

Cabinet

13 October 2021

Greenfield Community College – Future Options

Ordinary Decision



Report of Corporate Management Team

John Pearce, Corporate Director of Children and Young People's Services

Councillor Ted Henderson, Cabinet Portfolio Holder for Children and Young People's Services

Electoral division(s) affected:

Aycliffe East, Aycliffe North and Middridge, Aycliffe West, Shildon and Dene Valley.

Purpose of the report

- 1 To present to Cabinet future options for the provision of education at Greenfield Community College in order that a solution is found to current challenges sufficiency, building conditions, and impact of the split site model on the breadth and quality of the curriculum.

Executive summary

- 2 Following an Ofsted inspection judgement of 'inadequate', Sunnydale School in Shildon was amalgamated with Greenfield School, Newton Aycliffe. Greenfield School was enlarged from 1 January 2015, becoming Greenfield Community College, and Sunnydale School was closed as a separate school on 31 December 2014.
- 3 These schools were 2.2 miles apart and prior to the reorganisation, had already been working together in an educational trust. At the time of the Ofsted inspection in 2014 there were also significant sustainability issues for Sunnydale school with only 405 pupils attending the school.
- 4 Education delivery across a split-site took place until January 2020 whereupon health and safety concerns forced the temporary closure of the Sunnydale site. At this point all pupils were safely accommodated on the Greenfield site, with temporary additional accommodation provided.

- 5 The establishment of a single school operating on a split-side model in 2015 did not address the underlying challenges evident before the amalgamation. Pupil numbers have continued to fall as education standards have declined with challenge from both DfE and Ofsted. As a result the school has faced financial challenges compounded by the long standing site issues.
- 6 Future options must primarily address the systemic issues with the split site model of provision that compromised the delivery of a broad and balanced curriculum. In addition, the very poor condition especially of the Sunnydale site, have combined to create a situation that must be resolved by considering long term options for improved educational provision.
- 7 Parental choice has favoured schools other than Greenfield Community College in recent years. That has led to pupils from Shildon increasingly attending schools in nearby Bishop Auckland. This has been compounded by the significant growth of the nearby University Technical College (UTC) South Durham in Newton Aycliffe which has also significantly affected pupil numbers.
- 8 This trend has further reduced pupil numbers at Greenfield Community College from below the minimum recommended by the Department for Education for a financially viable school across two sites.
- 9 Repeated Ofsted inspections and Department for Education (DfE) advisers have identified the split-site arrangement inhibits educational improvement and progress. Notwithstanding this, there is a desire within the Shildon community to retain secondary provision in the town.
- 10 Any consideration of future provision and potential pupil numbers needs to take into consideration the close proximity of the number of secondary schools within a 'normal' travel to learn distance of the two sites.
- 11 The report considers the following four options:
 - carry out remedial work on both sites; resume split-site education;
 - build a new replacement school on a new site;
 - build a new replacement school on one of the existing sites (i.e.: Sunnydale or Aycliffe) and dispose of the other site;
 - make the current temporary arrangements permanent - rebuild the Aycliffe site, to accommodate all pupils in improved educational facilities; and consult on closure of the Sunnydale site.
- 12 The recommended option is to make the temporary arrangements permanent is and consult on closure of the Sunnydale site (Option 4).

This is the most compelling and viable in terms of all factors – enhanced standards, minimal disruption to learning, improvement of accommodation and cost-efficiency. All options are thoroughly explored in the report.

- 13 It should be noted that none of the options considered in this report impact on the long-term future of the adjacent Leisure Centre and the plans for that are being progressed through the Leisure Transformation programme (see Cabinet report for 29th September 2021). That report indicates the Council's commitment to sustain and improve the leisure facilities in Shildon.
- 14 If the recommended option is approved by Cabinet, a public consultation process on the closure of the Sunnydale site would be required, and the report sets out a provisional timeframe for this.

Recommendations

- 15 Cabinet is recommended to
 - (a) agree that Option 4, as presented in this report, is the most appropriate and sustainable way to improve the educational provision for the children and young people in the communities served Greenfield Community College;
 - (b) agree to commence public consultation on the closure of the Sunnydale site of Greenfield Community College in line with the statutory consultation process outlined in paragraph 98;
 - (c) to seek funding for the rebuild of the Aycliffe site either through the National Schools Rebuilding Programme or the Council's Medium Term Financial Plan.

Background

- 16 Sunnydale School, Shildon, amalgamated with Greenfield School, Newton Aycliffe, on 1 January 2015, forming Greenfield Community College. This was a consequence of Sunnydale School failing an Ofsted inspection and the subsequent choice between the school becoming part of a multi academy trust or closing outright or amalgamating with another school and giving up its unique reference number (URN). As Greenfield School and Sunnydale School were already part of a foundation trust (the Asset Trust), governors were in favour of amalgamation and removal of the Sunnydale URN. Greenfield School was enlarged and Sunnydale School closed as a separate school on 31 December 2014.
- 17 Since May 2017, concerns about educational standards, an unsustainable budget projection, a steady decline in pupil numbers (particularly those attending the Sunnydale site), and an accumulation of conditions backlog problems on both sites have made it necessary to review the options for education provision for pupils attending Greenfield Community College. External pressure caused by the government approved expansion of the University Technical College (UTC) South Durham, situated in Newton Aycliffe, has exacerbated the situation.
- 18 Split-site education, with pupils predominantly being taught on one or other of the two sites, continued until January 2020 when health and safety concerns on the Sunnydale site brought about a consolidation of all pupils on the Aycliffe site as a temporary solution. Additional accommodation was required to support curriculum delivery, although reducing pupil numbers mean that there is no longer a need for the continued extensive use of temporary classrooms.
- 19 Currently, the teacher contact ratio is just under 0.75 including all tutor periods, intervention sessions and pupil support time (when calculated solely on core timetabled periods the contact ratio drops to 0.72). ASCL (Association of School and College Leaders) states that an aspirational target contact ratio of 0.78 should be achievable in all schools, while DfE expectations are that 0.75 to 0.82 would be the minimum target.
- 20 While both the Aycliffe and Sunnydale sites were operating as separate provisions, attempting to cover the whole curriculum for two separate sets of pupils, the contact ratio figure at best dropped to below 0.69, due to the demands of staffing two sites. This ratio is significantly below the limits of a financially viable school. (Source: ICFP - Integrated curriculum and financial planning - recommendations, supported by the DfE).

- 21 One of the reasons that split-site schools are notoriously expensive is the additional burden of terms of leadership costs. Where two or more sites require leadership capacity to attend to health & safety, behaviour and safeguarding requirements, staffing costs rise substantially. The teacher contact ratio correspondingly declines.
- 22 In some situations, split-sites are used as an ‘upper’ and ‘lower’ school. While this does not substantially reduce additional leadership costs there may be other staffing gains and economies (i.e.: with an entire key stage on one site there would be the potential to create pupil groups of a more viable size).
- 23 However, this was not the organisational solution chosen in the case of Greenfield Community College after amalgamation. At the time there was a clearly expressed view from the school community that Aycliffe children should be education at the Greenfield site and Shildon children at the Sunnydale site. As a result, the school opted to try and run a dual provision.
- 24 The judgement of an Ofsted inspection team in May 2017 was unequivocal:

“The merger of the predecessor school with a neighbouring school in January 2015 was handled badly by all involved in the process. Consequently, standards of achievement declined in 2015 and 2016 for almost all groups of pupils.... [underperformance] is largely due to the predecessor school’s lack of capacity and expertise in driving forward standards at two geographically separated sites in a context of significant underperformance at what was, prior to it merging with Greenfield Community College, Sunnydale Community College.”

- 25 Ofsted recommendations and those of the DfE funded support initiative, ‘Opportunity North East’ are to consolidate learning onto a single site as soon as possible (ideally within 3 years from 2020) to maintain the more recent improvement in educational standards.
- 26 There has been a gradual decline in pupil numbers since the amalgamation, triggered as it was by a failed Ofsted inspection. Two Ofsted inspections of Greenfield Community College, one in May 2017 and one in September 2019, contributing to the falling rolls, as did reduced parental choice (especially in the Shildon community), the relative success of neighbouring schools, the aforementioned expansion of the nearby UTC, and a lack of clarity about the future development of either site of Greenfield Community College.
- 27 An Equalities Impact Assessment is included with the report as Appendix 2. The purpose of the impact assessment is to provide

information for the decision-making process. It is designed to appraise the likely impacts of the proposals on people with characteristics protected under the Equality Act 2010.

- 28 The Equality Impact Assessment has considered the potential impact on the range of the proposed options, in relation to the future provision of education for pupils attending Greenfield Community College. It is evident that there would be potential or actual impact on protected groups of pupils. In particular, there are potential impacts in relation to age, disability, and gender to varying degrees depending on the outcome of the preferred option taken forward. As the proposal develops, this EIA will be updated to clearly reflect the potential impact and the appropriate mitigating actions will be put in place.

Pupil Information

- 29 Academies and aided schools that are their own admission authority have powers independently to accept pupil numbers above their Pupil Admission Number (PAN). Woodham Academy, in Aycliffe, and schools in Bishop Auckland have all increased their PAN in recent years, enabling parents from the area to express a preference for schools other than their nearest with a greater expectation of having that preference met.
- 30 The proximity of a UTC in Aycliffe has drawn pupil numbers from many schools in the area, but Greenfield Community College has been affected by this more than most. The distance between Greenfield Community College and the UTC South Durham is just 2.4 miles.
- 31 Since it opened in 2016, the UTC South Durham has admitted pupils from Y10, but from September 2022 approval has been granted by the Department for Education to admit up to 100 pupils from Year 9. In 2018 and 2019 almost 20% of the Y10 intake of the UTC came from Greenfield Community College.
- 32 The 11-16 net capacity of Greenfield across both sites is 1750 and in 2017-18 there were 987 pupils on roll. For September 2021, the total number of pupils on roll is expected to be 756. 163 pupils left at the end of Y11 in July 2021, and the Y7 intake for September is only c120, with only 20 of these pupils coming from Shildon primary schools. The current pupil projections indicate that the pupil roll will peak at 794 in 2025/26 and thereafter gradually decline so that it will be less than 700 by 2029/30.
- 33 The Department for Education views the minimum size of a financially viable secondary school to be 600. Greenfield Community College's pupil roll is above this but across two sites the economies of scale are lost, putting the school under financial pressure. In recent Ofsted inspections (May 2017 and September 2019) where the school was

judged ‘Requires Improvement’, inspectors expressed the clear view that the delivery of the curriculum across a split-site was one of the factors delaying improvement in educational standards.

- 34 The tables on the next page show the current and future pupil rolls for the South West Durham secondary pupil place planning area, locations for those pupils on roll at Greenfield Community College in September 2021, and the secondary school attended by those pupils on roll at primary schools in Shildon since 2018.

| South West Durham Pupil Place Planning Area | | | | | | | | | | | | | | | | | | |
|---------------------------------------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--|
| SCHOOL | Main Cap | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 | 2031-32 | 2032-33 | 2033-34 | 2034-35 | 2035-36 | |
| UTC South Durham | 400 | 219 | 237 | 311 | 311 | 311 | 311 | 311 | 311 | 311 | 311 | 311 | 313 | 314 | 314 | 314 | 314 | |
| Woodham Academy | 1250 | 922 | 1013 | 1086 | 1153 | 1157 | 1148 | 1112 | 1090 | 1073 | 1059 | 1054 | 1025 | 1022 | 1016 | 1015 | 1011 | |
| Greenfield Community College | 1754 | 818 | 756 | 731 | 717 | 707 | 738 | 775 | 741 | 708 | 687 | 679 | 652 | 645 | 646 | 646 | 646 | |
| PA total | 3404 | 1959 | 2006 | 2128 | 2181 | 2175 | 2197 | 2198 | 2142 | 2092 | 2057 | 2044 | 1990 | 1981 | 1976 | 1975 | 1971 | |

Locations for pupils attending Greenfield Community College in September 2021

| Location | Number | Location | Number |
|-----------------|--------|-------------------|--------|
| Newton Aycliffe | 532 | Eldon | 2 |
| Shildon | 194 | Stockton on Tees | 2 |
| Chilton | 16 | Durham | 2 |
| Ferryhill | 7 | Chester le Street | 2 |
| Darlington | 6 | Auckland Park | 1 |
| Middridge | 5 | Crook | 1 |
| Heighington | 3 | Coundon | 1 |

| Secondary school attended by pupils attending Primary schools in Shildon | | | | | |
|--------------------------------------------------------------------------|--|------------------|------------------|------------------|------|
| | | 2018 | 2019 | 2020 | 2021 |
| Woodham Academy | | 1 | 4 | 3 | 9 |
| Sunnydale site of Greenfield Comm College | | 40 | 39 | 22 | 17 |
| St. John's Catholic School Bp Auckland | | 19 | 15 | 29 | 30 |
| King James 1 Academy | | 43 | 33 | 50 | 44 |
| Aycliffe site of Greenfield Comm College | | 3 | 1 | 2 | 8 |
| Bishop Barrington School | | 11 | 10 | 9 | 2 |
| Out county school(s) | | 2 | 4 | 1 | 3 |
| Ferryhill Business & Enterprise College | | - | - | 1 | - |
| TOTAL 119 | | TOTAL 106 | TOTAL 117 | TOTAL 113 | |

- 35 Indications, therefore, from pupil data and Ofsted reports show that decisions should be taken promptly to determine options for providing sustainable education of pupils attending Greenfield Community College, including future proposals for the Sunnydale site which is currently unoccupied.

Current context

- 36 Extensive problems with on-site drainage and infestation by vermin on the Shildon site during 2019 led to the decision by governors to move all pupils to the Aycliffe site with additional funding support from the local authority. This move took place in January 2020, and the school continues to operate from a single site.
- 37 While the Sunnydale site remains not in use, the cost to the Council for maintaining security there is c.£12,000 per month. These costs are high due to the exposed nature of the open-plan site and the high risk posed by asbestos in the buildings.
- 38 Consultation with staff, pupils and parents conducted by the governing body in late 2020/early 2021 is generally positive, citing evidence that “The change to a single site operation has allowed the leadership of the school to address some significant concerns”.
- 39 Findings from a consultation with residents of Shildon, published by Shildon Town Council in May 2021, strongly advocates the building of a new secondary school in the town. Whilst this provides an interesting context the consultation did not seek to address any of the underlying issues or set out the barriers to establishing a new school in the town, particularly the impact of unviable numbers as described in this report.
- 40 The Sunnydale site of Greenfield Community College adjoins a leisure centre which is considered as a strategically important leisure site in County Durham. There has already been investment in the athletics track and essential maintenance and condition works are required for the leisure centre building. None of the options considered for the future of Sunnydale site in the report will impact on the future of leisure provision in Shildon.
- 41 The school has historically made use of the leisure centre facilities and buildings, for which there has been an annual recharge. The option to rebuild the Aycliffe site and close Sunnydale, will not impact on the options to be considered for Leisure Transformation in that area.
- 42 This report is looking at the options for the current Greenfield College. It should be noted that any proposed new school in the areas would have to be approved by the DFE as a free school with appropriate sponsorship. Free schools have been commissioned in areas where

there is insufficient current capacity to meet pupil need but this is clearly not the case in Shildon. A new build school that relocates the current Greenfield Community College, retaining its URN, would not require a free school application but would present other challenges, covered in paragraph 67 below.

Quality and efficiency of educational provision in a split-site secondary school

- 43 The following reasons must be considered in looking at the advantages or disadvantages of retaining a split-site and therefore providing secondary education through two smaller parts of a larger school instead of delivering this provision from a single site.

The challenges of curriculum planning

- 44 Curriculum planning identifies the daily learning activities that a teacher leads on, and how these contribute to the monitoring of an individual student's progress and the evaluation of the overall performance of the students. Teachers are responsible for implementing the curriculum and deciding if it is having the desired effect on students' learning.
- 45 While, in principle, planning could be undertaken as a single function in either one whole school or two parts of one school, the communication of detailed curriculum plans to staff who might be separately located for some or all of their teaching time will be more time-consuming and difficult in terms of consistency. The periodic review of these plans by all staff would be complicated by a split-site arrangement. Curriculum monitoring for continuity would also be more onerous and arguably less effective in a school where teaching took place in more than one site.

Less efficient or equitable and more expensive teaching and work patterns

- 46 Teaching and work patterns across two sites of a school will always be difficult to manage in terms of equity and opportunity. This extends to the professional development of staff. In a larger single-site school, all staff have equal access to their leaders and peers, with unrestricted opportunities for professional conversations and support in the general run of any working day. Where a school is split into smaller parts, even with some staff transiting between sites (which, in itself, can limit social and professional exchange between staff), the day-to-day instances of questioning, feedback, advice and guidance that every member of a school can draw upon are restricted.
- 47 School briefings may be difficult to manage consistently across more than one site. CPD may need to be repeated on different sites with impact on costs and clarity or timeliness of communication. Commonly

on one site or another work patterns and general working conditions may be deemed more or less favourable.

- 48 Where a work pattern necessitated by the split-site arrangement means one member of staff teaches predominantly or exclusively Key Stage 3 (or Key Stage 4), this can have a serious negative effect on their future career prospects.

The increased cost of delivering the curriculum and the negative impact on pupil progression

- 49 Pupil progression may vary from site to site depending on the relative expertise of teaching staff and on the size of groups, the readiness to learn of some pupils, access to quality resources or equipment, and so on. While these effects can be mitigated by creative staffing solutions, movement of groups through alternative timetabling and other measures, this can only be achieved through a compromise of additional time spent on this co-ordination and, in some situations, through additional expenditure on resources.
- 50 Economies of scale, especially relating to staffing, are more difficult to achieve in split-site schools. Financial benchmarking has been carried out and it is clear that the financial impact of operating a split site model has been detrimental to the efficiency of the school and its financial sustainability.

The challenge of establishing one school ethos across two sites

- 51 Lastly, but of great significance, a school's ethos is more difficult to establish and maintain where children are educated in more than one location. How children and young people behave, the values they develop and the principles they see modelled will vary from one environment to another. The efforts to achieve consistency in these matters are greater if they must be applied across two sites, and the results can be less successful.

Assessing the options

- 52 This report recognises that the school, the community, and the Council accept that there is an urgent need for clarity to ensure an effective and sustainable education for students attending Greenfield Community College, including a decision on whether this will be on one site or two. What follows is a detailed appraisal of the viable options.

Option 1: carry out remedial works to both sites and resume split-site education

- 53 A feasibility report undertaken by the Council in December 2019, highlights the critical need to renew the drainage on the Sunnydale site if both the repeated leaks and the vermin issue are to be eliminated. Windows require immediate replacement in two blocks; heating and pipework require renewal and replacement. Much of this will involve asbestos detection and removal. Cladding, some roofing, electrics and safeguarding issues all require attention.
- 54 The estimated costs for the works identified in the feasibility report, including fees, have been calculated at £4,843,154. It should also be noted that the feasibility study was unable to access the fabric of the building due to its CLASP decision and in reality actual cost is likely to be significantly higher.
- 55 This cost will only be what is termed a “sunk outlay” as it will address condition priorities but will not improve the school in terms of providing a high standard of education and will not fulfil requirements of Building Bulletin 103 that sets standards for new-build schools. It will also not address the fact the site is well past its usable life and therefore does not provide a sustainable provision.
- 56 The Aycliffe site, likewise, has conditions priorities amounting to £3.4 million, as assessed in the most recent priority graded data taken from the commissioned independent Combined Summary Reports (Atkins).
- 57 The total School Capital Allocation available to Durham local authority for 2021/22 for its entire school estate is £7.3 million. It would take more than this full allocation to address the immediate condition concerns over just two sites, without improving the learning environment or meeting requirements of Building Bulletin 103.
- 58 However, there would be no justification in investing in remedial works on both sites and additionally funding improvements with a view to securing capacity for the future as the combined two-site capacity of 1,750 far exceeds any projected future demand and current pupil numbers are 756.
- 59 If this option was implemented, families in Shildon would have the choice of a local secondary school in their town, although only as part of a split-site provision. Over time there is the possibility that the steady migration of pupils to Bishop Auckland schools may cease, albeit if all pupils leaving Year 6 in Shildon’s primary schools were to attend a split-

site provision in the town. It would however still fall well short of the DfE recommended size for a sustainable secondary school.

- 60 If the site was retained as an educational provision, the potential loss of income to the Sunnydale Leisure Centre, estimated at approximately £60,000 per annum (see above, paragraph 34) would be avoided.
- 61 Attempting to address remedial works on both sites with a view to retaining them as separate campuses and re-instating split-site education is not recommended. The educational impact of split site provision between January 2015 and January 2020 is documented extensively in this report.
- 62 Returning to a split site model would also have significant impact on the school's fragile financial position and go against the clear recommendations made by the DfE and external sources about the negative impact of a split-site on educational standards.
- 63 The high costs involved in dealing with the condition backlogs across two sites would only bring them up to a minimum usable standard and not provide a suitable long term educational environment for children in the area.
- 64 The projected pupil numbers set out in this report are clear that neither a split site model with capacity for 1,750 or indeed, a return to a two school approach as advocated by Shildon Town Council would be unsustainable with the consequential impact on the quality of education provided to children living in the communities served by the school.

Option 2: Build a new replacement school on a new site

- 65 Both sites of Greenfield Community College have buildings which are beyond their natural lifespan. The significant additional problems with the Sunnydale site have already been referenced in the report (paragraph 29, above). These factors alone justify consideration of building a new school to replace the existing one.
- 66 The Council completed a site option appraisal in April 2017 which identified two potential sites where a new school could be built in this part of the county. One was at Cobblers Hall Plantation and the other was off Middridge Lane. Any potential site would need a minimum area of around 68,000m² for a school of the appropriate size, as recommended in Building Bulletin 103 (for a single site).
- 67 In the case of both sites, the appraisal stated that due diligence in respect of ownership was not confirmed; resolving potential title issues and restrictive covenants would be required as a pre-requisite to the Council acquiring either site. The appraisal identified that given the

historic usage of both sites there was a high probability that mine shafts would be present and the land contaminated. These issues could impact on the suitability of the sites.

- 68 That said, a site nearer to Shildon than the current Aycliffe site of Greenfield Community College is more likely to be supported by the families in that town who indicated as part of the recent community consultation referred to above a preference to retain a secondary school provision within Shildon (above, paragraph 32).
- 69 It is likely, however, that some families in Aycliffe who, currently, outnumber those from Shildon almost 3 to 1 may object to such a solution. It would be hard to argue a case for a site nearer to Shildon rather than Aycliffe as the best single location for Greenfield Community College due to the significantly lower number of pupils from Shildon who make up the overall population of the school.
- 70 The difficulties associated with the sites mentioned above and confirmation from a desktop assessment conducted by the Council in 2020 that no alternative sites have become available within a suitable distance of the existing school sites notwithstanding, in the unlikely event that land does become available in this part of the county it generally draws interest from housing developers. Thus, the acquisition of any land large enough to build a school upon would in all probability only be achieved at significant cost and against competition.
- 71 While a new school build would resolve the condition, issues considered in Option 1, the cost would be in excess of £25 million (see below), plus land acquisition, plus the cost of demolition of the existing buildings.
- 72 In the event that both current sites could be disposed of, a joint capital receipt would cover part of the cost above. However, such a project would require major additional Council investment.
- 73 Of all options considered within this report, this is the one that would require most capital outlay. The new school would satisfy all requirements of Building Bulletin 103 (the Government publication that provides guidance on space standards for new build maintained schools) and would provide a much-improved learning environment for the students of Greenfield Community College. It would be built to accommodate an appropriate capacity (800) and, being on one site, would conform with recommendations on educational standards and financial benchmarking determined by external guidance.
- 74 However, as the option requires land acquisition, and as this would be expensive even if a site could be identified, the difficulties of realising it are considerable.

Option 3: build a new replacement school on one of the existing sites (i.e.: Sunnydale or Aycliffe) and dispose of the other site

- 75 The 2017 options appraisal discounted the option of a new build on the Sunnydale site due to the fact that a school large enough to accommodate all pupils would require the use of land on either side of the busy Middridge Lane. Although, as described earlier in the report, the size of school required is now smaller, the shortcomings of the existing site, planning and highways restrictions are compounded by the fact that only a very small percentage of pupils attending Greenfield Community College come from the Shildon community.
- 76 As already stated, it is clear from school destination data that there is no justification for a secondary school in Shildon based on pupil numbers and the decision to locate it there, should this be taken, is likely to be challenged by families living in Aycliffe. If the current/projected trends in pupil numbers continue, it is likely that any new school on the Sunnydale site would quickly become financially unviable due to insufficient pupil numbers and be unable to deliver the required breadth of curriculum.
- 77 In terms of a new build on the Aycliffe site, currently all pupils are being educated there while the Sunnydale site remains closed on health and safety grounds. Consequently, any rebuild would need to be undertaken with the school remaining operational. While the site would allow for a new build to be erected adjacent to existing buildings, the risk of asbestos removal while pupils are on site would need to be managed, which may prolong the project and increase costs.
- 78 Additionally, the site adjacent to the school is liable to flood so, if this option was proposed, a further flood analysis study would be required, the outcome of which cannot be predetermined.
- 79 Feasibility costings for a new build school on an existing site in the 2017 options report were £22,457,000 minimum, excluding demolition. Costs to include full demolition of existing buildings, asbestos control measures and site consolidation, associated fees, preliminaries, access, and security, together with subsequent carbon compliance measures for new buildings plus inflation would increase the final outlay considerably.
- 80 The cost of a new build on either site would potentially be offset by any revenue achieved from the sale of the site not required. However, even with the most positive return at current land values this would only represent a small proportion of the anticipated project cost.

- 81 Housing developments planned both at Newton Aycliffe and on the Low Copelaw site on the far side of the A167 may potentially yield an additional 212 secondary school pupils in the Aycliffe area over time. If this is the case, while there is spare capacity in Woodham Academy currently, and the UTC continues to expand, there may in due course be a requirement for additional places in Greenfield Community College and the Aycliffe location would be the most viable.
- 82 There is insufficient growth of pupil numbers anticipated in the Shildon area, even with housing developments approved there, to justify the expansion of secondary school numbers in that planning area. A development of 350 houses would likely produce in the region of just 45 additional secondary pupils over time.
- 83 On grounds of cost and without the demand of rising pupil numbers to drive the requirement for a new school, this option of using either of the current sites to accommodate a new build is not recommended.

Option 4: make temporary arrangements permanent: rebuild the Aycliffe site, in order to accommodate all pupils in improved educational facilities; and consult on closure of the Sunnydale site (recommended option)

- 84 As already reported, the Sunnydale site is unsuitable for remodelling and the cost of doing so, as it would involve major ground works, is prohibitive. The buildings on this site consist of 6 blocks built in the mid-1960s of CLASP construction. CLASP stands for 'Consortium of Local Authorities Special Programme' and is the term for a building scheme developed between the 1950s and the 1980s by local authorities to design and assemble pre-fabricated buildings for use in the public sector.
- 85 Durham has a number of CLASP school buildings and due to their design and structure it is difficult to provide efficient remodelling to meet challenging pupil place planning needs. This is because the component parts of the building are independent of one another, making it difficult to address specific repairs and maintenance projects in isolation. Columns which prohibit internal reorganisation are often concealed within internal walls and cannot be moved without compromising the structural integrity of the building; added to this they have high levels of asbestos which is costly to address.
- 86 Notwithstanding the difficulties of the Aycliffe site, the decision to locate all pupils temporarily there has allowed for a better standard of education although the learning environment falls well short of the best possible conditions for current pupils. Recent Ofsted monitoring visit reflected the improvements arising from moving to single site provision.

- 87 Governors, Council officers inspectors and consultants commissioned by the Department for Education agree that a split-site arrangement will not support improved educational outcomes, and – by default – the decision to educate all pupils on one site still recommends itself as the best solution.
- 88 While the community, current staff and pupils may prefer the option of a new build on a new site (option 2) or one of the two existing sites (option 3), the reality is that under the Government’s capital grant arrangements and school rebuilding programme, insufficient funding is currently available for a newly-built Greenfield Community College.
- 89 In this case, the only affordable option is to remodel and refurbish the buildings on the Aycliffe site. The remodelling and refurbishment will include consolidating accommodation so that teaching and learning takes place in fewer blocks, the use of demountable classrooms is no longer required, and safeguarding is improved. The remodelled school will have a capacity to meet the needs of current and future pupil rolls.
- 90 The task of remodelling will entail asbestos management, although attempting the same on the Sunnydale site would be significantly more challenging due to the CLASP construction of those buildings. Asbestos surveys have been conducted on both sites and support this conclusion which has been confirmed by the Council’s Senior Asbestos Officer.
- 91 The requirement of continued repairs and maintenance would still exist due to large parts of the school being at the end of their design life and remodelling would not significantly affect this. However, it would be possible to draw into the project scope some key works which are anticipated in the next five years of the capital programme with associated savings through economies of scale and limiting the number of on-site works.
- 92 It should be assumed that pupils will need to decant into temporary accommodation while works take place, so the project would need to be prioritised into school holidays which would reduce disruption and additional costs. The demountable classrooms currently on hire from Portakabin are already on site, and there will be scope to extend the hire agreement on these, should this be necessary.
- 93 The claiming of space for teaching purposes does not remove possibilities for community involvement in the site, and the new teaching spaces could be designed for use that could extend safely beyond the school day, should this emerge as a priority during consultation.

- 94 This option allows for the disposal of the Sunnydale site, which removes it as a liability and may provide a capital receipt, although the cost of demolishing existing buildings will need to be covered.
- 95 The cost of remodelling the Aycliffe site to accommodate all pupils in an improved educational environment is estimated to cost around **£20 million** based on a Riba Stage 2 design report completed in September 2019, and an application for this funding has been made as part of MTFP 12. A commission to accurately assess the full costs required to remodel the school and consolidate accommodation, address some condition issues, reconfigure the Arts block and decommission the Sunnydale site, all within the projected budget, is underway.
- 96 Whilst it requires major investment, the option to remodel the Aycliffe site, accommodating all pupils in improved educational facilities and to dispose of the Sunnydale site is recommended.

Next steps

- 97 In the event that Cabinet approves the recommended option, closure of the Sunnydale site will be necessary. In instances where a school operates over more than one site and the sites are more than 1 mile apart, the Council cannot take a decision to close the site without having held a consultation on the proposal, which will include seeking the views of members of the public. Statutory guidance sets out the process to be followed prior to any decision.
- 98 A proposed timeline for consultation is as follows:

| | |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| October 13 th 2021 | Cabinet consideration of the options and authorisation to commence consultation. |
| November/December 2021 | Initial consultation (6 weeks) |
| December 2021 | Report to Corporate Director, Children and Young People's Services with outcomes of consultation and seeking agreement to issue a Statutory Public Notice. |
| January 2022 | (4 weeks) Public notice period |
| March 2022 | Further report to Cabinet on outcomes of statutory consultation and recommendations – Key Decision |

31 August 2022

(subject to outcome of consultation / consideration by Cabinet) site formally closes

Conclusion

- 99 The report seeks to describe a range of options for the future provision of education at Greenfield Community College, concluding that the best of these is to remodel the Aycliffe site so that all pupils can be taught there permanently in an improved learning environment.

Background papers

None

Other useful documents

None

Author(s)

Phil Hodgson

Tel: 03000 265842

Appendix 1: Implications

Legal Implications

The actions described in this report are intended to comply with the Council's duty to exercise its functions with a view to promoting high standards and the fulfilment of each pupil's learning potential in accordance with S13A of the Education Act 1996.

Finance

The cost of the preferred option to remodel the Aycliffe site will cost circa £20 million. This funding has been applied for via MTFP 12. To resolve the issues with the Sunnydale site are estimated at £4.8 million with the 'Schools Capital Budget' likely to be the only source of available funding. An initial estimate of the cost of demolishing one decommissioned block (Block 4) is £148,100.

If closure is preferred as an eventual decision post-consultation, the ability to obtain capital receipt may be affected due to the existing Sport and Leisure facilities that are in operation on the site.

Current operation of the school over the two sites would lead to a revenue schools reserve deficit of c.£1 million by 31 March 2022.

In relation to formula funding, the school currently qualifies for a split-site allowance, consisting of a lump sum of £89,230 plus £3.70 per pupil. This has been provided in 2020-21 at a cost of £92,700. If the school is to educate all pupils on the one site, then an end-date for the split-site allowance will need to be determined (in line with a consultation timeframe and its potential outcome). The allowance is part of the school's formula funding and is paid for out of the overall formula funding allocation to mainstream primary and secondary schools.

Consultation

Consultation as required would be carried out in accordance with DfE statutory guidance and will follow an agreed timeline as provisionally set out in paragraph 98 of the report.

Equality and Diversity / Public Sector Equality Duty

A decision to close one or more sites of a community school which are more than one mile apart can only be taken after consultation.

Any review or change to educational provision in an area has the potential to have an adverse effect on protected characteristics, both in terms of pupils, their families, local communities, and employees working in the schools.

Consideration over whether to close the Sunnydale site and to teach all pupils on the Aycliffe site is a course of action recommended by both Ofsted and the Department for Education, as it will lead to improved standards and a better curriculum offer. It is argued by these bodies that education will be provided in an improved environment to provide a positive learning experience for children and young people and provide equal access to all.

The focus on improved educational outcomes is seen as a positive experience in a child's education and ensures that children who are protected under the Equality and Diversity/Public Sector Equality Duty can maximise their potential. The main groups affected are students currently accessing their education exclusively on the Sunnydale site, prior to its temporary closure, students who expressed a preference for a place on the Aycliffe site, and staff employed at Greenfield Community College.

Climate Change

The recommendations of this report involve increased use of transport from Shildon to Newton Aycliffe although this is mitigated by the fact that the Sunnydale site is temporarily closed and, as such, is not operating with full energy or water consumption. The proposals in the report concerning new build schools or refurbishment will be costed and undertaken in line with the Council's commitment to follow a pathway to net zero carbon emissions.

Human Rights

Human rights are not affected by the recommendation in this report.

Crime and Disorder

None.

Staffing

Any staffing reductions deemed necessary in relation to the recommendation in this report will be subject to DCC policies and will be managed in line with HR processes.

Accommodation

The Sunnydale site has shared-use Sport and Leisure facilities, managed by the Council as part of the Culture, Sport & Tourism Service. The operation of these services to the community will continue as normal. Any decision to remodel the block on the Aycliffe site that has had previous designation as a Community Arts facility will take account, through the process of consultation,

of the views of the members of the public, and the report indicates possible mitigations to ensure community use is not compromised.

Risk

There are a number of risks and issues associated with the full or temporary closure of any school building and the consultation and decision-making process needs to be transparent and inclusive. Alternative uses of the buildings and site can be discussed as part of the consultation within the local community to ascertain what future requirements may be.

A key risk is that, as a consequence of actions taken by the County Council (including the failure to make timely interventions), pupils and students do not receive an adequate education. There is an additional risk of reputational damage if the Council does not appear to be able resolve the problem of a school operating in a state of repair that is inadequate or presents a risk to the health of children and adults using it.

Where a school is at risk of a budget deficit, as in this case, the s.151 officer must sign-off the budget for schools with a deficit budget plan and needs to be able to justify doing so in terms of each school having a robust plan to recover from its deficit. Alternatively, action must be taken before a budget deficit occurs that will prevent it. There is a risk of legal challenge from the Department for Education if this statutory function is neglected. There would be a risk of external auditors calling into question the actions of the s.151 officer if no credible plan is agreed to resolve the issues described in this report.

Procurement

Any work required to remodel the building on the Aycliffe site will be procured in accordance with the Council's procurement arrangements.

Appendix 2

Durham County Council Equality Impact Assessment

The Public Sector Equality Duty (Equality Act 2010) requires Durham County Council to have 'due regard' to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people from different groups. Completion of this template allows us to provide a written record of our equality analysis and demonstrate due regard and must be used as part of decisions making processes with relevance to equality.

Please contact equality@durham.gov.uk for any necessary support.

Section One: Description and Screening

| | |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Service/Team or Section | Children and Young People Service |
| Lead Officer | Phil Hodgson, Strategic Manager Professional Support and Development |
| Subject of the impact assessment | Options appraisal to examine the sustainable education provision for pupils attending Greenfield Community College. |
| Report date (Cabinet/CMT/Mgt team etc) | CYPSMT Education Review Board 06 July 2021 CMT 01 September 2021 Cabinet October 2021 |
| MTFP Reference (if relevant) | |
| Start Date | September 2021 |
| Review Date | At various planned stages within the development of the proposal. |

Subject of the Impact Assessment

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please give a brief description of the policy, proposal, or practice as appropriate (a copy of the subject can be attached or insert a web-link) |
| The purpose of the impact assessment is to provide information for the decision-making process. It is designed to appraise the likely impacts of the proposals on people with characteristics protected under the Equality Act 2010. This equality impact assessment will assess the potential impact on a range of different options, to consider the future provision of education for pupils attending |

Greenfield Community college. This will ensure that a solution is found to the current challenges associated with falling pupil rolls, the quality of education provision and the breadth and efficiency of the curriculum.

Background

Following an Ofsted inspection judgement of 'inadequate', Sunnydale School in Shildon was amalgamated with Greenfield School, Newton Aycliffe. Greenfield School was enlarged from 1 January 2015, becoming Greenfield Community College, and Sunnydale School was closed as a separate school on 31 December 2014. These schools were 2.2 miles apart and prior to the reorganisation had already been working together in an educational trust. Education delivery took place across a split-site with the Sunnydale site providing Key Stage 3 curriculum focus (mainly Year 7, 8 and 9) and Greenfield site concentrating on Key Stage 4. Therefore, due to this arrangement, there was a gradual process of a greater number of pupils attending the Greenfield site.

This arrangement took place until January 2020, whereupon health and safety concerns forced the temporary closure of the Sunnydale site. At this point all pupils were safely accommodated on the Greenfield site, with temporary additional accommodation provided. To date the school continues to temporarily operate from a single site.

School research conducted by the governing body in late 2020/early 2021 was sought in relation to these new arrangements. The views received from parents, pupils and staff were generally positive in respect of the current single site provision:

- Change to a single site operation has allowed the leadership of the school to address some significant concerns.

- Significant saving on teaching capacity and pressure on teacher's time (15 teachers had to regularly travel between the two sites to help ensure students had access to specialist teaching). The resulting limited function would have inevitably meant some students, particularly SEND and high ability students would not have had access to the specialist support they need.

Benefits of operating on one site as perceived by students and parents: -

- All students now have full access to all their teachers throughout the day - easier to see teachers about homework or regarding other issues.
- It is easier to ensure teacher/teaching specialism is accurately matched to student/class need.

- Shildon based student can now be taught in groups according to need.
- More resources for all students, the combining of teaching expertise.
- More opportunities for extra-curricular - STEM club, PA shows, sports clubs etc. Previously it was difficult to have equal opportunity for all as transportation to Aycliffe for these at the end of school was a challenge. By the time students arrived they had already missed 30 minutes.
- Improved behaviour - (observed in a range of measures including improved engagement of students evidenced through observations, student, parent, and staff voice).
- Improved progress - significantly improved outcomes for Shildon based student.
- Improved relationships between students, there is no Shildon/Aycliffe divide, all one student body. This is most evident in Y7.
- Better support for SEND students, all TAs on one site, ability to develop nurture group, SENCO on accessible to all students all the time.
- Access to more intervention's literacy and numeracy - resources more concentrated.
- Bigger social group and support for social development.
- Improved pastoral care with full time access to all P&G Mangers and assistants school counsellors, Mental Health first aiders.

However, since the original amalgamation, a gradual decline in pupil numbers, deteriorating educational standards and an unsustainable budget, complicated by very poor building conditions, especially of the Sunnydale site, have combined to create a situation that must be resolved by considering options for improved educational provision. Repeated Ofsted inspections and Department for Education (DfE) advisers have identified the split-site arrangement inhibits educational improvement and progress.

There is a desire within the Shildon community to retain a secondary school in the town. Findings from a consultation with residents of Shildon, published by Shildon Town Council in May 2021, strongly advocates the building of a new secondary school in the town. However, this consultation provides a differing picture of the positive impact of transferring pupils to the Aycliffe site.

Parental choice (particularly in the Shildon area) also demonstrates the favouring of other nearby schools other than Greenfield Community College. The significant growth of the nearby University Technical College (UTC) South Durham has adversely affected pupil intake at the school more than at any other school in County Durham. This has reduced pupil numbers at Greenfield Community College below the minimum recommended by the Department for Education for a financially viable school across two sites.

The table below shows the number of pupils attending nearby secondary schools.

| Secondary school attended by pupils attending Primary schools in Shildon | | | | |
|--------------------------------------------------------------------------|------------|----------------------|----------------------|----------------------|
| | 2018 | 2019 | 2020 | 2021 |
| Woodham Academy | 1 | 4 | 3 | 9 |
| Sunnydale site of Greenfield Comm College | 40 | 39 | 22 | 17 |
| St. John's Catholic School Bp Auckland | 19 | 15 | 29 | 30 |
| King James 1 Academy | 43 | 33 | 50 | 44 |
| Aycliffe site of Greenfield Comm College | 3 | 1 | 2 | 8 |
| Bishop Barrington School | 11 | 10 | 9 | 2 |
| Out county school(s) | 2 | 4 | 1 | 3 |
| Ferryhill Business & Enterprise College | - | - | 1 | - |
| TOTAL | 119 | TOTAL 106 | TOTAL 117 | TOTAL 113 |

The 11-16 net capacity of Greenfield across both sites is 1,750 and in 2017-18 there were 987 pupils on roll. For September 2021, the total number of pupils on roll is expected to be 756. 163 pupils left at the end of Y11 in July 2021, and the Y7 intake for September is only c120, with only 20 of these pupils coming from Shildon primary schools. The current pupil projections indicate that the pupil roll will peak at 794 in 2025/26.

This EIA considers the following four options outlined within the report, and the potential impact of each:

- Option A - carry out remedial work on both sites; resume split-site education;
- Option B- build a new replacement school on a new site;
- Option C- build a new replacement school on one of the existing sites (i.e.: Sunnydale or Aycliffe) and dispose of the other site;
- Option D- rebuild the Aycliffe site, combining new build elements with the refurbishment of the most sustainable parts of the current buildings in order to accommodate all pupils in improved educational facilities; dispose of the Sunnydale site.

If the preferred option is to rebuild the Aycliffe site, and dispose of the Sunnydale site, a public consultation process on the closure of the Sunnydale site would be required.

Who are the main people impacted and/or stakeholders? (e.g., general public, staff, members, specific clients/service users, community representatives):

General Public, Governors, Staff, Parents, Pupils, Primary schools within the area, Elected Members, MPs, Neighbouring Schools, Trade Unions, Diocese, Department for Education, Community Groups, Parish Councils, Residents' Associations, AAP Board, Neighbouring Authorities, CAS/DCC Staff

Screening

Is there any actual or potential negative or positive impact on the following protected characteristics¹?

| Protected Characteristic | Negative Impact Indicate: Yes, No or Unsure | Positive Impact Indicate: Yes, No or Unsure |
|-----------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------|
| Age | Unsure (depending on option selected) | Unsure (depending on option selected) |
| Disability | Unsure (depending on option selected) | Unsure (depending on option selected) |
| Gender reassignment | N | N |
| Marriage and civil partnership ('eliminate discrimination' employment only) | N/A | N/A |
| Pregnancy and maternity | N/A | N/A |
| Race | Unsure (depending on option selected) | Unsure (depending on option selected) |
| Religion or Belief | N | N |
| Sex | Unsure (depending on option selected) | Unsure (depending on option selected) |
| Sexual orientation | N | N |

¹ <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

Please provide **brief** details of any potential to cause discrimination or negative impact. Record full details and any mitigating actions in section 2 of this assessment.

Overall impact on pupils

Overall, there may be impacts on all pupils who currently attend either Sunnydale or Greenfield site, depending on the agreed final option. Pupils may experience anxiety and stress relating to changes, such as adapting to new routines, staff, facilities, and peers. There is also likely to be an increase in travel time for pupils. Positive impacts are likely to occur with improved teaching and learning facilities. Options B, C and D recommend a single school site, which provide larger number of pupils so this will allow increased opportunities for greater social interaction and breadth of experiences, resulting in a positive impact on pupils.

Overall impact on staff

There will be no staff reductions as a result of any of the 4 options: the numbers of pupils and breadth of curriculum will remain unchanged by the options and so staffing will be unaffected regardless of which is preferred. However, a one site option would reduce the additional burden of travel between sites, allowing staff additional time to complete other tasks.

Age

Pupils

If option B, C or D is selected, those currently in Year 7,8,9 at Sunnydale will be transferring from their present school setting to Greenfields, Newton Aycliffe site. Thorough planning for transition should result in positive experiences for pupils.

Staff

There will be no impact in relation to staff reductions, as a result of any of the 4 options.

Disability

Pupils

There are potential negative impacts associated with transferring schools for some pupils who are disabled. For example, pupils with autistic spectrum conditions may experience difficulties in the transfer process that can negatively affect educational attainment and general well-being. These pupils may find adapting to the routines, expectations, and social relationships of a new school environment more challenging.

However, there are potential positive impacts for some pupils with disabilities due to the support available in one site, for example larger pupil population and larger staff population can enable greater access to specialist staff and services.

Staff

There are no potential impacts on staff in relation to the options proposed.

Sex

Pupils

There are potential negative impacts associated with transferring schools for pupils of different sex. Research indicates that boys can find adapting to a new school routine more challenging than girls. Girls can find forming new friendship groups more challenging than boy. There is no risk of pupils of either gender suffering a particular disadvantage as a result of this proposal.

Positive impacts could occur through the options as pupils of both genders will have the opportunity to make new friends and become part of a wider friendship group.

Staff

There are no potential impacts on staff in relation to the options proposed.

Review of equality impact based on specific proposed options

Option A - carry out remedial work on both sites; resume split-site education

If this option was implemented, families in Shildon would have the choice of a local secondary school in their town, although only as part of a split-site provision. Therefore, at some point in their child's schooling at Greenfield Community College, they would be expected to travel to the site in Newton Aycliffe.

In relation to potential equality impacts, option A would have a potential positive impact as it would allow pupils to continue to attend a school within their local community which would alleviate any potential stress of travelling to a school outside of their local area, within the first few years of their secondary education. However, as highlighted in the report if the situation remains the same, this would have a potential negative impact on the quality of education received by pupils attending this split- site provision.

Option B - build a new replacement school on a new site

A new replacement school at a new site would satisfy all requirements of Building Bulletin 103 (the government publication that provides guidance on space

standards for new build-maintained schools) and would provide a much-improved learning environment for the students at Greenfield Community College. It would be built to accommodate an appropriate capacity (800) and, being on one site. Although determining an exact location would be an issue and would potentially impact all pupils currently attending Greenfield Community College.

Building a new facility at a new location would have a potential impact for pupils at both Sunnydale and Greenfield sites. This would be specifically in relation to potential travel for students, and additional associated costs. Potential negative impact for those pupils with additional needs, as this may cause stress, anxiety with change in familiarity of surroundings. However, a new replacement school at a new location, could have a potential positive impact in relation to meeting accessibility needs, and improving current education facilities and environment.

Option C - build a new replacement school on one of the existing sites (i.e.: Sunnydale or Aycliffe) and dispose of the other site;

As identified with previous options, the option to replace with one of the schools on existing sites would have a potential positive and/or negative impact from pupils from different localities accessing the school. It would potentially increase travel, for which ever site option chosen.

Option D - rebuild the Aycliffe site, combining new build elements with the refurbishment of the most sustainable parts of the current buildings in order to accommodate all pupils in improved educational facilities; dispose of the Sunnydale site

The current situation of school provision based on one site allows to see the potential implications which may arise if this is a permanent solution. There are both positive and negative impacts to this option. The decision to locate all pupils temporarily has allowed for a better standard of education which identifies a positive impact for all pupils. The positive benefits which this has brought to young people and teaching staff has been identified through the governing body information (see earlier in the background information). This has seen benefits such as improved access for pupils to specialist teachers, teacher/teaching specialism is accurately matched to student/class need, enriched curriculum in terms of subject but also extra-curricular activities.

However, this option would have a potential negative impact in relation to those pupils currently attending the Sunnydale site. Pupils would be expected to travel out of their local community to attend a secondary school, which may have cost implications for some families.

In relation to Option B, C and D there is a potentially negative impact on some pupils' travelling arrangements if they were within walking distance of one site and the decision to close this is taken following consultation. It would become

necessary for such pupils to travel further and, in some cases, use a different means of transport. If a new site is proposed and the site is further away from a pupil's current address than the school they now attend, the same would apply, although if this was more than 3 miles from their home address, they would be eligible for free home-to-school transport under the current Council policy.

Under the Extended Rights policy, pupils on free school meals (FSM) are entitled to free travel to one of the 3 nearest suitable schools between 2-6 miles, so any negative impact on this group would be unlikely.

If walking route(s) between a pupil's current address and the new school was/were investigated and deemed as unsuitable, all pupils who would have to use that route would be entitled to free travel as long as Greenfield was the nearest suitable school.

Within all of the options outlined above there would be no impact on specialist SEND provision for pupils who require such support. In fact, in relation to the proposal to have one school site, this would improve support.

Please provide **brief** details of positive impact. How will this policy/proposal promote our commitment to our legal responsibilities under the public sector equality duty to:

- eliminate discrimination, harassment, and victimisation,
- advance equality of opportunity, and
- foster good relations between people from different groups?

We recognise the need to treat all those involved in the review fairly; in particular we have had regard to the named 'protected' characteristic and our specific duty to carry out our discussions and decision making in ways that eliminate discrimination, advance equality of opportunity and foster good relations; for people who share a relevant protected characteristic; and those who do not.

Evidence

What evidence do you have to support your data analysis and any findings?

Please **outline** any data you have and/or proposed sources (e.g., service user or census data, research findings. Highlight any data gaps and say whether or not you propose to carry out consultation. Record your detailed analysis, in relation to the impacted protected characteristics, in the following section of this assessment.

Current data identifies the number of pupils attending Greenfield Community college and the location from which they currently travel.

The data above also shows pupil numbers of those attending secondary schools

Locations for pupils attending Greenfield Community College

in September 2021

| Location | Number | Location | Number |
|-----------------|---------------|-------------------|---------------|
| Newton Aycliffe | 532 | Eldon | 2 |
| Shildon | 194 | Stockton on Tees | 2 |
| Chilton | 16 | Durham | 2 |
| Ferryhill | 7 | Chester le Street | 2 |
| Darlington | 6 | Auckland Park | 1 |
| Middridge | 5 | Crook | 1 |
| Heighington | 3 | Coundon | 1 |

Secondary school attended by pupils attending Primary schools in Shildon

| | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------------|----------------------|----------------------|----------------------|-------------|
| Woodham Academy | 1 | 4 | 3 | 9 |
| Sunnydale site of Greenfield Comm College | 40 | 39 | 22 | 17 |
| St. John's Catholic School Bp Auckland | 19 | 15 | 29 | 30 |
| King James 1 Academy | 43 | 33 | 50 | 44 |
| Aycliffe site of Greenfield Comm College | 3 | 1 | 2 | 8 |
| Bishop Barrington School | 11 | 10 | 9 | 2 |
| Out county school(s) | 2 | 4 | 1 | 3 |
| Ferryhill Business & Enterprise College | - | - | 1 | - |
| TOTAL 119 | TOTAL 106 | TOTAL 117 | TOTAL 113 | |

from Shildon. This shows that although travel may be a potential issue for some families for others it is not, as currently 2021 data shows 76/ 113 attend schools outside of the Shildon area, mainly Bishop Auckland.

Pupil data (Spring 2021)

Sex

| | Numbers of pupils |
|--------|-------------------|
| Female | 411 |
| Male | 407 |

Age

| Year group | Number of pupils | |
|------------|------------------|-----|
| 7 | 121 | 15% |
| 8 | 174 | 21% |
| 9 | 189 | 23% |
| 10 | 171 | 21% |
| 11 | 163 | 20% |

Disability – SEND

| | Number of pupils | |
|------------------------------------------|------------------|-----|
| Has EHC plan | 9 | 1% |
| Has SEN support, but not an EHCP | 132 | 16% |
| Not known to have special education need | 677 | 83% |

Screening Summary

| | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| On the basis of this screening is there: | Confirm which refers (Y/N) |
| Are you proceeding to full impact assessment (sections 2&3 of this template) based on the screening (section 1) information provided? | Y |

Sign Off

| | |
|----------------------------------------------------------------------------|-------|
| Lead officer sign off: | Date: |
| Equality representative sign off (where required): S Tracey, C Holt | Date: |

If carrying out a full assessment please proceed to section two.

If not proceeding to full assessment, please ensure your screening record is **attached to any relevant decision-making records or reports**, retain a copy for update where necessary, and forward a copy to equality@durham.gov.uk

If you are unsure of assessing impact please contact the corporate equalities team for further advice at equality@durham.gov.uk

Section Two: Data analysis and assessment of impact

Please provide details of impacts for people with different protected characteristics relevant to your screening findings. You need to decide if there is or likely to be a differential impact for some. Highlight the positives e.g., benefits for certain groups, advancing equality, as well as the negatives e.g., barriers for and/or exclusion of particular groups. Record the evidence you have used to support or explain your conclusions and any necessary mitigating actions to ensure fair treatment.

| Protected Characteristic: Age | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Record of evidence to support or explain your conclusions on impact. | What further action or mitigation is required? |
| Given the overall nature of the proposed options, the outcome will have a potential impact on young people (age 11-16). However, whichever option selected to progress, will have a different impact on young people within a specific geographical location. Option A | Current data (Spring 2021) shows the percentages for the following year group: Year 7- 15% (121 pupils) Year 8 – 21% (174 pupils) Year 9 – 23% (189 pupils) Year 10- 21% (171 pupils) Year 11- 20% (163 pupils) | Consultation with young people and parents/carers to understand further the potential issues the options bring. Ensure this EIA is updated as the proposal develops. |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No potential impact as this option was in place until Jan 2020. Option B This option will have a potential negative impact on all young people, as a new school location, would result in new travel arrangements for all pupils. However, it could also have a positive impact in relation to new building, and in terms of educational facilities and accessibility. Option C Whichever option is selected this could have a potential impact on young people within a specific geographical area. Option D This will have an impact on young people within the Shildon area currently attending Sunnydale site. . | Comparisons in year groups are similar to other schools across County Durham, except Year 7 which is lower than average for County Durham which is 20%. The data could not be disaggregated for the separate site provision. | Regular correspondence with pupils, and with parents/carers to ensure that they are aware of changes and able to support their children. Need to consider home to school transport for pupils. If required all school-based staff will be supported by the relevant school policies and procedures. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Protected Characteristic: Disability | | |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| There is not expected to be a potential negative/positive impact for disabled young people, as all young people with an EHCP will still have | Current data (Spring 2021) The data shows that currently 1% (less than 10 pupils) of pupils at Greenfield | Further consultation with pupils and specialist SEND teachers at the |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>their needs met regardless of the option selected.</p> <p>Even though there is a specialist speech and language provision at Timothy Hackworth Primary school, not all of these children then go on to attend Sunnydale site. Parental choice means that some travel to schools within the Bishop Auckland area.</p> <p>With the following Options B, C, D there may be a lack of uncertainty, which may cause anxiety for some young people, if they have to attend a different school location.</p> <p>However, the overall positive impact of B, C and D would be improved educational outcomes for all pupils. This is evident in the information provided by the Governing body in respect of current arrangements based on a single site. Students based at one site have regular access to teachers, and better support for SEND students, all TA's on one site, allows the ability to develop nurture group, SENCO is accessible to all students all the time.</p> | <p>Community college have an Education, Health Care plan, this is in comparison to 4% across County Durham. However, 16% (132 pupils) have SEN support but not an EHCP, this is in comparison to 13% across County Durham.</p> | <p>school, to identify potential issues.</p> <p>Planned communication between the schools to ensure pupil needs are understood to support work to ensure each pupil's statement or individual education plan has been reviewed, and appropriate provisions have been made.</p> <p>Larger staff population enabling greater access to specialist staff</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| Protected Characteristic: Gender reassignment | | |
|---------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| No potential impact | | |

| Protected Characteristic: Marriage and civil partnership ('eliminate discrimination' employment only) | | |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| No impact | | |

| Protected Characteristic: Pregnancy and maternity | | |
|----------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| No potential impact | | |

| Protected Characteristic: Race | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| There are a number of GRT families within the Shildon area. Consideration needs to be given to the potential impact the options may have on the community. | Current pupil data indicates that of those that have declared their data, 97.1% are White British. Pupils of Traveller and Irish Heritage are 0.1%, this figure is representative of other school data across the county. Therefore, the impact on the GRT pupils will be slight. | Target consultation with families in the GRT community. |

| Protected Characteristic: Religion or belief | | |
|---------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| No potential impact | | |

| Protected Characteristic: Sex | | |
|--------------------------------------|--|--|
| | | |

| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| <p>The options outlined wouldn't have a significant impact on either male/female young people attending either site. There may potentially be issues of safety in relation to travel outside of the area.</p> <p>There may be implications for staff working at a specific location, in relation to new place of work.</p> | Current pupil data indicates an even split of male/female pupils. | |

| Protected Characteristic: Sexual orientation | | |
|---------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| What is the actual or potential impact on stakeholders? | Explain your conclusion considering relevant evidence and consultation | What further action or mitigation is required? |
| No potential impact | | |

Section Three: Conclusion and Review

Summary

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Please provide a brief summary of your findings; a summary of any positive and/or negative impacts across the protected characteristics, links to the involvement of different groups and/or public consultation, mitigations and conclusions made. |
| From the process of equalities impact assessment, it is evident that there would be potential or actual impact on protected groups of pupils, and staff. In particular, there are potential impacts in relation to age, disability, and gender to varying degrees depending on the outcome of the preferred option taken forward. |
| As the proposal develops this EIA will be updated to clearly reflect the potential impact and the appropriate mitigating actions will be put in place. |

Will this promote positive relationships between different communities? If so how?

Action Plan

| Action | Responsibility | Timescales for implementation | In which plan will the action appear? |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------------------|---------------------------------------|
| As part of the consultation process ensure that we engage with all young people and families to understand the impact. | | | |
| Targeted consultation approach with GRT community within Shildon and Newton Aycliffe area. | | | |
| Ensure this EIA is updated as the proposal develops | | | |
| Regular correspondence with pupils, and with parents/carers to ensure that they are aware of changes and able to support their children. | | | |
| Need to consider home to school transport for pupils | | | |
| Further consultation with pupils and specialist SEND teachers at the school, to identify any potential issues for individual pupils. | | | |

Review and connected assessments

| | |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Are there any additional or connected equality impact assessments that need to be undertaken? (If yes, provide details) | |
| When will this assessment be reviewed? Please also insert this date at the front of the template | As and when the proposal develops. |

Sign Off

| | |
|----------------------------------------------------|-------|
| Lead officer sign off: | Date: |
| Equality representative sign off (where required): | Date: |

Please ensure this equality impact assessment (EIA) record is attached to relevant decision-making records or reports, a summary of findings is included within the report and the report implications appendix is noted that an EIA has been undertaken.

Retain a copy for update where necessary, and forward a copy to
equalities@durham.gov.uk