

# Our vision for the future of Stamford Park schools



**W**e are proposing to create a new school, Stamford Park Primary School. Our vision is to provide an inspirational learning environment, fit for the 21st century, for the benefit of the current and future children of Altrincham.

The new school will bring together two highly effective schools, Stamford Park Infant School and Stamford Park Junior School, to improve the teaching and learning environment for staff and pupils alike. Bringing the schools together in this way is known as amalgamation.

The new school will be an energy efficient, low maintenance building, sensitive to the heritage of the previous schools and to the changing interests of the wider community.

This set of information presents the ideas, facts and opinions collected to date as we begin an eight-week consultation period that will end on 17 November 2019. This process will allow all interested parties to participate in shaping the proposal as it moves forward.

## 1. Summary of the proposal

The proposal is to discontinue Stamford Park Infant School and Stamford Park Junior School, which each provide 70 places in each year group and to replace these two schools with a new build primary school providing 90 places in each year group. It is proposed that the school will open in September 2021 and it is anticipated that building work would begin in the summer of 2020.

## 2. Why we are making this proposal now

We have a long standing aim to amalgamate separate infant and junior schools where this is possible.

Every year local authorities are required to submit pupil forecast data to the Department for Education (DfE). This data is used to decide whether there are sufficient school places in the area and to determine the amount of basic need funding each local authority should be allocated. On the basis of the data provided, DfE considers that we should provide 1,232 additional primary school places, with 388 of these in the Altrincham area. This equates to 55 places in each year group. A total of 30 additional places have already been provided through the expansion of Broadheath Primary School leaving a requirement for a further 25 places to be provided in Altrincham.

In addition to the educational benefits of

amalgamating separate infant and junior schools, the condition and ongoing maintenance of the current building has been a long standing concern to us and the schools.

The infant school, junior school and caretaker's house – which is linked to the junior school – are Edwardian buildings, built around 1905. There have been a number of extensions such as a staffroom and toilets and the separate nursery was added around 1993. Many of the original timber single glazed windows still exist.

Although the condition of the building is currently satisfactory, the upkeep to the fabric and maintenance of the buildings is a drain on school funds. The buildings do not meet the recommended areas for today's teaching styles. The construction and typical layout from this era – with the hall in the centre of school and classrooms directly off the hall – means it is not suitable for remodelling. The schools currently share the kitchen and outdoor play space.

The boilers in both schools have been replaced relatively recently but the hot and cold water distribution pipework and radiators in both schools are well past their life expectancy and due for replacement.

The electrical distribution boards, power and lighting wiring in both schools were rewired 18 years ago and are satisfactory for another seven years. However, systems including the fire alarm and emergency lighting systems in both schools are due for replacement within two to three years.

## History and heritage of the schools

The heritage of the existing schools buildings will not be lost. We have rebuilt three schools of the same era in recent years – Navigation Primary School in Altrincham, Worthington Primary School in Sale and the junior block at Springfield Primary School in Sale.

These schools wished to keep and incorporate some of the historical features such as stained glass windows, date stones and the iconic entrance arches. All this would be equally possible at Stamford Park.

The following pictures are examples of schools which have retained their original heritage features.





Together, the schools need to spend a total of £1.2 million to repair high priority items, which includes windows and roofs. Priority one to four indicates the timeframe to complete repairs:

- Priority one is work needed urgently
- Priority two is work needed within one to two years
- Priority three is work needed within three to five years
- Priority four is work needed from five years+

A high level of mould spores were detected in the infant school building which led to the building being closed for a short period in summer term 2019 to allow action to be undertaken. This included introducing air purifiers and increasing natural ventilation which reduced the levels of spores.

Building work to replace high level windows in the hall to increase natural ventilation is planned for October half term and an investigation into the source of the spores is ongoing.

#### **Suitability and capacity of current buildings**

In terms of pupil numbers – the schools are undersized for their current intake. Stamford

Park Infant School is 36% or 478m<sup>2</sup> short of accommodation and Stamford Park Junior School is 5% or 76m<sup>2</sup> short of teaching space. The junior school is currently proposing to turn the bike shelter into extra teaching accommodation.

Suitability assessments for both schools highlight the number of small teaching spaces compared to DfE guidance. The guidance, which assumes there are 30 pupils in each class, suggests infant classrooms of 62m<sup>2</sup> and junior classes of 55m<sup>2</sup>. However, six of the seven infant classrooms are currently in the range 41m<sup>2</sup> to 50m<sup>2</sup>, with only one classroom meeting the current requirements. Six of the eight junior classrooms, which accommodate 35 children in each class, are in the range 45m<sup>2</sup> to 46m<sup>2</sup> with only two meeting the current requirement.

This highlights the fact that the current teaching accommodation is undersized.

#### **Why not expand the current school buildings?**

There would need to be significant capital investment to resolve the condition issues and this would still leave schools with undersized classrooms. Increasing the size of the small

classrooms would involve major changes to an ageing building.

There would also be the further requirement for additional classrooms to accommodate a published admission number of 90. This would involve spreading onto already limited play space to create the additional classrooms. Therefore, the proposal is to create a school as recommended by the DfE in their baselines designs.

### 3. Advantages of amalgamation

The amalgamation of the two phases, infant and junior, will mean the school can develop a clear vision which is shared and understood by all. It will provide opportunities for the development of the curriculum and improve the way it is delivered. While both schools are already committed to working together and making transitional links, the amalgamation will provide a seamless curriculum which is broad, balanced and demonstrates clear continuity and progression in learning. It will increase opportunities for further curriculum enrichment and extra-curricular activities.

The amalgamation will reduce management and running costs and will enable the better use of educational resources including teaching and non-teaching staff. In terms of administration, it will avoid duplicating resources.

Having one governing body to drive the school's

strategic planning, will ensure continued robust accountability and monitor development of the school.

**“The amalgamation will provide a single school at the heart of the local community, offering a consistent vision and ethos to the benefit of children, staff, parents and carers.”**

#### Educational benefits for children

The amalgamation will improve continuity and progression for children's learning along with an increased ability to track long term attainment and progress. It will provide a consistent approach to their learning which will follow them all through their time at the school and help them to understand their place within the school family.

Within a single primary school, all children – younger and older – will have the opportunity to share the outcomes of their learning.

The primary school will provide a nurturing environment where children can work and play together over a longer period of time developing a greater understanding and appreciation of one another's diverse strengths, skills and personalities. This experience has been shown to have a positive impact on social skills, problem solving and relationship development.

**Stained glass window in the new hall at Worthington Primary School, Sale**





**Springfield Primary School, Sale, incorporating the original entrance arch**

The new school will make the transition from Years 2 to 3, from infants to juniors, smoother and better for the pupils and their families. This will promote an increase in feelings of stability, security and confidence because the children are all in the same school.

A primary school will provide greater continuity for the most vulnerable children and those with special educational needs and disabilities (SEND), including gifted and talented pupils. The introduction of a single behaviour management strategy across all ages would result in clear expectations and a shared ethos which is understood by children, parents and carers throughout the primary and early years stages.

#### **Benefits for parents and carers**

**A**n amalgamated school will simplify communication between school and parents, especially for parents with children in both schools. It will remove duplication and ensure a joined up approach for events, training and timetabling.

There will be no need for parents to have to become familiar with different systems and procedures as children move into Year 3. Parents will only need to familiarise themselves with one

set of policies and one set of communications.

The amalgamation will lead to the establishment of more consistent engagement with parents and carers as it gives the ability to foster longer-term family relationships within one school, thereby helping to better understand the needs of each child. A close working partnership between school and home has been shown to have a strong, positive impact on children's learning.

The new school will continue to build on the strong partnership between school and parents with a shared understanding of aspirations and expectations for teaching and learning.

#### **Benefits for staff**

**A** single primary school will offer further opportunities for existing staff to develop their professional interests and skills. This will also assist in the recruitment and retention of staff by providing greater professional opportunities. The amalgamation will further the range of expertise and experience of teaching staff.

## **4. Plans for the new building**

**A**t the beginning of this consultation, we have started the necessary procurement processes

and progress will be updated as we move through the stages.

The initial specification is that the new school will be built on the existing school playing field site, providing 90 places in each year group. This is known as a three-form entry school. The specification for the new school is based on the Government's latest guidelines, known as BB103 Area Guidelines for Mainstream Schools. Once built, the existing school site would become the primary school playing field and car park.

As this land is not surplus to requirements it would not be at risk of re-development. The caretaker's house would be retained.

The new school will have three main areas made up of administration and shared spaces, an infant department and a junior department. The pupils will have their own classroom and dedicated teacher, while classrooms will be arranged according to year group with infant classrooms on the ground floor. Most practical work will take place in the classrooms, with small group work in group rooms and specialist teaching in the halls, library, ICT suite, science and design technology suite, the food technology room and external grounds. Specialist teaching spaces could be zoned off, allowing community access outside of school hours.

The final design will be a collaborative approach to suit the available site and the new primary school's requirements.

The existing buildings are more than 100 years old with undoubted historic value and we will seek to preserve aspects of the old in the new building or in the grounds. Queens Road is the only access road for the new site and so pedestrian and vehicle traffic will be carefully managed to prevent bottlenecks and congestion.

The new school will be organised as a typical three-form entry primary school. There will be an early years foundation stage consisting of the nursery and reception classrooms. These will have direct access to outdoor space and partially covered play space, along with access to toilets from the classrooms.

Both the infant and junior school departments will be clustered by year group with their own toilet blocks and group rooms. Near the front of the school providing office accommodation for the headteacher and staff, as well as a meeting room.

We will ensure the design of the building supports the school's curriculum and way of working, and that the layout has the right balance



## How a new school will look

Alongside a significant number of successful expansions, such as a complete new wing at Springfield Primary School, we have delivered three completely new replacement buildings at Bowdon CE Primary School, Navigation Primary School and Worthington Primary School.

The following pictures show areas of these schools to illustrate what a new Stamford Park school might look like.



**Classroom with teacher storage at Oldfield Brow Primary School, Altrincham**

and distribution of space, in line with the current guidelines.

### Specific requirements to be considered so far are:

- Classrooms which include specialist spaces.
- Lower window sills in nursery and reception area to ensure pupils playing outside can be seen.
- Low walls to the cloak area to ensure easy supervision, adequate ventilation and light.
- Junior classrooms to be larger than the recommended 55m<sup>2</sup> to accommodate 30+ class groups.
- Music, halls and/or performance areas and studios.
- Halls need to be next to each other with the option to partition off the main hall, small hall and studio so that they can be one large space or have separate activities taking place at the same time. The halls will have to accommodate assemblies, physical education activities, dining and performances, so must be truly multi-purpose spaces with appropriate acoustic treatment and flooring.

### Dining and kitchen

- Any dining facilities must be suitable for the school's catering arrangements and dietary needs.
- All infant children are currently entitled to free school meals. This initiative may roll out to junior children in the future, meaning it could be necessary for the kitchen to cater for up to 630 meals a day.
- Adequate storage is needed for dining

furniture – quick set-up tables are bulky and take up a lot of space.

- Some schools use a meal pre-ordering system – careful thought will be given to how pupils use the dining area during lunchtime.
- A food technology room next to the halls will offer community use for functions outside of school time.

### Library or library resource centre (LRC)

- The library and ICT facilities are usually housed in the same room.

### Special education needs (SEN), medical and therapy spaces

- The hygiene room should have a ceiling capable of supporting a hoist if required in the future.
- The hygiene room would be fitted with a shower which can be used as a staff shower.
- As the building is likely to be two or three storeys, two staircases and a lift will be provided.

### Toilets, coats and bags storage

- Toilet facilities will be suitable for the way the school works and will take into account the School Premises Regulations.
- Coat and bag storage would either be provided in the classroom or immediately outside along a corridor.

### Entrance and circulation

- The main entrance will be a secure reception area for visitors with access to the rest of the school controlled by office staff. Nursery, infant

and junior pupils will require separate entrances to the school.

### Storage

- Teacher storage is normally provided by teaching walls in each classroom. This maximises efficient use of floor area, storage and accessibility. A five-metre length of teaching wall is provided as standard.

### External space and grounds

- There will be a landscaping budget for playing fields and playgrounds, marked out pitches and a multi-use games area (MUGA) to help maximise outdoor provision.

In order to make the best use of the site, the possibility of a two or three storey building will be explored. This is to ensure that the external facilities – such as playing fields and playgrounds – can still be accommodated on the site.

It is expected that the school building, playgrounds and a multi-use games area will be located on the current playing field site. The staff car park, caretaker's house and new playing field will be located on the current school site. As the new building is proposed to be built on the current playing field, we will look to see if we can deliver the MUGA early to make sure both schools have access to a formal games area during the construction, and until the new playing field is ready.

As this is a constricted site, the external grounds will be provided in the following priority order. The areas are a guide to what is recommended for a three-form entry primary school.

<b>Hard informal and social, including foundation stage play area</b>	<b>830m<sup>2</sup></b>
<b>Hard outdoor PE space (including a fenced MUGA)</b>	<b>1,345m<sup>2</sup></b>
<b>Soft informal and social</b>	<b>1,860m<sup>2</sup></b>
<b>Habitat, including foundation stage play area</b>	<b>315m<sup>2</sup></b>
<b>Soft outdoor PE (playing field)</b>	<b>12,600m<sup>2</sup></b>

The project team will liaise with the Planning Department, Sport England and the Sports Development officer to maximise outdoor provision.

Options for interim PE and sports arrangements will be reviewed to make sure the children can still take part in these activities.

## 5. Impact on the local community

As the local planning authority, we have adopted a local plan which specifies car parking standards for all building applications



**Multi-use games area at Springfield Primary School, Sale**



within our area. In the case of schools, our local plan says there should be two car parking spaces per teaching space.

The plan for the three-form entry school will include 21 classrooms plus specialist spaces. This means there will be a need to create more than 40 car parking spaces for the new school, all to be contained on the site of the existing two schools.

There is currently only one parking space at Stamford Park Junior School and none at all at Stamford Park Infant School. The new school will thus have a sizeable increase which will bring about a significant improvement to the parking situation for residents around the new school.

Residents on Cedar Road will benefit from the increased parking facilities at the school and those facing the existing schools will have a more open aspect once the existing buildings are replaced. The positioning of the new school building will be carefully considered to limit any impact on the residents of Acacia Avenue, Stanway Drive and St Andrews Court.

## 6. How the proposal will be funded

The cost of building the new three-form entry primary school would be met from basic need

funding. This is the money the DfE gives to local authorities each year to help make sure there are enough school places for children in the area.

The funding we have received is £18.1 million. The amount each local authority receives is calculated by comparing the current capacity of our schools against the future demand for pupil places.

We have to report back to the DfE on how we have used the funding and we do not receive any further basic need funding until we can demonstrate that we have provided the additional school places that were identified. The DfE also monitors how efficiently we use the funding we are allocated.

The budget allocated to this project is £8 million which includes the design and build, plus furniture, fixtures and equipment. This expenditure was included in the Education and Early Years Basic Need and SEND Capital Report which was approved by the Council Executive in June 2019.

## 7. Who will design and build the new school

We will be acting as the client for school building projects and will therefore

commission the proposed new building at Stamford Park via our partner Amey Consulting.

### Design process

Once a selected contractor has been appointed, an introductory meeting is held with the design team and the design process for the building begins.

The team will consist of representatives from Amey Consulting, Trafford Council, the Infant and Junior schools and the contractor.

### Managing the design and build phase

There will be a project manager from Amey Consulting who will manage the design and build process.

A project officer from Trafford School Capital Projects team oversees the project to ensure the design is followed and that the interests of the schools are protected during the build process.

### Social value

We are committed to social value and so there is a strong emphasis on this in the form of employing local labour, offering apprenticeships, welcoming work experience students from local schools and liaising with the school to see where the contractor can add social value to the scheme.

## 8. The consultation process so far

We have already started informal consultation with the headteachers and governors at both Stamford Park Infant School and Stamford Park Junior School.

You can read the information we published up to 31 July 2019 in our early ideas and concepts webpage at [www.trafford.gov.uk/residents/schools/stamford-park/stamford-park-primary-school-early-ideas-and-concepts.aspx](http://www.trafford.gov.uk/residents/schools/stamford-park/stamford-park-primary-school-early-ideas-and-concepts.aspx).

We also hosted an informal online survey. A total of 1,011 informal survey responses were received. Of these, 397 respondents provided their name and contact details and/or reasons why they agreed or disagreed with the proposal. The remaining 614 respondents did not provide any name, contact details or reasons why they agreed or disagreed with the proposal.

You can read the comments and responses submitted in the survey at <https://bit.ly/2mSAjGM>.

On 19 August 2019, Trafford Executive met and approved a report that recommended that a consultation be undertaken on the proposal to discontinue Stamford Park Infant School and



**Food technology room at Kings Road Primary School, Firswood**



**Classroom with teaching wall and storage at Kings Road Primary School, Firswood**

Stamford Park Junior School and to establish a new primary school on the existing school grounds. This decision was published on 28 August and became effective on 5 September. Importantly, the proposal has received support from all the political parties.

You can view the decision and associated documents at <https://bit.ly/2mRmFnt>.

The current period of informal consultation will continue until midnight on Sunday 17 November 2019.

## 9. What happens next

**W**e are working to appoint architects and contractors through the usual procurement procedures and will set up a working group to meet regularly up to the eventual submission of a formal planning application.

Each school has been invited to nominate a representative to sit on this working group.

The information on our website will be regularly updated throughout this informal consultation period. We will consider and respond to all comments and questions and post those comments and responses on our website.

Finally, all this input will be included in a report

to Trafford's Executive for its consideration. If the Executive determines to proceed to the next stage, we will publish a statutory notice of our intention to discontinue Stamford Park Infant School and Stamford Park Junior School and to open a new replacement school.

The publication of the notice would mark the start of a four-week representation period. Within one week of the publication of the statutory notice there is a requirement for us to publish a full proposal and provide a copy upon request to any interested party.

A copy of the full proposal will also be sent to the DfE and to the Office of the Schools Adjudicator. This representation stage allows people to make comments or raise objections to the formal proposal.

## 10. Who will make the final decision?

**T**he final decision to proceed will not be taken by Trafford Council – it will be made by the Schools Adjudicator. This is someone who works independently from the DfE but is appointed by the Secretary of State for Education.

The Schools Adjudicator is impartial and may not have any connection to the cases they examine.

# Have your say

You can ask any questions and help shape the new school by giving your ideas and comments in one of the following ways:

Complete our online consultation form:

**<https://trafford.citizenspace.com/children/stamford-park-schools>**

Email: **[stamfordparkproposal@trafford.gov.uk](mailto:stamfordparkproposal@trafford.gov.uk)**

Write to: **School Admissions Team, Trafford Council, Waterside, Sale, M33 7ZF**