

Standing Conference on New Community North of Fareham

Perspectives on the new community - Note 3: Education and community (Workshop on 12 February 2013)

Summary *Provision and quality of education in and for the new community is a key element in its marketable value, attraction to families and to all who use and benefit from its facilities and activities. The first school is often the focal point for a new community as it develops and may be the only community facility in the early years. A Standing Conference workshop to look at these topics heard from Hampshire County Council, school providers – new and existing – from Fareham schools and school leisure centre operators and its emerging conclusions are:*

*(i) **What type of school(s), where and who should provide?** The first school needed is likely to be primary and needs to be community based, local and relatively close to the community it serves. There may be a good case for looking at a temporary primary facility initially. The point at which to start secondary provision would depend on factors such as capacity, wider local need and offer in the existing secondary schools. But education provision was now more competitive and less “predict and provide” and there was benefit to the new development in having secondary places on site earlier such as additional facilities and a central community hub. Whatever designation the new provision has, it should be in collaboration with other existing provision and take into account likely travel by pupils. It was too early to identify the providers but it was important to have a clear vision for the school, its values and for the facilities (eg a list of customer uses) it should provide. We should aim high so as to create the best framework against which to test potential providers.*

*(ii) **What community and leisure facilities could be provided alongside or as part of school provision, and what scope is there for community management?** There were good examples of school based leisure facilities which could recoup their running costs without grant (although more scope at secondary scale) and benefits of dual use eg community access in daytime, space for activity and evening classes, worship , commercial activity such as a cafe, and providing good opportunities for older and younger people to mix. Some new community facilities should be unique in Fareham so that they offer benefit not just for new residents / business, but to visitors and increase footfall.*

*(iii) **Going forward** Consideration was still an early stage, but there would be value in preparing a vision statement for the first school(s) in the new community to reflect both their special role and the wider values of Fareham civic society. A further possibility was for secondary schools to develop their own working group to look at secondary school collaboration. Thirdly, an assessment of the leisure and community facilities(in association with FBC leisure services) it would be (a) desirable and (b) practical to provide on a no grant approach as at Hamble CSC.*

The series of Perspective Notes This is the third of a series of notes to record the emerging views of the Standing Conference on aspects of the New Community North of Fareham, as outlined in Fareham Borough Council's adopted Core Strategy (See the end of this note for a description of what the Standing Conference does). The views expressed in these notes reflect the broad thrust of discussion in the Standing Conference and not the views of any one organisation. See the full **health warning** at the end of this Note.

1. Introduction Provision of education in and for the new community is a key element in its success both to families with children who may move there but also to the wider new community who will use and benefit from facilities and activities in and around the schools. These considerations apply to any school and community but there are important **additional considerations which apply to a new settlement**:

- The needs in a new community evolve. As the new (young) population moves in the pressure is on pre-school and primary initially, then a bulge at secondary level, and then the resident population ages with fewer children so flexibility is important;
- The first school is often the focal point for a new community as it develops. The school buildings may be the only community facilities in the early years;
- Given the high cost of new building there is every advantage in combining other public, leisure and community facilities with school building if that can be done effectively. Alongside sharing the use of buildings there is the issue of how far the community can or might want to take responsibility for managing the new facilities;
- Planning decisions taken early on land use and transport can limit or enable future options on school expansion;
- Taking account of the needs of and linkages to the existing community and what existing schools could offer requires extra care to be given due to the distances involved and the physical separation.

2. Education policy and the way in which schools can be provided and funded is changing and planning for the new community needs to reflect that – who are the potential providers of new school(s) and what are they being asked to provide. Who should act as client and what is the overall plan? Broad locations for new schools will be one aspect of the draft New Community North of Fareham (NCNF) Plan draft which is currently being written in preparation for public consultation from late April to June 2013.

3. The Education workshop on 12 February looked at two sets of issues:

- What type of school(s), where they should be and who should provide them? Is there a case for an all through school (combining primary and secondary)?
- What community and leisure facilities could be provided alongside or as part of school provision, and what scope is there for community management?

4. The presentations covered the following areas:

- (i) **The changing world of education provision - Chris Holt and Brian Pope (Hampshire County Council).** The role of the County Council was changing and stepping back from being the provider. Where a new school was required or proposed, the County's role was to seek sponsors and give advice to the Secretary of State but he makes the decision on who should run it. Hampshire has a very good record on educational achievement (OFSTED) and has experience of different school structures, with an **all-through school** now going forward in Winchester. Generally the experience was that school structure was less important in ensuring success than ethos and leadership, although there was evidence that separate junior and infant worked less well than integrated primary. An all through or campus approach could save on site maintenance and "front of house" but not teaching costs. HCC would be happy to organise school visits for the Standing Conference when appropriate. Planning had to take account of the wider level of provision in surrounding areas (on the basis of 0.3 of a primary pupil and 0.2 secondary for each new home) and currently there was a surplus of places at secondary level in Fareham and a possible shortfall in primary.
- (ii) **The new providers - Jerry Goddard (University of Chichester Academy Trust)** said that the key issue was less about structure and more about finding a sponsor who could reflect the values and aspirations for the new community. Potential sponsors needed to be questioned on their values and motivation, their scale of operations, ownership and structure (how local?) and what they would bring to the new community. A good test was how the governing body for a new school would be structured. **Adrian Thomas (Leader of a bid by local voluntary and community organisations for a Southampton academy, working with Oasis Community Learning) and John Toland (Oasis Community Learning)** described the experience of putting together an Academy bid in 2007 which was accepted in 2008 and resulted in 2 new academy campuses (Mayfield and Lord's Hill) opening in 2012 in Southampton. Local organisations had realised that they needed a national education partner with resource and experience but it had been a challenging and evolving relationship for both – and the project had gained. It was important to get down to the practical issues involved in a campus school early – Lord's Hill had community uses and was open 18-20 hours a day. Oasis would be happy to host a visit for the SC. **Tony Blackshaw (Director of education, Dioceses of Portsmouth and Winchester)** said that the Church of England had a wide experience of partnering with many different bodies, in new school provision including the new primary school in Whiteley, and what is now St Columba Academy in Fareham. It could offer (without denominational bias) an engagement with faith and a faith background, which was widely valued.
- (iii) **A Fareham perspective - Phil Munday (Henry Cort Community College, speaking on a personal basis)** The schools in the new community need to be seen in the context of current education provision in the rest of

Fareham which had 11% spare capacity at secondary level. The Fareham family of schools had a good record in creating strong relationships between primary and secondary which helped to manage transition and having a smaller number of primary schools feeding into a secondary would make it easier to achieve a good transition. A key issue at secondary level was whether size would be sufficient to offer the range of curriculum choices being sought – good collaboration between schools (which applied in Fareham) was essential for this. Indeed there was a case for using this opportunity to look again at what was needed in this part of the Borough – relocation could be a factor.

- **(iv) Providing community and leisure facilities as part of new schools**
Paul O’Beirne (Chief executive, Community Action Fareham) drew attention to the wider range of youth activities that would be important in the new community such as the scout movement. Overall he identified 3 needs – Community Engagement (in how the new community is taken forward), Community Learning (the wider range of courses and activities not just school provision) and Community Facilities (places where these activities can take place at reasonable cost). **Jamie Waterman (Hamble Community Sports College)** described how a major leisure and community facility had been built up (starting with a swimming pool) over 7 years using capital grants from HCC, Lottery and private sector and was now the basis of a facility with 2000 plus users a day which covered its costs, without grant and with some cross-subsidy from high revenue earners such swimming lessons to help fund activities for the elderly. The budget was within the school budget but ring fenced. Key issues were a need to negotiate with the school annually on use of space, have a separate (commercially oriented) manager, invest in state of the art equipment and software, encourage business lettings and think of user needs such as café, viewing gallery, car parking. Personal recommendation was the driver of new business with commuters, toddler groups and 50plus the main patronage areas and there was good opportunity for students to get work experience and learning in the operation. Adult education could be offered but needs a subsidy. **Caroline Clapson (North West Bicester new community, Cherwell District Council)** spoke about the potential for community management of new facilities – a help not only in building a socially sustainable community but also in creating a more robust base for supporting community activity and being less dependent on future central Govt or local funding. This was an important element in the NW Bicester scheme of 5,000 homes and good buy in was being achieved from local business and community interests. More detailed agreements were being negotiated which would determine what services (and maintenance responsibilities such as public open space), what income generating assets and what share of the s106 funding would be allocated to this approach. Milton Keynes provided other useful experience where local Trusts receiving a “balanced package” of assets to fund liabilities had a long history, alongside the location of primary schools and community facilities together in a community hub. However where facilities were shared it was important to provide for re-negotiation in the event that the school left local authority control.

- **Questions to speakers** The current cost of a new primary school – broadly £7m for a 2 form entry and £10m for 3 form entry.
- Land allocation for schools in the plan was a key issue – it had caused difficulties at Whiteley and the options for future expansion at West of Waterlooville were restricted by the layout of roads and other development.
- Traffic generation was a major issue. Part of the solution was to encourage cycling and walking and part was to build separate entrances to spread the pressure (important also for evening activities).
- When is a new school provided – the pace of development will set trigger points for the developer to make payments. Anything ahead of that would need funds from elsewhere. It was possible to build up a new school year by year.
- It would be useful to know where the pressure was greatest in existing Fareham primary schools – HCC are working on this.
- How to work with the community when it didn't yet exist – This was not unprecedented. The Church of England had experience of this at Andover and elsewhere. It sought to involve the nearest neighbouring communities as it was doing at west of Waterlooville.
- Looking more widely at community and leisure facilities as well as education, was there a problem with what residents were paying for through a charge and what they could reasonably expect the Council to pay for – this needed clarification and further discussion.

Report of discussion Groups 1 and 2 - What type of school should it be, where should it be and who should provide it?

The first school needed is likely to be primary and it was important to consider the influence that the perceived quality of the school can have on the marketable value of the development. A primary school needs to be community based, local and relatively close in proximity to the community it serves. There may be a good case for looking at a temporary primary facility initially. New residents needed certainty on when schools would be provided.

The point at which to start secondary provision would depend on several considerations:

- Is there a need for a new secondary school initially if the existing secondary schools in Fareham could provide the capacity? Need to know how spare capacity will be assessed and applied to the provision? Age profile of the wider local communities (influencing local feed for a school) will need to be looked at. However education provision was now more competitive and less predict and provide;
- Action will be needed to respond to insufficient provision in the west of Fareham currently. Is there a case to relocate existing schools?
- There was benefit to the new development in having secondary places on site earlier as a secondary school could add additional facilities and a central community hub (though not all schools had a community hub);
- An all age school can offer a cohesive link and economies of scale (although good relationships between separate schools could still create a "virtual" all through);

- A new school will attract inward enrolments. Specialism of the school can widen the catchment and where students come from. Admissions policy can determine intake. Need to have the flexibility to contract and expand when capacity changes. Sufficient land to future proof further development is essential;
- Need to consider that travel leads to an extended day for the students. Does this impact on learning? It was important to encourage walking and cycling to school;
- Whatever designation the new provision has, it should be in collaboration with other existing provision. This could well be further afield than just the local area.

Who should provide the new school?

- Developer will build the school to support the new community, but not necessarily to support additional incoming children;
- No specific group identified to run the schools. Consideration should be given to CoE support for the school;
- It was important to have a clear vision for the school, its values and for the facilities (eg a list of customer uses) it should provide. We should aim high so as to create the best framework against which to test potential providers.

In addition the Workshop was able to hear **a statement by the major landowners (BST Warehouses Limited and Buckland Development Ltd)**

“BST Warehouses Limited and Buckland Development Limited view first class education provision as a critically important component in the formation and long term nurturing of a genuinely sustainable community. Accordingly, both parties view the early provision - particularly of primary level education facilities - as a vital part of the development on their respective landholdings.”

Discussion Group 3 : How do we plan for shared facilities (to reduce cost and increase benefit) to serve both the school and community and how do we involve members of the new community in management?

Point 1: Some of the new community facilities should be unique in Fareham so that they offer benefit not just for new residents / business, but existing ones in Fareham. By bringing in people from outside, this will assist community cohesion but also could help with ensuring such facilities remain financially viable. Examples include sports facilities, well designed green space/ other green uses.

Community hubs have a vital role in galvanising new communities and should be provided as early as possible. Temporary facilities should be investigated to fill the gap until permanent ones can be built - e.g. using one of the new homes as a meeting space or “community house”.

Point 2: Dual use of school / sports facilities by the community has many potential benefits such as cost savings if there is dual use of buildings throughout the day, less under utilised space, older people feeling safer by attending well used facilities, providing good opportunities for older and younger people to mix, with

tangible benefits for both. A kitchen area to be used by the community should be planned into the design of such buildings and the potential for the space to be used for worship should also be investigated and considered. If facilities are available during the day the community can benefit from maximum access - an important factor in building a new community. There are benefits of including some element of commercial activity in the facilities and activities that take place within them - e.g. a café that could be used by the school but open to the community, holiday clubs, evening classes etc.

Point 3: Shared use needs careful planning, with an eye on how the facilities might evolve over time For example locate the shared use facilities near the front of the school, plan for good levels of cycle / public transport / parking provision / toilets / storage and complex so that users do not have to walk through the school to gain access. An all-weather pitch where people can just turn up (i.e. no need to book) would be a good facility for young people from the new development and beyond.

Point 4: Involve community members on the management board - they will be the best advocates for the facilities within the community and will ensure that the issues connected with community use of facilities over the long term will not be ignored in decision making. They can also be good income generators.

Point 5: The operation of the facilities and skills of staff employed are factors that are as important as how they are planned - a community manager who can stand up for community use in discussions as well as staff who are multi-skilled - including possessing financial skills will be important.

Recommendations for further work

As highlighted in the discussions these are large issues and we are still in the early stages. However in several areas such as planning and identifying the needs and aspirations for schools in the new community there is a need to get work underway. The following are possible practical steps which could be taken to help make progress:

(i) Preparing **a vision statement for the first school(s) in the new community** to reflect both the special role that the first school(s) in a new freestanding community will play but also take account of the wider values of Fareham and its civic society. The practical point of this would be to inform and influence any prospective school provider - the point was made in the workshop that while many larger education providers have strong values of their own they can ally or join with local aspirations. In addition Fareham will need to ask the right questions of a provider. While the Standing Conference can help get this process underway it would probably be for the local authorities to hold a "Potential providers event" later in the process to encourage interested providers to make formal proposals;

(ii) A **secondary schools working group** to look at " a secondary school collaboration or relocation model" in which one or more of the existing Fareham secondary schools could suggest in more detail how an alternative approach might

work in addition to the all-through model discussed in the workshop. Although secondary needs may seem some way into the future the point was made strongly at the workshop that decisions on land use and transport taken in the next 12 months or so could limit scope considerably. To be effective this work would need to be led by one or more of the existing schools;

(iii) An assessment of **the leisure and community facilities it would be practical to provide**. This might have two components - one led by Fareham civic society on what needs to be considered and the other, in association with the FBC leisure services section, on the scope for applying a cost recovery/no grant approach on the lines of Hamble CSC. Again the Standing Conference could help get this underway but formal decisions in due course will need to be for Fareham BC.

As implied above it would not be practical to develop these initiatives in the full Standing Conference - a small subgroup approach would be needed.

Henry Cleary

Chair of Standing Conference

1. Note on the Standing Conference The Standing Conference has been established by Fareham Borough Council to bring together the views of interested bodies in and around Fareham including community groups affected by the development, partner authorities, housing providers, business and community organisations and those responsible for major services such as education and transport. The Standing Conference also includes landowner representatives and has an independent chair. Its work is intended to be an input to the preparation of detailed policies and plans by Fareham Borough Council for the new community and to inform the delivery arrangements which will involve many of the partners.

2. Health warning on the views expressed in these notes based on the Standing Conference workshops and meetings. They are intended to provide a summary of the Conference's take on priorities, opportunities and concerns. They do not bind or restrict any of the parties represented in making a formal input as individuals or organisations to the statutory and other consultations which will take place on the project and unless stated otherwise they do not represent a formal position by Fareham Borough Council. It is also likely that the Standing Conference will need to continue to review and develop its thinking on these topics as the project is taken forward. At the time of this discussion no decision had been taken on the exact boundaries of the area to be taken forward in the AAP – on which Fareham Borough Council had set out 4 broad options in its July consultation (housing range 7,250 - 5,400).

Education and Community workshop - List of Attendees

Date: Tuesday 12 February 2013

The Council Chamber, Civic Offices, Fareham
Chairman Henry Cleary
Councillor Seán Woodward Fareham BC
Councillor Keith Evans Fareham BC
Councillor Mrs Stallard Hampshire County Council
Ward Councillor John Bryant Fareham BC
Ward Councillor Pamela Bryant Fareham BC
Ward Councillor Katrina Trott Fareham BC
Officer Richard Jolley Fareham BC
Officer Selina Crocombe Fareham BC
Officer Peter Home Fareham BC
Officer Adam Collier Fareham BC
Officer Chris Holt Hampshire County Council
Officer Brian Pope Hampshire County Council
Officer Caroline Clapson Cherwell District Council
Education Tony Blackshaw Diocese of Portsmouth/Winchester
Education Roger Hutchin Brookfield Community School
Education Nigel Duncan Fareham College
Education Ian Cranstone Neville Lovett Community School
Education Phil Munday Henry Cort Community College
Education Students of Henry Cort Community College
Education Jerry Goddard University of Chichester
Education Adrian Thomas New Community Organisation
Education John Toland Oasis Academy Mayfield
Education Jamie Waterman Hamble College
Landowner rep. David Griffiths Buckland Development Ltd
Landowner rep. John Adams Smart Futures
Community Mary-Anne Field Christians Together
Community Paul O'Beirne Fareham Social Action
Community Rev Paul Bedford Fareham United Reformed Church
Community Sheila Chambers Knowle Village Residents Association
Community Brenda Clapperton MBE The Fareham Society
Community Pam Wenden The Fareham Society
Community David Walton Wallington Village Community Assoc.
Community Michael Carter Wickham Community Association
Retail Clive Wright Town Centre Management
Health Jo Parkinson Fareham & Gosport Clinical Commissioning Group