 namely Age, Disability, Gender Reassignment, Marriage/Civil Partnership, Pregnancy, Race, Religion/Belief, Sex and Sexual Orientation.**

**Does the project relate to an area where data/research indicates that inequalities are already known to exist? Yes**

**Could this project have any effect on, service delivery or usage, other aspects of daily life or community participation levels for people because they belong to any of the groups below?**

**Age Yes**

e.g. a person belonging to a particular age group (for example 18 – 30-year olds).

**Disability Yes**

e.g. A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

**Gender Re-Assignment Yes**

e.g. The process of transitioning from one gender to another.

**Marriage/Civil Partnership Status No**

e.g. Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

**Pregnancy/Maternity Yes**

e.g. Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race No**

e.g. Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion or Belief No**

e.g. Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex No**

**Sexual Orientation No**

e.g. Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

**Health Inequalities No**

e.g. Any preventable, unfair & unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental & economic conditions within societies.

## 5. Public Health

We also want to understand if the project will have any impacts on public health.

The social, economic, cultural and physical environment in which people live their lives has a significant effect on their health and wellbeing. Although genetics and personal behaviour play a strong part in determining an individual's health, good health starts where we live, where we work and learn, and where we play.

Improving public health requires taking a broader view of the conditions that create health and wellbeing, from how we plan and develop our urban spaces and places, to the opportunities for employment, recreation, and social connection available to all who live in them.

Health inequalities are the preventable, unfair and unjust differences in health status between groups, populations or individuals that arise from the unequal distribution of social, environmental and economic conditions within societies, which determine the risk of people getting ill, their ability to prevent sickness, or opportunities to take action and access treatment when ill health occurs.

### Could the project have an impact on any of the following factors?

#### **Social and Economic Yes**

e.g. culture, social support (neighbourliness, social networks/isolation), spiritual participation, employment opportunities.

#### **Physical Health No**

e.g. physical activity is expected to increase, influenza vaccination uptake increase

#### **Mental Health & Wellbeing No**

e.g. benefits to children's mental health, benefits to adult carer wellbeing.

#### **Access to Services Yes**

e.g. access to (location/disabled access/costs) and quality of primary/community/secondary health care, child care, social services, housing/leisure/social security services; public transport, policing, other health relevant public services, non-statutory agencies and services.

## 5. Environmental Sustainability

We want to understand if the project activity and project outcomes will have an impact on environmental sustainability. Please be mindful that the Council has committed to reduce its emissions to net-zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing these screening documents.

### Could this project have an impact on the categories listed below?

**Greenhouse Gas (GHG) Emissions (including CO2) Yes**

e.g. increased GHG emissions as a result of project implementation, which may also be linked with efficient use of resources in WCC buildings; transport; emissions from waste; and procurement.

**Efficient Use of Resources Yes**

e.g. consumption of energy resources, water, electricity, gas and heating fuels.

**Transport Yes**

e.g. number of people travelling, alternative transport modes.

**Waste Yes**

e.g. increase in waste generated or an increase in waste recycling.

**Wildlife and Biodiversity Yes**

e.g. impacts on the natural environment or enhancements to the natural environment.

N.B. This refers to any direct or indirect modifications to landholdings, including but not limited to removal of vegetation, alteration or demolition of buildings or modification of watercourses or lighting (not limited to just green space/trees).

**Pollution to Land or Water No**

e.g. risk of pollution to the local environment.

**Pollution to Air Yes**

e.g. risk of pollution to air, activity which may adversely affect air quality or increase emissions to air

**Resilience to climate change No**

e.g. risks of extreme weather and climate impacts on the project.

**Historic Environment No**

e.g. impacts on Historic Environment or enhancements of the Historic Environment.

**Procurement Yes**

e.g. could procurement associated with the project result in an increase of natural resources (such as long-distance shipping of goods); could use be made of local resources or work forces to support delivery of the project.

## 7. Results of Screening

<b>Data Protection</b>	Does not need a full impact assessment
<b>Equality and Public Health</b>	Will require a full impact assessment
<b>Environmental Sustainability</b>	Will require a full impact assessment

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## Environmental Sustainability Full Impact Assessment

### Impact Assessment Id: #356

#### 1.0 Screening Information

**Project Name**

Redditch Transport Interchange

**Name of Project Sponsor**

Penny Unwin

**Name of Project Manager**

Rachel Jarrett

**Name of Project Lead**

Rachel Jarrett

**Please give a brief description of the project**

This is Phase 1 to redevelop the existing station for Redditch to deliver a multimodal transport interchange (taxis, buses, walking, cycling and improved rail services). This phase will include the acquisition of adjacent buildings which will be demolished for the reconfiguration of the car park and development of Public Realm.

**Data Protection screening result**

Does not need a full impact assessment

**Equality and Public Health screening result**

Will require a full impact assessment

**Environmental Sustainability screening result**

Will require a full impact assessment

## 1.1 Background and Purpose

### Background and Purpose of Project?

To support your answer to this question, you can upload a copy of the project's Business Case or similar document.

This project aims to bring about a transformative change in Redditch, creating an integrated multi-modal transport interchange in the Town Centre as part of the Railway Quarter redevelopment and maximising the benefits of Redditch's position as the final destination on the Cross-City line running from Lichfield through Birmingham New Street. A renewed Redditch Station will support the town's overall regeneration, remove visual and practical barriers currently separating town and station, and become a 'gateway' bringing together the Railway Quarter and Town Centre as one seamless place, attractive, and easy to use for more visitors and residents.

### Upload Business Case or Support documents

No files uploaded

### Project Outputs

Briefly summarise the activities needed to achieve the project outcomes.

The Project Phase 1 objectives are:

- Create a modern attractive entrance and customer experience for commuters and visitors to Redditch
- Create a multi-modal connection with accessibility for all users, with multi-modal including rail and bus services, car parking, taxi drop off/pick up, cycle access and direct pedestrian routes
- Enhance station amenities and accessibility sufficient to meet Redditch's 1.1 million trips p.a. and allow for 8-22% passenger growth between 2020 and 2035
- Greater connection between Redditch town centre and the Railway Quarter for all
- Create safe and secure environment for all users public and staff
- Create a sustainable and green environment and reduce carbon consumption
- Facilitate increased train frequencies to 4tph
- Consider opportunity for residential and commercial premises

### Project Outcomes

Briefly summarise what the project will achieve.

The project scope for Phase 1 work can be considered as the following major components:

- Acquisition and demolition of adjacent public house and 3 no. Victorian buildings
- Multi-modal transport interchange, considering rail, bus, taxi, drop off/pick up, cycle and pedestrians
- Reconfiguration of station car park (no net change on spaces)
- New 2 storey station building – upper level provides access direct to Unicorn Hill and public realm. Lower level access to platform and car parking.
  - o Provision on new staff accommodation and public facilities – waiting room, toilets, retail
- Direct and level access to the existing bus interchange under Kingfisher Centre
- Highways modifications across Unicorn Hill, providing a 'shared space' environment
- Passive provision for a 2nd track and platform to the west of existing track (Phase 2 delivery)

### Is the project a new function/service or does it relate to an existing Council function/service?

Existing

### Was consultation carried out on this project?

No

## 1.2 Responsibility

### Directorate/Organisation

Economy & Infrastructure

### Service Area

Economy Major Projects & Waste

## 1.3 Specifics

### Project Reference (if known)

Not Recorded

### Intended Project Close Date \*

August 2026

## 1.4 Project Part of a Strategic Programme

### Is this project part of a strategic programme?

Yes

### An overarching screening has already been carried out for the following areas:

Data Protection

Equality and Public Health

Environmental Sustainability

### What was the conclusion?

A full Equality and Environmental sustainability screening was required.

### Upload previous impact assessment documents if available

No files uploaded

## 2 Greenhouse Gas Emissions

### Could the project result in an increase in GHG emissions (including CO2)? Yes

Please be mindful that the Council has committed to reduce its GHG emissions to zero by 2050 and most projects are likely to have an impact on this target. This should be a key consideration in your project delivery and should be reviewed when completing the assessment.

### Please explain your answer below:

The trains are all electric and there is no net gain in existing car parking spaces being provided by the project. There are no current plans to increase the provision of taxis or buses. However, the construction of the new building will impact CO2 emissions in the short term.

### Have you undertaken an assessment of the project to know if there will likely be an increase in GHG emissions? No

### Please explain your answer below:

Not recorded

### 3 Resources

**Will the project result in increased consumption of electricity, gas or other heating fuels? Yes**

e.g. project may require use of additional buildings, lighting and heating in buildings, additional ICT equipment, etc.

**Please explain your answer below:**

The new station building is bigger than the original footprint so could incur greater consumption of electricity to heat and light. There is no gas or oil supplied to the building. The design of the new station building may incorporate solar panel technology for consumption of electricity. The demolition of the three existing Victorian buildings and public house will lead to a net reduction on overall electricity consumption.

**Will the project reduce energy needs and result in reduced consumption? No**

e.g. disposal of WCC property assets

**Please explain your answer below:**

Not recorded

**Will the project require additional water resources leading to an increase in water consumption? Yes**

e.g. increased use of water through construction processes

**Please explain your answer below:**

The addition of new toilet facilities will lead to increase in water consumption however, the design of the new station building will investigate water saving measures

**Might there be a decrease in water consumption? Yes**

e.g. will the project involve water saving measures or initiatives

**Please explain your answer below:**

The design of the new station building will investigate potential water saving measures.

**Will the project result in the use of other resources, materials or minerals? Yes**

e.g. use of natural resources such as wood; or use of aggregate minerals?

**Please explain your answer below:**

Construction of the new station will require the procurement of materials.

### 4 Transport

**Will the project result in more people needing to travel? Yes**

e.g. will there be additional cars on the road

**Please explain your answer below:**

The project is designed to encourage the use of rail travel as a more sustainable form of travel and is designed as multi modal transport interchange linking with other forms of transport. There will be consideration for walking and cycling options in the design of the new station.

**Have alternative transport modes been considered? Yes**

e.g. could use be made of public transport/walking/cycling etc.

**Please explain your answer below:**

The project is designed to encourage the use of rail travel as a more sustainable form of travel and is designed as multi modal transport interchange linking with other forms of transport. There will be consideration for walking and cycling options in the design of the new station.



## 5 Waste

**Is there likely to be an increase in waste as a result of the project? Yes**

e.g. construction waste, packaging waste etc.

**Please explain your answer below:**

There will be construction waste as a result of demolition.

**Have opportunities to prevent, minimise, reuse or recycle waste been identified and considered? Yes**

e.g. will recycling facilities be available as part of the project

**Please explain your answer below:**

Where possible, reuse of existing materials will be considered to mitigate waste. There will be no net gain or loss from the cut and fill exercise across the site .

## 6 Wildlife and Biodiversity

**Will there be any negative impacts on the natural environment? Yes**

e.g. will the project involve removal of green space/trees; have wildlife surveys been considered; result in enhancements to green infrastructure; increased biodiversity opportunities etc.?

**Please explain your answer below:**

There will be a positive impact to the natural environment with the development of a new Public Realm green space with planting and trees to promote biodiversity.

**Has a preliminary ecological appraisal been undertaken? No**

**Please explain your answer below:**

Not recorded

**Has there been consideration of statutory assessments? No**

e.g. Sustainability Appraisals, Strategic Environmental Assessments and Habitat Regulations Assessment Screening?

N.B. This is a matter of legal compliance - All plans and projects (including planning applications) which are not directly connected with, or necessary for, the conservation management of a habitat site, require consideration of whether the plan or project is likely to have significant effects on that site. This consideration – typically referred to as the 'Habitats Regulations Assessment screening' – should take into account the potential effects both of the plan/project itself and in combination with other plans or projects.

## 7 Pollution to land/air/water

**Is there a risk of pollution to the local environment? Yes**

e.g.

- will there be surface water run-off or discharge into local water source?
- will there be any impact on local water quality?
- will any waste water require treatment?
- is there the potential for spillage of chemicals?
- is there the potential for emissions to air from combustion processes resulting in poor air quality?

**Please explain your answer below and include any actions that have been identified to mitigate these risks:**

During the demolition and construction phases there will be a short term negative impact to air quality and construction works will affect noise and dust pollution which will need to be monitored in line with statutory regulations.

## 8 Resilience to climate risks

**Could climate risks affect your project? No**

N.B. some projects may be more sensitive to future changes in the climate e.g. hotter and drier summers; milder and wetter winters; increased likelihood of extreme weather events. These climate risks may affect project delivery and should be considered at the early stages of project development.

**Has the impact of extreme weather events on the project been considered? No**

e.g. heat waves and flooding.

**Is there a business/project continuity plan in place to ensure climate risks are minimised? No**

e.g. can you ensure that the project is resilient to climate risks and can continue to deliver on outcomes.

**Could the project exacerbate climate risks? No**

e.g. increase flood risk or worsen temperature extremes in the locality.

**Will the project result in the use of other resources, materials or minerals? Yes**

e.g. use of natural resources such as wood; or use of aggregate minerals?

**Please explain your answer below:**

Construction of the new station will require the procurement of materials.

## 9 Historic Environment

**Have you checked with the WCC Historic Environment team as to whether there are any impacts on the Historic Environment (negative or positive)?**

**No**

Check every development with the Historic Environment Team at the planning stage of each project. Further assessment may be required depending on the nature and scale of development. There may also be design options that would negate any need for further assessment (and lessen costs), or even opportunities to enhance heritage assets or their setting through the development.

**Does the development have the potential to result in any impacts to the historic environment or opportunities for enhancement?**

**No**

If yes, then further assessment will be required. This could take the form of a watching brief during groundworks if the potential is clearly understood and relatively low, or a more comprehensive desk-based and/or field investigation prior to development.

## 10 Procurement

**Could any procurement associated with the project have a detrimental environmental impact? Yes**

e.g. procurement of goods from overseas that have to be shipped; use of unsustainable materials or materials that cannot be recycled at the end of their use?

**Please explain your answer below:**

Procurement strategy could mitigate this by stipulation of sustainable or locally sourced materials.

**Is there likely to be increased Greenhouse Gas emissions from products purchased for the project? Yes**

e.g. carbon emissions from transport and manufacturing

**Please explain your answer below:**

The manufacture and shipping of construction materials could lead to increased greenhouse gas emissions

**Will you be able to make use of sustainable products? Yes**

e.g. recycled, local, ethical etc.

**Please explain your answer below:**

Sustainable and local options will be utilised wherever scope and budget from the project allows

**Have you considered the Public Services (Social Value) Act 2012? Yes**

All major contracts let by the Council (those of more than £100,000 in total value) will be expected to deliver a meaningful contribution to our vision of Social Value in the county. The Act requires us to consider how the services we commission and procure might improve the economic, social and environmental well-being of the local area.

– please see: [Social Value](#)

**Please explain your answer below:**

Social values will be incorporated into contractual milestones and monitored through KPIs

## 11 Declaration

**I have confirmed that to the best of my knowledge that the information I have provided is true, complete and accurate**

**I have confirmed that I will make sure that Environmental Sustainability has been and continues to be considered throughout the project life cycle and should circumstances change in the project a further Environmental Sustainability Assessment Screening will be carried out.**

## 12 Application Details

**Last Updated Date Time**

16/06/2022 10:42:05

**Screening Submitted Date Time**

29/04/2022 11:02:58

**Last Reopened Date Time**

No Date Recorded

**Full Impact Submitted Date Time**

05/05/2022 16:18:14

**Approved/Rejected Date Time**

16/06/2022 10:42:05

**Current User Dashboard Request Status**

Complete

**13.0** People with access to the original screening

[Adele Clarkson \(AClarkson@worcestershire.gov.uk\)](mailto:AClarkson@worcestershire.gov.uk)

**13.1** People with access to this environmental sustainability assessment

[Adele Clarkson \(AClarkson@worcestershire.gov.uk\)](mailto:AClarkson@worcestershire.gov.uk)

14

## Direct Questions

### Question:

Many thanks for completing the Environmental Sustainability FIA.

Please note the following comments for each of the sections. Your responses are required before we can approve completion of the FIA:

3) Resources - It is stated that the development may include renewable energy generation in the form of solar technology - this would be very much encouraged, particularly as there is no gas or oil at the site, so assume all heating and lighting is from electricity? If this is the case, then solar PV would be encouraged.

6) Wildlife and Biodiversity - Response from WCC Ecology Team: A project of this scale should be informed by underpinning ecological studies. At the very outset of project initiation, an Ecological Constraints and Opportunities Plan (ECOP) would be the cheapest and most expedient approach and, as optioneering progresses, a Preliminary Ecological Appraisal (PEA) should be undertaken to scope any need for species-specific and seasonally constrained surveys. This is, of course, a broader matter than a requirement for later planning submission, or for legal compliance, but it's also a prudent project risk management approach to embed ecology consideration early into project structure

There are therefore ecology assessment requirements - please could the project manager contact the Ecology Team (ecology@worcestershire.gov.uk) for further advice and support.

8) Resilience to Climate Risks - Climate risks are very likely to impact the project, possibly throughout the building phase, and certainly over the whole lifetime of the development. Climate change will result in more extreme weather events. Overheating of buildings and flooding risks (relevant to both property and rail/transport infrastructure) need to be a considered at design stage. It is advised that a business continuity plan is in place to address climate risks.

9) Historic Environment - Response from County Archaeologist - Please consult the WCC Historic Environment Team via email to

Asked by Katie Bruton (KBruton@worcestershire.gov.uk) at 19/05/2022 12:33:15

Adele Clarkson (AClarkson@worcestershire.gov.uk) has been asked this question.

### Response:

To date, an ecological technical note has been produced for the site which is appended to this assessment. Under the current commission, a PEA will be undertaken with particular reference to roosting bats and their flight path in advance of any demolition of buildings and to inform the appropriate lighting strategy for the outline and detailed design phase. A landscaping concept design has been developed and the PEA will also help inform the landscaping and planting for the Public Realm areas to assess and achieve a positive impact for measurable net gains in biodiversity. The detailed design stage will consider renewable energy generation and mitigation risks for overheating of buildings and flooding risks with a business continuity plan. A desk based heritage and archaeological assessment has been instructed to be undertaken at the earliest opportunity in the scheme which will be reviewed during the lifecycle of the project to undertake additional archaeological assessments as required.

[Redditch Station Improvements Ecological Technical Advice Note.docx](#)

Adele Clarkson (AClarkson@worcestershire.gov.uk) at 13/06/2022 12:28:42

(User was not logged in when response was submitted. Identity Unverified)

Add Response

### Question:

Continued:

9) Historic Environment - Response from County Archaeologist - Please consult the WCC Historic Environment Team via email to headvisory@worcestershire.gov.uk (and the district conservation team) at the earliest opportunity. It is very likely that there will be impacts to the historic environment and we would like to see details of the scheme at the earliest opportunity.

Asked by Katie Bruton (KBruton@worcestershire.gov.uk) at 19/05/2022 12:33:51

Adele Clarkson (AClarkson@worcestershire.gov.uk) has been asked this question.

### Currently Unanswered

Add Response

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APPENDIX 1 - TREASURY AND PRUDENTIAL INDICATORS AS AT 30-09-22

TREASURY MANAGEMENT PORTFOLIO

DEBT							
EM			FIXED	% OF POOL	VARIABLE	% OF POOL	
	PWLB	MATURITY	299,269,895	51.15%	0.00	0.00%	
	PWLB	ANNUITY	90,295,630	15.43%	0.00	0.00%	
	LOBO	MATURITY	50,000,000	8.55%	0.00	0.00%	
	MARKET	MATURITY		0.00%	50,765,715	11.55%	
	<b>ACTUAL TOTAL</b>		<b>439,565,525</b>	<b>75%</b>	<b>50,765,715</b>	<b>11.55%</b>	
	CAPITAL PROGRAMME				94,700,465	21.54%	
	ESTIMATES TOTAL		585,031,705	439,565,525	75.14%	145,466,180	24.86%
<b>LIMITS FOR FIXED AND VARIABLE RATE DEBT</b>							
				100%		30%	

FIGURES ABOVE DO NOT INCLUDE LOCAL DEPOSIT LOANS

INVESTMENTS			UPDATE QUARTERLY
EM	< 1 YEAR	> 1 YEAR	
BANKS	45.60	0	
LOCAL AUTH	0.00	0	
TREAS BILLS	0.00	0	
<b>TOTAL</b>	<b>45.60</b>	<b>0</b>	

Prepared By: C Yates  
 Date: 30/09/2022  
 Reviewed By:  
 Date:

CAPITAL FINANCING REQUIREMENTS								
EM		ACTUAL 31/03/2021	ACTUAL 31/03/2022	ACTUAL 31/03/2023	ACTUAL 31/03/2024	FORECAST 31/03/2025	FORECAST 31/03/2026	FORECAST 31/03/2027
	CFR EXCLUDING PFI AND FINANCE LEASES £m							
	CFR	624,000	661,100	741,100	790,900	800,200	783,300	759,700
	COMMERCIAL/NON-FINANCIAL INVESTMENTS CFR	0	0	0	0	0	0	0
	<b>TOTAL CFR</b>	<b>624,000</b>	<b>661,100</b>	<b>741,100</b>	<b>790,900</b>	<b>800,200</b>	<b>783,300</b>	<b>759,700</b>
	CHANGE IN CFR		37,100	80,000	49,800	9,300	-16,900	-23,600
	TOTAL EXTERNAL DEBT	527,815	486,157	585,032	596,775	602,687	599,362	596,037
	CHANGE IN BORROWING		-41,658	98,875	11,744	5,912	-3,325	-3,325
	INTERNAL/UNDERBORROWING	96,185	174,943	156,068	194,125	197,513	183,938	163,663
	Percentage of CFR	15.41%	26.46%	21.06%	24.54%	24.68%	23.48%	21.54%
	OPERATIONAL BOUNDARY	650,000	690,000	770,000	820,000	830,000	830,000	830,000
	HEADROOM	122,185	203,843	184,968	223,225	227,313	230,638	233,963
	AUTHORISED LIMIT	673,000	713,000	793,000	843,000	853,000	853,000	853,000
	HEADROOM	145,185	226,843	207,968	246,225	250,313	253,638	256,963

MATURITY STRUCTURE OF DEBT				
EM	ACTUAL	%	LOWER LIMIT	UPPER LIMIT
UNDER 12 MONTHS	10,000	1.71%	0%	25%
12 MONTHS TO 2 YEARS	45,766	7.82%	0%	25%
2 YEARS TO 5 YEARS	27,876	4.76%	0%	50%
5 YEARS TO 10 YEARS	28,937	4.95%	0%	75%
10 YEARS TO 20 YEARS	142,796			
20 YEARS TO 30 YEARS	103,000			
30 YEARS TO 40 YEARS	121,957	80.76%	25%	100%
40 YEARS TO 50 YEARS	10,000			
50 YEARS +	94,700			
<b>TOTAL</b>	<b>585,032</b>	<b>100.00%</b>		

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## APPENDIX 2 - INVESTMENT PORTFOLIO AS AT

### INVESTMENTS HELD AS AT 30 SEP 2022

	BALANCE	LIMIT	MATURITY PROFILE					TOTAL
			Less than 3 months	3 months to 6 months	6 months to 9 months	9 to 12 months	over	
			SEP-NOV	DEC-FEB	MAR-MAY	JUN-AUG		
BARCLAYS BANK	5.0000	25.000	5					5
ABERDEEN USBF	7.5000	15.000	8					8
FEDERATED USBF	2.5000	15.000	3					3
ABERDEEN MMF	12.2000	15.000	12					12
BLACKROCK MMF	8.9750	15.000	9					9
INSIGHT MMF	1.5000	15.000	2					2
LGIM MMF	7.9250	15.000	8					8
TOTAL	45.6000	115.000	45.600	0.000	0.000	0.000	0.000	45.600

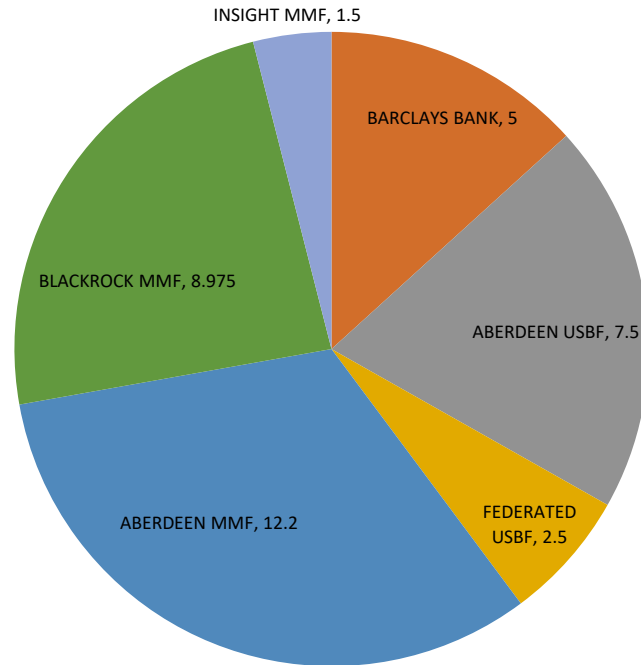
#### CURRENT MONTHLY AVERAGE

FORECAST RATE TO YEAR END		31,838,288	0.94%	300,086.09
INTEREST TO DATE	218,727			
ADDITIONAL AVERAGE FORECAST INTEREST	150,043			
FORECAST INTEREST AT YEAR END	<u>368,770</u>			

Prepared By:	C Yates
Date:	30/09/2022
Reviewed By:	
Date:	

### INVESTMENTS HELD AS AT 30 SEP 2022 (£M'S)

**TOTAL £36.675 M**



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**APPENDIX 3 - FORECAST BORROWING PORTFOLIO AS AT 30-09-22**

<b>DEBT POOL AS AT 30/09/22</b>	
bal 31/03/22	486,156,578.31
Annuity payments	-1,662,669.22
Maturities	-12,500,000.00
sub total	471,993,909.09
new loans	20,000,000.00
Deposit Loans	325,000.00
total as at 22/09/22	492,318,909.09

<b>FORECAST DEBT POOL AS AT 31/03/23</b>	
Row Labels	Sum of AMOUNT
<b>CAPITAL PROGRAMME</b>	<b>94,700,465</b>
50 YEARS +	94,700,465
<b>LOBO Fixed</b>	<b>20,000,000</b>
30 YEARS TO 40 YEARS	10,000,000
40 YEARS TO 50 YEARS	10,000,000
<b>LOBO Stepped</b>	<b>30,000,000</b>
30 YEARS TO 40 YEARS	30,000,000
<b>PWLB Annuity EFW</b>	<b>90,295,630</b>
10 YEARS TO 20 YEARS	90,295,630
<b>PWLB Maturity</b>	<b>299,269,895</b>
UNDER 12 MONTHS	0
1 YEAR TO 2 YEARS	5,000,000
2 YEARS TO 5 YEARS	27,876,288
5 YEARS TO 10 YEARS	28,936,607
10 YEARS TO 20 YEARS	52,500,000
20 YEARS TO 30 YEARS	103,000,000
30 YEARS TO 40 YEARS	81,957,000
<b>TEMPORARY</b>	<b>50,765,715</b>

CATEGORY	PWLB MATURITY	PWLB ANNUITY	LOBO FIXED	LOBO STEPPED	TEMPORARY	TEMPORARY PP	CAP PROG	TOTAL
UNDER 12 MONTHS	0				10,000,000	0		10,000,000
1 YEAR TO 2 YEARS	5,000,000				40,765,715			45,765,715
2 YEARS TO 5 YEARS	27,876,288							27,876,288
5 YEARS TO 10 YEARS	28,936,607							28,936,607
10 YEARS TO 20 YEARS	52,500,000	90,295,630						142,795,630
20 YEARS TO 30 YEARS	103,000,000							103,000,000
30 YEARS TO 40 YEARS	81,957,000		10,000,000	30,000,000				121,957,000
40 YEARS TO 50 YEARS			10,000,000					10,000,000
50 YEARS+							94,700,465	94,700,465
<b>TOTALS</b>	<b>299,269,895</b>	<b>90,295,630</b>	<b>20,000,000</b>	<b>30,000,000</b>	<b>50,765,715</b>	<b>0</b>	<b>94,700,465</b>	<b>585,031,705</b>

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